

CAMBRIDGE

www.majazionline.ir

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

1



MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

1



مرجع زبان انگلیسی در ایران

09304293050



@majazionline1

www.majazionline.ir

majazionline1@gmail.com



@majazionline.ir

کتابهای معلم - دانش آموز - ورک بوک

نمونه سوالات استاندارد - فاینال - میان ترم - پایان ترم

جواب کتابهای (معلم - دانش آموز - ورک بوک)

انواع

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



CAMBRIDGE
UNIVERSITY PRESS

***Touchstone Second Edition* has benefited from extensive development research. The authors and publishers would like to extend their thanks to the following reviewers and consultants for their valuable insights and suggestions:**

Ana Lúcia da Costa Maia de Almeida and Mônica da Costa Monteiro de Souza from **IBEU**, Rio de Janeiro, Brazil; Andreza Cristiane Melo do Lago from **Magic English School**, Manaus, Brazil; Magaly Mendes Lemos from **ICBEU**, São José dos Campos, Brazil; Maria Lucia Zaorob, São Paulo, Brazil; Patricia McKay Aronis from **CEL LEP**, São Paulo, Brazil; Carlos Gontow, São Paulo, Brazil; Christiane Augusto Gomes da Silva from **Colégio Visconde de Porto Seguro**, São Paulo, Brazil; Silvana Fontana from **Lord's Idiomas**, São Paulo, Brazil; Alexander Fabiano Morishigue from **Speed Up Idiomas**, Jales, Brazil; Elisabeth Blom from **Casa Thomas Jefferson**, Brasília, Brazil; Michelle Dear from **International Academy of English**, Toronto, ON, Canada; Walter Duarte Marin, Laura Hurtado Portela, Jorge Quiroga, and Ricardo Suarez, from **Centro Colombo Americano**, Bogotá, Colombia; Jhon Jairo Castaneda Macias from **Praxis English Academy**, Bucaramanga, Colombia; Gloria Liliana Moreno Vizcaino from **Universidad Santo Tomas**, Bogotá, Colombia; Elizabeth Ortiz from **Copol English Institute (COPEI)**, Guayaquil, Ecuador; Henry Foster from **Kyoto Tachibana University**, Kyoto, Japan; Steven Kirk from **Tokyo University**, Tokyo, Japan; J. Lake from **Fukuoka Woman's University**, Fukuoka, Japan; Etsuko Yoshida from **Mie University**, Mie, Japan; B. Bricklin Zeff from **Hokkai Gakuen University**, Hokkaido, Japan; Ziad Abu-Hamattah from **Al-Balqa' Applied University**, Al-Salt, Jordan; Roxana Pérez Flores from **Universidad Autonoma de Coahuila Language Center**, Saltillo, Mexico; Kim Alejandro Soriano Jimenez from **Universidad Politecnica de Altamira**, Altamira, Mexico; Tere Calderon Rosas from **Universidad Autonoma Metropolitana Campus Iztapalapa**, Mexico City, Mexico; Lilia Bondareva, Polina Ermakova, and Elena Frumina, from **National Research Technical University MISiS**, Moscow, Russia; Dianne C. Ellis from **Kyung Hee University**, Gyeonggi-do, South Korea; Jason M. Ham and Victoria Jo from **Institute of Foreign Language Education, Catholic University of Korea**, Gyeonggi-do, South Korea; Shaun Manning from **Hankuk University of Foreign Studies**, Seoul, South Korea; Natalie Renton from **Busan National University of Education**, Busan, South Korea; Chris Soutter from **Busan University of Foreign Studies**, Busan, South Korea; Andrew Cook from **Dong A University**, Busan, South Korea; Raymond Wowk from **Daejin University**, Gyeonggi-do, South Korea; Ming-Hui Hsieh and Jessie Huang from **National Central University**, Zhongli, Taiwan; Kim Phillips from **Chinese Culture University**, Taipei, Taiwan; Alex Shih from **China University of Technology**, Taipei Ta-Liao Township, Taiwan; Porntip Bodeepongse from **Thaksin University**, Songkhla, Thailand; Nattaya Puakpong and Pannathon Sangarun from **Suranaree University of Technology**, Nakhon Ratchasima, Thailand; Barbara Richards, Gloria Stewner-Manzanares, and Caroline Thompson, from **Montgomery College**, Rockville, MD, USA; Kerry Vrabel from **Gateway Community College**, Phoenix, AZ, USA.

***Touchstone Second Edition* authors and publishers would also like to thank the following individuals and institutions who have provided excellent feedback and support on *Touchstone Blended*:**

Gordon Lewis, Vice President, Laureate Languages and Chris Johnson, Director, Laureate English Programs, Latin America from **Laureate International Universities**; **Universidad de las Americas**, Santiago, Chile; **University of Victoria**, Paris, France; **Universidad Tecnológica Centroamericana**, Honduras; **Institut Universitaire de Casablanca**, Morocco; **Universidad Peruana de Ciencias Aplicadas**, Lima, Peru; **CIBERTEC**, Peru; **National Research Technical University (MiSiS)**, Moscow, Russia; **Institut Obert de Catalunya (IOC)**, Barcelona, Spain; Sedat Çilingir, Burcu Tezcan Ünal, and Didem Mutçalıoğlu from **İstanbul Bilgi Üniversitesi**, Istanbul, Turkey.

***Touchstone Second Edition* authors and publishers would also like to thank the following contributors to *Touchstone Second Edition*:**

Sue Aldcorn, Frances Amrani, Deborah Gordon, Lisa Hutchins, Nancy Jordan, Steven Kirk, Genevieve Kocienda, Geraldine Mark, Julianna Nielsen, Kathryn O'Dell, Ellen Shaw, Kristin Sherman, Luis Silva Susa, Mary Vaughn, Kerry S. Vrabel, and Eric Zuarino.

Authors' Acknowledgments

The authors would like to thank all the Cambridge University Press staff and freelancers who were involved in the creation of *Touchstone Second Edition*. In addition, they would like to acknowledge a huge debt of gratitude that they owe to two people: Mary Vaughn, for her role in creating *Touchstone First Edition* and for being a constant source of wisdom ever since, and Bryan Fletcher, who also had the vision that has led to the success of *Touchstone Blended Learning*.

Helen Sandiford would like to thank her family for their love and support, especially her husband Bryan.

The author team would also like to thank each other, for the joy of working together, sharing the same professional dedication, and for the mutual support and friendship.

Finally, the authors would like to thank our dear friend Alejandro Martinez, Global Training Manager, who sadly passed away in 2012. He is greatly missed by all who had the pleasure to work with him. Alex was a huge supporter of *Touchstone* and everyone is deeply grateful to him for his contribution to its success.

Touchstone Level 1 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 All about you pages 1–10	<ul style="list-style-type: none"> • Say <i>hello</i> and <i>good-bye</i> • Introduce yourself • Ask for, give, and spell names • Use the verb <i>be</i> with <i>I, we, and you</i> • Exchange email addresses, phone numbers, etc. • Complete an application form • Ask <i>How about you?</i> • Use expressions like <i>Thanks</i> or <i>Thank you</i> 	<ul style="list-style-type: none"> • The verb <i>be</i> with <i>I, you, and we</i> in statements, <i>yes-no</i> questions, and short answers • Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions to say <i>hello</i> and <i>good-bye</i> • Numbers 0–10 • Personal information • Everyday expressions 	<ul style="list-style-type: none"> • Letters and numbers • Email addresses <p>Sounds right</p> <ul style="list-style-type: none"> • Sounds like <i>hi</i>
Unit 2 In class pages 11–20	<ul style="list-style-type: none"> • Ask and say where people are • Use <i>be</i> with <i>he, she, and they</i> • Talk about things you take to class using <i>a / an</i> • Ask about things using <i>this</i> and <i>these</i> • Ask where things are in a classroom • Say who owns things using possessive 's and s' • Ask for help in class • Respond to <i>I'm sorry</i> and <i>Thanks</i> 	<ul style="list-style-type: none"> • The verb <i>be</i> with <i>he, she, and they</i> in statements, <i>yes-no</i> questions, and short answers • Articles <i>a, an, and the</i> • <i>This</i> and <i>these</i> • Noun plurals • Questions with <i>Where . . . ?</i> • Possessives 's and s' <p>Extra practice</p>	<ul style="list-style-type: none"> • Personal items • Classroom objects • Prepositions and expressions of location 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Noun plural endings <p>Sounds right</p> <ul style="list-style-type: none"> • Sounds like <i>e</i> in <i>she</i> or <i>a</i> in <i>late</i>
Unit 3 Favorite people pages 21–30	<ul style="list-style-type: none"> • Talk about celebrities using <i>my, your, his, her, our, and their</i> • Describe people's personalities • Ask and answer <i>yes-no</i> questions • Say the ages of your family members • Ask information questions about family members • Show interest in a conversation • Say <i>Really?</i> to show interest or surprise 	<ul style="list-style-type: none"> • Possessive adjectives • The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers • Information questions with <i>be</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Types of celebrities • Basic adjectives • Adjectives to describe personality • Family members • Numbers 10–101 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • <i>Is he . . . ?</i> or <i>Is she . . . ?</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Sounds like <i>s</i> in <i>see</i> or <i>z</i> in <i>zero</i>
Checkpoint Units 1–3 pages 31–32				
Unit 4 Everyday life pages 33–42	<ul style="list-style-type: none"> • Describe a typical morning using the simple present • Describe weekly routines • Ask and answer <i>yes-no</i> questions about your week • Say more than <i>yes</i> or <i>no</i> to be friendly • Say <i>Well</i> to get more time to think • Read an article about American habits • Write about a classmate for a class website 	<ul style="list-style-type: none"> • Simple present statements, <i>yes-no</i> questions, and short answers <p>Extra practice</p>	<ul style="list-style-type: none"> • Verbs for everyday activities • Days of the week • Time expressions for routines 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • -s endings of verbs <p>Sounds right</p> <ul style="list-style-type: none"> • Sounds like <i>u</i> in <i>study</i>, <i>o</i> in <i>phone</i>, <i>e</i> in <i>get</i>, or <i>a</i> in <i>law</i>
Unit 5 Free time pages 43–52	<ul style="list-style-type: none"> • Talk about your free time • Ask simple present information questions • Say how often you do things • Talk about TV shows you like • Ask questions in two ways to be clear or not too direct • Say <i>I mean</i> to say more or repeat ideas • Read an article on technology addicts • Email a friend for advice using <i>and</i> and <i>but</i> 	<ul style="list-style-type: none"> • Simple present information questions • Frequency adverbs <p>Extra practice</p>	<ul style="list-style-type: none"> • Types of TV shows • Free-time activities • Time expressions for frequency • Expressions for likes and dislikes 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Do you . . . ? <p>Sounds right</p> <ul style="list-style-type: none"> • Which <i>o</i> sound is different?
Unit 6 Neighborhoods pages 53–62	<ul style="list-style-type: none"> • Say what's in a neighborhood with <i>There's / There are</i> • Describe places • Tell the time and ask questions with <i>What time . . . ?</i> • Make suggestions with <i>Let's</i> • Say <i>Me too</i> or <i>Me neither</i> to show things in common • Say <i>Right</i> or <i>I know</i> to agree • Read a guide to New York City • Write a city guide using prepositions 	<ul style="list-style-type: none"> • <i>There's</i> and <i>there are</i> • Quantifiers • Adjectives before nouns • Telling time • Suggestions with <i>Let's</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Neighborhood places • Adjectives • Expressions for telling 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Word stress <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound vowel sound is different
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> Ask <i>How about you?</i> Use everyday expressions like <i>Yeah</i> and <i>Thanks</i> 	<ul style="list-style-type: none"> Recognize responses to <i>hello</i> and <i>good-bye</i> <p>Memberships</p> <ul style="list-style-type: none"> Listen for personal information, and complete application forms 	<ul style="list-style-type: none"> Different types of identification cards and documents 	<ul style="list-style-type: none"> Complete an application 	<p>The name game</p> <ul style="list-style-type: none"> Group work: Play a game to learn classmates' names 	<p>Meetings and greetings</p> <ul style="list-style-type: none"> Write new expressions with their responses
<ul style="list-style-type: none"> Ask for help in class Respond to <i>Thank you</i> and <i>I'm sorry</i> 	<p>Who's absent today?</p> <ul style="list-style-type: none"> Listen to a classroom conversation, and say where students are <p>Following instructions</p> <ul style="list-style-type: none"> Recognize classroom instructions 	<ul style="list-style-type: none"> Classroom conversations 	<ul style="list-style-type: none"> Write questions about locations 	<p>What do you remember?</p> <ul style="list-style-type: none"> Pair work: Look at a picture and list what you remember 	<p>My things</p> <ul style="list-style-type: none"> Link things with places
<ul style="list-style-type: none"> Show interest by repeating information and asking questions Use <i>Really?</i> to show interest or surprise 	<p>Friends</p> <ul style="list-style-type: none"> Listen to three people's descriptions of their friends, and fill in the missing words 	<ul style="list-style-type: none"> A family tree 	<ul style="list-style-type: none"> Write questions about people 	<p>Guess the famous person</p> <ul style="list-style-type: none"> Pair work: Ask <i>yes-no</i> questions to guess a famous person 	<p>All in the family</p> <ul style="list-style-type: none"> Make a family tree
Checkpoint Units 1–3 pages 31–32					
<ul style="list-style-type: none"> Say more than <i>yes</i> or <i>no</i> when you answer a question Start answers with <i>Well</i> if you need time to think or if the answer isn't a simple <i>yes</i> or <i>no</i> 	<p>Casual conversations</p> <ul style="list-style-type: none"> Listen and match the correct response <p>Teen habits</p> <ul style="list-style-type: none"> Listen to an interview with an average American teenager 	<p>Are you like an average American?</p> <ul style="list-style-type: none"> Read an article about the habits of an average American 	<p>A typical week</p> <ul style="list-style-type: none"> Write about a classmate's typical week for a class website Use capital letters and periods 	<p>Do you have the same media habits?</p> <ul style="list-style-type: none"> Pair work: Compare media habits with young adults in the United States 	<p>Verbs, verbs, verbs</p> <ul style="list-style-type: none"> Draw and label simple pictures of new vocabulary
<ul style="list-style-type: none"> Ask questions in two ways to be clear and not too direct Use <i>I mean</i> to repeat your ideas or to say more 	<p>What do they say next?</p> <ul style="list-style-type: none"> Listen and guess the questions people answer <p>Using phones</p> <ul style="list-style-type: none"> Listen to how people use their cell phones 	<p>Do You Need a Technology diet?</p> <ul style="list-style-type: none"> Read an article about technology addicts 	<p>Technology and you</p> <ul style="list-style-type: none"> Write a reply to an email asking for technology advice Link ideas with <i>and</i> and <i>but</i> 	<p>Favorite free-time activities</p> <ul style="list-style-type: none"> Pair work: Make guesses about a classmate's free-time activities 	<p>Do what? Go where?</p> <ul style="list-style-type: none"> Write verbs with the words you use after them
<ul style="list-style-type: none"> Use <i>Me too</i> or <i>Me neither</i> to show things in common Respond with <i>Right</i> or <i>I know</i> to agree or show you are listening 	<p>What's on this weekend?</p> <ul style="list-style-type: none"> Listen to a radio show for times and places of events <p>Where to go?</p> <ul style="list-style-type: none"> Listen for decisions made in conversations, then react to statements 	<p>The Village</p> <ul style="list-style-type: none"> Read a travel guide to New York 	<p>City guide</p> <ul style="list-style-type: none"> Write a city guide Use prepositions for time and place: <i>between</i>, <i>through</i>, <i>at</i>, <i>on</i>, <i>for</i>, and <i>from</i>: ...to... 	<p>Find the difference</p> <ul style="list-style-type: none"> Pair work: List the differences between two neighborhoods 	<p>A time and a place ...</p> <ul style="list-style-type: none"> Link times of day with activities
Checkpoint Units 4–6 pages 63–64					

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Out and about pages 65–74	<ul style="list-style-type: none"> Describe the weather Talk about ongoing activities with the present continuous Talk about sports and exercise Ask about current activities using the present continuous Ask follow-up questions to keep a conversation going React to news with <i>That's great, That's too bad</i>, etc. Read an article about exergaming Write an article about exercise using imperatives 	<ul style="list-style-type: none"> Present continuous statements, <i>yes-no</i> questions, short answers, and information questions Imperatives <p>Extra practice</p>	<ul style="list-style-type: none"> Seasons Weather Sports and exercise with <i>play, do, and go</i> Common responses to good and bad news 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stress and intonation in questions <p>Sounds right</p> <ul style="list-style-type: none"> Sounds like <i>ou</i> in <i>four</i> or <i>or</i> in <i>word</i>
Unit 8 Shopping pages 75–84	<ul style="list-style-type: none"> Talk about clothes Say what you <i>like to, want to, need to, and have to do</i> Talk about accessories Ask about prices using <i>How much . . . ?</i>, <i>this, that, these, and those</i> Take time to think using <i>Uh, Let's see</i>, etc. Use <i>Uh-huh</i> and <i>Oh</i> in responses Read a review of a shopping mall Write a review of a store using <i>because</i> 	<ul style="list-style-type: none"> <i>Like to, want to, need to, and have to</i> Questions with <i>How much . . . ?</i>; <i>this, these; that, those</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Clothing and accessories Jewelry Colors Shopping expressions Prices "Time to think" expressions "Conversation sounds" 	<p>Speaking naturally</p> <ul style="list-style-type: none"> <i>Want to and have to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Sounds like <i>a</i> in <i>hat</i>
Unit 9 A wide world pages 85–94	<ul style="list-style-type: none"> Give sightseeing information with <i>can</i> and <i>can't</i> Talk about international foods, places, and people Say what languages you can speak Explain words using <i>kind of</i> and <i>kind of like</i> Use <i>like</i> to give examples Read a travel website Write a paragraph for a travel website 	<ul style="list-style-type: none"> <i>Can</i> and <i>can't</i> for ability and possibility <p>Extra practice</p>	<ul style="list-style-type: none"> Sightseeing activities Countries Regions Languages Nationalities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> <i>Can</i> and <i>can't</i> <p>Sounds right</p> <ul style="list-style-type: none"> Sounds like <i>sh</i> in <i>she</i> or <i>ch</i> in <i>child</i>
Checkpoint Units 7–9 pages 95–96				
Unit 10 Busy lives pages 97–106	<ul style="list-style-type: none"> Talk about last night using simple past regular verbs Describe the past week using simple past irregular verbs Ask simple past <i>yes-no</i> questions Respond to news with <i>Good for you</i>, etc. Say <i>You did?</i> to show surprise or interest Read about a blogger's week Write a blog about your week, using <i>after, before, when, and then</i> 	<ul style="list-style-type: none"> Simple past statements, <i>yes-no</i> questions, and short answers <p>Extra practice</p>	<ul style="list-style-type: none"> Simple past irregular verbs Time expressions for the past Fixed expressions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> <i>-ed</i> endings <p>Sounds right</p> <ul style="list-style-type: none"> Sounds like <i>oo</i> in <i>looked</i>, <i>ou</i> in <i>bought</i>, <i>o</i> in <i>spoke</i>, or <i>e</i> in <i>left</i>
Unit 11 Looking back pages 107–116	<ul style="list-style-type: none"> Describe past experiences Ask and answer questions using the past of <i>be</i> Talk about vacations Talk about activities with <i>go</i> and <i>get</i> expressions Show interest by answering and then asking a similar question Use <i>Anyway</i> to change the topic or end a conversation Read a funny magazine story Write a story using punctuation for conversations 	<ul style="list-style-type: none"> Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers Simple past information questions <p>Extra practice</p>	<ul style="list-style-type: none"> Adjectives to describe feelings Expressions with <i>go</i> and <i>get</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stress and intonation in questions and answers <p>Sounds right</p> <ul style="list-style-type: none"> Which vowel sound is different?
Unit 12 Fabulous food pages 117–126	<ul style="list-style-type: none"> Talk about eating habits using countable and uncountable nouns, <i>How much</i>, and <i>How many</i> Talk about food Make offers using <i>Would you like . . . and some or any</i> Use <i>or something</i> and <i>or anything</i> in lists End <i>yes-no</i> questions with <i>or . . . ?</i> to be less direct Read a restaurant guide Write a restaurant review 	<ul style="list-style-type: none"> Countable and uncountable nouns <i>How much . . . ?</i> and <i>How many . . . ?</i> <i>Would you like (to) . . . ?</i> and <i>I'd like (to) . . .</i> <i>Some</i> and <i>any</i> <i>A lot of, much, and many</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Foods and food groups Expressions for eating habits Adjectives to describe restaurants 	<p>Speaking naturally</p> <ul style="list-style-type: none"> <i>Would you . . . ?</i> <p>Sounds right</p> <ul style="list-style-type: none"> Syllable stress
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
	Conversation strategies	Listening	Reading	Writing	Free talk
<ul style="list-style-type: none"> Ask follow-up questions to keep a conversation going React with expressions like <i>That's great!</i> and <i>That's too bad</i> 	<p>That's great!</p> <ul style="list-style-type: none"> Listen to people tell you their news and choose a good follow-up question to ask them <p>Do you enjoy it?</p> <ul style="list-style-type: none"> Listen to people talk about exercises they like 	<p>Exergaming: Give it a try!</p> <ul style="list-style-type: none"> Read an article about exergaming 	<p>An article for a health magazine</p> <ul style="list-style-type: none"> Write a short article giving advice about exercise Use imperatives to give advice 	<p>Find out about your classmates</p> <ul style="list-style-type: none"> Class activity: Learn interesting facts about classmates 	<p>Who's doing what?</p> <ul style="list-style-type: none"> Write new words in true sentences
<ul style="list-style-type: none"> Take time to think using <i>Uh, Um, Well, Let's see, and Let me think</i> Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings 	<p>I'll take it.</p> <ul style="list-style-type: none"> Listen to conversations in a store, and write the prices of items and which items people buy <p>Favorite places to shop</p> <ul style="list-style-type: none"> Listen to someone talk about shopping, and identify shopping preferences and habits 	<p>The Dubai Mall: Shopping, Entertainment, Lifestyle</p> <ul style="list-style-type: none"> Read a review of a mall 	<p>Favorite places to shop</p> <ul style="list-style-type: none"> Write a review for your favorite store Link ideas with <i>because</i> to give reasons 	<p>How do you like to dress?</p> <ul style="list-style-type: none"> Group work: Compare ideas about shopping and clothing 	<p>Nice outfit!</p> <ul style="list-style-type: none"> Label pictures with new vocabulary
<ul style="list-style-type: none"> Explain words using <i>a kind of, kind of like, and like</i> Use <i>like</i> to give examples 	<p>International dishes</p> <ul style="list-style-type: none"> Listen to a person talking about international foods, and identify the foods she likes <p>What language is it from?</p> <ul style="list-style-type: none"> Listen to a conversation, and identify the origin and meaning of words 	<p>The Travel Guide</p> <ul style="list-style-type: none"> Read a travel website 	<p>An online travel guide</p> <ul style="list-style-type: none"> Write a paragraph for a travel guide Commas in lists 	<p>Where in the world?</p> <ul style="list-style-type: none"> Pair work: Discuss where to do various things in the world 	<p>People and notions</p> <ul style="list-style-type: none"> Group new vocabulary in two ways
Checkpoint Units 7–9 pages 95–96					
<ul style="list-style-type: none"> Respond with expressions like <i>Good luck, You poor thing, etc.</i> Use <i>You did?</i> to show that you are interested or surprised, or that you are listening 	<p>Good week? Bad week?</p> <ul style="list-style-type: none"> Listen to people talk about their week and respond <p>Guess what I did!</p> <ul style="list-style-type: none"> Listen to voice mail messages about what people did 	<p>She said yes!!!</p> <ul style="list-style-type: none"> Read Martin's Blog entry 	<p>A great day</p> <ul style="list-style-type: none"> Write a blog entry Order events with <i>before, after, when, and then</i> 	<p>Yesterday</p> <ul style="list-style-type: none"> Pair work: Look at a picture and list what you remember 	<p>Ways with verbs</p> <ul style="list-style-type: none"> Write down information about new verbs
<ul style="list-style-type: none"> Show interest by answering a question and then asking a similar one Use <i>Anyway</i> to change the topic or end a conversation 	<p>Weekend fun</p> <ul style="list-style-type: none"> Listen to conversations about peoples' weekends, and identify main topics and details <p>Funny stories</p> <ul style="list-style-type: none"> Listen to two stories, identify the details, and then predict the endings 	<p>How embarrassing!</p> <ul style="list-style-type: none"> Read a funny magazine story 	<p>He said, she said</p> <ul style="list-style-type: none"> Complete a funny story Use punctuation to show direct quotations or speech 	<p>Guess where I went on vacation.</p> <ul style="list-style-type: none"> Group work: Guess classmates' dream vacations 	<p>Post experiences</p> <ul style="list-style-type: none"> Use a time chart to log new vocabulary
<ul style="list-style-type: none"> Use <i>or something</i> and <i>or anything</i> to make a general statement End <i>yes-no</i> questions with <i>or...?</i> to be less direct 	<p>If you want my advice...</p> <ul style="list-style-type: none"> Listen to people talking about lunch, and identify what they want; then react to statements <p>Do you recommend it?</p> <ul style="list-style-type: none"> Listen to someone tell a friend about a restaurant and identify important details about it 	<p>Restaurant guide</p> <ul style="list-style-type: none"> Restaurant descriptions and recommendations 	<p>Do you recommend it?</p> <ul style="list-style-type: none"> Write a restaurant review Use adjectives to describe restaurants 	<p>Plan a picnic</p> <ul style="list-style-type: none"> Group work: Plan a picnic menu and make a shopping list 	<p>I love to eat!</p> <ul style="list-style-type: none"> Group vocabulary by things you like and don't like
Checkpoint Units 10–12 pages 127–128					

Getting help

What's the word for " _____ " in English?

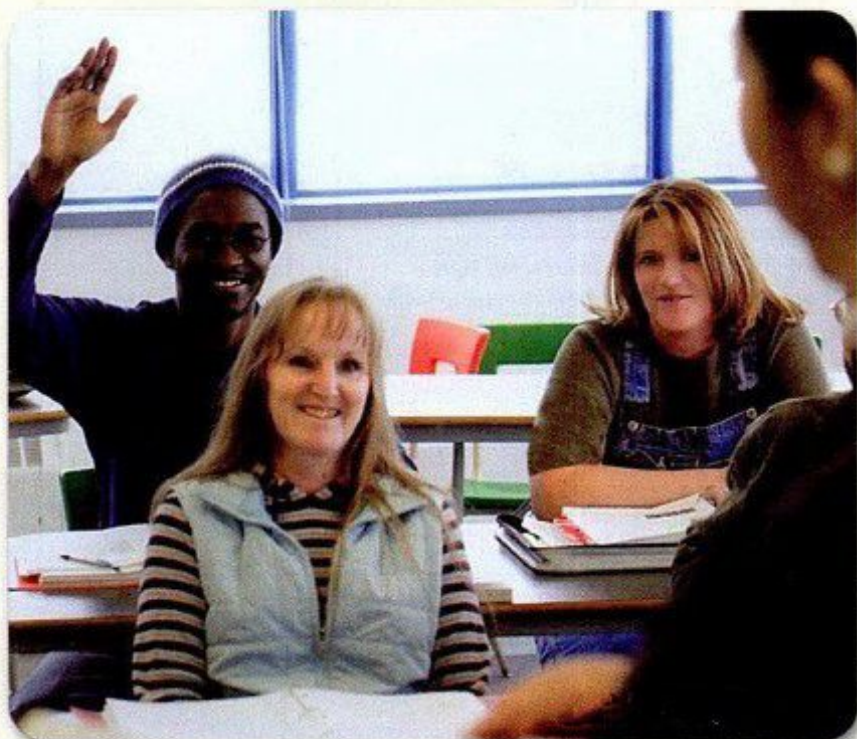
How do you spell " _____ " ?

What does " _____ " mean?

I'm sorry. Can you repeat that, please?

Can you say that again, please?

Can you explain the activity again, please?



Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have . . .

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

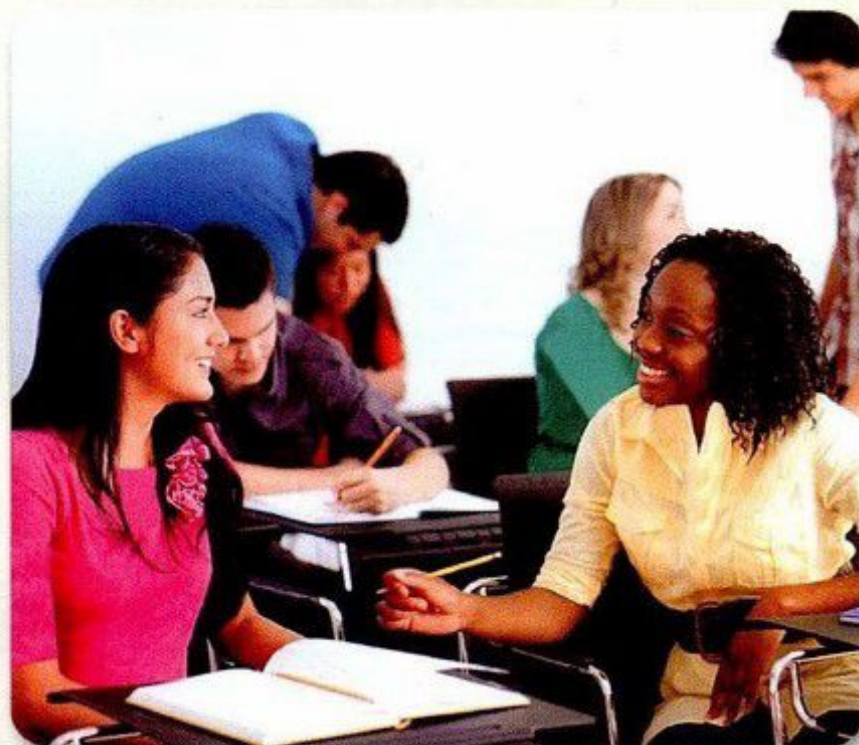
OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

Sure. Here you go.



All about you



In this unit, you learn how to . . .

Lesson A

- Say *hello* and *good-bye*
- Introduce yourself

Lesson B

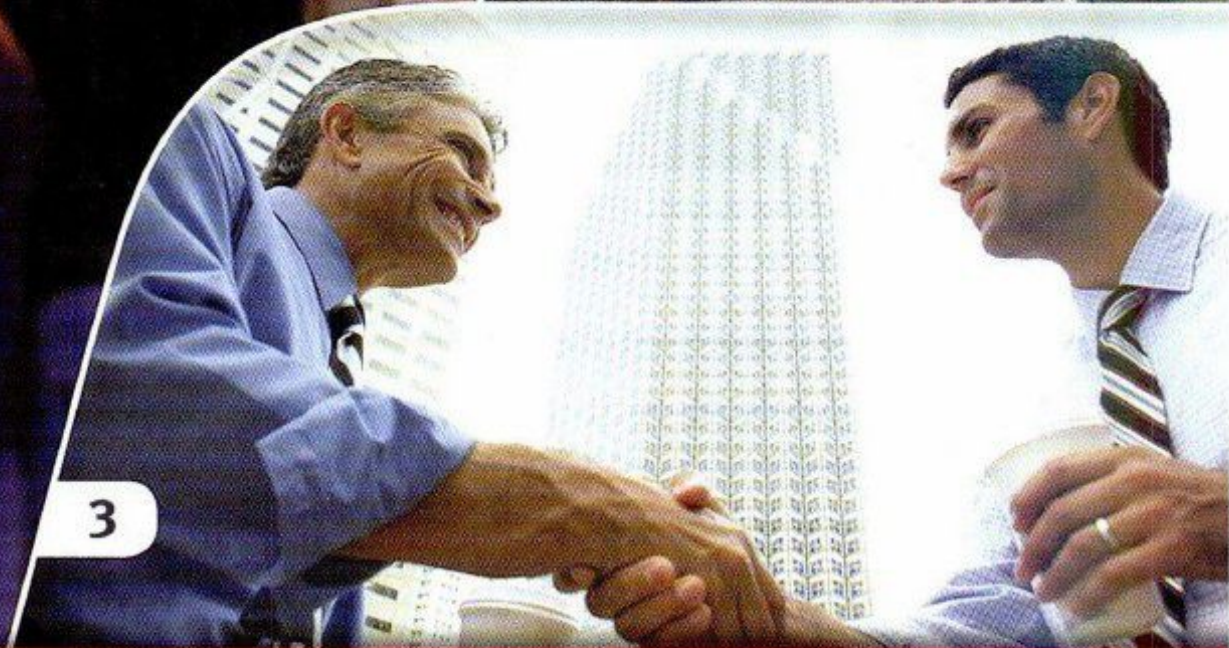
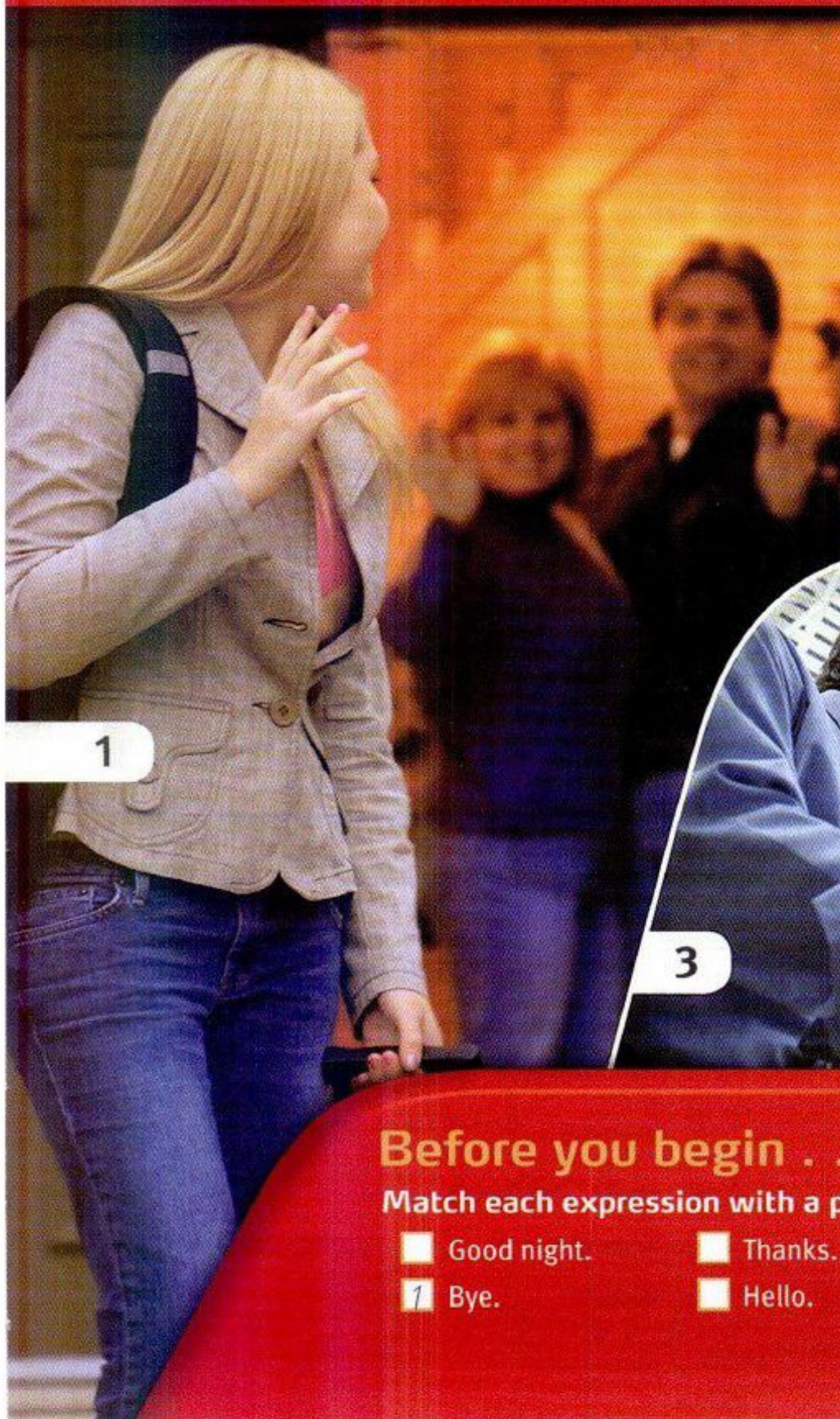
- Ask for, give, and spell names
- Use the verb *be* with *I*, *we*, and *you*

Lesson C

- Exchange email addresses, phone numbers, etc.
- Complete an application form

Lesson D

- Ask *How about you?*
- Use expressions like *Thanks* or *Thank you*



Before you begin . . .

Match each expression with a picture.

Good night.

Thanks.

Good morning.

Hi.

Bye.

Hello.

Thank you.

Good-bye.

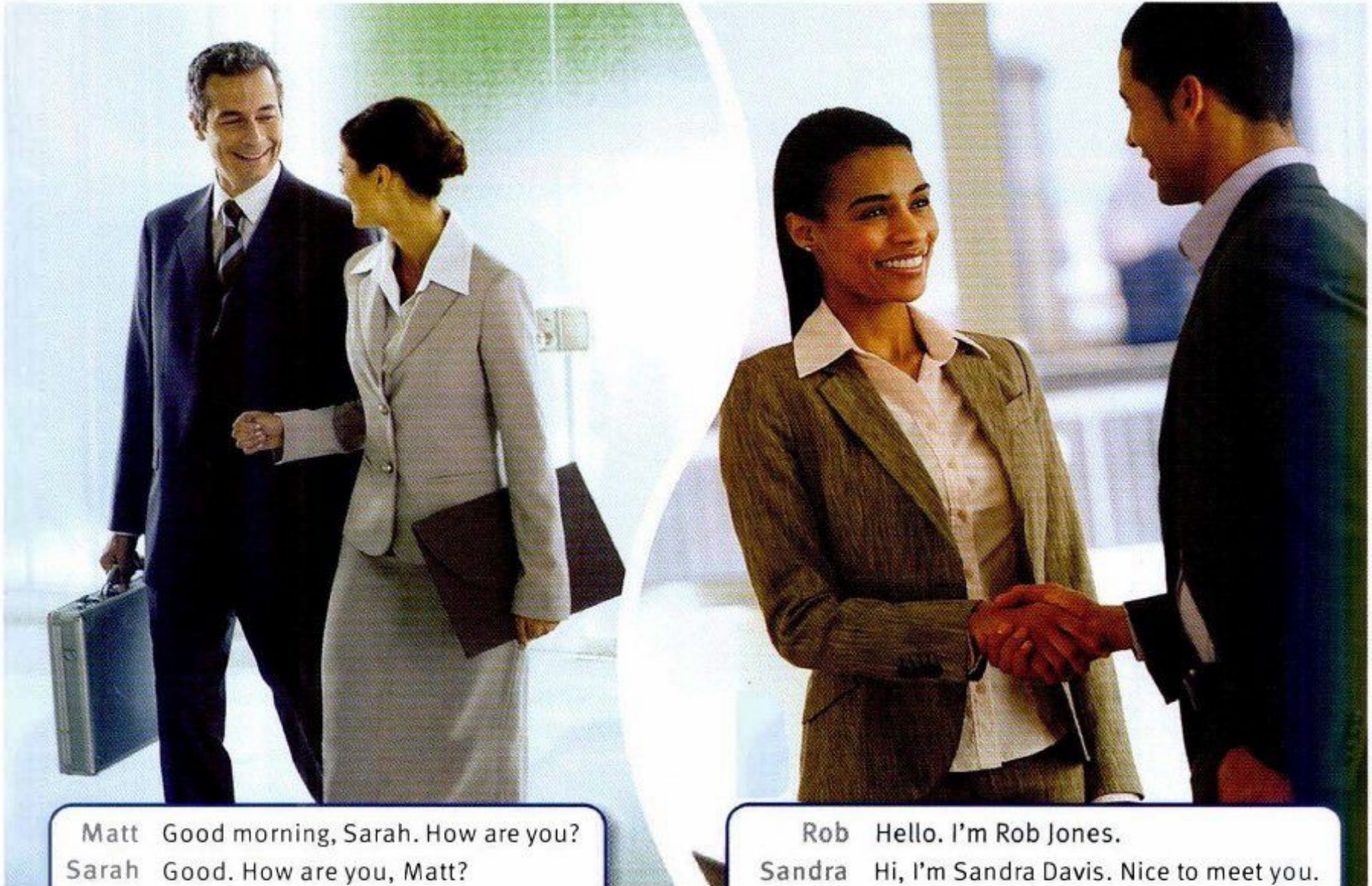


1 Getting started

A Look at the photos. Guess the words in the conversations. Check (✓) the boxes.

Good-bye. Hello. Thanks. Hi. Good morning.

B 1.02 Listen. Are Matt and Sarah friends? How about Rob and Sandra? Practice the conversations.



Matt Good morning, Sarah. How are you?
 Sarah Good. How are you, Matt?
 Matt I'm fine, thanks.

Rob Hello. I'm Rob Jones.
 Sandra Hi, I'm Sandra Davis. Nice to meet you.
 Rob Nice to meet you.

Figure it out

C Can you complete these conversations? Use the conversations above to help you. Then practice with a partner. Use your own names.


These people are friends:

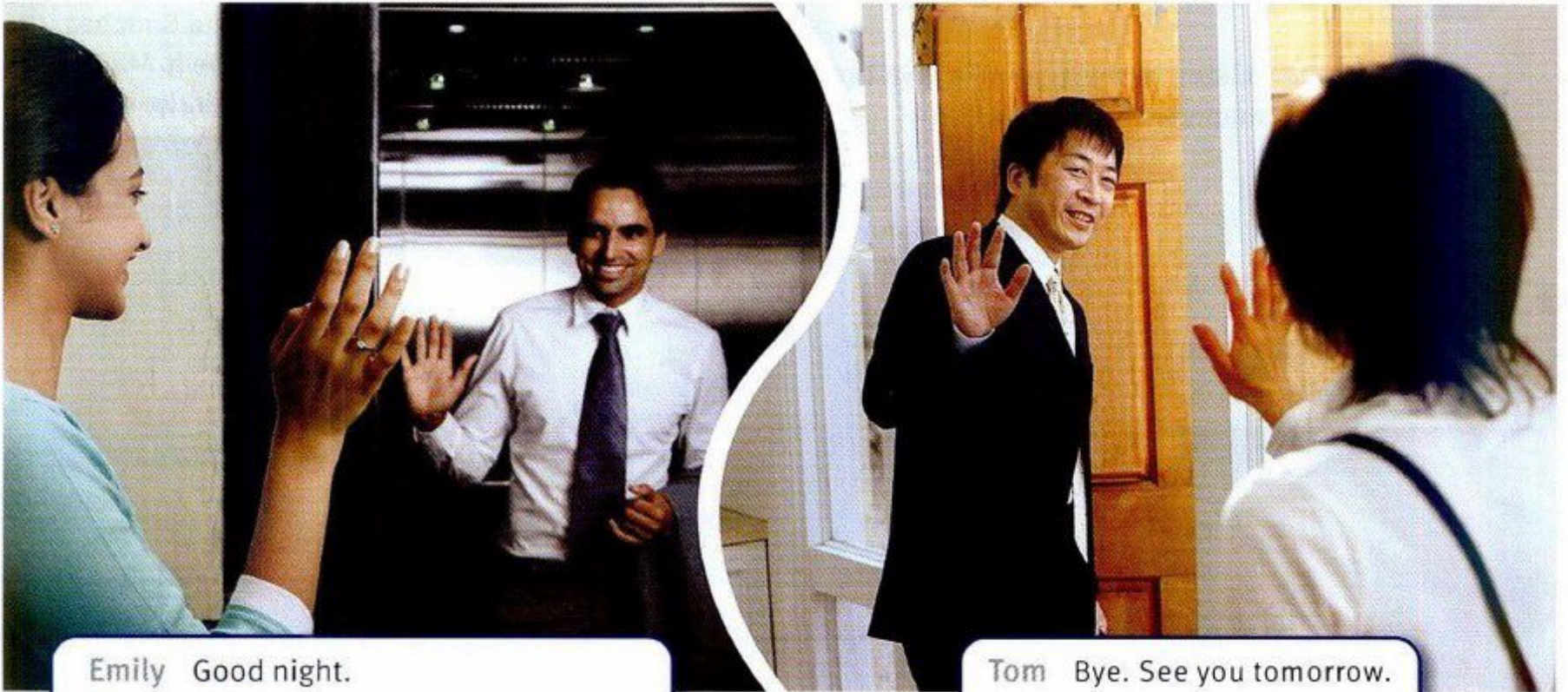
- A Hi, Pat. How are you?
 B I'm fine. How are you?
 A Good, _____.
- A Good _____, Anna.
 B Hi, Dan. _____ are you?
 A I'm _____, thanks.

These people meet for the first time:

- A Hello. _____ Chris Evans.
 B Hi. I'm Grace Song.
 A _____ to meet you, Grace.
- A Hello. I'm Sarah.
 B Nice to meet _____. I'm Alan.
 A Nice to _____ you.


2 Building vocabulary

A  1.03 Listen. Are these people saying “hello” or “good-bye”? Practice the conversations.



Emily Good night.
 Shawn Good night. Have a good evening.
 Emily Thank you. You too.

Tom Bye. See you tomorrow.
 Rita Bye. See you.

B  1.04 Read the conversations and check (✓) the correct responses. Listen and check your answers. Then practice with a partner.

- | | | |
|---|---|--|
| 1. Good-bye. Have a nice evening.
<input type="checkbox"/> Thank you. You too.
<input type="checkbox"/> Good, thanks. | 3. See you later.
<input type="checkbox"/> Thanks. You too.
<input type="checkbox"/> OK. Have a good day. | 5. Good morning.
<input type="checkbox"/> Hi. How are you?
<input type="checkbox"/> Bye. See you. |
| 2. Hey, Oscar. How are you?
<input type="checkbox"/> Good, thanks.
<input type="checkbox"/> See you tomorrow. | 4. Hello. I'm Emma.
<input type="checkbox"/> See you later.
<input type="checkbox"/> Nice to meet you. | 6. Good night. Have a good weekend.
<input type="checkbox"/> Good. How are you?
<input type="checkbox"/> Bye. See you next week. |

Word sort

C Look at the conversations above. Which expressions mean “hello”? Which expressions mean “good-bye”? Complete the chart.

“Hello”	“Good-bye”
_____	<i>Good night</i>
_____	_____
_____	_____
_____	_____
_____	_____

 Vocabulary notebook p. 10

D Class activity Say “hello” and “good-bye” to five classmates using the expressions above.

1 Saying names in English

A 1.05 Listen to these people give their names. Then complete the information.

1 Hi, I'm Liz. Liz Kim.
My **first name** is Elizabeth,
but **everyone calls me** Liz.



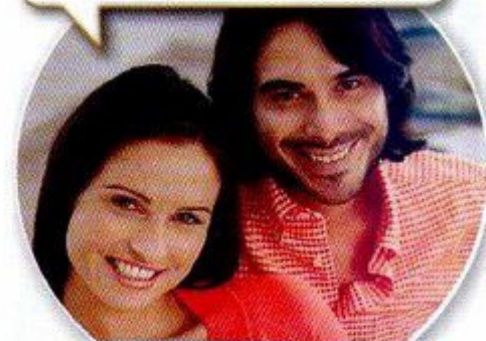
Ms. — Kim
FIRST MIDDLE LAST
 single married

2 Hi. My name is Don. My **full name** is Don Allan Ray Tanner. My **nickname** is Dart.



Mr. Don Ray Tanner
FIRST MIDDLE LAST
 single married

3 Hello. I'm Ana Sanchez.
My **first name** is Maria.
Ana is my **middle name**.



Mrs. Maria Sanchez
FIRST MIDDLE LAST
 single married

Miss, Mrs., Ms., Mr.?

- Liz Kim is single. ▶ **Ms. Kim or Miss Kim**
- Ana Sanchez is married. ▶ **Ms. Sanchez or Mrs. Sanchez**
- Don Tanner is single. ▶ **Mr. Tanner**
- Ana's husband is married. ▶ **Mr. Sanchez**

About you **B** Complete the sentences. Then compare with a partner.

1. My first name is _____.
2. Everyone calls me _____.
3. My last name is _____.
4. My middle name is _____.
5. My nickname is _____.
6. My teacher's name is _____.

C 1.06 Listen and say the alphabet. Circle all the letters in your name.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz


D 1.07 Listen. How do you spell Catherine's last name? Then practice the conversation with a partner. Use your own names.

- A What's your name?
B Catherine Ravelli.
A How do you spell *Catherine*?
B C-A-T-H-E-R-I-N-E.
A Thanks. And your last name?
B R-A-V-E-L-L-I.

About you **E** **Class activity** Ask your classmates their names. Make a list.



2 Building language

A  1.08 Listen. Which classroom is Carmen in this year?
What about Jenny? Practice the conversation.

Mr. Martin Good morning. Are you here for an English class?

Carmen Yes, I am. I'm Carmen Rivera.

Mr. Martin OK. You're in Room B.

Jenny And I'm Jenny.

Mr. Martin Are you Jenny Loo?

Jenny No, I'm not. I'm Jenny Lim. Am I in Room B, too?

Mr. Martin Yes. . . . Wait – no, you're not. You're in Room G.

Jenny Oh, no! Carmen, we're not in the same class!

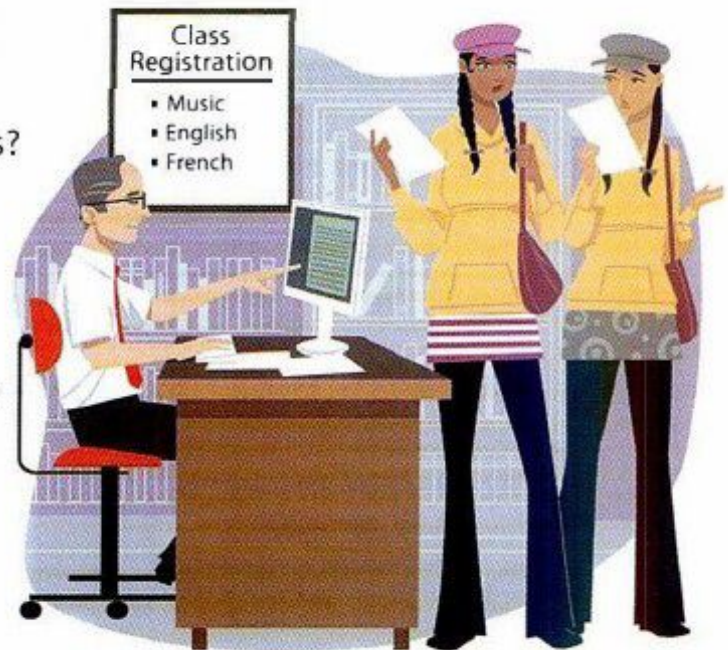


Figure it out **B** Can you complete the conversations? Use the conversation above to help you.

- A Are you Jenny Loo?
B No, I _____ not. I _____ Lucy.
- A _____ you here for an English class?
B Yes, I _____. I _____ Carmen Rivera.
- A _____ I in your class?
B Yes. _____ in my class.

3 Grammar The verb *be*: *I*, *you*, and *we* 1.09

Extra practice p. 139

Statements

I'm Jenny.	I'm not Carmen.
You're in Room G.	You're not in Room B.
We're in different classes.	We're not in the same class.

Contractions

I'm = *I am*
you're = *you are*
we're = *we are*

Questions and short answers

Are you Jenny? Yes, I am . No, I'm not .	Am I in Room B? Yes, you are . No, you're not .	Are we in the same class? Yes, we are . No, we're not .
---	--	--

Common errors

Use the full form of the verb *be* in short answers with *yes*.
Yes, *I am*. (NOT Yes, ~~am~~.)
Yes, *we are*. (NOT Yes, ~~we're~~.)

A Complete the conversations. Then practice with a partner.

- A Are you Chris?
B Yes, I _____. _____ we in the same class?
A Yes, we _____. I _____ Dino.
B Hi, Dino. Nice to meet you.
- A Hey, Amy. _____ you here for an English class?
B No, I _____ not. I _____ here for a French class.
A OK. See you later.

 Sounds right p. 137

About you **B** **Pair work** Choose a conversation and practice it. Use your own information.

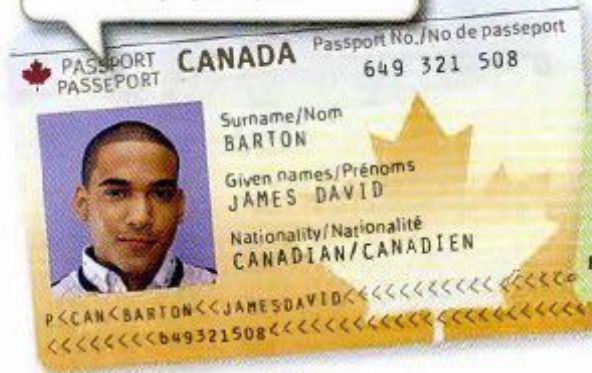
1 Numbers 0–10

A 1.10 Listen and say the numbers.

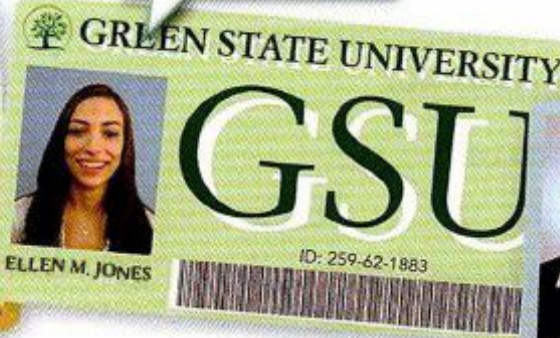
0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten

B 1.11 Listen. Then practice.

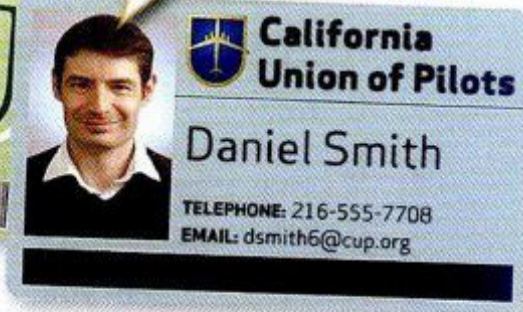
1 My passport number is 649-321-508.



2 My ID number is 259-62-1883.



3 My cell phone number is 216-555-7708. My email address is dsmith6@cup.org.



Note
Numbers and email addresses
 216-555-7708 = "two-one-six, five-five-five, seven-seven-oh (zero)-eight"
 dsmith6@cup.org = "d-smith-six-at-c-u-p-dot-org"

2 Building language

A 1.12 Listen. What is Victor's phone number? Practice the conversation.

Receptionist Hi! Are you a member?
 Victor No, I'm just here for the day.
 Receptionist OK. So, what's your name, please?
 Victor Victor Lopez.
 Receptionist And what's your phone number?
 Victor It's 646-555-3048.
 Receptionist And your email address?
 Victor Um . . . it's vlopez6@cup.org.
 Receptionist OK. So it's \$10 for today. Here's your pass.
 Victor Thanks.

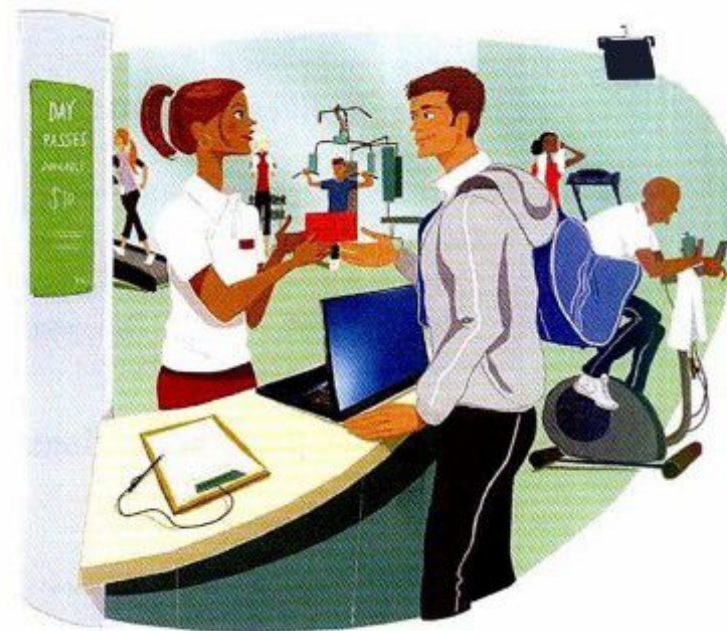


Figure it out **B** Can you complete these questions and answers? Use the conversation above to help you. Then practice with a partner.

- 1. A What's your name?
 B _____ Joe Garrett.
- 2. A What's your _____?
 B It's 646-555-4628.
- 3. A What's _____?
 B _____ joe.garrett@cup.org.

3 Grammar *What's...?; It's...* 1.13

Extra practice p. 139

What's your name? **My name's** Victor Lopez.
What's your email address? **It's** vlopez6@cup.org.
What's your phone number? **It's** 646-555-3048.

What's = What is name's = name is It's = It is

A Write a question for each answer. Compare with a partner. Then practice.

- | | |
|--|--|
| 1. A <u>What's your first name</u> _____ ? | 4. A _____ ? |
| B My first name's Haley – H-A-L-E-Y. | B It's j.song6@cup.org. |
| 2. A _____ ? | 5. A _____ ? |
| B My last name? Osman – O-S-M-A-N. | B My teacher's name? It's Ms. Rossi. |
| 3. A _____ ? | 6. A _____ ? |
| B 347-555-2801. | B My student ID number? Wait – it's 36-88-972. |

About you **B** Pair work Ask and answer the questions. Give your own answers.

- A *What's your first name?*
 B *It's Silvia – S-I-L-V-I-A.*

Common errors
 Don't start an answer with *Is*.
What's your name?
It's Silvia. (NOT ~~is~~ Silvia.)

4 Listening and speaking Memberships

A 1.14 Listen to the conversations. Complete the membership cards.

1. **College Library Card**

NAME	ELIZABETH	R	
	First	Middle Initial	Last
PHONE	718-555-		347-555-0806
	Home phone		Cell phone
EMAIL ADDRESS			@CUP.ORG
STUDENT ID NUMBER	192-		-87

2. **FITNESS GYM**

NAME	X			
	Mr.	Ms.	Miss	Mrs.
				DAVIS
	First	Middle Initial		Last
PHONE	508-555-			555-6230
	Home phone			Cell phone
EMAIL ADDRESS				@CUP.ORG

About you **B** Pair work Now complete this form for a partner. Ask questions.


TOUCHSTONE CONVERSATION CLUB Membership application

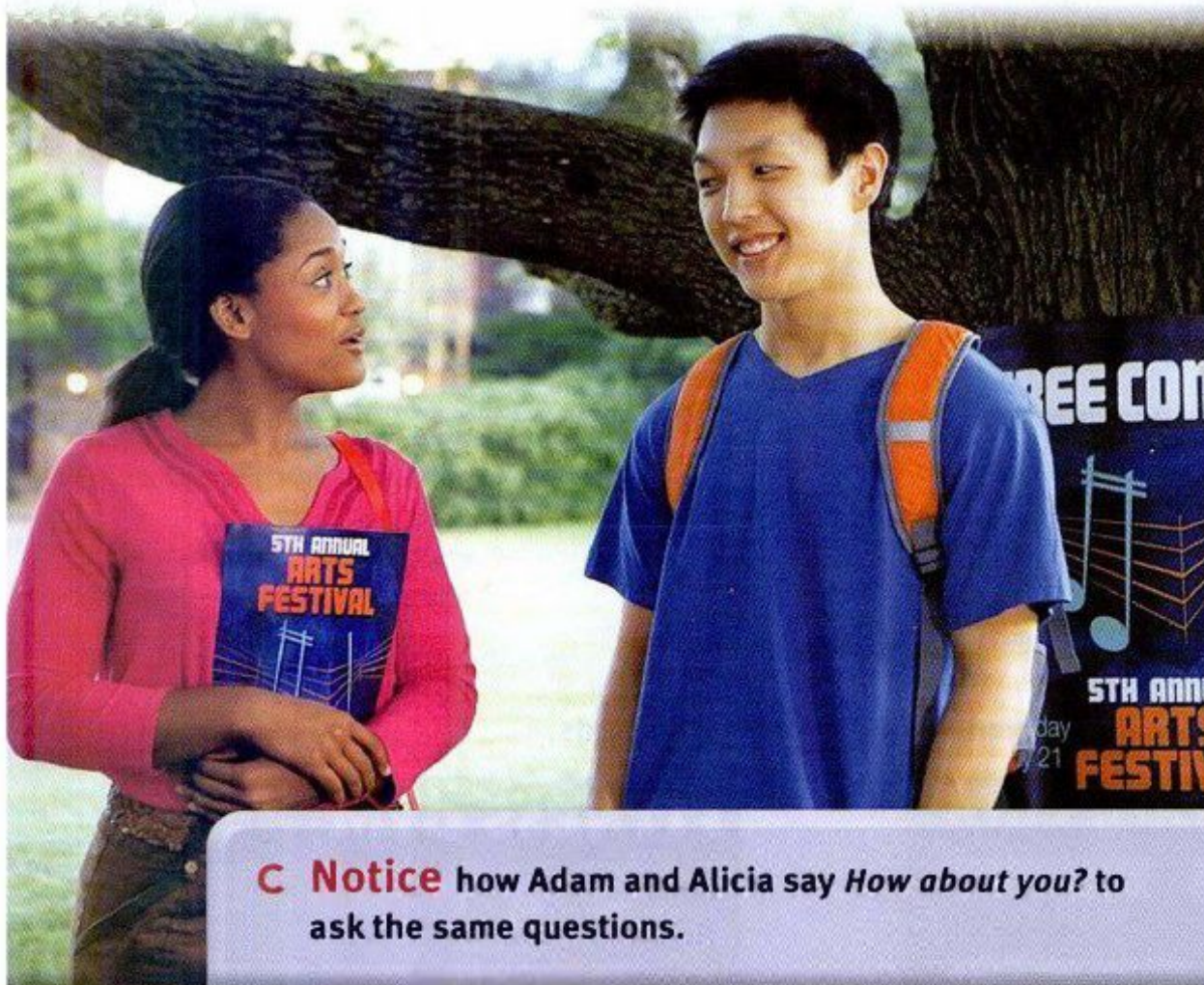
FIRST NAME	MIDDLE INITIAL	LAST NAME
CELL PHONE	EMAIL ADDRESS	STUDENT ID NUMBER

- A *What's your first name?*
 B *Rashid.*
 A *How do you spell that?*

1 Conversation strategy *How about you?*

A Look at the photo. Adam and Alicia are strangers. Guess three things they say.

B  1.15 Listen. Who's on vacation? Who's a student? Who's here for the concert?



Alicia Hi. How are you doing?
 Adam Pretty good. How about you?
 Alicia Good, thanks. It's a beautiful day.
 Adam Yeah, it is. Are you here for the concert?
 Alicia Yes. How about you?
 Adam Well, yeah, but I'm a student here, too. So are you on vacation?
 Alicia Yes, I am. By the way, I'm Alicia.
 Adam I'm Adam. Nice to meet you. Well, have a nice day.
 Alicia Thanks. You too.

C Notice how Adam and Alicia say *How about you?* to ask the same questions.

"How are you doing?"

"Pretty good. How about you?"

D Complete the conversations. Then practice with a partner.

1. A Hello. Are you here for the festival?

B Yeah, I am. _____?

A Yeah. Me too.

2. A Hi. How are you doing?

B Good, thanks. How about you?

A _____.

3. A Are you a student?

B No, I'm a teacher.

_____?

A I'm a teacher, too.

4. A It's a beautiful day. Are you on vacation?

B Yes, I am. _____?

A No. I'm a student here.

5. A I'm here on business. How about you?


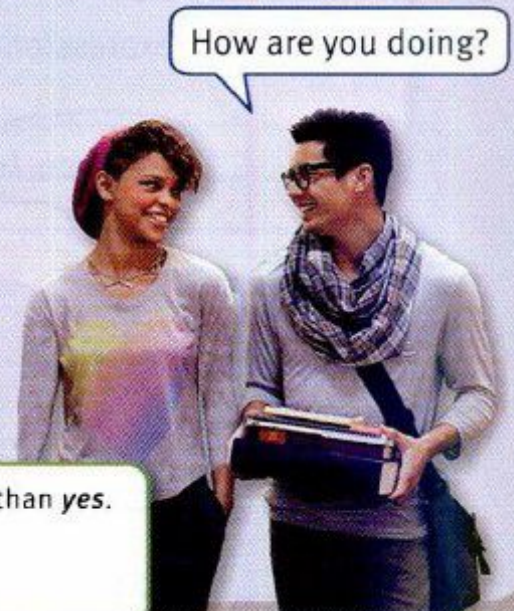
B No. _____.

A Nice. Well, have a great vacation.

2 Strategy plus Everyday expressions

Some everyday expressions are more formal.

More formal	Less formal
Yes.	Yeah.
Thank you.	Thanks.
Hello.	Hi.
How are you?	How are you doing?
I'm fine.	OK. / Pretty good. / Good.
Good-bye.	Bye. / See you. / See you later.

In conversation

Yeah is 10 times more common than yes.

■ Yeah.

■ Yes.

About you

Complete these conversations with expressions from the box above. Then practice with a partner.

1. Formal conversation

Jeff Hello, Mrs. Swan. _____?

Mrs. Swan _____, thank you. Uh, Jeff, are you here for English 3?

Jeff _____, I am.

Mrs. Swan Then you're in Room B. I'm the teacher for English 2.

Jeff Oh, _____. Well, have a nice day.

Mrs. Swan _____. You too. Enjoy your class! _____.

2. Less formal conversation

Kathy Hi, Mike, _____?

Mike _____. How about you?

Kathy _____. Are you here for a class?

Mike _____, I am. I'm here for yoga. How about you?

Kathy Oh, I'm here for a music class.

Mike Nice. Well, enjoy your class!

Kathy _____. You too.

Mike OK. _____.

3 Strategies In the park

About you

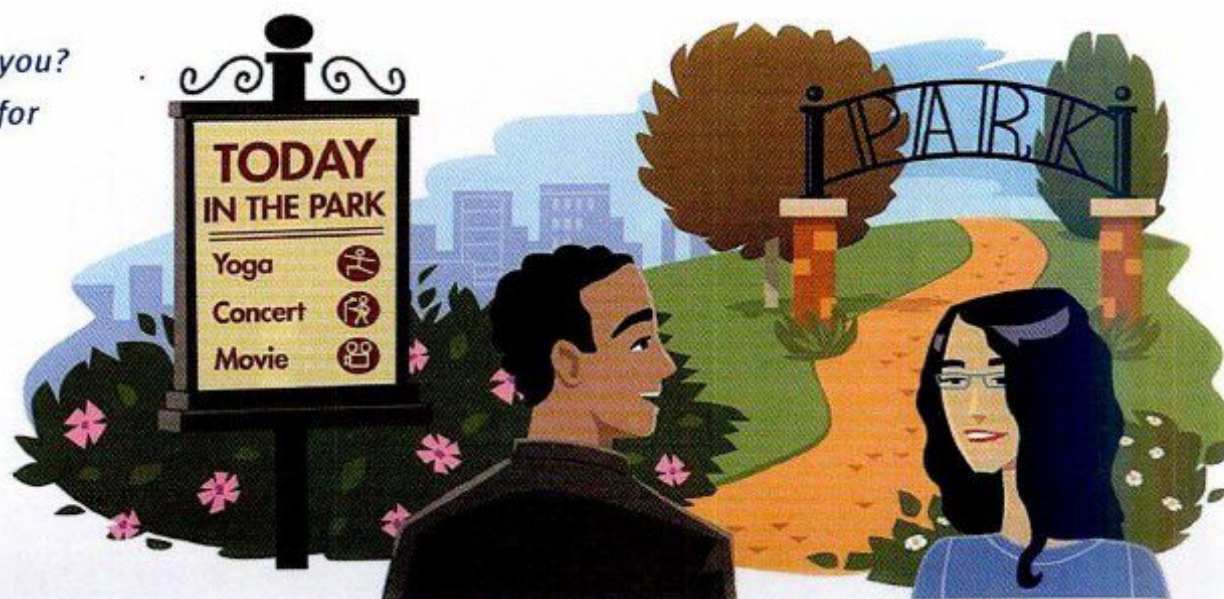
Pair work Look at the picture. Choose an activity in the park. Role-play a conversation.

A Hi, how are you?

B Good, thanks. How about you?

A Pretty good. Are you here for the movie?

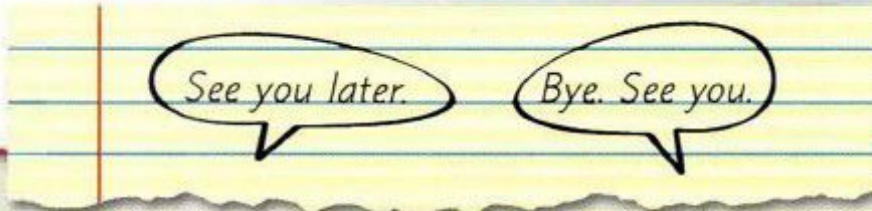
Free talk p. 129





Learning tip *Learning expressions*

Write new expressions with their responses, like this:



In conversation

People say *Hi* and *Bye* more than *Hello* and *Good-bye*.

■■■■■ *Hi.*

■ *Hello.*

■■■■■■■■■■ *Bye.*

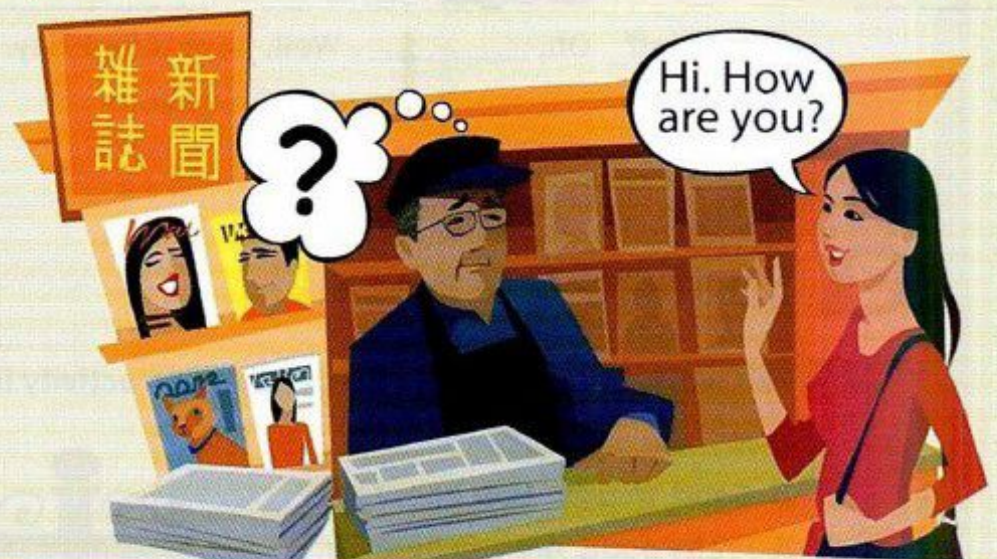
■ *Good-bye.*

Write a response for each expression.

- | | |
|--|--|
| <p>1. Hello.</p> <p>_____</p> | <p>5. Have a nice day.</p> <p>_____</p> |
| <p>2. Good morning.</p> <p>_____</p> | <p>6. See you tomorrow.</p> <p>_____</p> |
| <p>3. Hi, I'm Helen.</p> <p>_____</p> | <p>7. Have a good evening.</p> <p>_____</p> |
| <p>4. How are you?</p> <p>_____</p> | <p>8. Good night.</p> <p>_____</p> |

On your own

Before your next class, say *hello* and *good-bye* (in English!) to three people.



Can Do! Now I can . . .

- | | |
|--|---|
| <input checked="" type="checkbox"/> I can . . . | <input type="checkbox"/> I need to review how to . . . |
| <input type="checkbox"/> say <i>hello</i> and <i>good-bye</i> . | <input type="checkbox"/> complete an application form. |
| <input type="checkbox"/> introduce myself. | <input type="checkbox"/> use <i>How about you?</i> to ask the same question. |
| <input type="checkbox"/> ask for, give, and spell names. | <input type="checkbox"/> use formal and informal everyday expressions like <i>Thanks</i> and <i>Thank you</i> . |
| <input type="checkbox"/> ask and answer questions about names, phone numbers, and email addresses. | <input type="checkbox"/> understand conversations about personal information. |

In class

Can Do! In this unit, you learn how to . . .

Lesson A

- Ask and say where people are
- Use *be* with *he, she,* and *they*

Lesson B

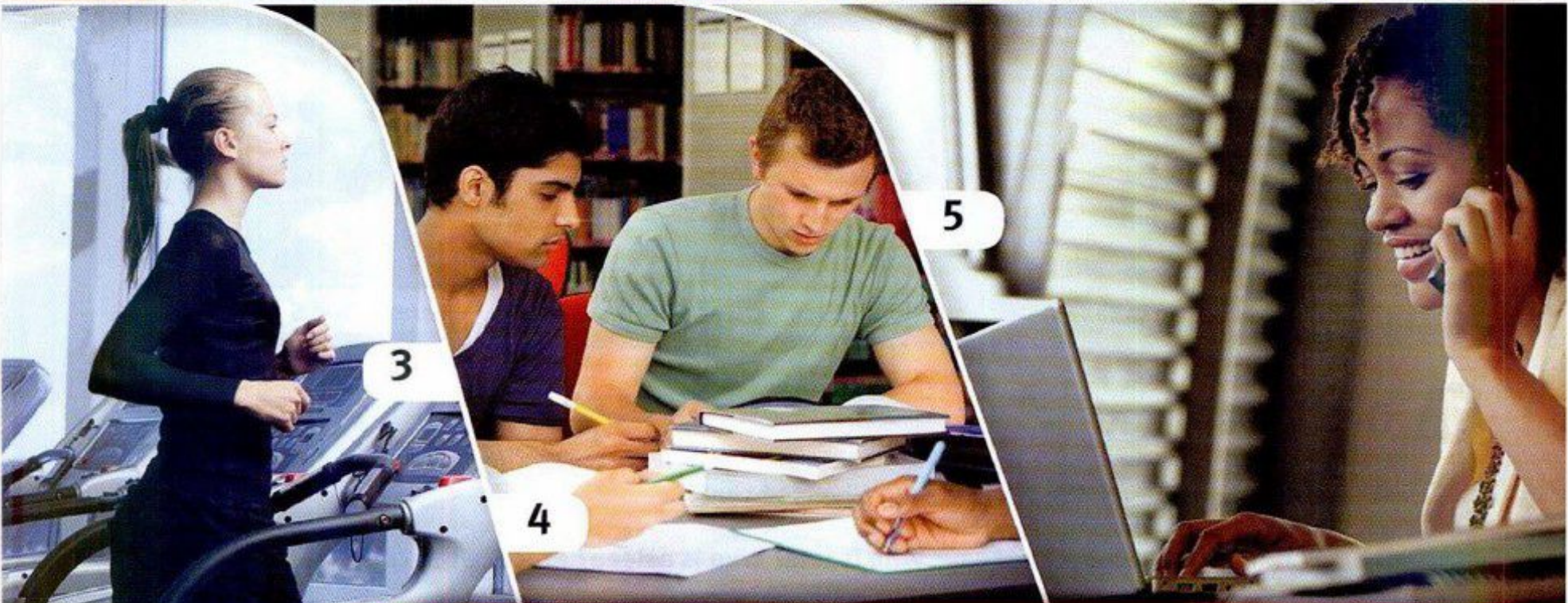
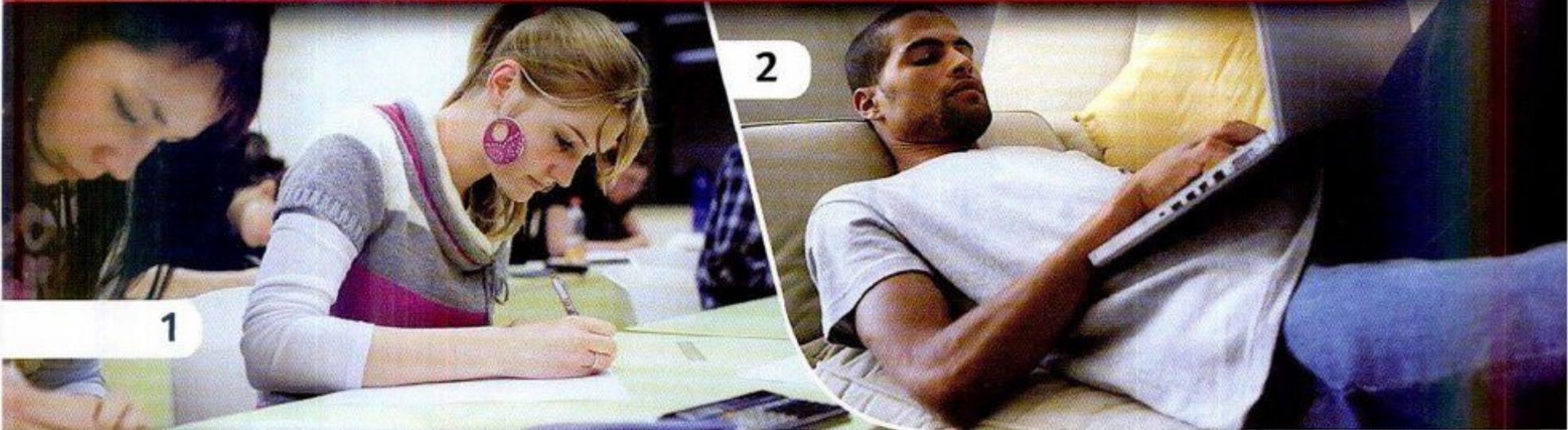
- Talk about things you take to class using *a / an*
- Ask about things using *this* and *these*

Lesson C

- Ask where things are in a classroom
- Say who owns things using possessive *'s* and *s'*

Lesson D

- Ask for help in class
- Respond to *I'm sorry* and *Thanks*

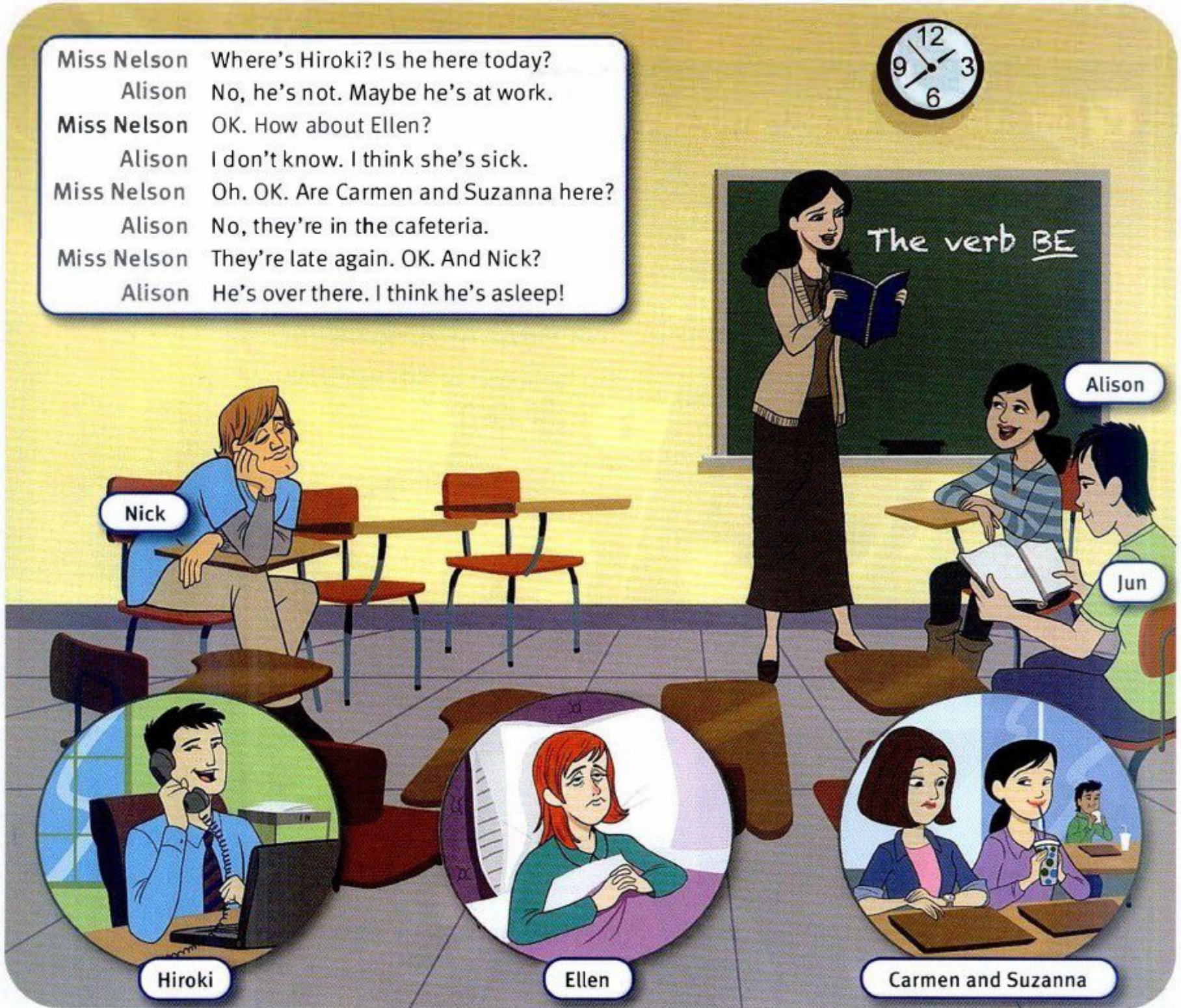


Before you begin . . .

Where are these people? Match the pictures with the sentences.

- | | | |
|--|--|---|
| <input type="checkbox"/> He's at home. | <input type="checkbox"/> They're in class. | <input type="checkbox"/> She's at work. |
| <input type="checkbox"/> They're at the library. | <input type="checkbox"/> She's at the gym. | |

Miss Nelson Where's Hiroki? Is he here today?
 Alison No, he's not. Maybe he's at work.
 Miss Nelson OK. How about Ellen?
 Alison I don't know. I think she's sick.
 Miss Nelson Oh. OK. Are Carmen and Suzanna here?
 Alison No, they're in the cafeteria.
 Miss Nelson They're late again. OK. And Nick?
 Alison He's over there. I think he's asleep!



1 Getting started

A Look at the pictures. Who is in class? Who is absent?

B 1.16 Listen. Who is sick today? Who is late? Who is asleep? Practice the conversation.

Figure it out

C Circle the correct words. Use the conversation above to help you.

- | | |
|--|--|
| 1. A Hiroki? Is he here today?
B No, he's / she's at work. | 3. A Is / Are Carmen and Suzanna late?
B Yes. They're / She's in the cafeteria. |
| 2. A Ellen? Is / Are she in class?
B No, she is / she's not . She's sick. | 4. A Is / Are Nick here?
B Yes, he's / he here. I think he's / is asleep. |

2 Grammar The verb *be*: *he, she, and they* 1.17

Extra practice p. 140

Hiroki's at work.
He's at work.

Hiroki's **not** here.
He's **not** here.

Ellen's sick.
She's sick.

Ellen's **not** in class.
She's **not** in class.

Carmen and Suzanna **are** late.
They're late.

Carmen and Suzanna **are not** here.
They're **not** here.

Hiroki's = Hiroki is He's = He is They're = They are
Ellen's = Ellen is She's = She is

Is Hiroki at work? Yes, **he is**.
Is he here? No, **he's not**.
Is Ellen sick? Yes, **she is**.
Is she in class? No, **she's not**.
Are they late? Yes, **they are**.
Are they here? No, **they're not**.

In conversation

People usually shorten *is* to 's after names.
Hiroki's at work. Ellen's not in class.

A These students are also in Miss Nelson's class. Where are they today? Complete the sentences.



1. Daniel s at the gym. 2. Liz and Tom _____ in class. 3. Della _____ in class.
He _____ in class. They _____ in the cafeteria. She _____ absent.
He _____ sick. They _____ at the library. Fred _____ in class, too.
Tom _____ asleep. He _____ sick.

B Complete the questions about the students above. Write true answers. Then ask and answer the questions with a partner.

1. Is Daniel sick? 4. _____ Tom asleep?
2. _____ Liz in class? 5. _____ Della and Fred in class?
3. _____ Liz and Tom at the gym? 6. _____ Della sick?

A *Is Daniel sick?*
B *No, he's not. He's at the gym.*

3 Listening Who's absent today?

A 1.18 Listen. It's the next day. Are these students in class or absent? Check (✓) the boxes. Then listen again and match the two parts of the sentence.

	In class	Absent
1. Ellen		
2. Carmen		
3. Hiroki		
4. Alison		

1. Ellen's _____ a. sick.
2. Carmen's _____ b. asleep.
3. Hiroki's _____ c. at work.
4. Alison's _____ d. at the library.

About you **B Pair work** Ask and answer questions about your classmates.

A *Is Samir absent today?*
B *No, he's not. He's in class. He's over there.*

1 Building vocabulary

A 1.19 Here are some things students take to class. Write *a* or *an* before each item. Then listen and say the words. Check your answers.

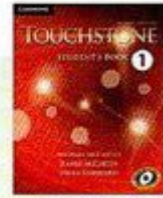
Note
Articles *a* / *an*
a + consonant sound
a bag
an + vowel sound
an eraser



___ water bottle



___ notebook



___ English book



___ cell phone



___ umbrella



___ pen



___ pencil



___ eraser



___ watch



___ snack



___ wallet



___ bag



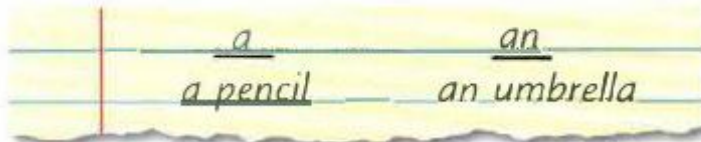
___ laptop
 ___ online dictionary



___ highlighter

Word sort

B Make two lists of things *you* take to class. Use *a* and *an*. Compare with a partner.



2 Building language

A 1.20 Listen. Which things are Laura's? Then practice the conversation.

Alan What's this? Laura, is this your cell phone?
 Laura Yes, it is. Thanks. Oh, and these are my headphones.
 Alan They're cool. OK. See you tomorrow. Wait. Is this your bag?
 Laura Yeah.
 Alan And are these your keys?
 Laura Yeah, they are. Wait – my sunglasses?
 Alan They're on your head!



Figure it out

B Complete the questions with *this* or *these*. Use the conversation above to help you.

1. Is _____ your new computer?
2. Are _____ your keys?

3 Grammar *This and these; noun plurals* 1.21

Extra practice p. 140

This is a cell phone.

These are headphones.

What's this?

It's a cell phone.

What are these?

They're headphones.

Is this your cell phone?

Yes, **it is**.

No, **it's not**.

Are these your headphones?

Yes, **they are**.

No, **they're not**.

Regular plurals

bag bags
 watch watches
 dictionary dictionaries
 key keys

Irregular plurals

man men
 woman women
 child children

Some nouns are only plural:

glasses, sunglasses, scissors, jeans

Complete the questions and answers about the pictures. Then practice with a partner.



A Is this your ?
 B Yes, . Thank you.



A What's ?
 B a computer bag.



A these your ?
 B Yes, . Thanks.



A Are your ?
 B No, .



A Is an eraser?
 B Yes, .



A What are ?
 B I think pens.

4 Speaking naturally Noun plural endings

/s/ wallets, books /z/ pens, keys /ɪz/ watches, oranges

A 1.22 Listen and repeat the words above. Notice which nouns add a syllable in the plural.

B 1.23 Listen. Do the nouns end in /s/ or /z/, or do they add the syllable /ɪz/? Check (✓) the correct column.

What's in your bag?	/s/-/z/	/ɪz/
1. my sunglasses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. three notebooks	<input type="checkbox"/>	<input type="checkbox"/>
3. two brushes	<input type="checkbox"/>	<input type="checkbox"/>
4. five credit cards	<input type="checkbox"/>	<input type="checkbox"/>
5. two sandwiches	<input type="checkbox"/>	<input type="checkbox"/>

About you **C** **Class activity** Ask classmates, "What's in your bag?" Who has something unusual?

A *What's in your bag, Carlos?*
 B *A wallet, two oranges...*

Common errors

Don't forget *a / an, my, your,* etc. before a singular noun.

It's an eraser. (NOT ~~It's eraser.~~)

1 Building vocabulary

A 1.24 Listen and say the words. Which things are in your classroom? Check (✓) the boxes. What else is in your classroom?

a window a TV a map

a closet some posters

a clock a door a computer a board

a calendar some workbooks a CD player

a table a wastebasket

some chairs a desk

some scissors

some markers

a drawer

Note
a, an, and some
 Use *a* and *an* with singular nouns.
 Use *some* with plural nouns.


Word sort **B** Look at the pictures. What things are in these places in the classroom above? Complete the chart.

1. on the wall <i>a clock</i> _____	2. on the floor <i>some umbrellas</i> _____	3. under the chairs _____
4. in the closet _____	5. next to the window _____	6. in front of the board _____

About you **C** Pair work Ask and answer questions about your classroom.

- A What's on the wall?
- B A board, some posters . . .

2 Building language

A  1.25 Listen. What is the teacher looking for?
Practice the conversation.

Mr. Kern Hello, I'm Mr. Kern.
Paula Hi. I'm Paula. Uh, where's Ms. Moore?
Mr. Kern She's sick today.
Paula Oh, no! So is the grammar test today?
Mr. Kern Yes, it is. . . . OK, so, this is the teacher's book, but where are the students' test papers?
Paula Uh, they're in Ms. Moore's desk.
Mr. Kern Oh, it's locked. Now, where's the key?
Paula I don't know. Sorry.
Mr. Kern Oh. Well, no test today then. Oh wait. It's right here in my coat pocket.

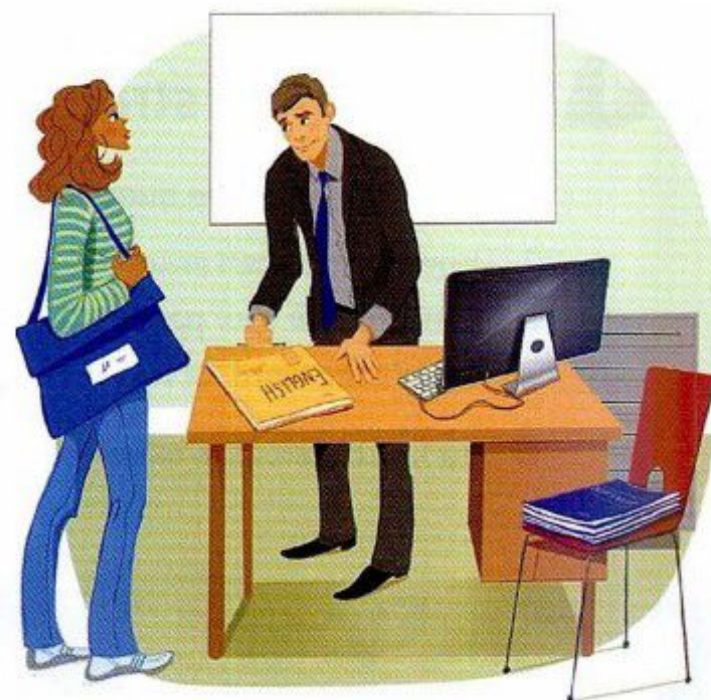


Figure it out **B** Circle the correct words. Use the conversation above to help you.
Then ask and answer the questions with a partner.

1. **Where's** / **Where** the key?
2. **Where are** / **Where's** the students' test papers?
3. What's in the **teacher's** / **teachers'** desk?
4. What's in **Mr. Kern** / **Mr. Kern's** pocket?

3 Grammar Questions with *Where*; possessive 's and s' 1.26

Extra practice p. 140

Questions with *Where*

Where's the key?
I don't know.

Where are the students' tests?
They're in the desk.

Where's = Where is

Possessives

Add 's to names.

Ms. Moore's desk

Add 's to singular nouns.

the teacher's book / books

Add ' to plural nouns.

the students' books

a / an vs. the

It's in **a** desk.
(I don't know which desk.)

It's in **the** desk.
(We know which desk.)

A **Pair work** Circle *is* or *are* and correct the possessives. Then ask and answer the questions about the classroom in the picture above. Can you ask four more questions?

1. Where **(s)** **are** the teacher's desk?
2. Where **'s** / **are** the students test books?
3. Where **'s** / **are** Ms. Moores key?
4. Where **'s** / **are** Mr. Kerns coat?
5. Where **'s** / **are** the teachers computer?
6. Where **'s** / **are** the students workbooks?

A Where's the teacher's desk?

B It's in front of the board.

About you **B** Write four questions with *Where . . . ?* about things in your classroom. Use these ideas or add your own. Then ask a partner your questions.

the teacher's bag

the students' bags

the teacher's computer

the students' homework papers

 Sounds right p. 137

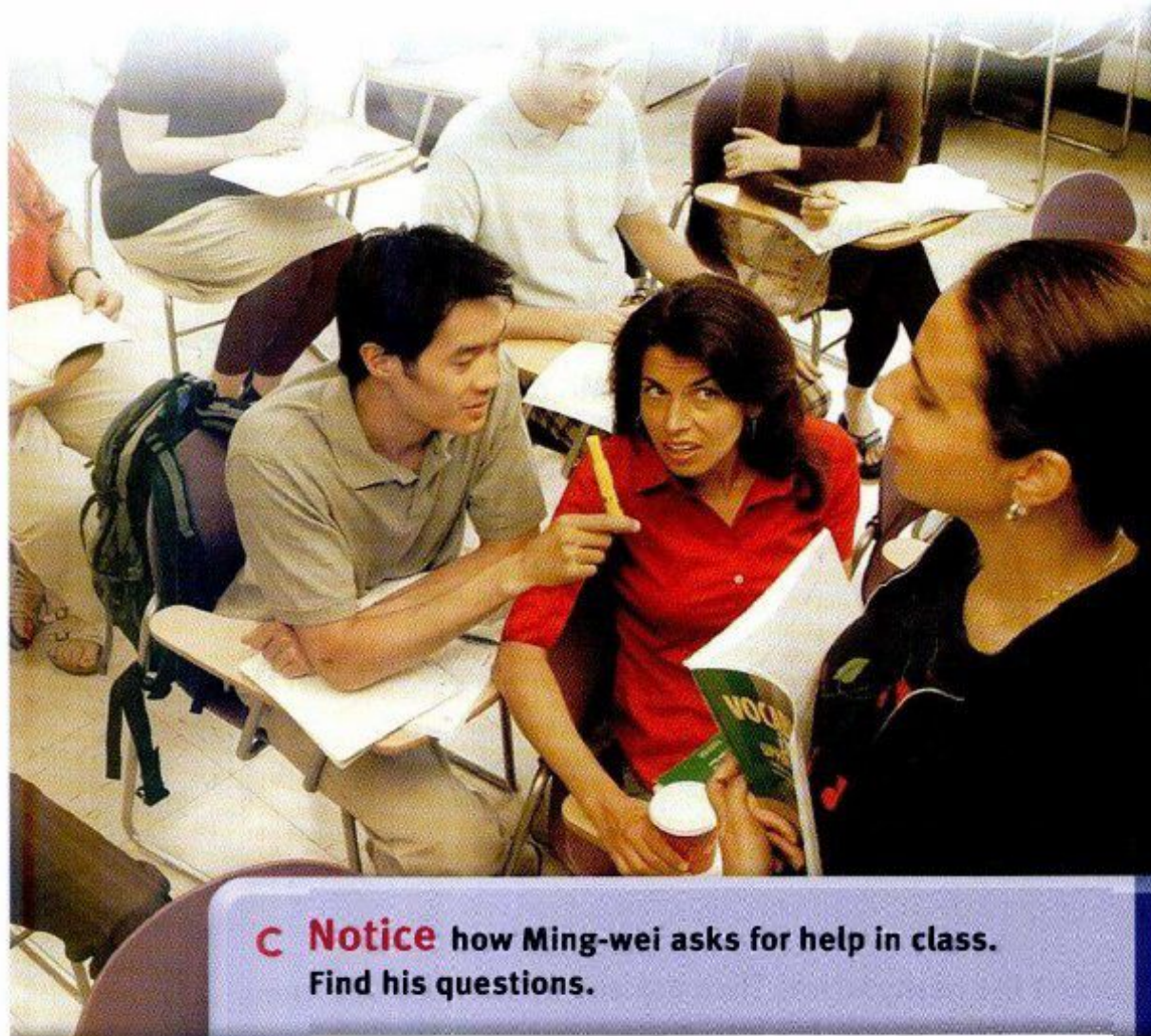
1 Conversation strategy Asking for help in class

A Can you match the questions and answers?

1. How do you spell *eraser*? _____
2. Can I borrow your pencil? _____
3. What's the word for this in English? _____

- a. Sure.
- b. Watch.
- c. E-R-A-S-E-R.

B  1.27 Listen. How many times does Ming-wei ask for help?



Ming-wei Excuse me, what's the word for this in English?

Sonia *Highlighter*.

Ming-wei Thanks.

Sonia Sure.

Ming-wei Uh . . . how do you spell it?

Sonia I don't know. Sorry.

Ming-wei That's OK. Thanks anyway. . . . Can I borrow a pen, please?

Sonia Sure. Here you go.

Ming-wei Thank you.

Sonia You're welcome.

Ms. Larsen OK. Open your books to page 4.

Ming-wei Excuse me, can you repeat that, please? What page?

Ms. Larsen Sure. Page 4.

C Notice how Ming-wei asks for help in class. Find his questions.

"What's the word for this in English?"
"How do you spell it?"

D Complete the conversations with questions from the box. Then practice with a partner.

Can you repeat that, please? What's the word for this in English?
Can I borrow an eraser, please? How do you spell *highlighter*?

1. A How do you spell highlighter?
B H-I-G-H-L-I-G-H-T-E-R, I think.
2. A OK. Open your workbooks.
B _____?
A Yes. Open your workbooks.
3. A _____?
B Sure. Here you go.
4. A _____?
B I don't know. Maybe it's *wastebasket*.

2 Strategy plus Common expressions and responses

Here are some responses to **Thank you** and **I'm sorry**:

When people say ...	You can say ...
Thank you.	You're welcome.
Thanks.	Sure.
I'm sorry.	That's OK.
I'm sorry. I don't know.	That's OK. Thanks anyway.



1.28 Circle the correct response. Listen and check your answers. Then practice with a partner.

- A Here's your pencil.

B Thank you.

A I'm sorry. / You're welcome.
- A Here's a sandwich for you.

B Thanks!

A Sure. / Thanks anyway.
- A Can I borrow a pen, please?

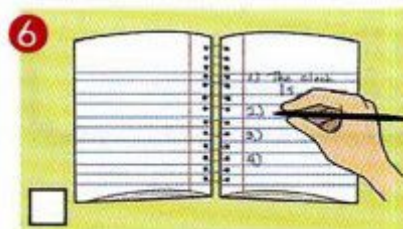
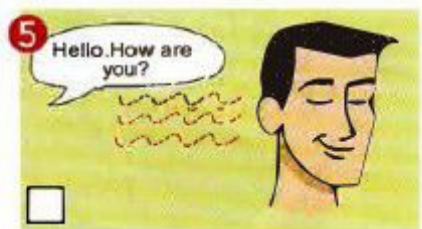
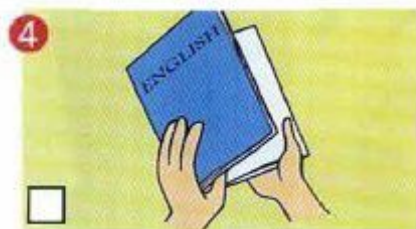
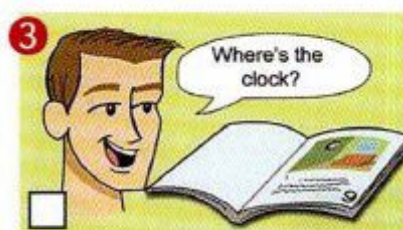
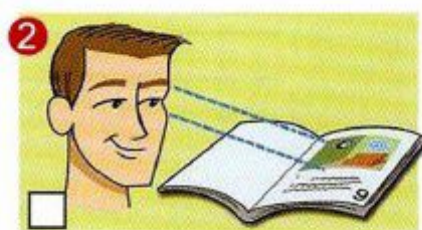
B I'm sorry. This is my only pen.

A Oh, OK. Thanks anyway. / You're welcome.
- A I'm sorry I'm late.

B Sure. / That's OK.

3 Listening and strategies Following instructions

A 1.29 Match the pictures with the instructions. Then listen to the class and check your answers.



- Close your books.
- Listen to the conversation.
- Look at the picture.
- Open your books, and turn to page 9.
- Read the questions aloud.
- Answer the questions. Write the answers in your notebook.

B 1.29 Listen again. Complete the questions the students ask.

- I'm sorry. What page are we on? Page _____ ?
- What's the word for this? Is it _____ ?
- Can you _____ that, please?
- How do you spell _____ ?
- Excuse me. What's a _____ ?
- Can I borrow a _____ , please?

C Class activity Ask five classmates for help. Use the questions in this lesson.

- A *Can I borrow your eraser, please?*
- B *Sure.*
- A *Thanks.*
- B *You're welcome.*



Learning tip *Linking things with places*

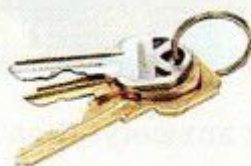
Make lists of things you keep in different places.

*in my bag - my wallet, a pen,
some books*

1 Label the things on a student's desk.



some books









2 Now make lists of your things.

What's in your bag?



What's in your wallet?



What's under your desk?



What's in your pockets?





On your own

Find a magazine with pictures of things. Label the pictures. How many words can you label?



Can Do!

Now I can ...


I can ...

I need to review how to ...

- ask and say where people are.
- ask and say where things are in a classroom.
- talk about things I take to class.
- talk about classroom objects.
- say who owns things.

- ask for help in class.
- respond when people say *Thanks* and *I'm sorry*.
- understand conversations about where people are.
- follow classroom instructions.

Favorite people

 **Can Do!** In this unit, you learn how to . . .

Lesson A

- Talk about celebrities using *my, your, his, her, our, and their*

Lesson B

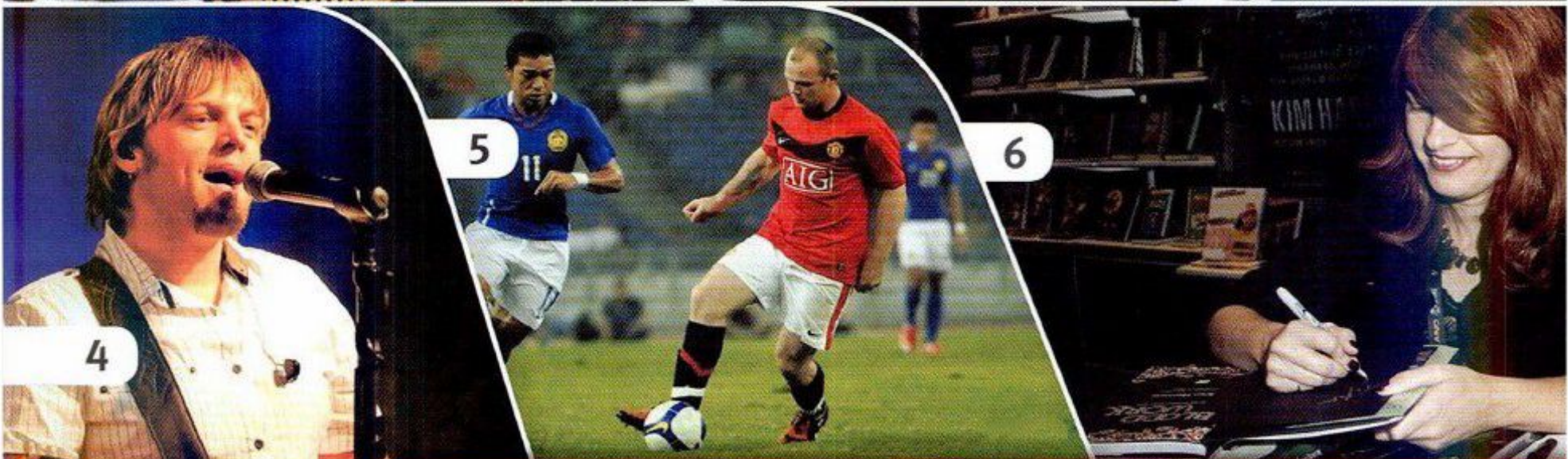
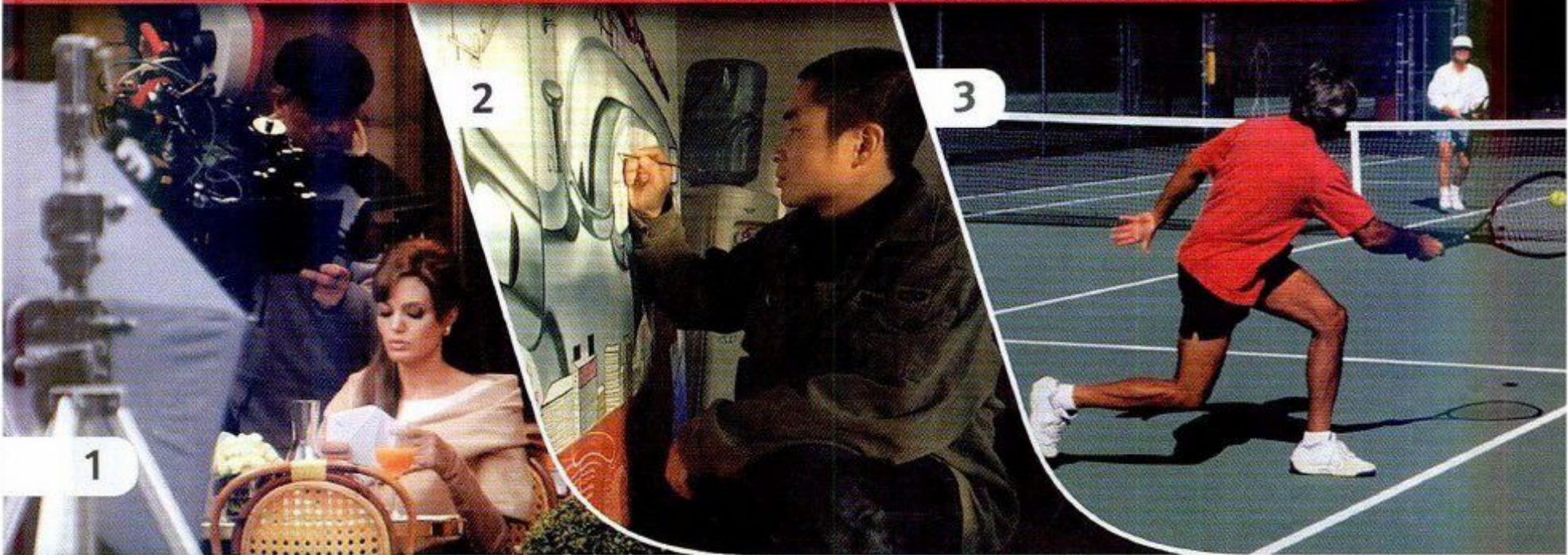
- Describe people's personalities
- Ask and answer *yes-no* questions

Lesson C

- Say the ages of your family members
- Ask information questions about family members

Lesson D

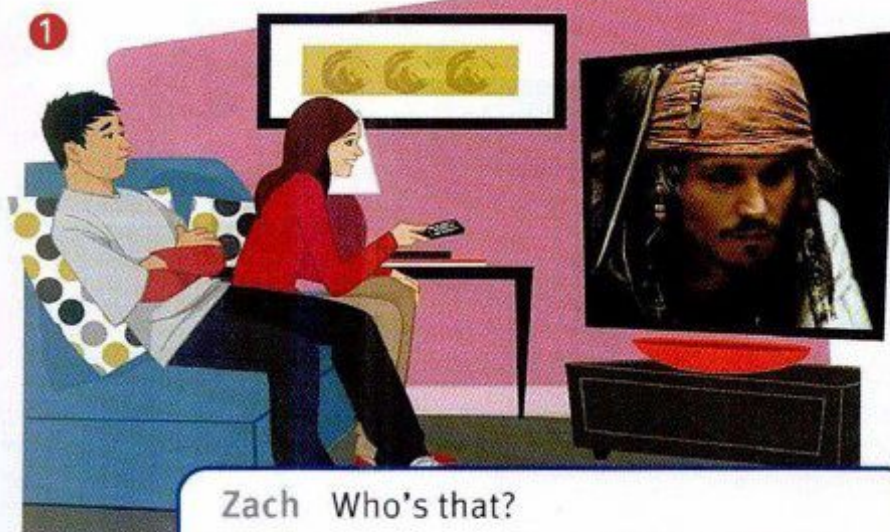
- Show interest in a conversation
- Say *Really?* to show interest or surprise



Before you begin . . .

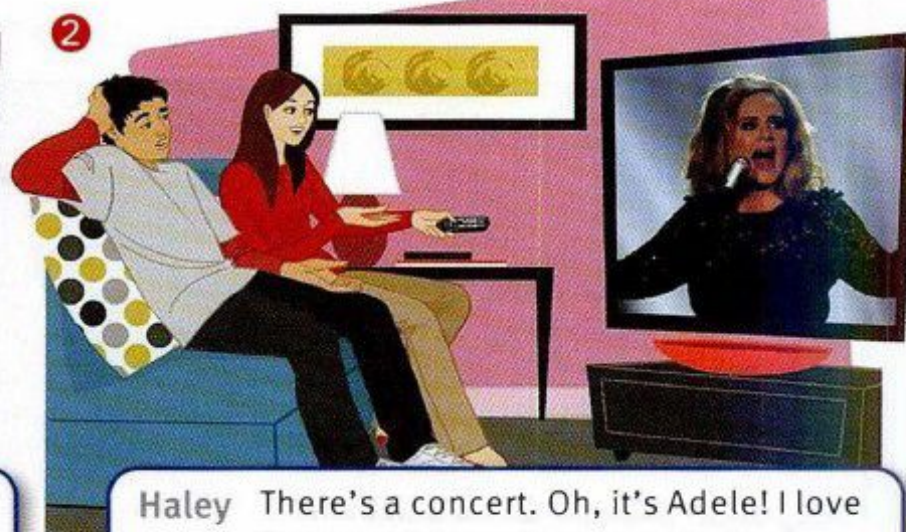
Match each sentence with a picture. For each sentence, think of people you know.

- | | | |
|--|--|--|
| <input type="checkbox"/> He's an artist. | <input type="checkbox"/> He's a singer. | <input type="checkbox"/> She's a writer. |
| <input type="checkbox"/> She's an actor. | <input type="checkbox"/> They're tennis players. | <input type="checkbox"/> They're soccer players. |



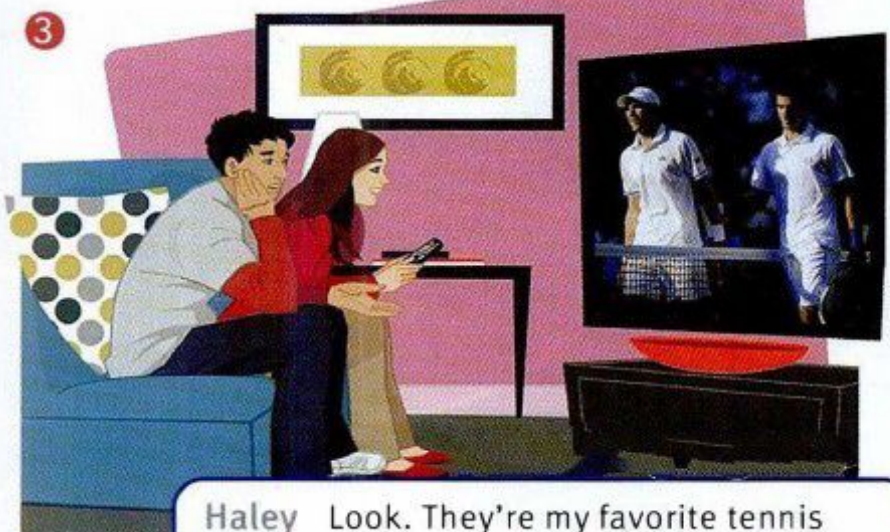
1

Zach Who's that?
 Haley It's Johnny Depp. He's my favorite actor. He's so good-looking! His new movie's great.
 Zach Hmm . . . what else is on?



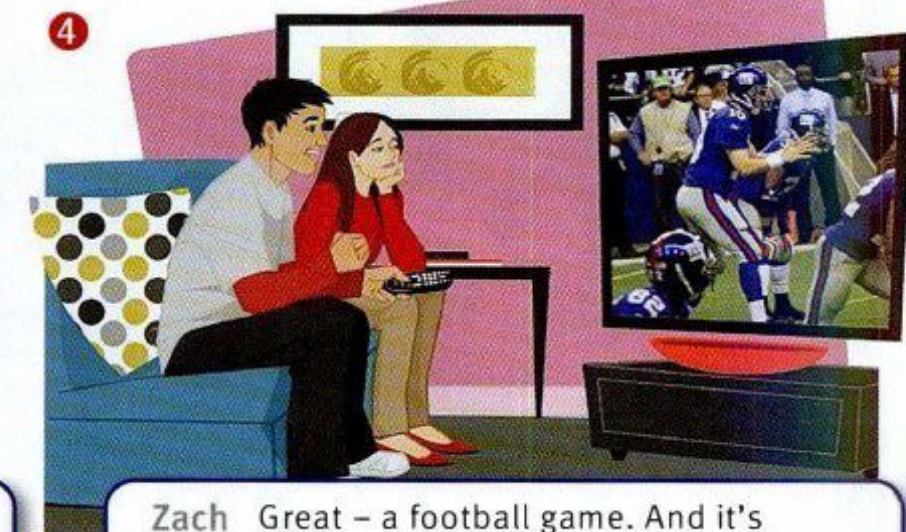
2

Haley There's a concert. Oh, it's Adele! I love her new album. Her voice is amazing.
 Zach Adele?
 Haley Yeah. She's a famous singer.
 Zach Oh. Um, how about some sports?



3

Haley Look. They're my favorite tennis players. Their matches are always exciting. You're a tennis fan, right?
 Zach Um, not really. Where's the remote?
 Haley Here you go.



4

Zach Great – a football game. And it's our favorite team.
 Haley You mean *your* favorite team. You know I'm not a football fan.

1 Getting started

A Look at the pictures. Haley and Zach are watching TV. What's on TV today?

B 1.30 Listen. Is Haley a sports fan? How about Zach?

Figure it out

C Can you complete the sentences? Use the conversation above to help you.

1. Johnny Depp is an actor. _____ movies are really exciting.
2. Adele is a famous singer. _____ new album is very good.
3. They're tennis players. _____ matches are always great.
4. My best friend and I are soccer fans. _____ favorite team is not very good.

2 Grammar *Be* in statements; possessive adjectives  1.31

Extra practice p. 141

- | | |
|--------------------------------|--|
| I'm a Johnny Depp fan. | My favorite actor is Johnny Depp. |
| You're a tennis fan. | Your favorite sport is tennis. |
| He's an actor. | His new movie is great. |
| She's a famous singer. | Her voice is amazing. |
| We're Giants fans. | Our favorite team is the Giants. |
| They're tennis players. | Their matches are exciting. |

Common errors

Don't add "s" to a possessive adjective.
Their matches are exciting.
 (NOT ~~Theirs matches~~ are exciting.)

A Complete the conversations with expressions from the box. Use capital letters when necessary. Compare with a partner. Then practice.

he's	his	✓my	she's	they're	you're
her	I'm	our	their	we're	your

- A My favorite band is Foo Fighters.
 _____ a big fan of _____ music.

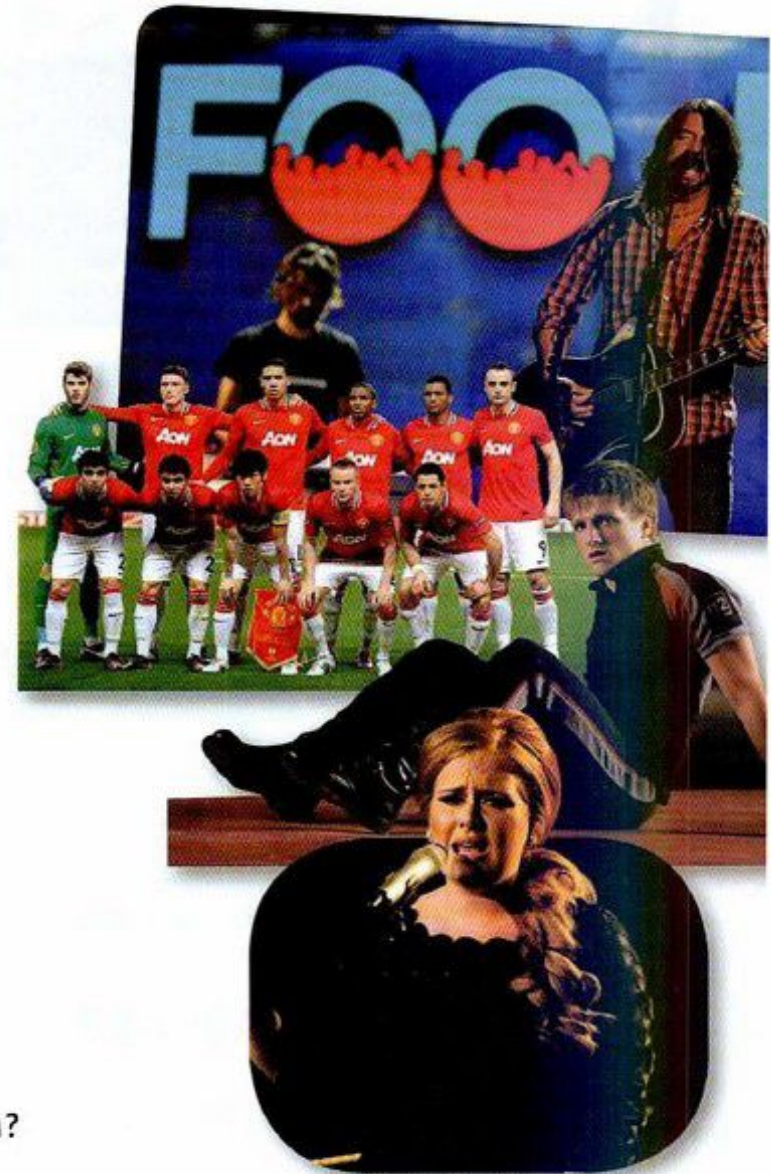
B Yeah. _____ good.
- A In my family, _____ big soccer fans.
 It's _____ favorite sport.

B Yeah? My brother is a soccer fan. _____ a Manchester United fan.
- A What's _____ favorite movie?

B *The Hunger Games*.

A Oh, yeah. Josh Hutcherson is one of my favorite actors. _____ movies are always good.
- A _____ a big fan of Adele, right?

B Yeah, _____ voice is amazing. _____ very talented.



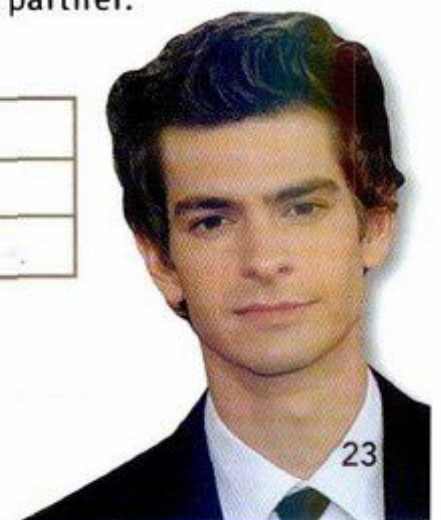
About you **B** **Pair work** Are any of the statements above true for you? Tell a partner.

3 Talk about it My favorite . . .

Write the names of your favorite celebrities below. Then talk about them with a partner. How many things can you say?

actor	Andrew Garfield	sports team	
singer		writer	
band		artist	

"My favorite actor is Andrew Garfield. His movies are good."



1 Building vocabulary

A 1.32 Look at Jason's sketches on his blog and read his comments. Then listen and say the sentences. Do you know people like these? Tell the class.

This is Jenn, a friend from high school. She's very **interesting**. She's in a band!

This is me with my best friend, Ethan. He's **lazy**.

This is my neighbor and his son. My neighbor is **friendly** and **outgoing**, but his son is **quiet** and **shy**.

My math teacher's very **smart**. And she's really **nice**, too. She's always **fun** in class.

Word sort B How many words can you think of to describe people you know? Complete the chart. Then tell a partner.

My best friend	My classmates	My neighbors	My _____
very smart			

"My best friend is very smart. He's a good student."

Vocabulary notebook p. 30

2 Building language

A 1.33 Listen. What is Tim's new boss like? Practice the conversation.

Dana So how's your new job? Are you busy?
 Tim Yes. It's hard work, you know. I'm tired.
 Dana Really? What are your co-workers like? Are they nice?
 Tim Yes, they are. They're really friendly.
 Dana Great. And is your boss OK?
 Tim She is, yeah. She's nice. Um . . . she's not very strict.
 Dana Good, because you're late for work.

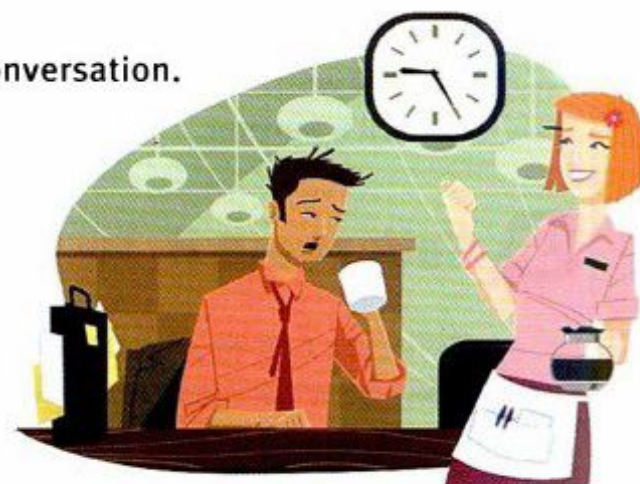


Figure it out B Can you complete these questions and answers? Then ask and answer the questions with a partner. Use your own information.

- A What's your teacher like? _____ fun?
 B Yes, she _____.
- A What are your classmates like? _____ they friendly?
 B Yes, they _____.
- A _____ your English class hard?
 B No, it's not.

3 Grammar Yes-no questions and answers; negatives 1.34

Extra practice p. 141

Am I late?	Yes, you are.	No, you're not.	You're not late.
Are you busy?	Yes, I am.	No, I'm not.	I'm not busy.
Is he tired?	Yes, he is.	No, he's not.	He's not tired.
Is she strict?	Yes, she is.	No, she's not.	She's not strict. (My boss isn't strict.)
Is it hard work?	Yes, it is.	No, it's not.	It's not hard work.
Are we late?	Yes, we are.	No, we're not.	We're not late.
Are they nice?	Yes, they are.	No, they're not.	They're not nice. (My co-workers aren't nice.)

In conversation

People use 's *not* and 're *not* after pronouns.

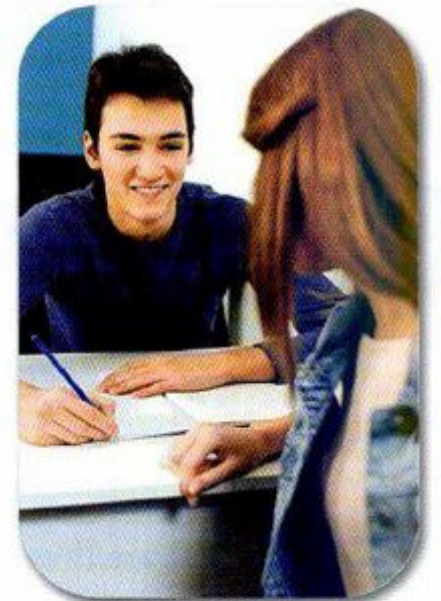
She's not strict.
They're not nice.

Isn't and *aren't* often follow nouns.

My boss isn't strict.
My co-workers aren't nice.

A Complete the conversations. Compare with a partner. Then practice.

- A How's school? Are your classes interesting?
B Yes, _____. My teachers are very smart.
- A _____ your English class easy?
B No, _____. The lessons _____ easy.
- A _____ you outgoing in class?
B Yes, _____. I _____ always outgoing.
- A _____ your English teacher strict?
B No, he _____.
- A What's your job like? _____ it fun?
B Yes, _____. My boss _____ very strict.
- A What are your neighbors like? _____ they nice?
B No, _____. They _____ very friendly.



About you **B** **Pair work** Ask and answer the questions. Give your own information.

4 Speaking naturally *Is he ... ? or Is she ... ?*

"izee"
Is he a student?



"ishee"
Is she a student?



A 1.35 Listen and repeat the questions above. Notice the pronunciation of *Is he ... ?* and *Is she ... ?*

B 1.36 Listen. Do you hear *Is he ... ?* or *Is she ... ?* Circle *he* or *she*.

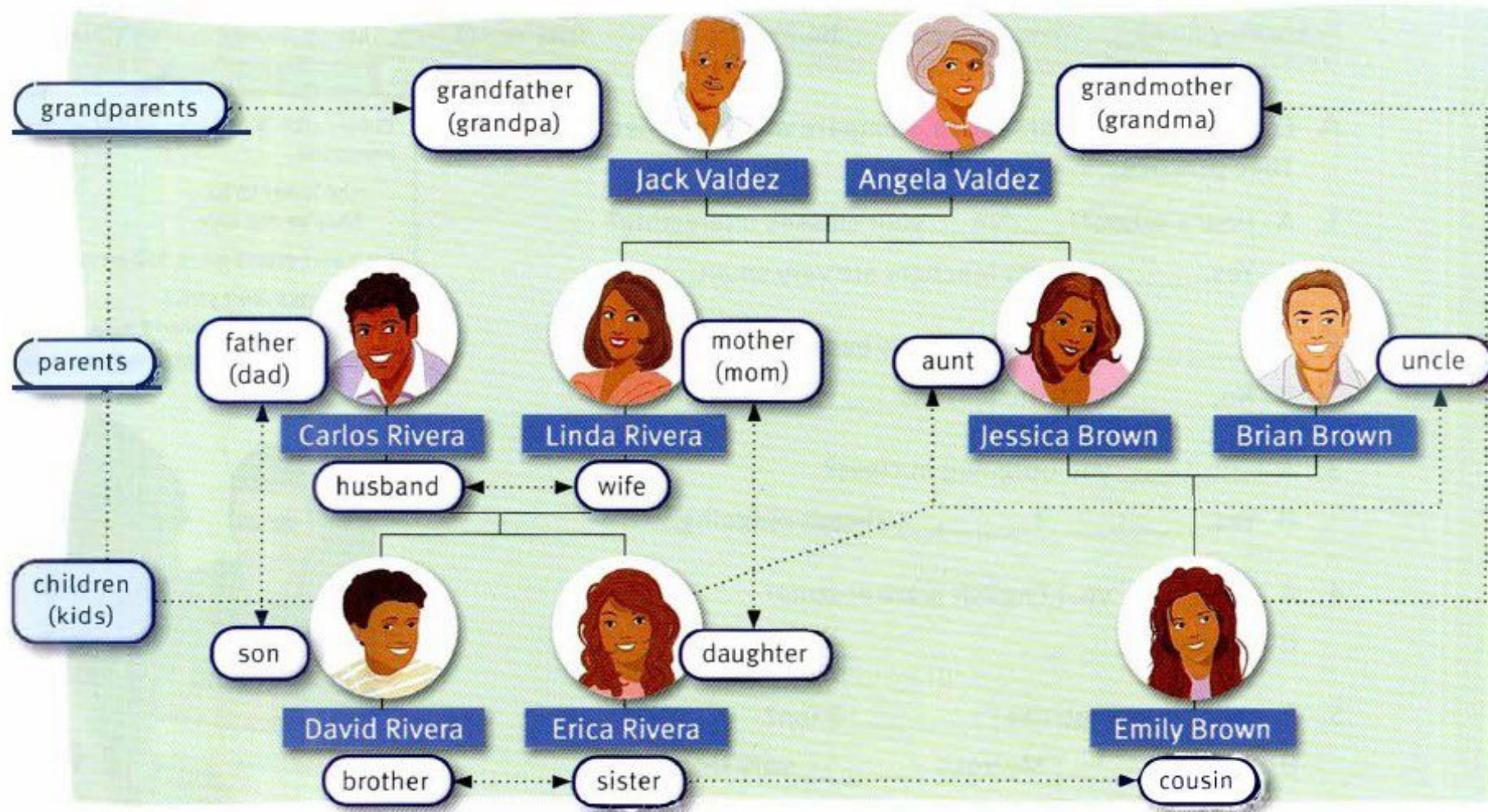
- Is **he** / **(she)** a friend from high school?
- Is **he** / **she** a college student?
- Is **he** / **she** shy?
- Is **he** / **she** smart?
- Is **he** / **she** interesting?
- Is **he** / **she** fun?

About you **C** **Pair work** Find out about your partner's best friend. Ask and answer questions like the ones above.

- A *So your best friend. Is he a friend from high school?*
B *No, he's a neighbor.*

1 Building vocabulary

A 1.37 Look at Erica Rivera's family tree. Who are her parents? Who are her grandparents? Listen and say the words.



Word sort B How are these people related to Erica Rivera? Complete the chart. Compare with a partner.

Carlos Rivera	father	Jack Valdez		Emily Brown	
Linda Rivera		Angela Valdez		Brian Brown	
David Rivera		Jessica Brown			

"Who's Carlos Rivera?"

"He's Erica's father."

Vocabulary notebook p. 30

C 1.38 Listen and say the numbers.

- | | | | | |
|-------------|---------------|-----------------|-----------------|-----------------------|
| 10 ten | 16 sixteen | 22 twenty-two | 28 twenty-eight | 70 seventy |
| 11 eleven | 17 seventeen | 23 twenty-three | 29 twenty-nine | 80 eighty |
| 12 twelve | 18 eighteen | 24 twenty-four | 30 thirty | 90 ninety |
| 13 thirteen | 19 nineteen | 25 twenty-five | 40 forty | 100 one hundred |
| 14 fourteen | 20 twenty | 26 twenty-six | 50 fifty | 101 a hundred and one |
| 15 fifteen | 21 twenty-one | 27 twenty-seven | 60 sixty | |

About you D Pair work Student A: Tell your partner the names and ages of your family members.


Student B: Write the information you hear. Then check the information with your partner.

A My mother's name is Sandra.
She's fifty-five.

Eva's mother -
Sandra, 55

B Is your mother's name Sandra?
A Yes, it is.

2 Building language

A  1.39 Listen. How old are Erica's grandparents?
Practice the conversation.

Padma So who's this?
Erica My grandma. And this is my grandpa.
He's a nice man. He's seventy-eight now.
Padma Really? And how old is your grandmother?
Erica She's seventy-two.
Padma She's very pretty. What's her name?
Erica Angela.
Padma That's a nice name. So where are your grandparents from originally?
Erica They're from Texas.

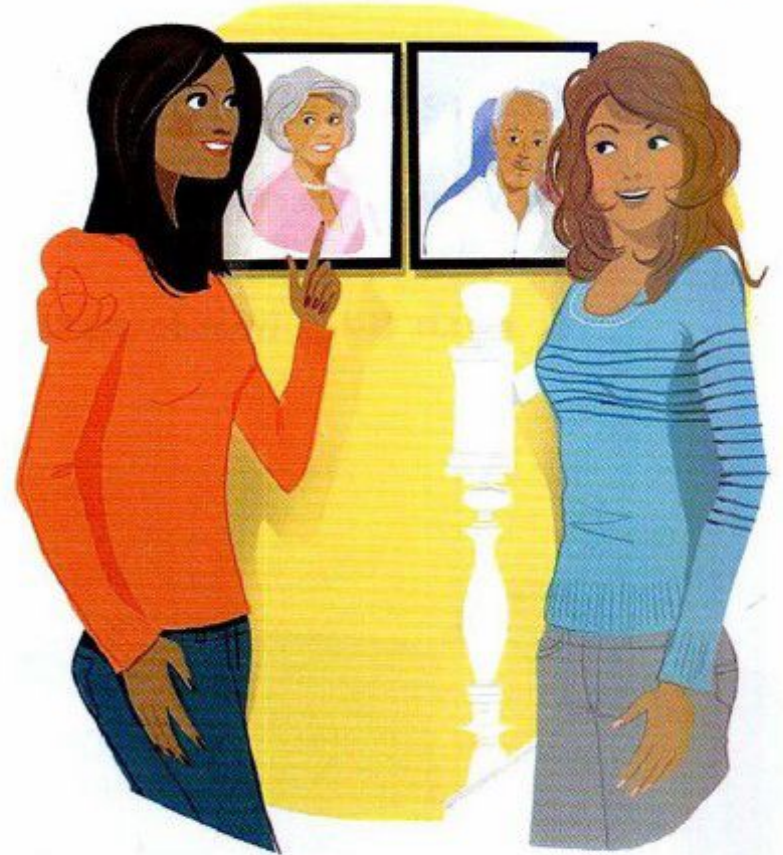


Figure it out **B** Can you complete these questions?
Then ask and answer the questions with a partner.

1. Who's the man in the photo?
2. _____ his wife's name?
3. _____ Erica's grandparents? 70? 75?
4. _____ they from originally?

3 Grammar Information questions with *be* 1.40

Extra practice p. 141

you

How are you?

I'm fine.

Where are you from?

I'm from Florida.

How old are you?

I'm twenty-three.

he / she / it

Who's this?

It's my grandmother.

Where's she from?

She's from Texas.

What's she like?

She's very smart.

they

How are your parents?

They're fine, thanks.

Where are they today?

They're at home.

What are their names?

Their names are Linda and Carlos.

A Unscramble the questions. Compare with a partner. Then ask and answer the questions.

1. your / are / parents / how / ?
2. parents' / what / names / your / are / ?
3. your / is / old / how / father / ?
4. like / what's / mother / your / ?
5. today / your / where's / mother / ?
6. are / from / grandparents / your / where / ?
7. your / aunt / who's / favorite / ?

How are your parents?

About you

B Write four more questions to ask your partner about his or her family. Then ask and answer the questions.


A *What's your father like?*

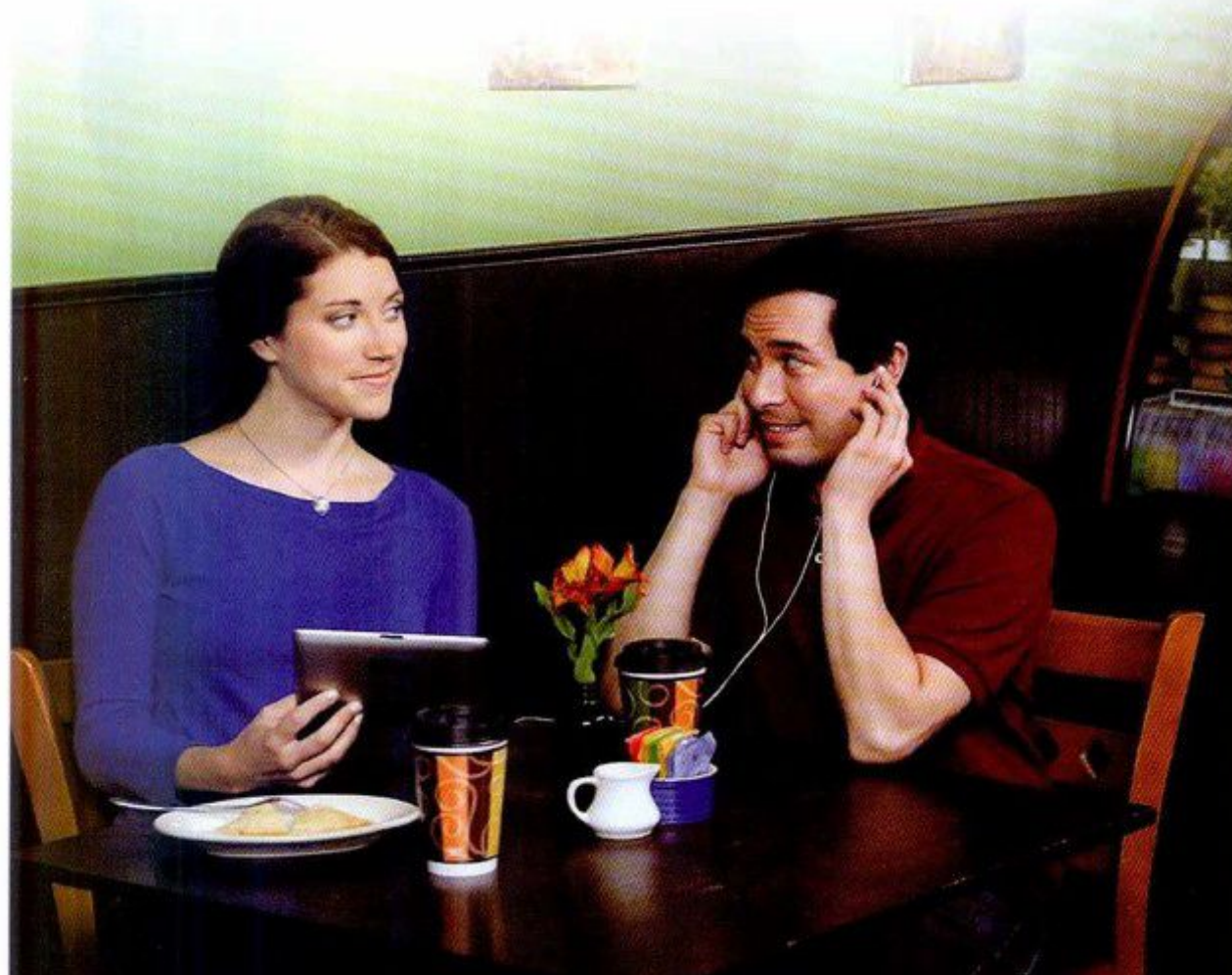
B *He's very outgoing.*

 Sounds right p. 137

1 Conversation strategy Showing interest

A Are any of your friends artists, singers, or songwriters? Are any of your friends from another country? Tell the class.

B  1.41 Listen. What do you find out about Lucy's friend?



Hugo What's that?
 Lucy It's a painting. I know the artist. She's a friend of mine.
 Hugo Really? It's great. What's her name?
 Lucy Carla. I think her work is amazing.
 Hugo Yeah. Where's she from?
 Lucy Paris originally.
 Hugo Paris? Wow. Is she a professional artist?
 Lucy Yeah. And she's a singer – songwriter.
 Hugo A songwriter? Really? What are her songs like?
 Lucy Here. Listen.
 Hugo Hmm. Interesting. Well, her *paintings* are good.

C Notice how Hugo shows interest. He repeats words and asks questions. Find examples in the conversation.

“She's from Paris originally.”

“Paris? Wow. Is she a professional artist?”

D Complete the responses. Then practice with a partner.

1. A My friend Rumiko is a singer.
 B A singer ? Is she in a band?

3. A My brother is a writer.
 B _____ ? Is he famous?

2. A My best friend's name is Dmitry.
 B _____ ? Where's he from?

4. A My cousins are big baseball fans.
 B _____ ? What's their favorite team?

About you

E Pair work Practice the conversations above again with your own information. Show interest by repeating words and asking questions. Can you continue the conversations?

A My friend Mindy is a student.

B A student? Is she a student here?

2 Strategy plus *Really?*

People say **Really?** to show they are interested or surprised.



In conversation
Really is one of the top 50 words.

A Pair work Complete the conversations with the correct responses from the box. Then practice with a partner.

- a. Really? I'm from Los Angeles.
- b. Really? Is she good?
- c. Really? My brother's name is Jack.
- d. Really? What's she like?

1. A What's your name?
B Jack.
A _____
2. A Where are you from?
B San Diego.
A _____
3. A What's your teacher like?
B Oh, she's fun. And she plays tennis.
A _____
4. A Who's your best friend?
B Her name's Jill. She's a friend from high school.
A _____

About you B Ask and answer the questions above. Give your own answers.

3 Listening and strategies Friends

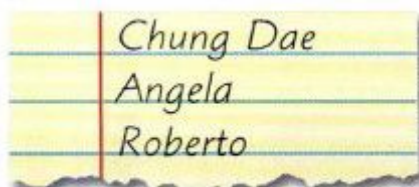
A 1.42 Listen to four people talk about people they know. Complete the chart.

	Who is it?	What's he or she like?	How old is he or she?
1. Jane	<i>a neighbor</i>	_____	_____
2. Lucas	_____	_____	_____
3. Lisa	_____	_____	_____
4. Patrick	_____	_____	_____

B 1.42 Listen again. Choose the best way to respond to the speakers' last comments to show interest. Number the comments 1 to 4.

- A soccer fan? Really? Who's his favorite team?
- Really? So is she very quiet?
- Really? So what are her songs like?
- An art student? Really? Is he good?

About you C **Pair work** Write the names of three people you know on a piece of paper. Exchange lists with a partner. Ask questions about the people on your partner's list.



- A Who's Chung Dae?
- B He's my classmate.
- A Really? Where's he from?

Free talk p. 130

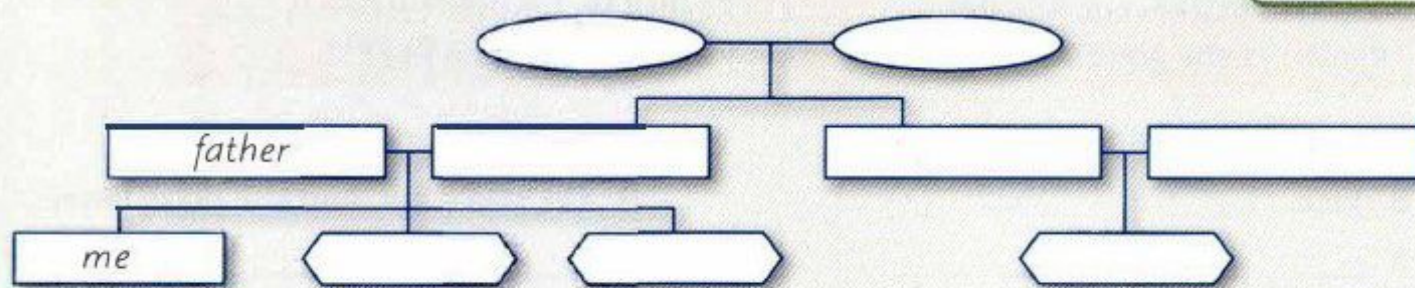


Learning tip Making diagrams

Make diagrams with new vocabulary. An example of a diagram is the family tree below.

1 Complete the family tree using the words in the box.

aunt	cousin	grandfather	mother	uncle
brother	✓ father	grandmother	sister	



In conversation

Mom or Mother?

Mom

Mother

Dad

Father

Grandma

Grandmother

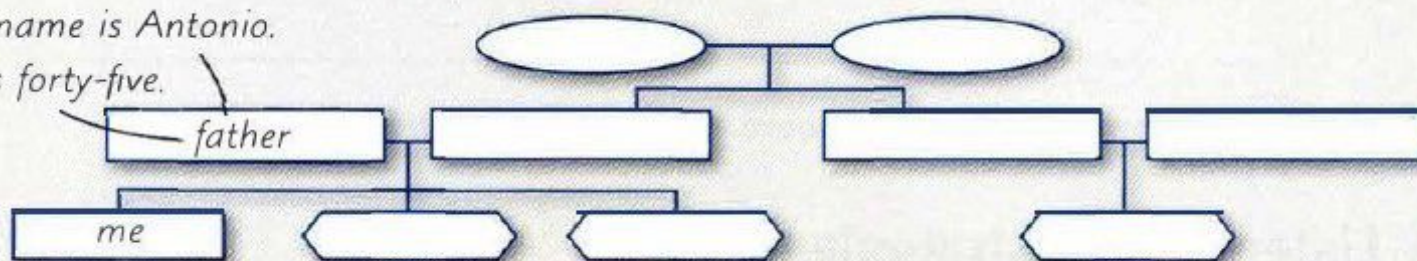
Grandpa

Grandfather

2 Now make your own family tree. Write notes about each person.

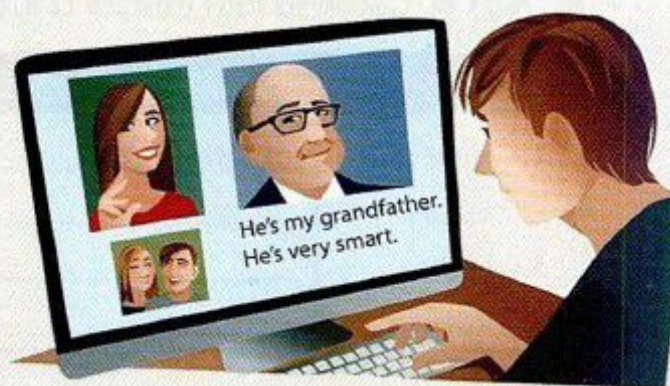
His name is Antonio.

He's forty-five.



On your own

Make a photo album of your family and friends. Write sentences about them in English.



Can Do!

Now I can ...

I can ...

I need to review how to ...

talk about my favorite celebrities.

describe people's personalities.

ask and answer *yes-no* questions.

talk about family members.

say people's ages.

ask and answer information questions.

understand people talking about friends (ages, interests, etc.).

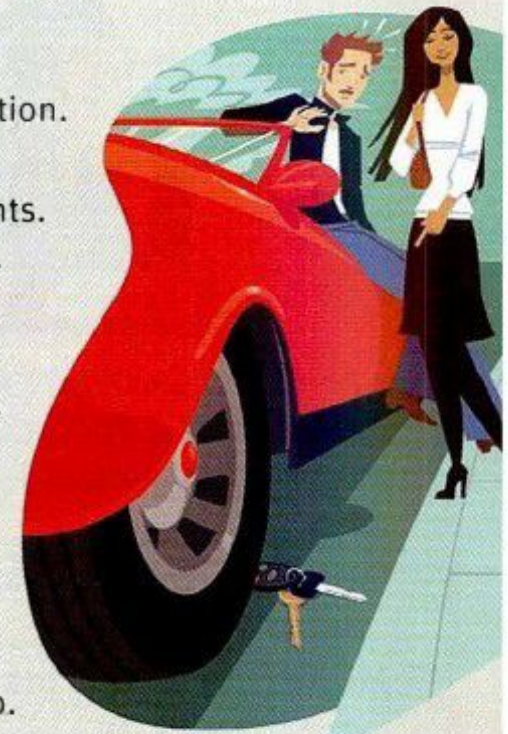
show I'm interested in a conversation or surprised.

1 Can you complete this conversation?

Complete the conversation with the words in the box. Use capital letters when necessary. Then practice with a partner.

- is
- ✓ are
- am
- I'm
- you're
- he's
- it's
- we're
- they're
- his
- her
- my
- your
- our
- their
- this
- these

Angel Hi, Carla. How are you?
 Carla _____ fine, thanks. Is _____ your car?
 Angel No. _____ my brother's car. _____ on vacation.
 Carla Cool. So where is _____ brother?
 Angel He and _____ wife are in Miami, with her parents.
 _____ family _____ from Miami, you know.
 Carla Oh, right. So are _____ children in Miami, too?
 Angel No, _____ with my parents and me. _____
 house is crazy. _____ all so busy with the kids.
 Carla I bet _____ tired.
 Angel Yeah, I really _____ Uh-oh, I'm late!
 Carla OK. See you later.
 Angel Wait! Where are my keys? I mean, where are
 _____ brother's keys?
 Carla Are _____ his keys? Under the car? Here you go.
 Angel Oh, thanks, Carla. You're wonderful!



2 Can you unscramble the questions?

Put the words in the correct order to make questions. Then ask and answer the questions with a partner.

1. teacher's / last / is / our / name / What / ?
What is our teacher's last name?
2. from / grandparents / your / Where / are / ?

3. class / hard / our / English / Is / ?

4. are / in this class / students / like / What / the / ?

5. today / not / Who's / in class / ?

6. bags / are / Where / students' / the / ?

3 How many words do you remember?

Complete the chart. Then make questions to ask and answer with a partner.

Classroom items	Locations in class	Family and other people	Words to describe people
teacher's desk	on the wall	neighbors	friendly

"Where's the teacher's desk?"

"What are your neighbors like?"

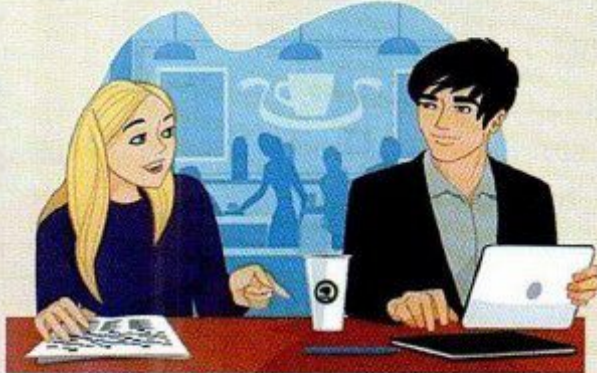
"What's on the wall?"

"Are your neighbors friendly?"

4 Do you know these expressions?

Complete the conversation with expressions from the box. Then practice with a partner.

Thank you. Thanks anyway. Nice to meet you. ✓ Can I borrow your pen? Really?
 That's OK. You're welcome. Have a good day. How do you spell *neighbor*? How about you?



Anna Oh, no! Where's my pen? . . . Excuse me.
Can I borrow your pen ?
 Michel Sure. Here you go.
 Anna _____
 Michel You're welcome.
 Anna Hmm . . . _____ ?
 Michel *Neighbor*? I'm sorry. I don't know.
 Anna That's OK. _____
 Michel Wait. There's a dictionary app on my tablet.
 Anna Oh, thank you!
 Michel _____
 Anna Oh. This is a French-English dictionary.

Michel Yes. I'm from France.
 Anna France? _____ ?
 Are you from Paris?
 Michel Yeah, I am. _____ ?
 Anna I'm from New York. Uh-oh! My coffee!
 I'm sorry.
 Michel _____
 Anna By the way, my name is Anna.
 Michel I'm Michel. _____
 Anna Oh, no. I'm late for work. Sorry. Bye.

 Michel Thanks. You too. . . . Uh-oh. Where's
 my pen?

5 Who has the same answer?

A Complete questions 1 to 3 with 's or s' and questions 4 to 8 with question words and *be*.
 Write your answers.

	Your answer	Classmates with the same answer
1. What's your best friend <u>s</u> name?	_____	_____
2. What are your parent _____ names?	_____	_____
3. What's your mother _____ first name?	_____	_____
4. _____ your best friend? 20? 21?	_____	_____
5. _____ your best friend like?	_____	_____
6. _____ your parents now? At work?	_____	_____
7. _____ your favorite singers?	_____	_____
8. _____ your favorite TV show?	_____	_____

B **Class activity** Ask your classmates the questions. Who has the same answer?

Everyday life



In this unit, you learn how to . . .

Lesson A

- Describe a typical morning using the simple present

Lesson B

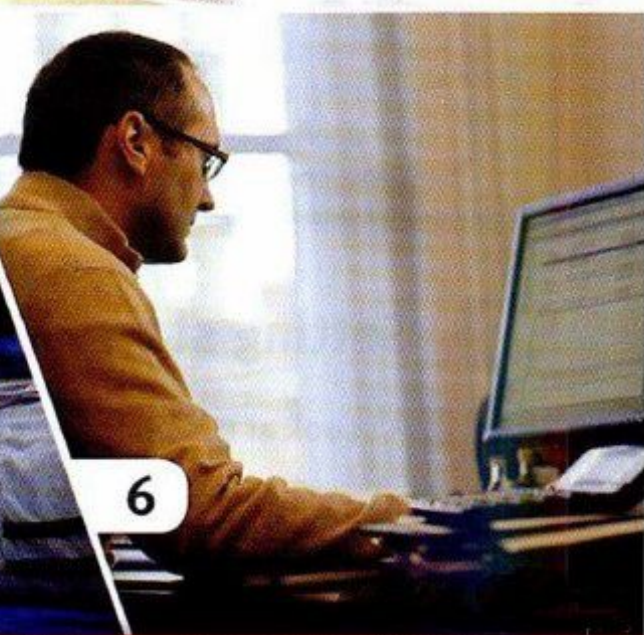
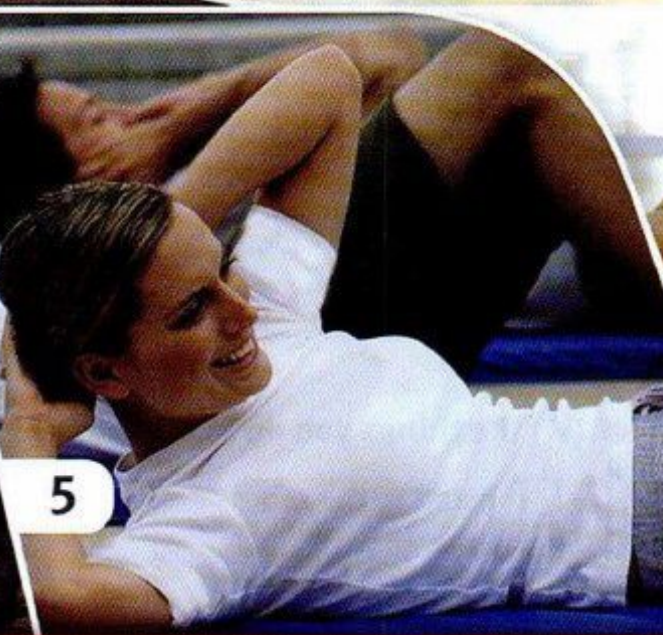
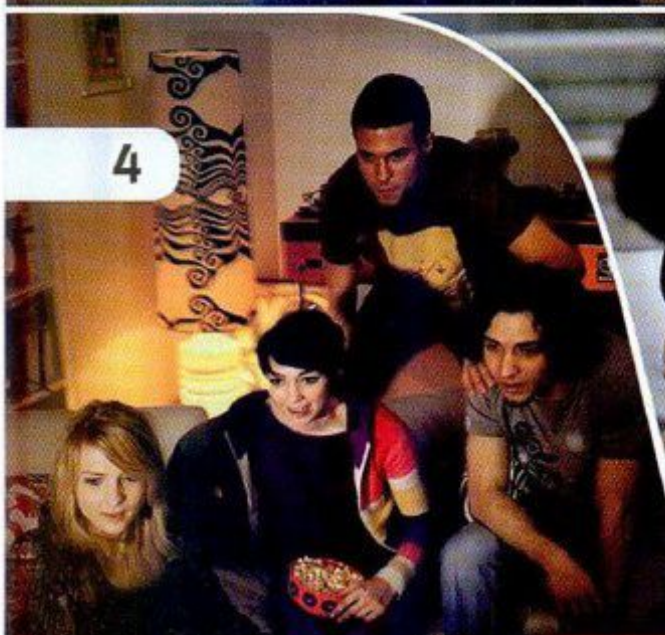
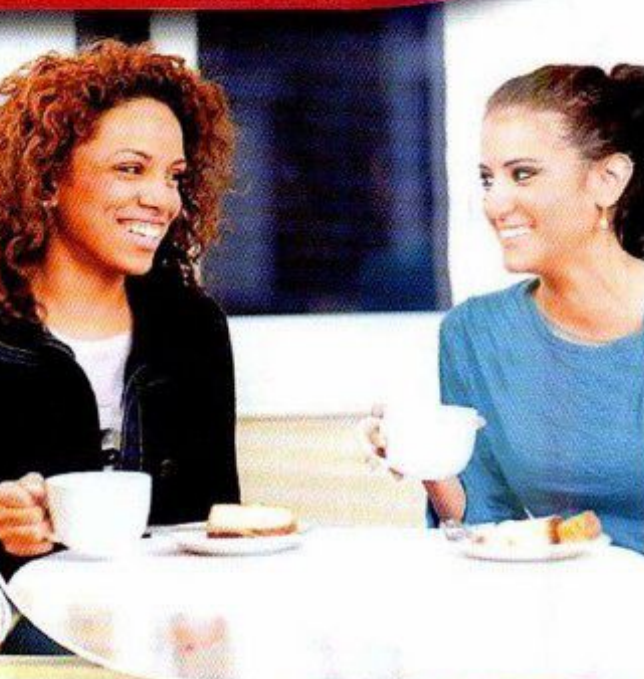
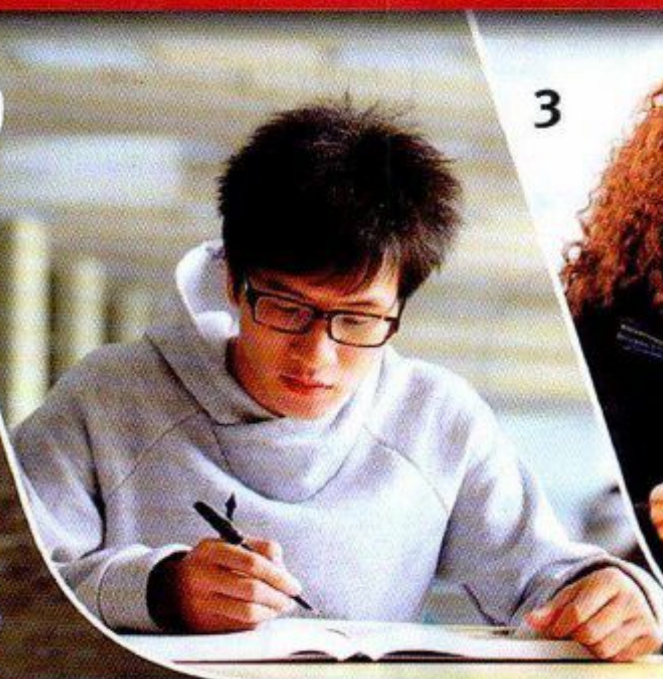
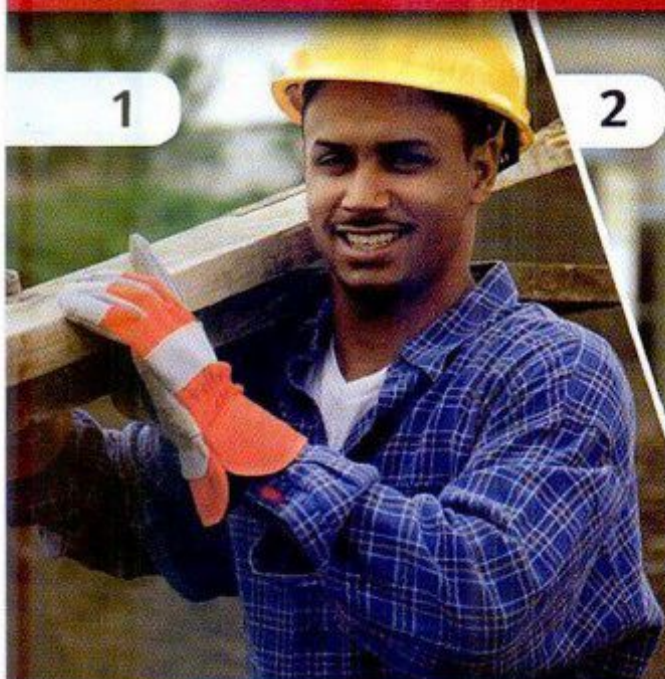
- Describe weekly routines
- Ask and answer *yes-no* questions about your week

Lesson C

- Say more than *yes* or *no* to be friendly
- Say *Well* to get more time to think

Lesson D

- Read an article about American habits
- Write about a classmate for a class website



Before you begin . . .

Match each activity with a picture. Which activities do you do every day?

do homework

exercise

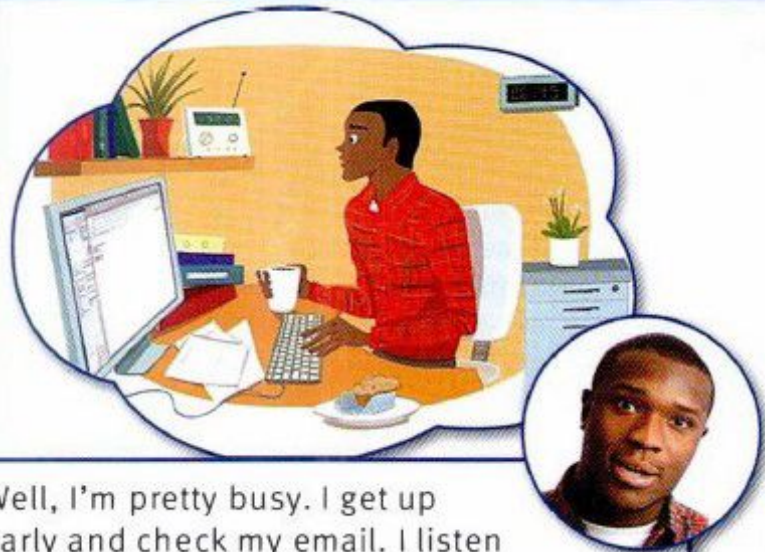
have coffee

work

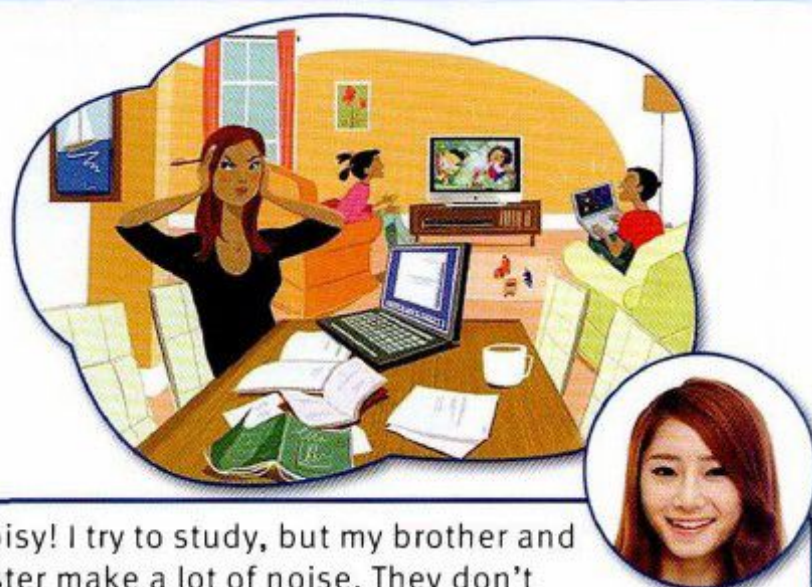
watch TV

check email

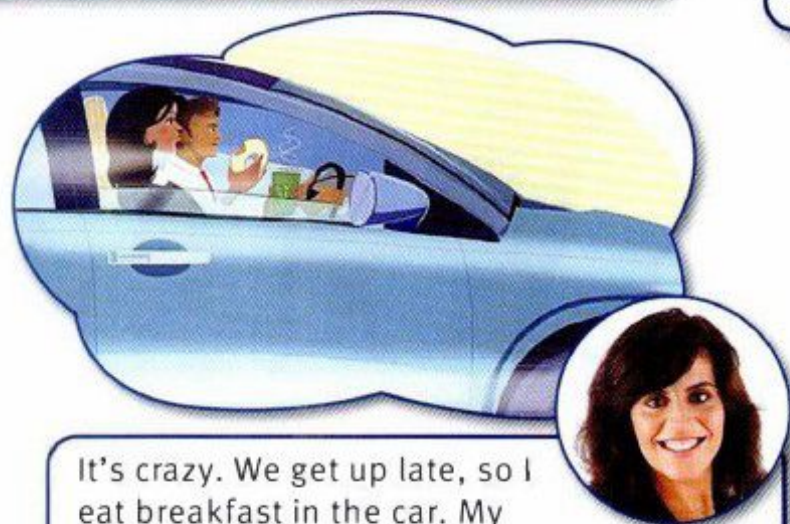
What's a typical morning like in your home?



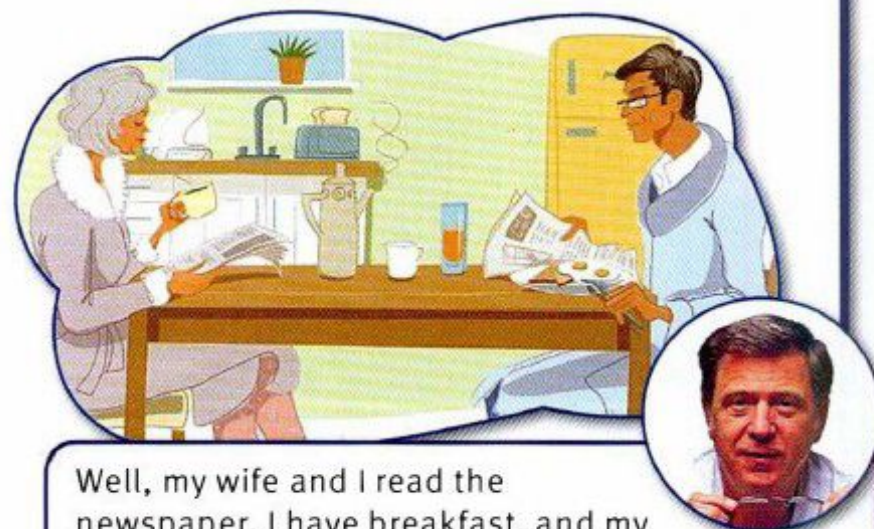
Well, I'm pretty busy. I get up early and check my email. I listen to the radio – I don't watch TV on weekdays. Then I study. – *Greg O'Neal*



Noisy! I try to study, but my brother and sister make a lot of noise. They don't care. My sister watches TV, and my brother plays games on the computer. – *Jennifer Lee*



It's crazy. We get up late, so I eat breakfast in the car. My husband doesn't have breakfast – he drives. – *Amanda Sanchez*



Well, my wife and I read the newspaper. I have breakfast, and my wife has coffee. We're pretty quiet. We don't talk a lot. – *Alex Stern*

1 Getting started

About you

A Look at the pictures. Check (✓) the things you do in the morning. Add your own ideas.

- | | | |
|--|--|---|
| <input type="checkbox"/> get up early | <input type="checkbox"/> listen to the radio | <input type="checkbox"/> go on the Internet |
| <input type="checkbox"/> eat breakfast | <input type="checkbox"/> drive to work | <input type="checkbox"/> play games on the computer |

B 1.43 Listen and read. Are you like any of these people?

Figure it out

C What do the people above say about their mornings? Can you complete their sentences?

1. Greg I _____ to the radio. I _____ TV.
2. Alex My wife and I _____ the newspaper. We _____ a lot.
3. Jennifer My brother and sister _____ a lot of noise. They _____.
4. Amanda My husband _____ to work. He _____ breakfast.

2 Grammar Simple present statements 1.44

Extra practice p. 142

I eat breakfast.	I don't eat lunch.
You have coffee.	You don't have tea.
We get up late.	We don't get up early.
They read the paper.	They don't read books.
He listens to the radio.	He doesn't listen to CDs.
She watches TV.	She doesn't watch videos.

don't = do not doesn't = does not

Verb endings: he, she, and it

get	▶	gets
watch	▶	watches
play	▶	plays
study	▶	studies
have	▶	has
do	▶	does
go	▶	goes

In conversation

Don't and doesn't are more common than do not and does not.

- does not*
- doesn't*
- do not*
- don't*

A Complete the sentences. Compare answers with a partner.

- I get up (get up) early every morning.
I don't get up (not / get up) late.
- In my family, we _____ (have) breakfast together,
but we _____ (not / talk) a lot.
- My mother just _____ (have) coffee.
She _____ (not / eat) in the morning.
- My sister _____ (study) in the morning. She _____ (do) her homework.
- My brother _____ (go) on the Internet. Then he _____ (watch) TV.
- My parents _____ (not / watch) TV. They _____ (read) the newspaper.

About you

B Write five sentences about your mornings. Compare with a partner.

I get up early every morning.

A I get up early every morning. How about you?

B I don't get up early. I get up late.

3 Speaking naturally -s endings of verbs

/s/ likes gets /z/ listens studies /ɪz/ relaxes watches

A 1.45 Listen and repeat the words above. Notice the verb endings.

B 1.46 Listen to these sentences. Do the verbs end in /s/ or /z/, or do they add the syllable /ɪz/? Check (✓) the correct column. Listen again and repeat.

	/s/-/z/	/ɪz/		/s/-/z/	/ɪz/
1. My mom sings in the shower.	✓		5. My brother goes on the Internet.		
2. My dad gets up early.			6. My co-worker checks his email.		
3. My mom uses an alarm clock.			7. My sister likes mornings.		
4. My friend exercises in the morning.			8. My dad relaxes on the weekends.		

About you

C Pair work Talk about your family and friends and what they do in the mornings.

"My mom likes mornings. She sings in the shower."

1 Building vocabulary

A 1.47 Listen and say the expressions. Then check (✓) the things you do every week. Can you add more activities?



take a class



clean the house



play sports



go shopping



do the laundry



make phone calls

Word sort

B For each day of the week, write one thing you usually do. Then tell the class.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<i>play soccer</i>					

"I play soccer on Mondays."

Vocabulary notebook p. 42

2 Building language

A 1.48 Listen to the questionnaire. Complete the questions and answers. Listen again and circle the answers that are true for you.

What's your weekly routine?

- | | | |
|--|---------------------|-----------------------|
| 1. Do you take a class in the evening? | Yes, I do. | No, I don't. |
| 2. Do you and your family eat together on Sundays? | Yes, we do. | No, we don't. |
| 3. Do your friends call you in the evening? | Yes, they do. | No, they don't. |
| 4. Does your best friend meet you after class? | Yes, he / she does. | No, he / she doesn't. |
| 5. _____ you and your friends _____ sports? | Yes, _____. | No, _____. |
| 6. _____ you _____ shopping on Saturdays? | Yes, _____. | No, _____. |
| 7. _____ your best friend _____ shopping with you? | Yes, _____. | No, _____. |

Figure it out

About you

B Pair work Ask and answer the questions above. Can you give more information?

A Do you take a class in the evening?

B Yes, I do. I go to an English class.

3 Grammar Yes-no questions and short answers 1.49

Extra practice p. 142

Do you go to a class in the evening?	Yes, I do .	No, I don't .
Do you and your friends play sports after class?	Yes, we do .	No, we don't .
Do your friends make phone calls at night?	Yes, they do .	No, they don't .
Does your mother work on the weekends?	Yes, she does .	No, she doesn't .

Time expressions

- on Monday(s)
- on (the) weekend(s)
- in the morning(s)
- in the afternoon(s)
- in the evening(s)
- at night
- before breakfast
- after class
- every day

Common errors

In short answers, do not use a verb after *don't* or *doesn't*.
Do you have a computer?
No, I don't.
 (NOT *No, I don't have.*)

A Complete the questions. Compare with a partner.

1. Do you make phone calls late at night?
2. _____ your friends _____ on the Internet in class?
3. _____ your mother _____ her email every day?
4. _____ your parents _____ the laundry on weekends?
5. _____ your father _____ the news online every day?
6. _____ you and your friends _____ online games together?
7. _____ your best friend _____ classes in the evenings?
8. _____ you _____ shopping after class?
9. _____ your family _____ breakfast together in the morning?
10. _____ you _____ your room every day?

About you

B Pair work Ask and answer the questions. How many of your answers are the same?

- A *Do you make phone calls late at night?*
 B *No, I don't. I go to bed early every night.*

4 Class survey Who has a busy week?

A Write questions to ask your classmates. Compare with a partner.

Find someone who ...	Ask ...	Name
1. exercises before breakfast.	<u>Do you exercise before breakfast?</u>	_____
2. cleans the house every day.	_____	_____
3. studies English late at night.	_____	_____
4. gets up early on Sundays.	_____	_____
5. plays on a sports team.	_____	_____
6. works on the weekends.	_____	_____
7. goes to bed early every night.	_____	_____
8. eats a snack after class.	_____	_____

About you

B Class activity Find classmates who do the things in the chart above. Write their names in the chart.

- A *Do you exercise before breakfast?*
 B *Yes, I do. I go to the gym before breakfast.*

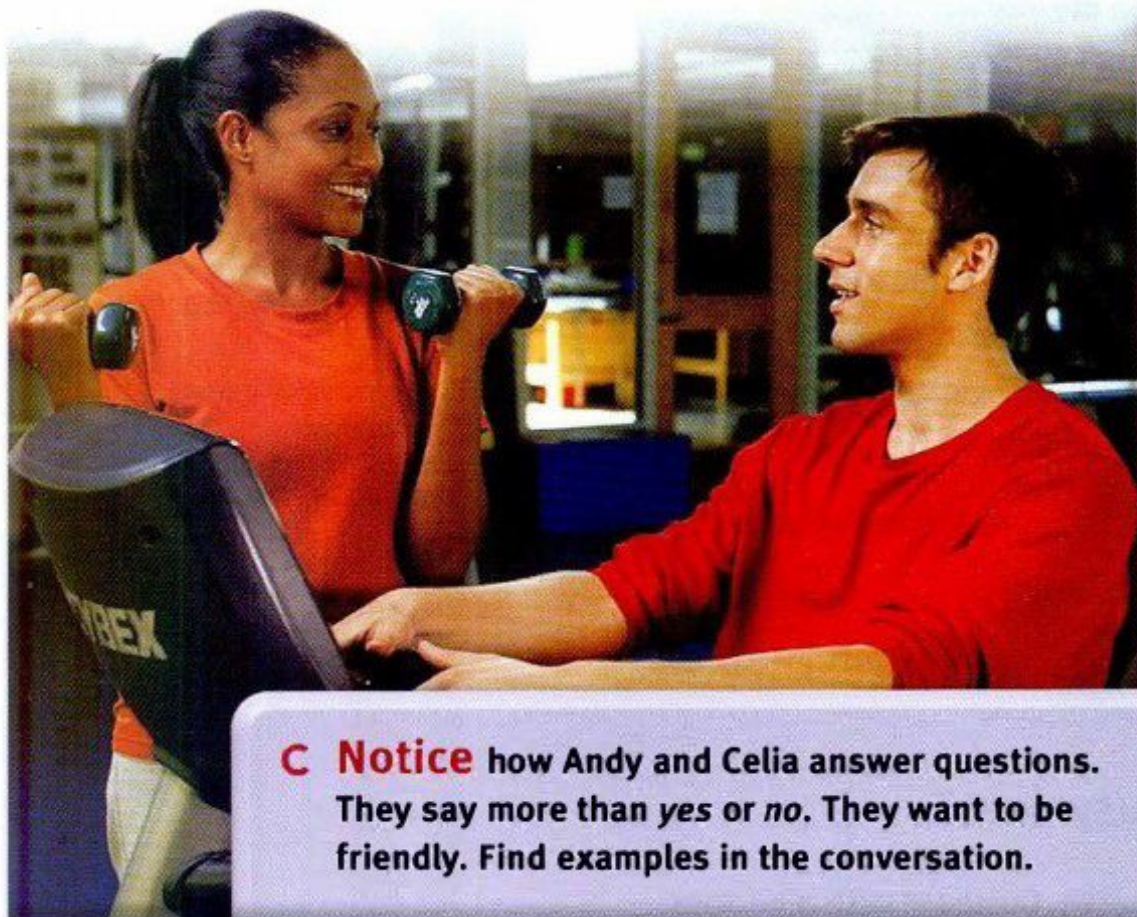
C Pair work Tell your partner something interesting about a classmate.

"Yoshiko goes to the gym before breakfast."

1 Conversation strategy Saying more than *yes* or *no*

A Look at the photo. What do you think Celia and Andy are talking about?

B 1.50 Listen. What do you find out about Celia? How about Andy?



Celia Hi. I see you here all the time. Do you work out every day?
 Andy Well, I come here before class.
 Celia Oh, are you a student?
 Andy Yeah. Well, I'm a part-time law student. And I work at a TV station, too.
 Celia A TV station? Really?
 Andy Yeah. I'm an intern. So, do you come here every day?
 Celia Uh-huh. I run here from home every morning.
 Andy Oh, so do you live around here?
 Celia No. I live about 10 miles away.
 Andy So you run 10 miles a day? Wow!

C Notice how Andy and Celia answer questions. They say more than *yes* or *no*. They want to be friendly. Find examples in the conversation.

"Oh, so do you live around here?"
"No. I live about 10 miles away."

D Find two good answers for each question below. Write the letters *a* to *h*. Compare with a partner.

- 1. Do you live around here? c
- 2. Do you have a job?
- 3. Are you from here originally?
- 4. Do you have brothers and sisters?

- a. Well, I work at a store on the weekends.
- b. No, I'm from Chicago originally.
- c. Well, I live about two miles away.
- d. No, I'm an only child.
- e. No, I don't. I live in Oaktown.
- f. Yeah. I have a part-time job at a restaurant.
- g. Yes, I am. But my parents are from Turkey.
- h. Yes, I have a sister.

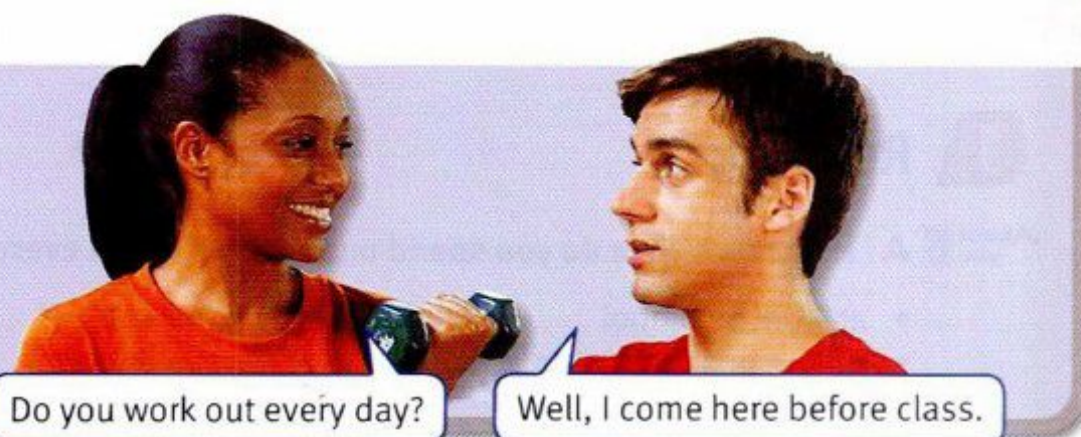
About you **E Pair work** Ask and answer the questions above with a partner. Give your own answers, and say more than *yes* or *no*.

A *Do you live around here?*

B *No, I don't. I live about seven miles away.*

2 Strategy plus *Well, ...*

Start your answer with **Well** if you need time to think, or if your answer is not a simple *yes* or *no*.



In conversation

Well is one of the top 50 words.

A 1.51 Match the questions with the responses. Then listen and check your answers. Practice with a partner.

- | | |
|--|---|
| 1. Are you from a big family? <u>e</u> | a. Well, I don't play sports, but I watch soccer on TV. |
| 2. Do you work out a lot? _____ | b. Well, not every day. I go to the gym two days a week. |
| 3. Do you like sports? _____ | c. Well, I like a lot of actors. I don't have a favorite actor. |
| 4. Do you study every day? _____ | d. Well, not every day. I don't study on the weekends. |
| 5. Who's your favorite actor? _____ | e. Well, I have two brothers and a sister. |

About you

B Pair work Ask and answer the questions above. Give your own answers.

3 Listening and strategies Casual conversations

A 1.52 Can you guess the missing words in these conversations? Listen and write what the people say. Then practice.

- A Do you text your _____?

B No, not really. Well, on my way home _____. I text and say "I'm on my way."
- A Do you watch a lot of sports on TV?

B Well, I only watch _____. You know, _____.
- A Do you read the news _____?

B Yeah. Well, _____. I make _____ and check the headlines.
- A Do you _____ on the Internet?

B Yes. Well, I play chess with my friend _____.
- A Do you listen to the radio?

B Well, I listen to the same show _____. But that's all.

About you

B Pair work Take turns asking the questions above. Give your own answers.

A Do you text your parents?

B No, not really. Well, on my way home at night. I text and say "I'm on my way."



1 Reading

About you **A** How much time do you spend on these activities every day? Tell the class.

- at work or school
- on the bus or train or in the car
- on the Internet
- on the phone

"I spend about an hour a day on the phone."

B Read the article and take the quiz. Then compare with a partner. Are you like average Americans?

Reading tip
Before you read an article, "skim" it (look at it quickly). This gives you an idea of the topics it covers.

Are you like an average American?

Do you work eight hours a day? Then you're similar to the typical American. In fact, the average American with a full-time job works just over eight hours a day. How much time do you spend on the Internet? The average American spends just under two and a half hours a day online. So do you live your life like the average American? Find out with our quiz.


Quiz	Average American	You	
1. Do you get up at 6:30 a.m. on weekdays?	Yes	Yes <input type="radio"/>	No <input type="radio"/>
2. Do you sing in the shower?	No	Yes <input type="radio"/>	No <input type="radio"/>
3. Do you have cereal with milk for breakfast?	Yes	Yes <input type="radio"/>	No <input type="radio"/>
4. Do you have a pet?	No	Yes <input type="radio"/>	No <input type="radio"/>
5. Do you use public transportation every day?	No	Yes <input type="radio"/>	No <input type="radio"/>
6. Do you watch television about three hours a day?	Yes	Yes <input type="radio"/>	No <input type="radio"/>
7. Do you exercise every day?	No	Yes <input type="radio"/>	No <input type="radio"/>
8. Do you eat at a restaurant three times a week?	Yes	Yes <input type="radio"/>	No <input type="radio"/>

So are you like the average American? If you're not, that's OK – it's fun to compare your life with the lives of people in another country. If you are, that's OK too, because the average American is happy!


C Read the article again. What does it say about these things? Check (✓) *True* (T) or *False* (F).

The average American . . .	T	F
1. works under 10 hours a day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. spends three and a half hours on the Internet every day.	<input type="checkbox"/>	<input type="checkbox"/>
3. gets up at 8:00 a.m. on weekdays.	<input type="checkbox"/>	<input type="checkbox"/>
4. eats cereal in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
5. eats at a restaurant about four times a week.	<input type="checkbox"/>	<input type="checkbox"/>
6. uses public transportation every day.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening Teen habits

A  1.53 Read about the habits of an average teenager in the United States. Then listen to an interview with teenager Tyler Johnson. Complete the sentences about Tyler.

An average teenager ...	Tyler Johnson ...
<ul style="list-style-type: none"> sends or receives over 200 text messages a day. listens to music for 2 hours every day. spends over 4 hours a day on the Internet. watches TV about 20 hours a week. 	<ol style="list-style-type: none"> sends ____ text messages a day. listens to music for ____ hours every day. spends ____ hours a day on the Internet. watches TV about ____ hours a week.

About you **B**  1.54 Listen to some of Tyler's statements again. Are you like Tyler, or are you different? Check the correct box. Compare with a partner.

	1	2	3	4
I'm just like Tyler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm different from Tyler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

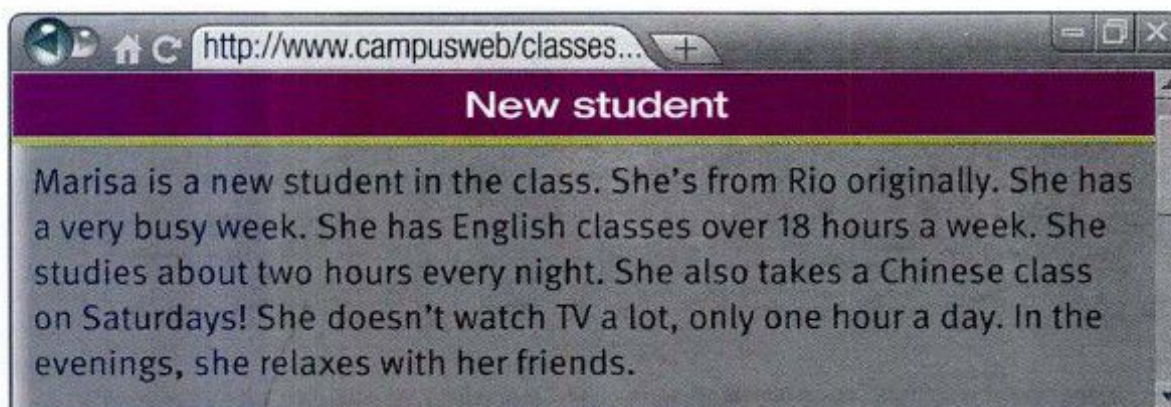


3 Writing and speaking A typical week

A Complete the sentences. Then tell a partner about your typical week. Take notes on your partner's typical week.

A typical week for me	A typical week for my partner
I take classes _____ hours a week.	_____
I work / study _____ hours a week.	_____
I spend _____ hours a week on the Internet.	_____
I watch TV _____ hours a week.	_____
I spend _____ hours a week with my friends.	_____

B Read about a student on a class website. Circle the capital letters. Find a rule for each circled letter in the Help note.



Help note

Capitals and periods
 Use CAPITAL letters for

- new sentences.
- people's names.
- names of places.
- names of languages.
- days of the week.

Use a period (.) at the end of your sentences.

C Write a profile about your partner. Use your notes from above to help you.

D **Pair work** Read your partner's profile. Ask three questions for more information.



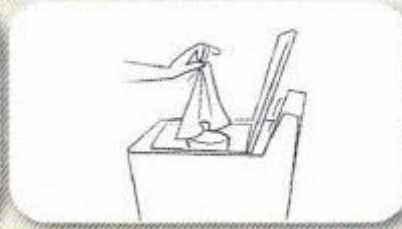
Learning tip *Drawing pictures*

Draw and label simple pictures in your notebook. The pictures below show different verbs.

1 Label the pictures. Use a verb to describe each activity.



read the newspaper



2 Draw and label your own pictures of activities.



3 Complete the chart with your everyday activities.

Write two things you do ...		
every day	<i>I read the newspaper.</i>	
in the afternoon		
on Sundays		
after breakfast		
before bed		



On your own

Write labels for the things you do every day. Put your labels around the house.

Can Do! Now I can ...

I can ... I need to review how to ...

- describe a typical morning.
- ask questions about weekly routines.
- answer questions with more than *yes* or *no* to be friendly.
- say *Well* to get time to think and to answer questions.
- understand conversations about routines.
- understand an interview about habits.
- read an article about the average American.
- write about a classmate for a class website.

Free time



In this unit, you learn how to . . .

Lesson A

- Talk about your free time
- Ask simple present information questions

Lesson B

- Say how often you do things
- Talk about TV shows you like

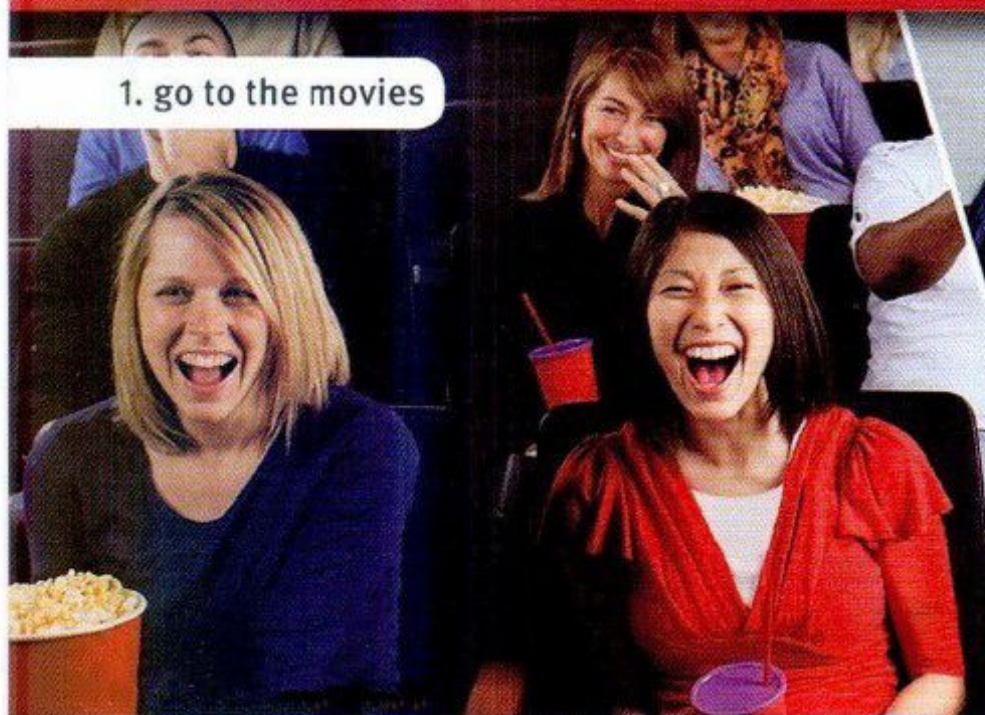
Lesson C

- Ask questions in two ways to be clear or not too direct
- Say *I mean* to say more or repeat ideas

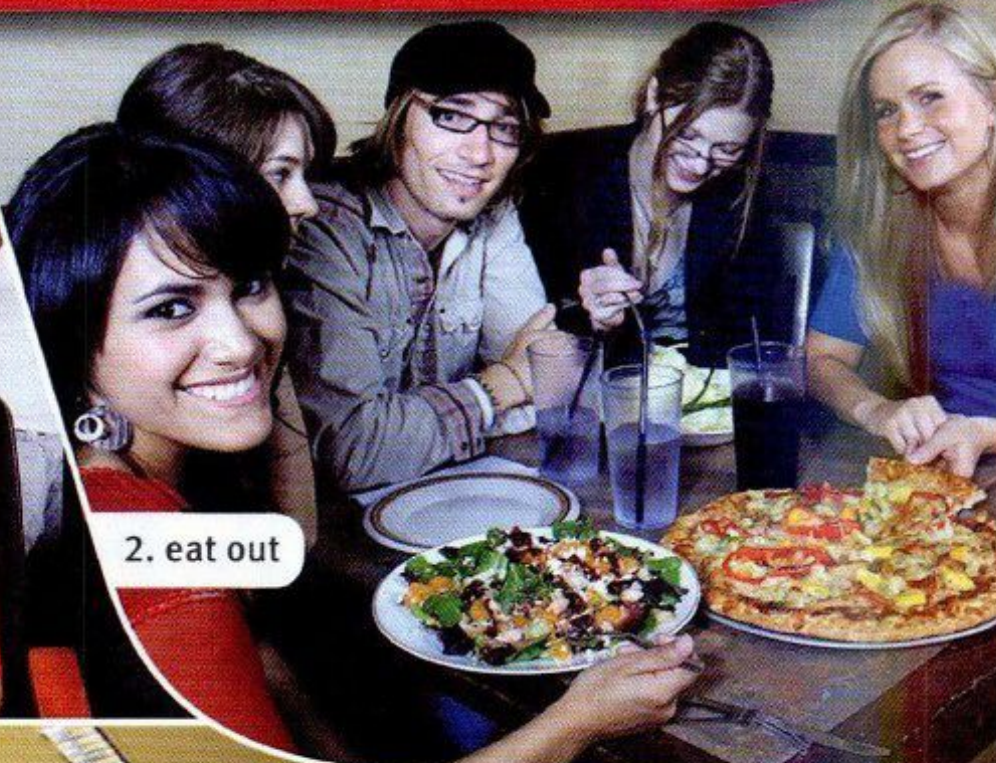
Lesson D

- Read an article on technology addicts
- Email a friend for advice using *and* and *but*

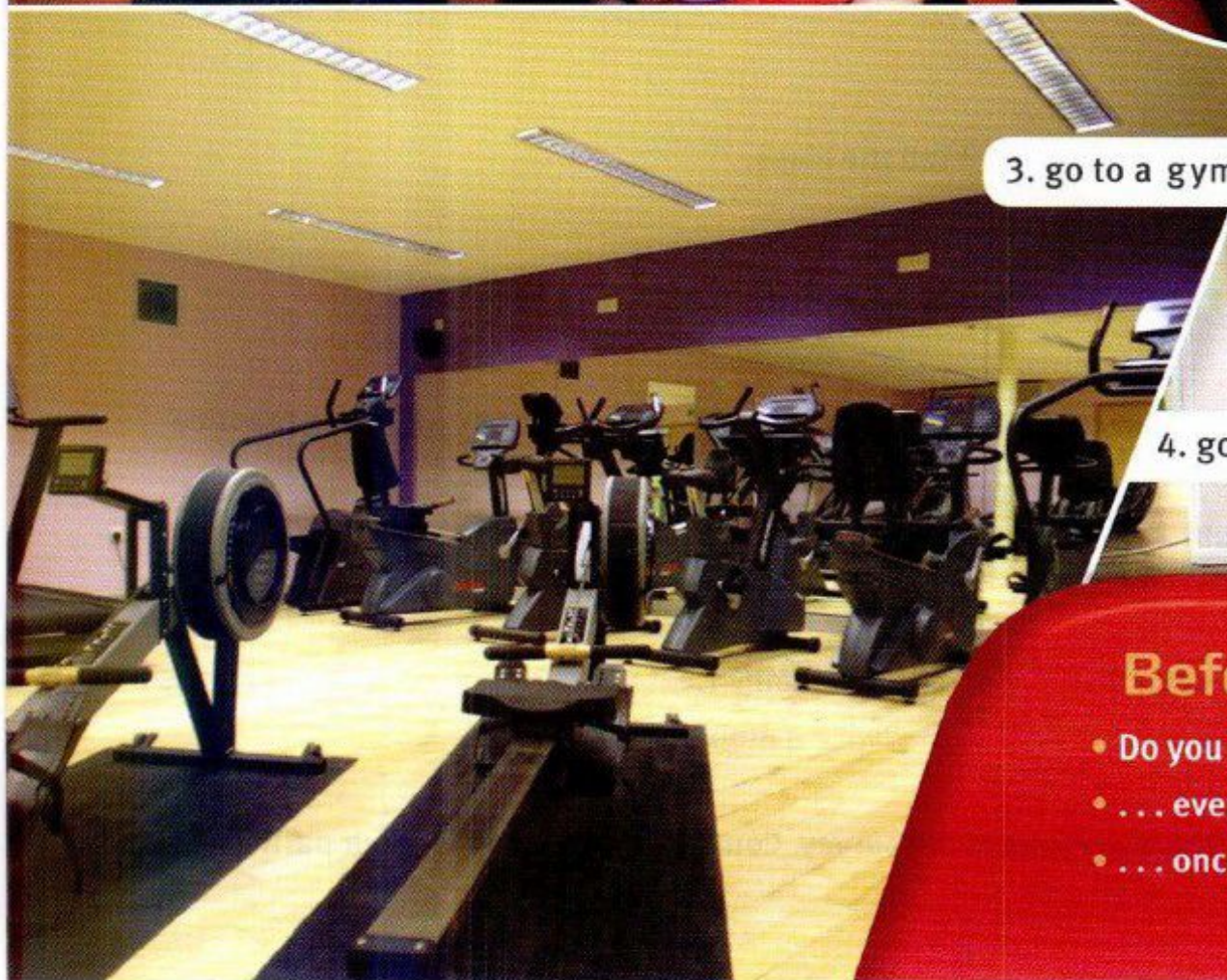
1. go to the movies



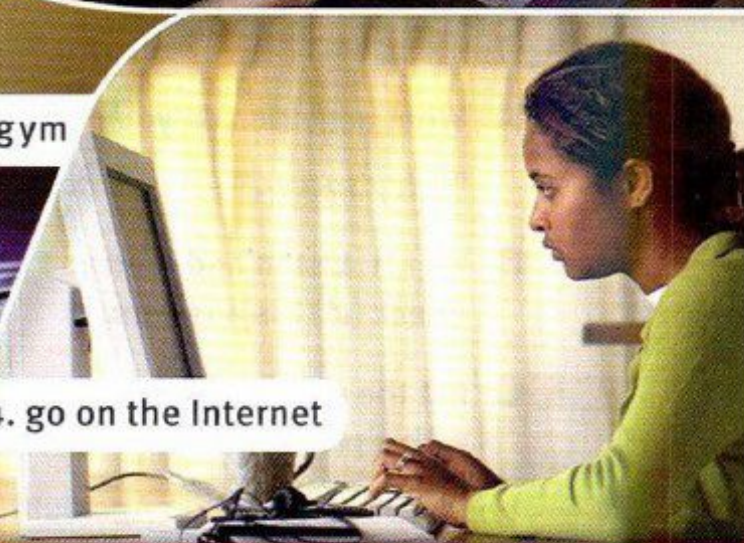
2. eat out



3. go to a gym



4. go on the Internet



Before you begin . . .

- Do you do these things every day?
- . . . every week?
- . . . once a month?

1 How often do you go out?
 every night
 once or twice a week
 other _____

2 When do you usually go out?
 on weeknights
 on weekends

3 Where do you go?
 to the movies
 to clubs
 to restaurants
 to the gym
 other _____

4 Who do you go out with?
 my family
 my friends
 my girlfriend / boyfriend
 other _____

5 How often does your family eat out together?
 once or twice a week
 two or three times a month
 only on special occasions
 other _____

6 What do you do in your free time at home?
 go on the Internet
 relax in front of the TV
 rent movies
 other _____

Name: **ROBERT ACOSTA**
 Occupation: **STUDENT**

Please answer the questions. You can check (✓) more than one answer.

Thank you for your help with our survey!

1 Getting started

A What activities do you do in your free time? Tell the class.

"I play soccer." "I go to the gym."

B 2.01 Listen and read as Robert completes the survey with his friend Rebecca. Check (✓) his answers.

Figure it out **C** Put the words in the correct order to make questions. Use the survey to help you. Then practice with a partner.

1. A you / do / When / go out / ?
 B I go out on weekends.

3. A What / in your free time / do / you / do / ?
 B I go on the Internet.

2. A Who / you / do / go out with / ?
 B I go out with my friends.

4. A your family / eat out together / How often / does / ?
 B Twice a month.

About you **D** Pair work Ask and answer the questions in the survey. Complete the survey for your partner.

2 Grammar Simple present information questions 2.02

Extra practice p. 143

What	do	you	do	in your free time?	Meet my friends.
Who	do	you	go out	with?	A friend.
When	does	she	go out	?	On the weekends.
How often	does	he	eat out	?	Twice a month.
Where	do	they	go	on Saturday nights?	To the movies.

How often?

every day
on Friday nights
once a week
three times a week
twice a month

A Write information questions to complete the conversations.
Then practice with a partner.

- A I eat out once a week.
B Really? Where do you go _____ ?
A I go to a restaurant near my house.
- A I go to the movies on Friday nights.
B Yeah? _____ ?
A I go with some friends from work.
- A My best friend texts me a lot.
B _____ ?
A He texts me about 20 times a day!
- A My friend goes to the gym every day.
B Really? _____ ?
A She goes in the morning before work.
- A My parents go out about once a month.
B So _____ ?
A Well, they go to a club or they eat out.
- A I have a lot of free time before class.
B Really? _____ ?
A Oh, I go to a café and read.
- A My sister plays sports twice a week.
B Really? _____ ?
A Soccer and tennis.
- A I go out on Thursday nights.
B _____ ?
A My sister. We go to our favorite café.

About you

B Pair work Change the underlined words in the conversations above to your own information. Then take turns starting conversations.

A I go to a club once a week.

B Really? Who do you go with?

Common errors

Don't forget to add *do* or *does* before the subject.

Where does she go?
(NOT ~~Where she goes?~~)

3 Speaking naturally Do you ... ?

Do you go out a lot? Where do you go? What do you do?

A 2.03 Listen and repeat the questions above. Notice the pronunciation of *do you*.

B 2.04 Listen and complete the conversations. Then practice with a partner.

- A Do you relax in your free time?
B Well, yes, on the weekends.
A _____ ?
B I sleep late, read, watch TV ...
- A _____ movies?
B Yes, I do. I like movies a lot.
A _____ ?
B Two or three times a month.

About you

C Pair work Make a survey about weekends. Write five information questions. Then ask a partner your questions.

1 Building language

A 2.05 Listen. When does Mandy watch TV?
Practice the conversation.

Eric This soup is delicious. What's in it? ... Mandy? Mandy!
Mandy I'm sorry, what?
Eric You know, sometimes I think you watch too much TV.
Mandy Oh, I hardly ever watch TV.
Eric Are you serious?
Mandy Well, sometimes I watch the morning shows.
And I usually watch the late movie.
Eric And you always have dinner in front of the TV!
I mean, you never talk to me.
Mandy Yes, I do! I talk to you during the commercials.



Figure it out **B** Complete the sentences. Find the words in the conversation.

1. Mandy I _____ watch TV. Well, _____ I watch the morning shows.
2. Mandy I _____ watch the late movie.
3. Eric You _____ have dinner in front of the TV. You _____ talk to me.

2 Grammar Frequency adverbs 2.06

Extra practice p. 143

	I	[always usually often sometimes hardly ever never]	eat in front of the TV.
		Sometimes I eat in front of the TV.	

In conversation
People say *Sometimes I ...* 7 times more often than *I sometimes ...*

Sometimes I ...
 I sometimes ...

About you Add frequency adverbs to make true sentences. Then compare with a partner.

1. I do my homework in front of the TV. *I never do my homework in front of the TV.*
2. I watch TV in the morning.
3. My family has dinner in front of the TV.
4. My best friend watches sports on TV.
5. My family watches movies on Friday nights.
6. I watch the news in the evening.
7. My friends and I watch TV shows in English.
8. I watch commercials on TV.

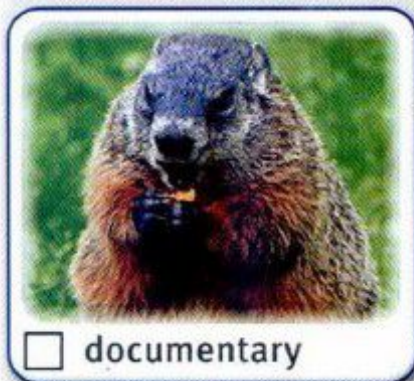
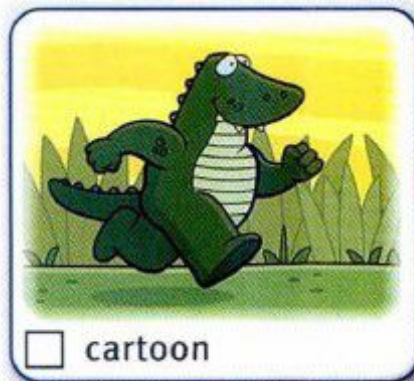
A *I never do my homework in front of the TV.*

B *Really? Sometimes I do homework in front of the TV, but not every day.*

Common errors
Don't put *always*, *hardly ever*, or *never* before the subject.
I always watch the news.
(NOT ~~Always~~ I watch the news.)

3 Building vocabulary

A 2.07 Listen. What kinds of TV shows do you hear? Number the shows 1 to 8.



Word sort

B What kinds of shows do you like and dislike? Complete the chart. Add other kinds of shows.

Likes		Dislikes	
	I love <u>reality shows</u> .		I hate _____.
	I really like _____.		I can't stand _____.
	I like _____.		I don't like _____.

About you

C **Pair work** What kinds of TV shows does your partner like? Ask about each type of show above.

A Do you like reality shows?

B Yes, I do. I often watch reality shows. My favorite is ...

Note

When you talk about your general likes and dislikes, use a plural noun.
I like cartoons and sitcoms.

Vocabulary notebook p. 52

4 Talk about it How much TV do you watch?

A **Pair work** Discuss the questions. How are you and your partner the same? How are you different? Take notes on your partner's answers.

- ▶ How many hours of TV do you watch a week?
- ▶ How often do you watch TV in bed?
- ▶ Do you ever fall asleep in front of the TV?
- ▶ How often do you watch TV on your computer?
- ▶ Do you watch TV on your phone or tablet?
- ▶ Do you think you watch too much TV?


B **Pair work** Find a new partner. Ask and answer questions about each other's first partner.

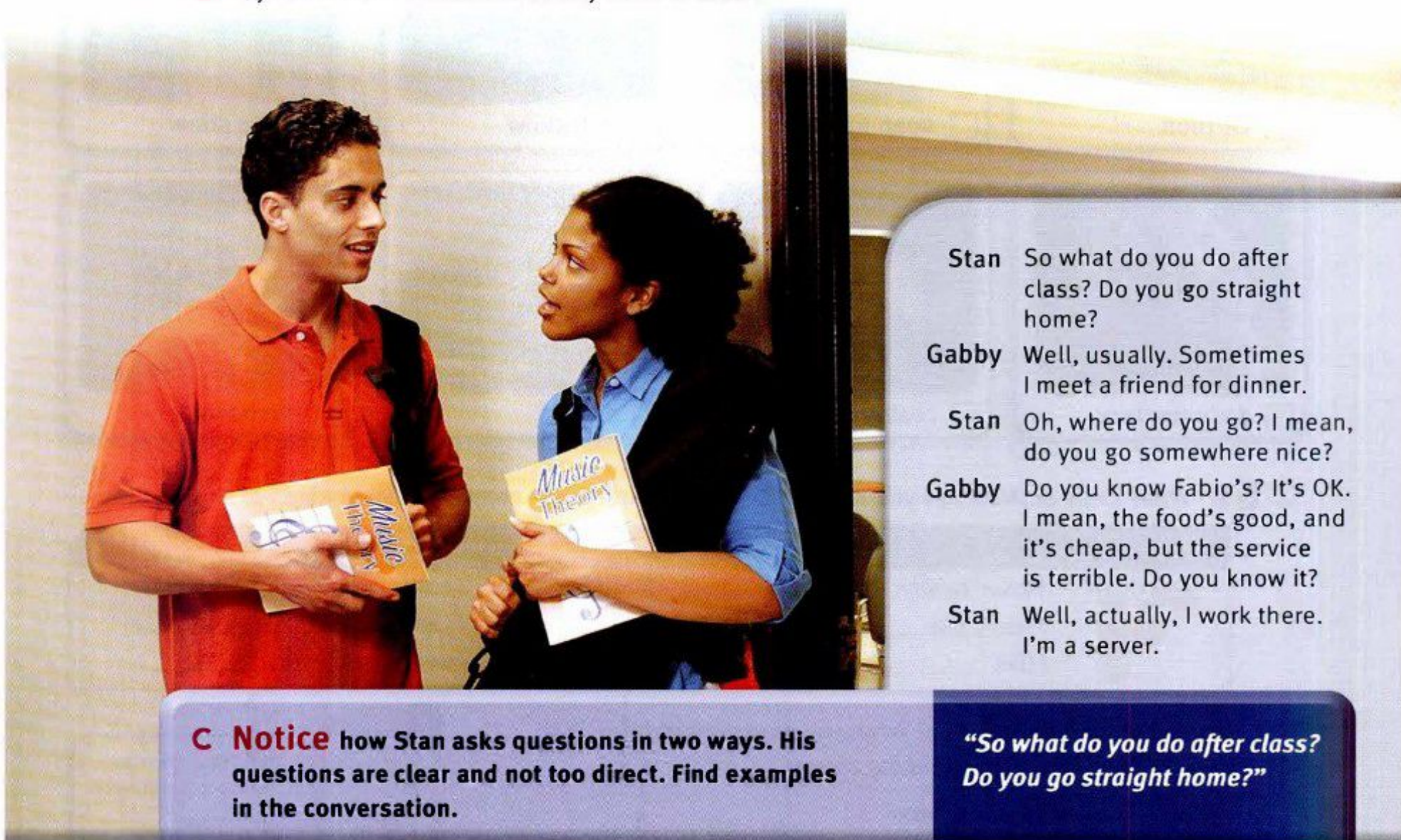
A How often does Juan watch TV?

B He watches TV all the time! He watches the news in the morning and ...

1 Conversation strategy Asking questions in two ways

A What do people often do after class? Think of six things and make a list.

B  2.08 Listen. What does Gabby do after class?



Stan So what do you do after class? Do you go straight home?

Gabby Well, usually. Sometimes I meet a friend for dinner.


Stan Oh, where do you go? I mean, do you go somewhere nice?

Gabby Do you know Fabio's? It's OK. I mean, the food's good, and it's cheap, but the service is terrible. Do you know it?

Stan Well, actually, I work there. I'm a server.

C Notice how Stan asks questions in two ways. His questions are clear and not too direct. Find examples in the conversation.

*"So what do you do after class?
Do you go straight home?"*

D  2.09 Match the first question to a good second question. Listen and check. Then practice.

- | | |
|---|---|
| 1. What do you do for lunch? <u>f</u> | a. Do you take the subway or the bus? |
| 2. Where do you go after class? _____ | b. I mean, do you have friends in your class? |
| 3. How often do you go shopping? _____ | c. I mean, do you need coffee? |
| 4. Do you go to the gym in the mornings? _____ | d. Do you have a job in the evening? |
| 5. Who do you hang out with from class? _____ | e. I mean, do you exercise before class? |
| 6. How do you usually get home after class? _____ | f. Do you take a short break? |
| 7. What's your favorite restaurant? _____ | g. I mean, do you go every weekend? |
| 8. Do you ever feel tired after class? _____ | h. I mean, do you have a favorite? |

About you **E Pair work** Ask and answer the pairs of questions. Give your own answers.

A What do you do for lunch? Do you take a short break?

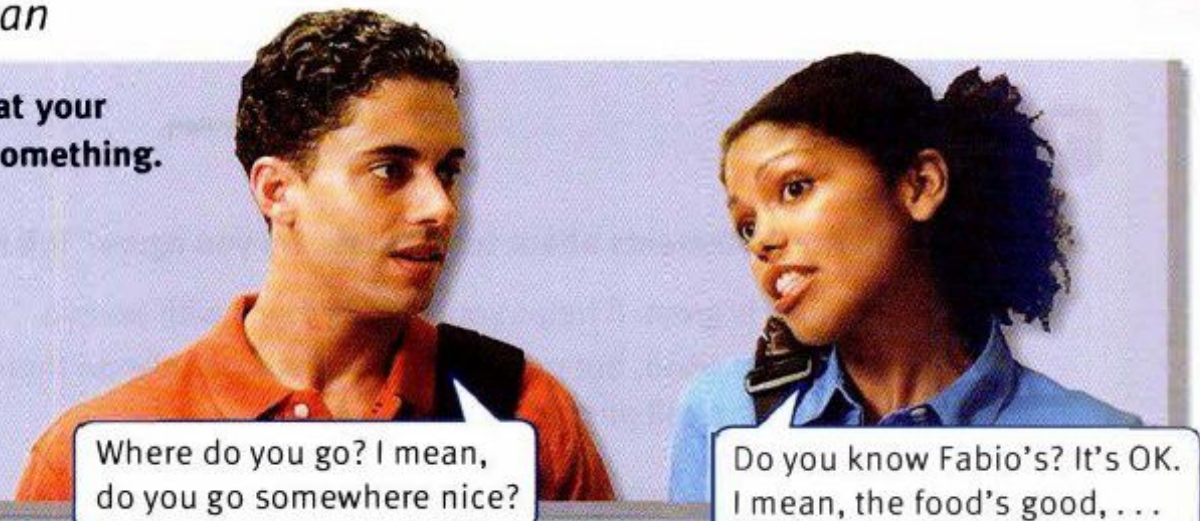
B Well, I usually go for a walk in the park and eat a sandwich.

2 Strategy plus *I mean*

You can use ***I mean*** to repeat your ideas or to say more about something.

In conversation

I mean is one of the top 15 expressions.



Where do you go? *I mean*, do you go somewhere nice?

Do you know Fabio's? It's OK. *I mean*, the food's good, ...

A 2.10 Complete the conversations with sentences from the box. Write *a* to *f*. Then listen and check.

- | | |
|---|---------------------------------------|
| a. I mean, we have dinner and watch a movie. | d. I mean, I have two part-time jobs. |
| b. I mean, I often go to bed early during the week. | e. I mean, are they good? |
| c. I mean, they're not cheap, but they're good. | f. I mean, do you have any free time? |

- | | |
|--|---|
| 1. A Do you ever go out on weeknights?
B Well, not very often. _____ | 3. A Do you have time to relax on the weekends?
B Yeah. I spend time with my family. _____ |
| 2. A How do you like the restaurants around here? _____
B They're OK. _____ | 4. A What do you do in your free time? _____
B Well, I don't have a lot. _____ |

About you

B **Pair work** Practice the conversations above. Then practice again giving your own answers. Use *I mean*.

A Do you ever go out on the weeknights?

B Well, sometimes. *I mean*, I sometimes meet a friend after class.

3 Listening and strategies What's the question?

A 2.11 Listen to the things five people say. What questions are the people answering? Number the questions 1 to 5.

- So what do you usually do in the evenings? *I mean*, do you spend time with your family?
- Where do you go on Friday nights? *I mean*, do you usually go to a club?
- Do you know your neighbors? *I mean*, are they nice?
- Who's your best friend? *I mean*, who do you usually hang out with?
- So when do you usually have free time? *I mean*, do you have time during the week?

About you

B **Pair work** Ask and answer the questions above. Give your own answers.

About you

C **Pair work** Find a new partner. Think of a different second question for each question above. Then ask and answer the questions.

"So what do you usually do in the evenings? *I mean*, do you watch TV?"

1 Reading

A Read the statements about technology. Do you agree? Tell the class.

1. Technology is great. It helps you keep in touch with people.
2. Technology is good, but people spend too much time on their computers and cell phones.

B Read the article. What do technology addicts do? Find six things.

Reading tip

Before you read an article, read the title. Ask yourself questions.

For example:

What is a technology diet? Do I need it?

Do You Need A Technology Diet?

Technology is great. We text and email friends all day long, and we're always in touch with the office. Some experts say that a lot of people are now "technology addicts" – they spend too much time on computers and phones. So how do you know if you have a problem? Answer these questions. If you answer yes to all of them, maybe you're a technology addict.

- ▶ What's the first thing you do in the morning? Do you check your email and text messages?
- ▶ Do you ever go out with one friend and then spend time talking to a different friend on your cell phone?
- ▶ Do you spend a lot of time on your social network and hardly ever see your friends?
- ▶ Do you answer calls or texts in a movie theater?
- ▶ How much time do you spend online every day? Is it more than six hours?

Technology is very useful, but if you spend all your time on your computer and your cell phone, that's not good for you or for your family or friends! Maybe you need to go on a "technology diet." What does that mean? Well, enjoy breakfast with your family. Use your social networking site, but meet your friends, too, and do something fun together. Talk to the friend you are with now. So give it a try. Turn off your phone . . . just for a minute. Like, right now?

C According to the article, what is good advice for a technology addict? What is bad advice? Check (✓) the boxes.


	Good advice	Bad advice
1. Send a lot of text messages when you're at the movies.	<input type="checkbox"/>	<input type="checkbox"/>
2. Meet face-to-face with family and friends.	<input type="checkbox"/>	<input type="checkbox"/>
3. Turn off your cell phone sometimes.	<input type="checkbox"/>	<input type="checkbox"/>
4. Check your email right after you get up in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
5. Spend more time with friends and less time on social networks.	<input type="checkbox"/>	<input type="checkbox"/>
6. Eat meals with your family and talk.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening and speaking Using phones

A What do people use their phones for? How many different ideas can you think of? Tell the class.

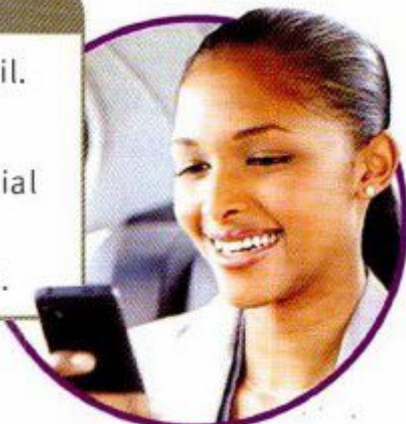
"They go on the Internet."

"They send text messages."

B  2.12 Listen. How do Megan and Ryan use their phones? Check (✓) the boxes.


Megan

- She checks her email.
- She pays bills.
- She goes on her social networking site.
- She listens to music.



Ryan

- He plays games.
- He texts people.
- He calls his girlfriend.
- He takes photos.



About you

C **Pair work** Discuss the questions. Do you and your partner use phones for the same things?

- What kind of phone do you have?
- What do you use your phone for?
- Do you send a lot of text messages?
- Who do you usually text?
- Who do you usually call?
- Do you use your phone everywhere?
- Where *don't* you use your phone?


 Sounds right p. 137

3 Writing Technology and you

A How do you use your computer or phone? Make a list of the different ways.

*My computer I check my social network five or six times a day.
I don't send a lot of emails.*

B Read the email and the Help note. Underline the words *and* and *but*.

to: svoidt@cup.org attach 

Hi there,
I want a new computer, and I need some advice. I have a smartphone and a desktop, but I need something for class.
I like the new tablets, but they're expensive. How do you like your tablet? What do you use it for?
Thanks.
Gemma

 Help note

Linking ideas with *and* and *but*

- *I have a smartphone and a desktop.*
- *I want a new computer, and I need some advice.*
- *I have a smartphone and a desktop, but I need something for class.*

C Write a reply to the email above. Use *and* and *but* to link your ideas. Then read your classmates' replies. Do they give the same advice as you?

About you

D **Pair work** Take the quiz in the article with a partner. Ask and answer the questions. Does your partner need a technology diet? Do you?



Learning tip Verbs + ...

Write down verbs and the words you can use *after* them.

play music

sports

soccer

1 Which words and expressions in the box go with the verbs below? Complete the chart.

a class	dinner	lessons	✓music	snacks	the laundry
breakfast	homework	lunch	on a team	soccer	video games

play

music

eat

take

do

2 Now think of words and expressions that go with these verbs.

go

to a class

watch

documentaries

read

out



On your own

Make a vocabulary "flip pad." On each page, write a verb with words you can use after it. Look through it when you have time.



Can Do!

Now I can ...

I can ...


I need to review how to ...

- ask and answer questions about my free time.
- say how often I do things.
- talk about the TV shows I like and don't like.
- ask a question in two ways to be clear or not too direct.

- use *I mean* to say more or repeat ideas.
- understand the main topics in everyday conversations.
- understand a conversation about cell phones.
- read an article about technology addicts.
- write an email to a friend to ask for advice.

Neighborhoods

6

 **Can Do!** In this unit, you learn how to . . .

Lesson A

- Say what's in a neighborhood with *There's / There are*
- Describe places

Lesson B

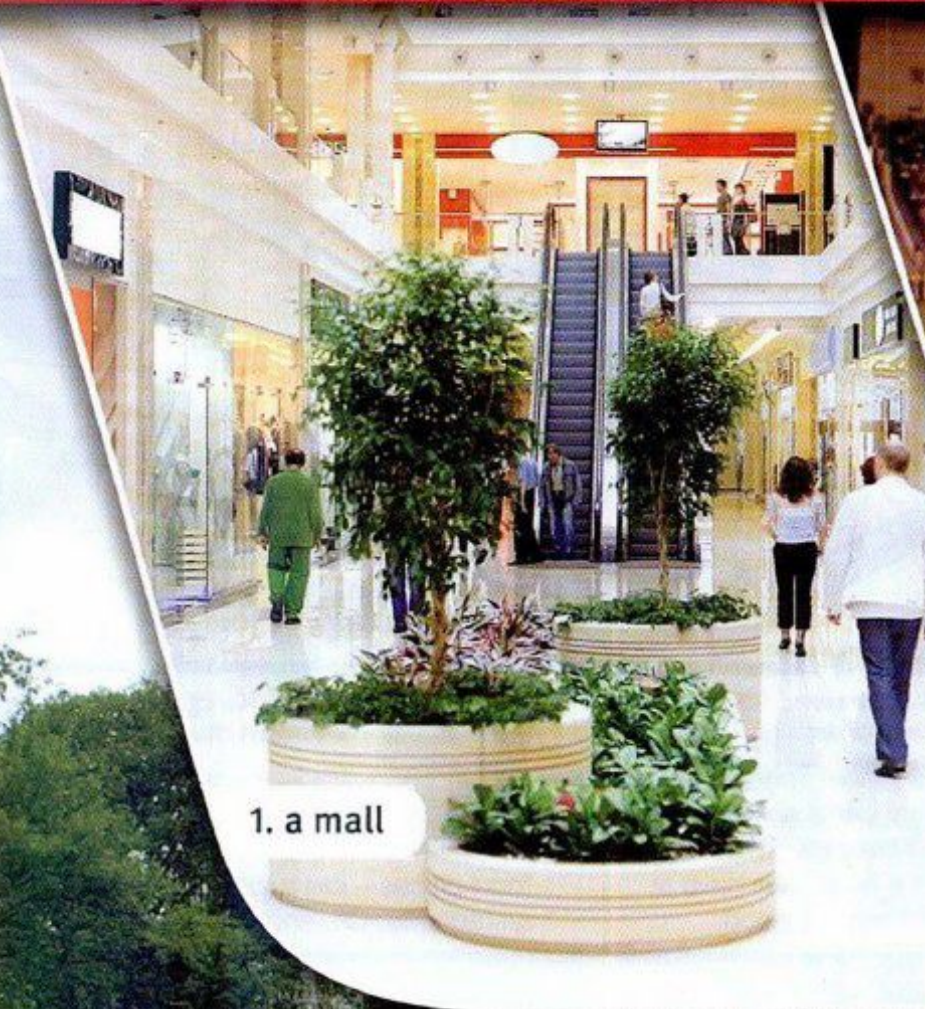
- Tell the time and ask questions with *What time . . . ?*
- Make suggestions with *Let's*

Lesson C

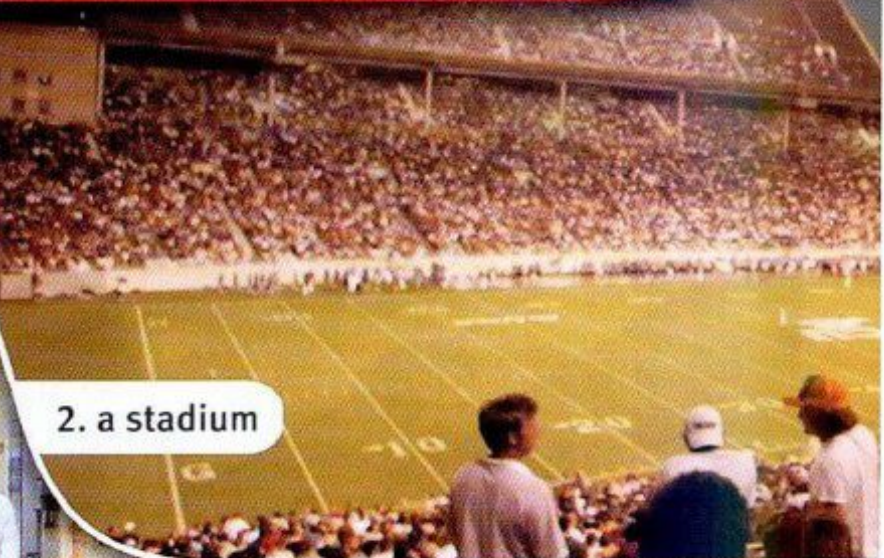
- Say *Me too* or *Me neither* to show things in common
- Say *Right* or *I know* to agree

Lesson D

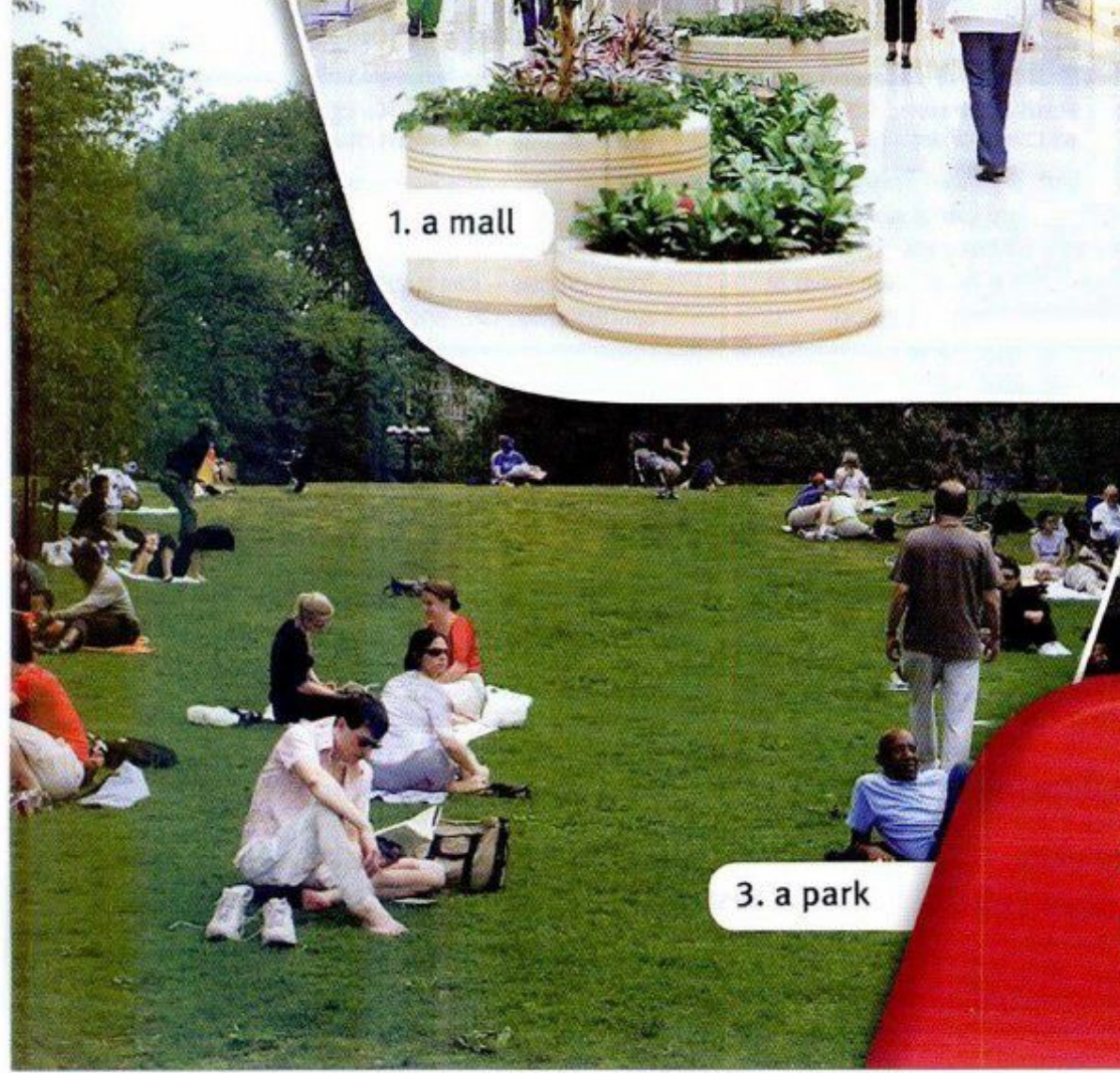
- Read a guide to New York City
- Write a city guide using prepositions



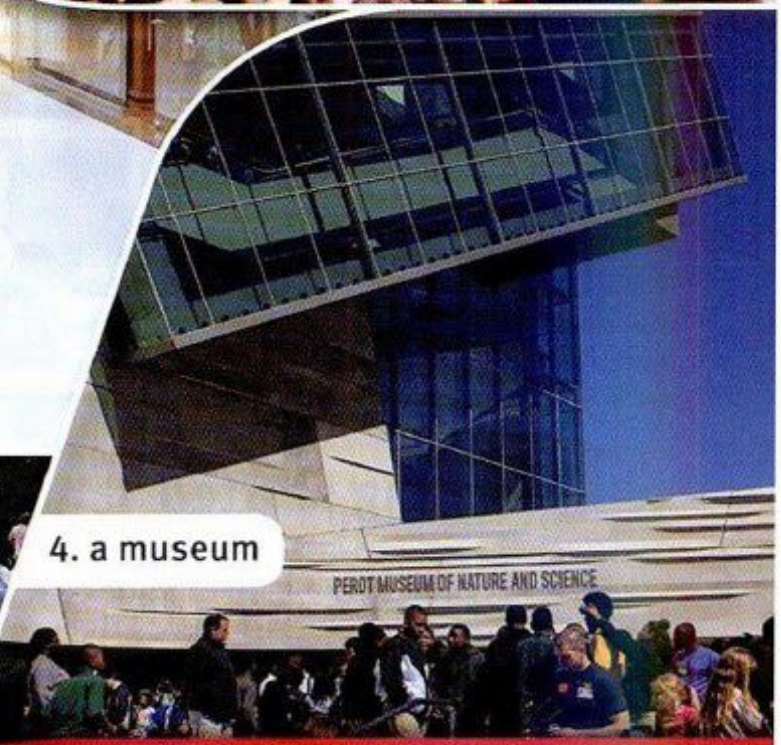
1. a mall



2. a stadium



3. a park



4. a museum

Before you begin . . .


- What do people do at these places?
- Do you have places like these in your city?
- How often do you go to them?

http://www.neighborhoods... Q

How do you like your neighborhood?


People talk about the popular neighborhood called Parkview.

[HOME](#) [LATEST POST](#) [TOP POSTS](#)




Amy Johnson, 32,
medical researcher

Well, Parkview is convenient. There's a big supermarket and some nice stores, but there's no mall. We need a mall!



Paul Johnson, 33,
stockbroker

Um, it's nice. There are two nice outdoor cafés and a couple of movie theaters. There's a new swimming pool in the park – we have a beautiful little park. Yeah, it's good.



Stacy King, 19,
college student

Parkview is boring! There's no place to go. I mean, there's no mall, no fast-food places – just a lot of expensive restaurants. Oh, and a small park.

1 Getting started

A Look at the map of Parkview. Check (✓) the places you see. What other places do you see?

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> an apartment building | <input type="checkbox"/> a supermarket | <input type="checkbox"/> a mall | <input type="checkbox"/> a movie theater |
| <input type="checkbox"/> an outdoor café | <input type="checkbox"/> a fast-food place | <input type="checkbox"/> a swimming pool | <input type="checkbox"/> a post office |

B 2.13 Listen and read. Who likes Parkview? Why?

Figure it out **C** Circle the correct words to complete the sentences. Use the posts above to help you.

- | | |
|--|--|
| 1. There's / There are a big supermarket. | 4. Parkview has a lot of expensive restaurant / restaurants. |
| 2. There's / There are two nice outdoor cafés. | 5. It has a couple of movie theaters / theater. |
| 3. There's no / some mall. | |

2 Grammar *There's and There are; quantifiers* 2.14

Extra practice p. 144

Singular There's a park in my neighborhood.
 There's an outdoor café.
 There's no mall.

Plural There are a lot of restaurants.
 There are some outdoor cafés.
 There are a couple of movie theaters.
 There are no clubs.

There's = There is

Adjectives before nouns

There's a **small** park.
 There's a **beautiful** pool.
 There's a **new** restaurant.
 There are some **expensive** stores.

In conversation
 People often say *There's* before plural nouns, but it is not correct to write this.

A What else can you say about Parkview? Look at the map on page 54 and match the two parts of the sentences. Compare with a partner.

- | | |
|--------------------------------|-----------------------------|
| 1. There's a <u>d</u> | a. expensive restaurants. |
| 2. There's no _____ | b. big apartment buildings. |
| 3. There are no _____ | c. stadium. |
| 4. There are a couple of _____ | d. small gym. |
| 5. There are a lot of _____ | e. clubs. |

About you **B** Add adjectives to these sentences. Change *a* or *an* if necessary. Then make the sentences true for your neighborhood. Compare ideas with a partner.

- | | |
|--|--|
| 1. There are no ^{good} movie theaters around here. (good) | 4. There's a museum. (interesting) |
| 2. There are a lot of fast-food places. (cheap) | 5. There's no subway station. (convenient) |
| 3. There are a couple of clubs. (fun) | 6. There's an outdoor café. (nice) |

"There's a big movie theater in my neighborhood."

Common errors
 Don't add "s" to adjectives.
There are some nice cafés.
 (NOT *nices cafés*)

3 Speaking naturally Word stress

● ● <i>movie</i>	● ● ● <i>stadium</i>	● ● ● <i>apartment</i>
---------------------	-------------------------	---------------------------

A 2.15 Listen and repeat the words above. Notice the word stress.

B 2.16 Listen and repeat these words. Then write the words in the correct column.

- | | |
|--------------|------------|
| ✓ movie | beautiful |
| ✓ stadium | convenient |
| ✓ apartment | building |
| museum | noisy |
| expensive | theater |
| neighborhood | boring |

1. ● ● <u>movie</u>	2. ● ● ● <u>stadium</u>	3. ● ● ● <u>apartment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

About you **C** **Pair work** Use the words above to describe a perfect neighborhood. What's there? What's not there? Make a list of five places in your perfect neighborhood. Then tell the class.

"Well, there are a lot of great cafés in our perfect neighborhood."

1 Building vocabulary

A 2.17 Listen and say the times. What time is it now?



It's eleven (o'clock).



It's two-oh-five.
It's five after two.



It's four-fifteen.
It's a quarter after four.



It's ten-thirty.



It's six-forty-five.
It's a quarter to seven.



It's eight-fifty.
It's ten to nine.



It's twelve a.m.
It's midnight.



It's twelve p.m.
It's noon.

B Pair work Take turns asking and telling the time.

1. 3. 5. 7.
 2. 4. 6. 8.

Note
 a.m. = before 12 noon
 p.m. = after 12 noon

In conversation
 People say (hour)-*fifteen* more than a *quarter after* (hour).
 two-fifteen
 a quarter after two

A What time is it?

B It's five-fifteen. OR It's a quarter after five.

Vocabulary notebook p. 62


2 Listening What's on this weekend?

2.18 How often do you go to events like these? Tell the class. Then listen to the radio show and complete the chart.



Event	Where is it?	What time does it start?
1. concert	_____	_____
2. soccer match	_____	_____
3. art exhibit	_____	_____
4. play	_____	_____

3 Building language

A  2.19 Listen. What time is the concert? Practice the conversation.

Kyle Hey Erin, there's a free concert at the park tonight.

Erin Really? That sounds like fun. What time does it start?

Kyle It starts at 7:30.

Erin Well, let's go. What time is it now?

Kyle Um, it's 5:30. What time do you finish?

Erin About 6:00. So, let's meet there about 7:00.

Kyle Well, they don't usually have a lot of seats, so . . .

Erin Oh, well, in that case, let's get there early – say, around 6:45?

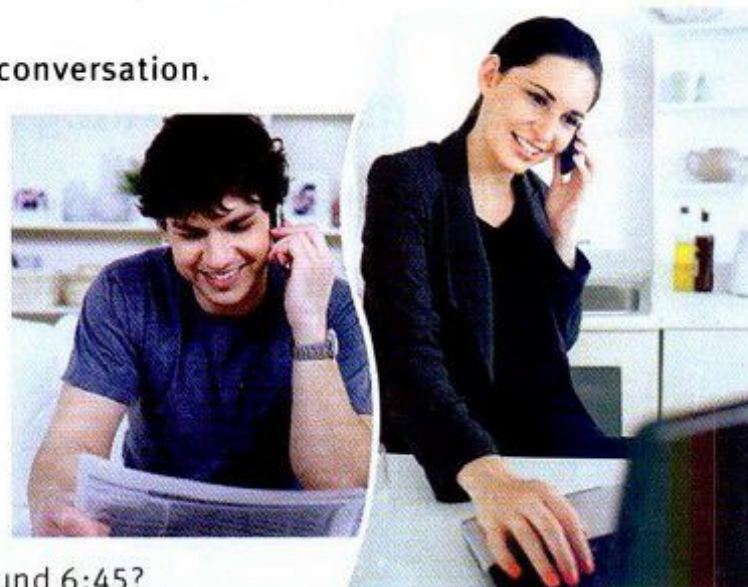


Figure it out

B Can you complete the conversations? Use the conversation above to help you. Then practice with a partner.

- A _____ the concert start?
B It starts _____ 7:00.
- A Let's _____ to a movie tonight.
B OK. _____ meet at the theater at 6:30.

4 Grammar Questions with *What time*; suggestions with *Let's* 2.20

Extra practice p. 144

What time is it?

It's **6:30**.

What time does the concert start?

It starts **at** nine o'clock.

What time do supermarkets close?

(At) about 10:00 p.m.

What time do you go out at night?

Usually **around** 8:00 or 8:30.

Suggestions

Let's go to the concert.

Let's meet at 6:45.

Let's get there early.

In conversation

You can ask people you don't know
Excuse me, do you have the time?

A Complete the questions using *What time* and *do* or *does*.
Complete the suggestions with *Let's*.

- A Hey, there's a jazz concert on Saturday.
B Really? What time does it start?
A It starts at 8:00 p.m.
- A _____ have dinner after the concert.
B OK. But _____ restaurants close around here?
A Oh, around midnight.
- A _____ go to the pool tomorrow.
B Great! _____ it open?
A I think it opens early, like around 7:00 a.m.
- A _____ meet for breakfast on Saturday.
B OK. _____ you get up on weekends?
A Oh, I usually get up at about 8:00.

B **Pair work** Practice the conversations. Practice again changing the times.

About you


C **Pair work** Talk about three events this week. Make plans to go to an event together. Use the conversations above to help you.

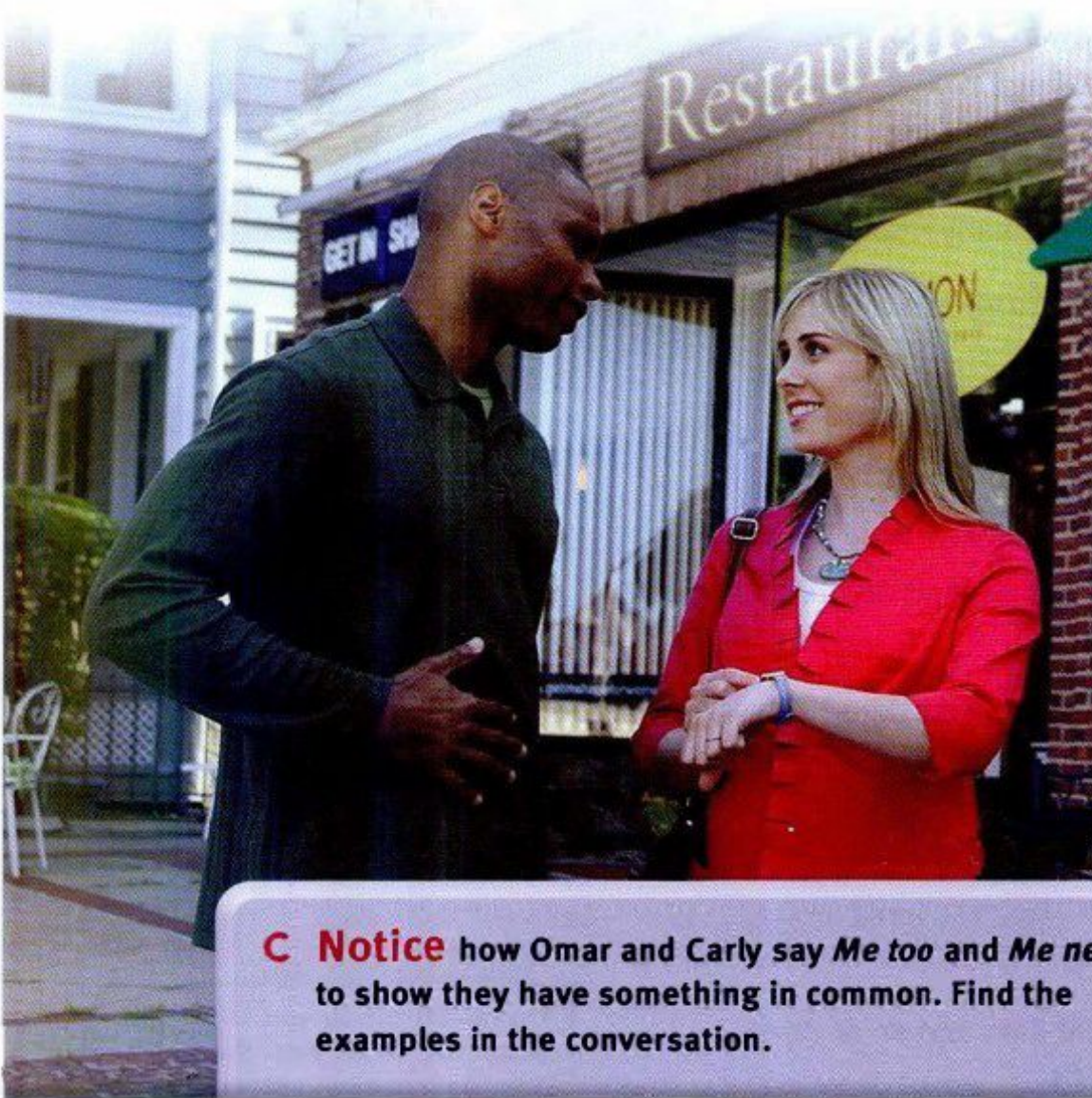
A *Let's go to the soccer game at the stadium tomorrow night.*

B *OK. What time does it start?*

1 Conversation strategy *Me too* and *Me neither*

A Look at the photo. Can you guess the topic of Omar and Carly's conversation?

B  2.21 Listen. What's the café like?



Omar What time is it?
 Carly 11:30. Are you hungry? I'm starving.
 Omar Me too. I don't usually have breakfast in the mornings.
 Carly No, me neither. Do you know any good places to eat around here?
 Omar Well, there's a new café over there. It looks kind of nice.
 Carly Right. But I bet it's expensive. Let's try somewhere else.
 Omar I know. But don't worry – it's on me today.
 Carly Oh. Well, in that case, let's go there!

C **Notice** how Omar and Carly say *Me too* and *Me neither* to show they have something in common. Find the examples in the conversation.

*"I'm starving."
 "Me too."*

D Write *me too* or *me neither* to complete the conversations. Then practice with a partner.

- | | |
|---|---|
| 1. A I'm really hungry.
B Yeah, <i>me too</i> _____. | 4. A Sometimes I eat at fast-food places.
B Yeah, _____. |
| 2. A I don't have a lot of money with me.
B _____. | 5. A I don't often have lunch at home.
B _____. |
| 3. A I never go to expensive restaurants.
B No, _____. | 6. A I really like outdoor cafés.
B Oh, _____. |

About you E **Pair work** Make the sentences above true for you. Then take turns saying your sentences and responding.

A *I'm not very hungry right now.*
 B *Me neither.* OR *Really? I'm starving.*

2 Strategy plus *Right and I know*

Say **Right** and **I know** to show you agree with someone or that you are listening.

In conversation

Right is one of the top 50 words, and *know* is one of the top 20.

Well, there's a new café over there. It looks kind of nice.

I know.

Right. But I bet it's expensive.

About you Complete the sentences about the neighborhood you are in right now. Circle the words or add your own ideas. Then take turns saying your sentences and responding.

- This is **an exciting** / **a boring** / **an interesting** neighborhood.
- There are a lot of **interesting buildings** / **museums** / _____ around here.
- There's no **mall** / **subway** / _____.
- The neighborhood needs a nice **outdoor café** / **swimming pool** / _____.
- I don't like the **clubs** / **movie theaters** / _____ here.
- There are some very **cheap** / **expensive** / _____ stores.

A *This is an interesting neighborhood.*

B *Right. There are some nice cafés around here. OR Really? I don't think it's very interesting.*

3 Listening and strategies Let's go there!

Sounds right p. 137

A 2.22 Listen. Where do the people decide to go? Circle *a* or *b*.

- Jason and Sophia choose a place a. to shop. b. to eat.
- Tyler and Jen choose a place a. to have fun. b. to study.
- Michael and Anna choose a place a. to exercise. b. to eat.

About you **B** 2.23 Listen to three statements from the conversations. Are you the same or different? Check (✓) the column you agree with. Then complete the response.

	I'm the same.	OR	I'm different.
1.	<input type="checkbox"/> Me neither. I don't like _____		<input type="checkbox"/> Really? I like _____
2.	<input type="checkbox"/> Me too. I really like _____		<input type="checkbox"/> Yeah? I don't like _____
3.	<input type="checkbox"/> I know. _____		<input type="checkbox"/> Really? I think _____

About you **C** **Pair work** Choose one of these situations. Make suggestions and choose a place to go together.

It's a beautiful day. Choose a place to sit in the sun.

It's Friday night. Choose a place to have some fun.

It's noon and you're hungry. Choose a place to eat together.

A *Let's go somewhere and sit in the sun. It's a beautiful day.*

B *I know. Well, let's go to the park and get an ice cream.*

Free talk p. 132



1 Reading

A Do you know any neighborhoods with these things? Tell the class.

- unusual boutiques
- expensive jewelry stores
- comedy clubs
- poetry readings
- art galleries

B Read the website guide to a New York City neighborhood. What kinds of places are there? What do people do there?

Reading tip
Look at the photos in an article first. They can tell you what the article is about.

The Village
Welcome to Manhattan's Greenwich Village. This "artsy" neighborhood has something for everyone. There are outdoor cafés, great theaters, music and comedy clubs, interesting stores, restaurants, and beautiful parks.

Bleecker Street shopping
Window-shopping on this busy street is fun. There are some wonderful stores and unusual boutiques. It's a great place to buy books, clothes, and jewelry. Stores are usually open between 11:00 a.m. and 8:00 p.m.

Live music in the Village
There's a great music "vibe" in the Village with street performers, old record stores, and the Village's famous jazz clubs, such as Fat Cat and the Blue Note. For more information about shows, visit the Gotham Jazz website at www.gothamjazz.com.

Washington Square Park
There are a lot of free events in this beautiful park – concerts, movies, poetry readings, and more! It's also the perfect place to just sit and enjoy some quiet time and maybe play a chess game. It's open from early morning to 1:00.

Art in the Village
The Village is full of art, and it's not just in the galleries. Check out this storefront covered in keys. Be sure to go to the Forbes Galleries. The exhibits change throughout the year, and there is always something new to see. The galleries are open Tuesday through Saturday, and admission is free.

Call the visitor hotline at 1-555-805-4040 for more information about New York City.

C Read the article again. Are these statements true or false? Check (✓) *True* (T) or *False* (F).

	T	F
1. Bleecker Street is a great place to go window-shopping.	<input type="checkbox"/>	<input type="checkbox"/>
2. Washington Square Park opens at one o'clock in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
3. Washington Square Park has free galleries.	<input type="checkbox"/>	<input type="checkbox"/>
4. www.gothamjazz.com is a website with information on jazz clubs.	<input type="checkbox"/>	<input type="checkbox"/>
5. The Forbes Galleries are expensive.	<input type="checkbox"/>	<input type="checkbox"/>

2 Talk about it Exciting places

Group work Answer the questions below. Discuss your ideas. Agree on the best places.

What's . . .

- a great place to shop?
- a good place to find unusual clothes?
- a fun place to go window-shopping?



Where's . . .

- an "artsy" neighborhood?
- a fun place to people watch?
- a beautiful park?

What's . . .

- a popular club?
- a good place for live music?
- a good place to see art exhibits?



Where's . . .

- the best outdoor café?
- an interesting museum?
- an unusual building?

A Shinjuku is the best place to shop. There are a lot of cool shops there.

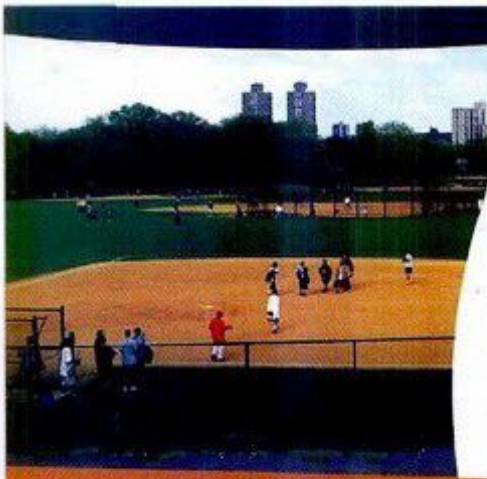
B I know. But I think Ginza is the best place. It's expensive, but window-shopping is fun.

3 Writing A neighborhood guide

A Choose a place to include in a neighborhood guide. Write down the information you need. Think about the questions below.

Where is it?	Why do you like it?	What time does it open and close?	Where can you get information?

B Read the Help note and then circle the prepositions in the neighborhood guide below.



Wilson Park

Wilson Park is a beautiful park on Green Street in Fairview. It's a great place to play sports. There's a soccer field, a couple of baseball fields, and some free tennis courts. There are free concerts at the stadium on the weekends. They start at 5:00 p.m. There's also a nice café, and it's open from 9:00 a.m. to 8:00 p.m., Tuesday through Sunday.

Call the Park Office at 686-555-2400 between 9:00 and 5:00 for more information.

Help note

Prepositions

- Wilson Park is **on** Green Street.
- It's **in** Fairview.
- Park hours are **from** 7:00 a.m. **to** 9:00 p.m.
- Call **between** 9:00 and 5:00.
- Concerts are **at** 5 p.m. **at** the stadium.
- The park is open Tuesday **through** Sunday.
- There are free concerts **on** the weekends.
- Call the Park Office **at** 555-2400 **for** more information.

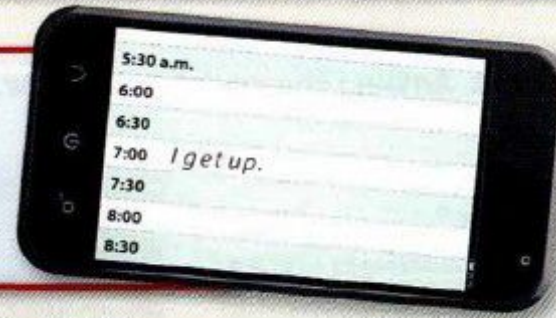
About you **C** Write a neighborhood guide like the one above. Use your ideas from above to help you.

D Read your classmates' guides. Find an interesting place to go.



Learning tip *Linking ideas*

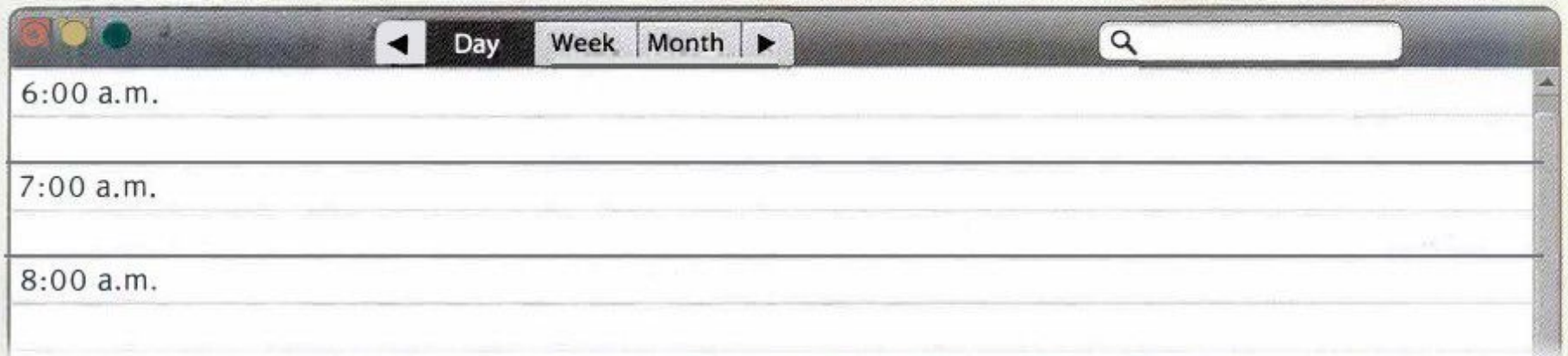
Link ideas together. For example, you can link the time of day with the things you do.



1 When do you usually do these things each day? Write the times.

6:30 a.m.	get up		finish work / school
	eat breakfast		get home
	go to work / school		have dinner
	eat lunch		go to bed

2 Make a daily planner like the one below on your computer. What do you and your family usually do at different times?



On your own

Draw a clock face. Where are you at each time of the day? Write notes next to the hours.



Can Do! Now I can . . .

I can . . .

I need to review how to . . .

describe a neighborhood.

ask for and tell the time.

make suggestions.

show I have something in common with someone.

agree with someone.

understand announcements about events.

understand conversations about arrangements.

read a travel guide.

write a city travel guide.

1 That's not quite right.

Which of these sentences are true for you? Check (✓) *True* (T) or *False* (F).
Correct the false sentences.

	T	F		T	F
1. Our English class is in the morning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. We have a lot of homework.	<input type="checkbox"/>	<input type="checkbox"/>
2. I never come to class late.	<input type="checkbox"/>	<input type="checkbox"/>	7. The students sometimes eat in class.	<input type="checkbox"/>	<input type="checkbox"/>
3. We have class three times a week.	<input type="checkbox"/>	<input type="checkbox"/>	8. Our teacher drives a car to class.	<input type="checkbox"/>	<input type="checkbox"/>
4. There are 30 students in this room.	<input type="checkbox"/>	<input type="checkbox"/>	9. Cell phones often ring in class.	<input type="checkbox"/>	<input type="checkbox"/>
5. There's a coffee break at 10:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	10. We go out to a club after class.	<input type="checkbox"/>	<input type="checkbox"/>

Our English class isn't in the morning. OR *Our English class is in the evening.*

2 How much do you know about your partner?

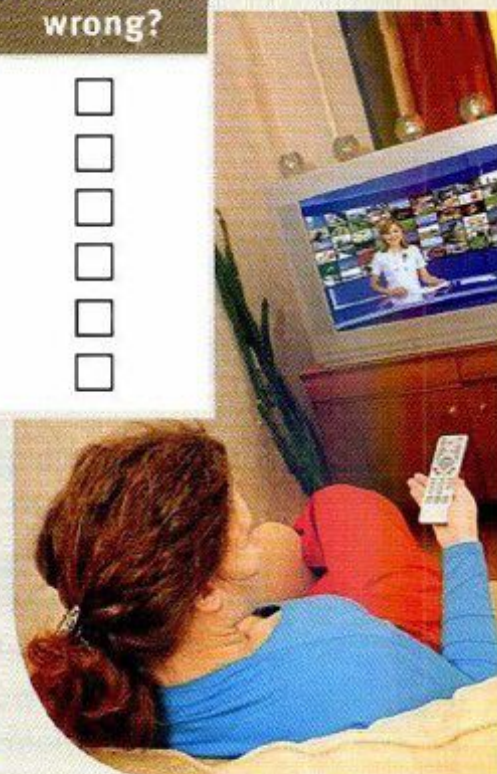
Complete the sentences to make guesses about a partner. Then ask your partner questions to find out if you are right or wrong.

Your guesses: My partner . . .	Are your guesses . . .	
	right?	wrong?
1. <u>doesn't read</u> a lot of books.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. _____ the news on TV every night.	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ with his / her parents.	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ an hour a day on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ at 6:00 a.m. on the weekends.	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ tennis very well.	<input type="checkbox"/>	<input type="checkbox"/>

A *Do you read a lot of books?*

B *No, I don't. But I read the news on the Internet.*

A *OK. I'm right about that. Do you . . . ?*



3 How well do you know your city?

Complete the chart. Then use the words to tell a partner five things about your city. Does your partner agree?

Places in a city	Words to describe places
<i>restaurant</i>	<i>expensive</i>

Useful expressions

a couple of
some
a lot of
no

A *There are a lot of expensive restaurants in our city.*

B *Right, but they're not very good.*

4 Ask a question in two ways; answer more than yes or no.

A Write a second question for each question below. Start the second question with *I mean*.

1. What's your neighborhood like? *I mean, do you like it?*
2. How often do you text your friends? _____
3. What kinds of sports do you watch on TV? _____
4. What time do you get up on the weekends? _____
5. Who does the laundry at your house? _____

B **Pair work** Take turns asking and answering the questions. Say more than *yes* or *no* in your answers. Use *Well* if your answer isn't a simple *yes* or *no*.

A What's your neighborhood like? *I mean, do you like it?*

B Well, it's not exciting, but there are a lot of beautiful parks.

5 Are you the same or different?

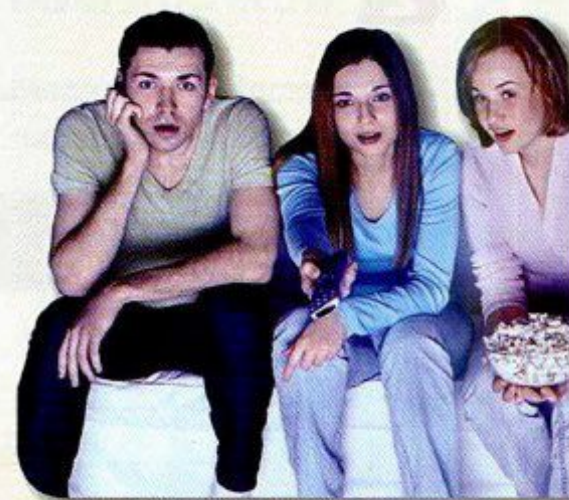
A Unscramble the words to find eight kinds of TV shows.

ootrnac	<u>cartoon</u>	paso preoa	_____
mega whos	_____	het senw	_____
scotmi	_____	elarity hosw	_____
kalt oswh	_____	mucrtayenod	_____

B **Pair work** Talk about your TV habits. Use *Me too* and *Me neither* if you're the same. Use *Really? ...* if you're different.

A I never watch cartoons.

B Me neither. I don't like cartoons. OR Really? I love cartoons.



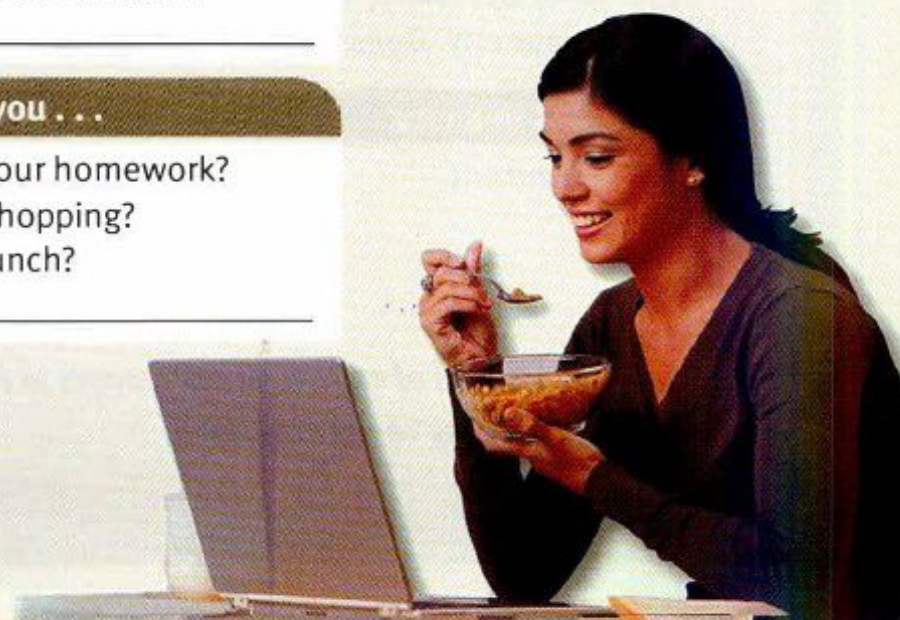
6 What's your routine?

Complete each question with a verb. Can you think of four more questions? Then ask and answer with a partner.

What time do you ...	When do you ...
<u>have</u> breakfast?	_____ time with your family?
_____ to work or to class?	_____ out with your friends?
_____ home at night?	_____ to the movies?
_____	_____
How often do you ...	Where do you ...
_____ at the gym?	_____ your homework?
_____ the subway or the bus?	_____ shopping?
_____ your email?	_____ lunch?
_____	_____

A What time do you have breakfast?

B I usually eat breakfast around seven o'clock.



Out and about



In this unit, you learn how to . . .

Lesson A

- Describe the weather
- Talk about ongoing activities with the present continuous

Lesson B

- Talk about sports and exercise
- Ask about current activities using the present continuous

Lesson C

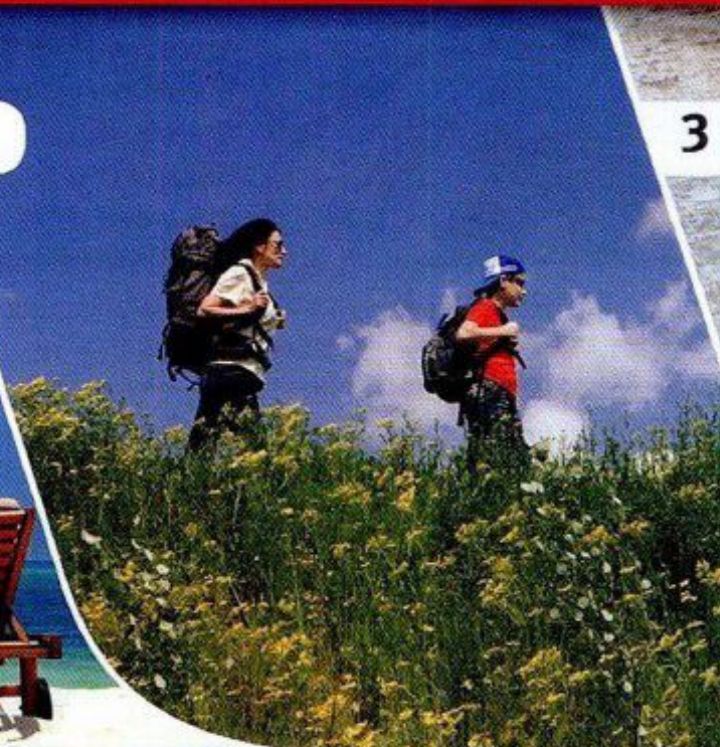
- Ask follow-up questions to keep a conversation going
- React to news with *That's great*, *That's too bad*, etc.

Lesson D

- Read an article about exergaming
- Write an article about exercise using imperatives



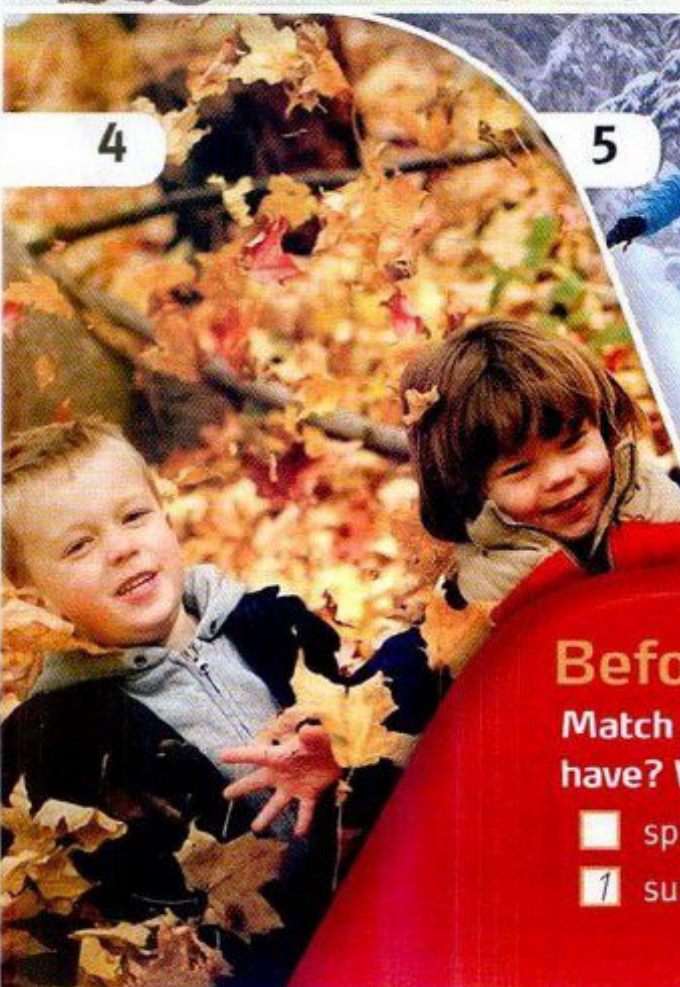
1



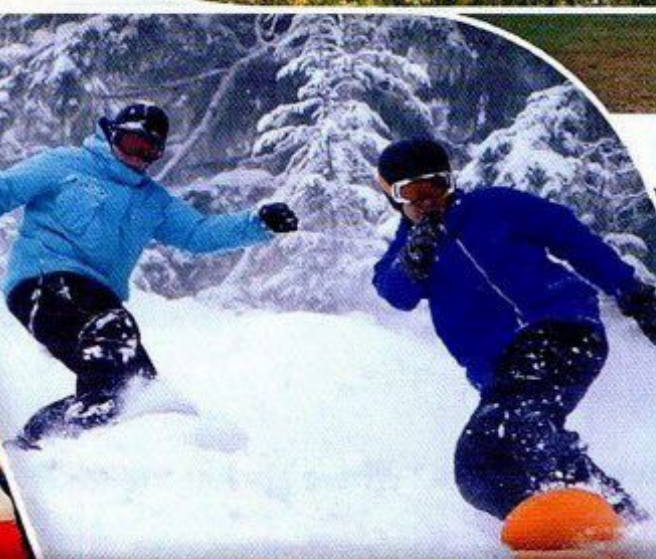
2



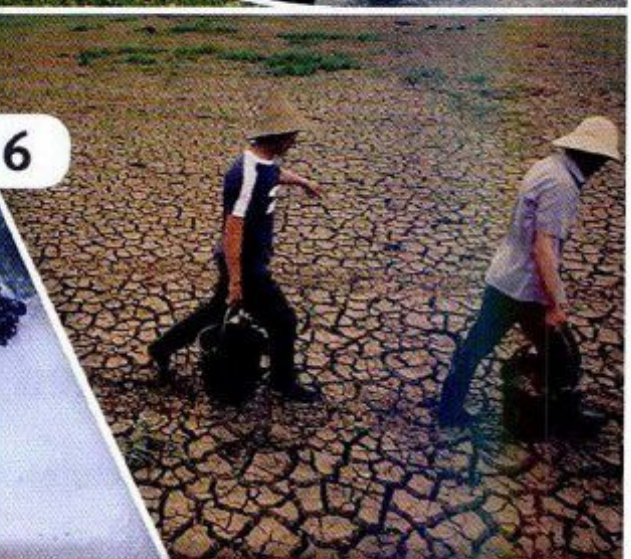
3



4



5



6

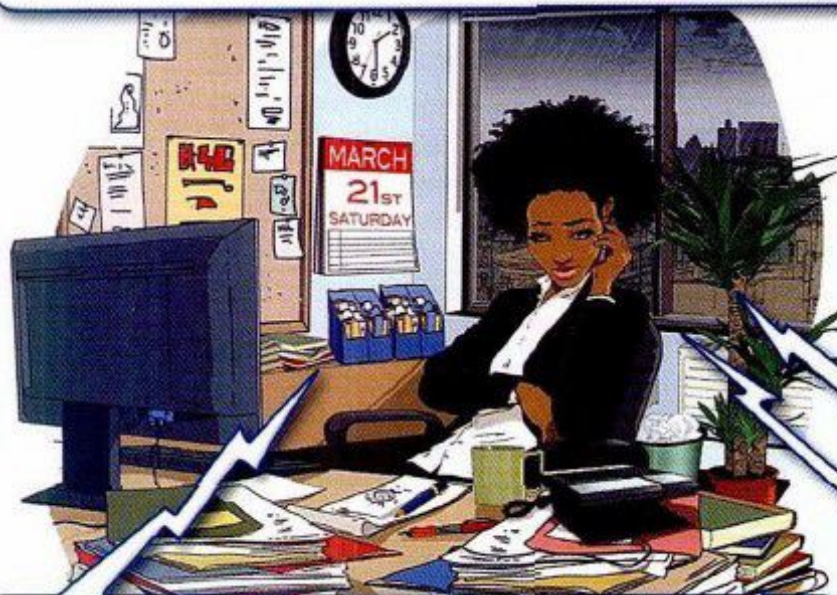
Before you begin . . .

Match the pictures and seasons. Which seasons do you have? What's the weather usually like in each season?

- | | | |
|--|---------------------------------|---------------------------------------|
| <input type="checkbox"/> spring | <input type="checkbox"/> fall | <input type="checkbox"/> rainy season |
| <input checked="" type="checkbox"/> summer | <input type="checkbox"/> winter | <input type="checkbox"/> dry season |

*It's hot and humid.
It's warm and sunny.
It's cool. It's often cloudy.
It's windy. It's cold.
It rains.
It snows.*

It's 2:30 p.m. on Saturday, and Anita is at work in San Francisco. She usually relaxes on Saturdays, but she's working this weekend. Right now she's taking a break and listening to her voice mail. All her friends are having fun!

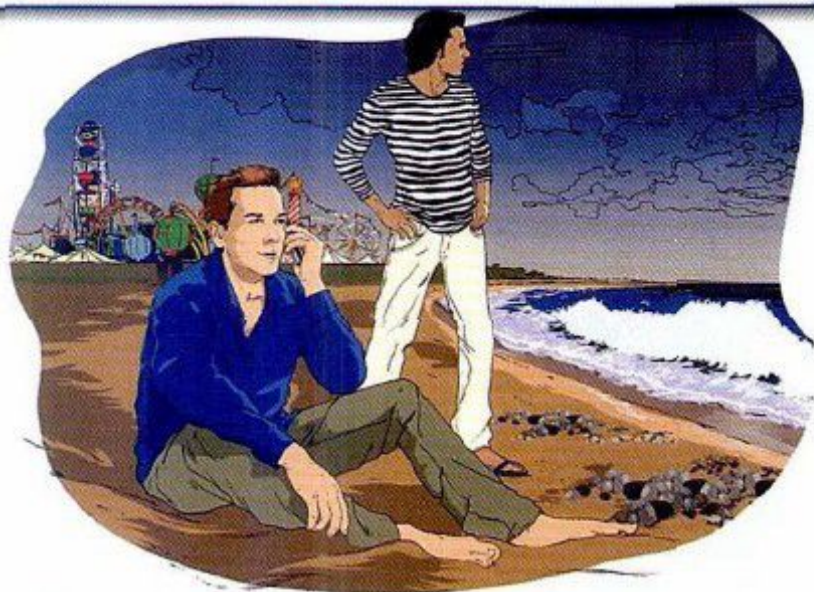


Saturday, 8:45 a.m.

Hi, Anita. This is Yoko. I'm calling from a ski resort in Lake Tahoe. Lisa and I are skiing today. It's so beautiful here, and there's lots of snow. It's snowing right now. I'm sorry you're working. What's the weather like in San Francisco? Give me a call. Bye.

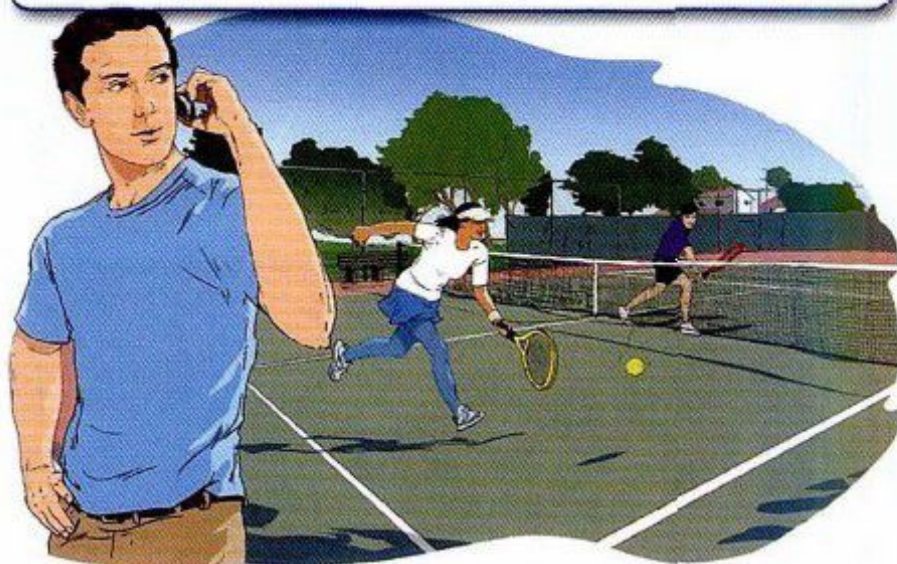
Saturday, 10:20 a.m.

Hi, it's Bill. Listen, Marcos and I are at the beach in Santa Cruz. Come and join us! Don't worry – we're not swimming. It's too cold and cloudy. See you.



Saturday, 11:15 a.m.

Hey, Anita. This is Nathan. I'm in San Jose with Katie and Rob. They're playing tennis, and I'm watching. It's nice and sunny. I hope it's not raining there. Call me! Bye.



1 Getting started

A Look at the pictures. Where is Anita? Where are her friends?

B 2.24 Listen. What's the weather like in each place?

Figure it out **C** What are Anita and her friends doing? Circle the correct words.

- Anita usually relaxes on Saturdays, but today she works / she's working!
- Yoko says, "Lisa and I am / are skiing today. It snows / It's snowing here right now."
- Bill says, "Marcos and I are at the beach . . . we're not / we don't swimming. It's too cold!"
- Nathan says, "I'm in San Jose with Katie and Rob. They / They're playing tennis."

2 Grammar Present continuous statements 2.25

Extra practice p. 145

Use the present continuous to talk about right now or today.

I'm	}	(not)	calling	from home.
You're			working	today.
She's			skiing	with a friend.
He's			having	fun.
It's			raining	right now.
We're			swimming	in the ocean.
They're			playing	tennis.

The contractions *isn't* and *aren't* often follow nouns:

Marcos **isn't** working.
 Marcos and Bill **aren't** swimming.

Spelling

work	▶	working
swim	▶	swimming
have	▶	having

In conversation
 In the present continuous, people usually use 's *not* and 're *not* after pronouns. People don't usually say *we aren't*, *they aren't*, *he isn't*, etc.

A 2.26 Complete Anita's other voice mail messages. Then listen and check.

1 Saturday, 11:45 a.m.
 Hi, Anita. This is Andrea.
I'm calling _____ (call) from the mall. I'm in a café with Chris.
 We _____ (have) lunch right now. Chris _____ (not stay) long.
 He _____ (shop) for a new computer. So let's meet. Give me a call. See you!

2 Saturday, 1:30 p.m.
 Hey, Anita, it's me, John.
 I'm at Andrew's house.
 We _____ (watch) the baseball game. The Giants _____ (not play) very well. And now it _____ (rain). Um, let's meet for dinner. Call me on my cell. Bye.

3 Saturday, 2:00 p.m.
 Hi. Where are you? I hope you _____ (not work). Listen, Chloe _____ (not work) today, and I _____ (not do) anything special. You know, I _____ (clean) the house, and Chloe _____ (do) laundry. So come over around 5:00, and have an early dinner. Call me.

B Prepare a voice mail message for a friend. Then take turns saying your messages to the class. Who's having the most fun?

"Hi there. This is _____.
 I'm at _____.
 I'm _____.
 The weather is _____ it _____."

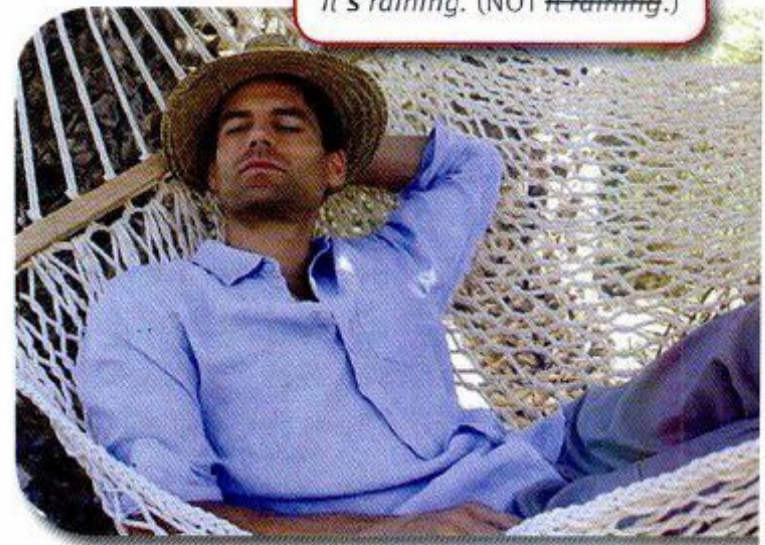
Common errors
 Always use *be* with the present continuous.
It's raining. (NOT ~~#~~raining.)

3 Talk about it What's your "perfect" day?

A Imagine you are having a perfect day. Think of answers to the questions below.

- ▶ Where are you?
- ▶ What's the weather like?
- ▶ Who are you with?
- ▶ What are you doing?

"On my perfect day, I'm at the beach. It's very hot and I'm sleeping. I'm ..."



About you **B Class activity** Go around the class, and tell your classmates about your perfect day. Can you find anyone with the same ideas?

1 Building vocabulary

A 2.27 Listen and repeat the sentences.

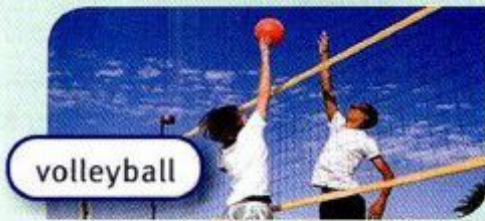
They're playing ...



basketball

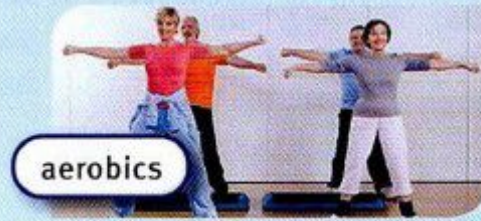


football



volleyball

They're doing ...



aerobics



weight training



karate

They're ...



bowling



running



biking

Word sort

B Complete the chart with the activities above and add your own ideas. Compare with a partner.

I often ...	Sometimes I ...	I never ...
<i>go running.</i>	<i>do aerobics.</i>	<i>play soccer.</i>

i Note

I'm bowling / running / biking right now.
I go bowling / running / biking every week.

Vocabulary notebook p. 74

2 Building language

A 2.28 Listen. Is Carl studying hard this semester? What is he doing right now? Practice the conversation.

Dad Hi, Carl. It's me. How's it going?
 Carl Oh, hi, Dad. Everything's great.
 Dad So are you studying for your exams?
 Carl Oh, yeah. I'm working very hard this semester.
 Dad Good. So what are you doing right now? Are you studying?
 Carl Uh, Dad, right now I'm watching a baseball game.
 Dad Baseball? ... Uh, who's playing?
 Carl The Yankees and the Red Sox.
 Dad Really? Uh, Carl, ... let's talk again in two hours.
 Carl OK, Dad. Enjoy the game!
 Dad You too. But please try and study for your exams!

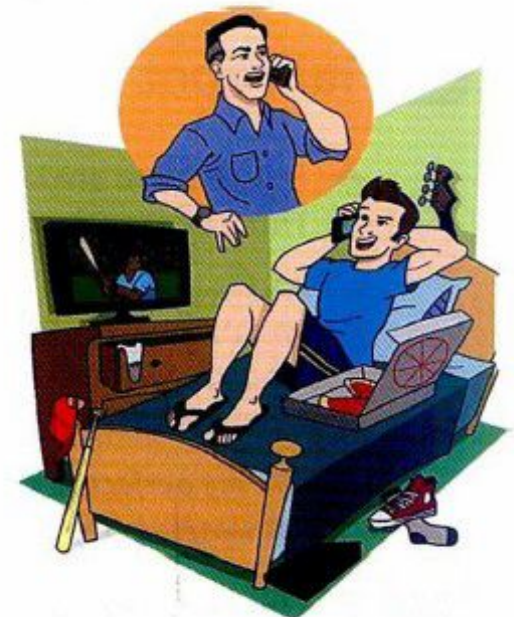


Figure it out

B Underline the questions in the conversation above. What do you notice about the word order?

3 Grammar Present continuous questions  2.29

Extra practice p. 145

Information questions

What **are** you **doing** these days?
 What **is** Carl **watching** on TV?
 Who **'s** he **talking** to right now?

Information questions with who as subject

Who **'s playing**? (The Yankees.)
 Who **'s watching** the game? (Carl.)

Yes-no questions and short answers

Are you studying hard?	Yes, I am .	No, I'm not .
Is Carl watching the game?	Yes, he is .	No, he's not .
Are the Yankees playing ?	Yes, they are .	No, they're not .

You can use the present continuous for activities "around now."

I'm working very hard this semester.

Time expressions


right now
 today
 this morning
 this week
 this month
 this year
 this semester
 this season
 these days


A Complete the questions with the present continuous.

- What are you doing (do) for exercise these days?
- you (run)? you (swim)?
- you (get) enough exercise?
- your best friend (take) an exercise class?
- Who (exercise) more – you or your best friend?
- you (watch) any special sporting events on TV this week?
- your friends (play) on any sports teams this year? How about you?
- How your favorite sports team (do) this season? Who on the team (play) well?

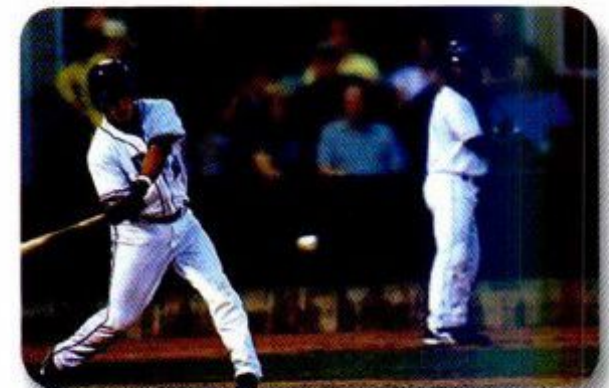
About you

B Pair work Ask and answer the questions. Give your own answers.*A What are you doing for exercise these days?**B Well, I'm taking a weights class at the gym this month.***4 Speaking naturally** Stress and intonation in questions*How often do you go to the **gym**?**Are you going a **lot** these days?*

A  2.30 Listen and repeat the questions. Notice how the words *gym* and *lot* are stressed. Notice how the voice falls on *gym* and rises on *lot*.

B  2.31 Listen. Repeat these pairs of questions.

- How often do you play **sports**? Are you playing a **lot** these days?
- When do you **study**? Are you studying **hard** right now?
- How are your **classes** going this year? I mean, are they going **well**?




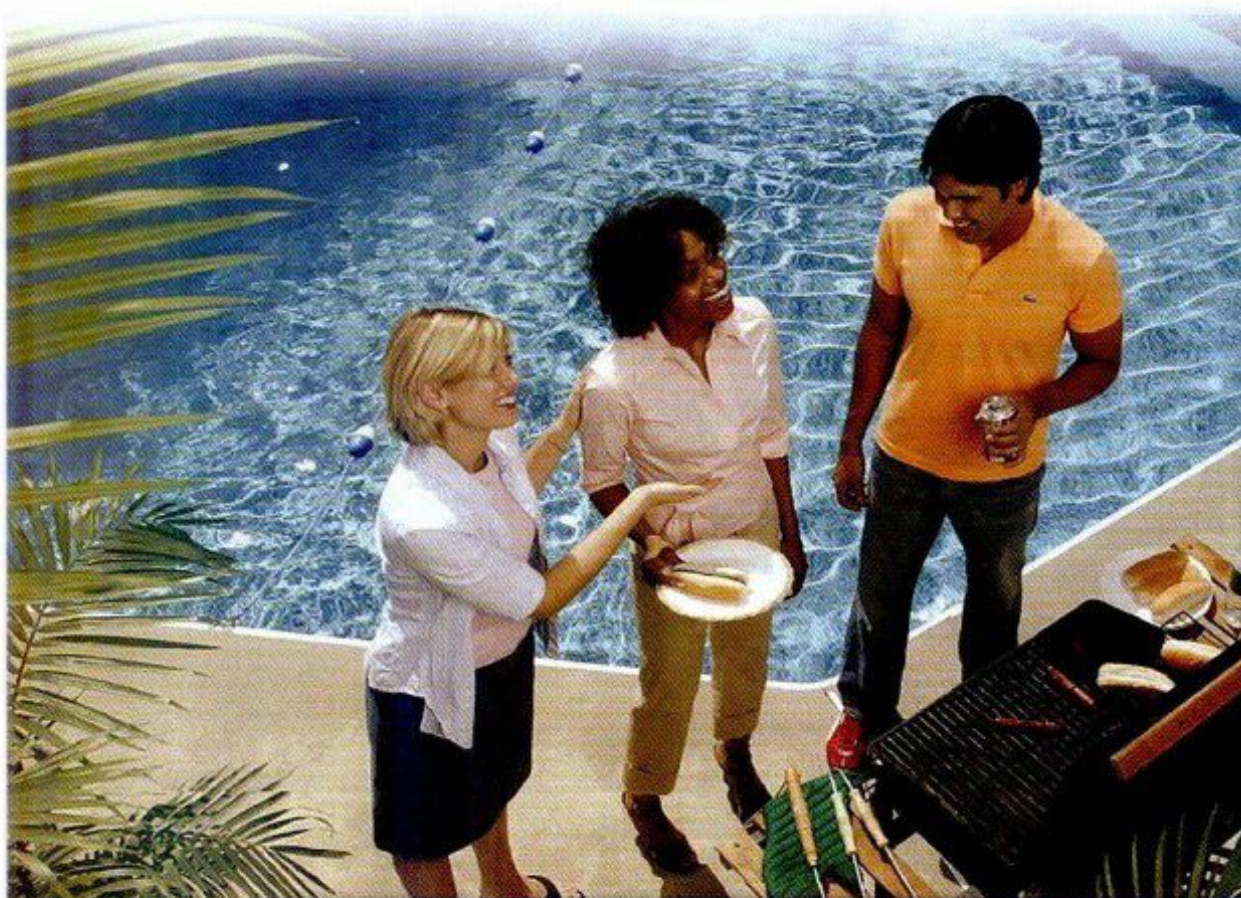
About you

C Pair work Ask and answer the questions above. Give your own answers. Sounds right p. 138

1 Conversation strategy Asking follow-up questions

A Look at the picture of Tina, Kate, and Ray. What are they doing?

B  2.32 Listen. What is Kate doing in Laguna Beach this week?



Tina Hey, Ray, this is my friend Kate. She's visiting from Chicago.

Ray Oh, hi. Nice to meet you. So, uh . . . are you here on vacation?

Kate Yeah, I'm here for a week.

Ray That's great! Are you enjoying Laguna Beach?

Kate Yeah! I'm taking a scuba-diving course.

Ray That's cool. How's it going?


Kate Really well. And I'm having a great time.

Tina Oh, that's my cell phone. Excuse me.

Ray Sure.

C Notice how Ray asks Kate questions. He keeps the conversation going. Find examples in the conversation.

*"I'm here for a week."
"That's great! Are you enjoying Laguna Beach?"*

D  2.33 Complete the conversations with the follow-up questions. There is one extra question. Then listen and check your answers. Practice with a partner.

- A You know, I'm taking a French class.

B Really? _____

A Yeah. It's going pretty well. I like it.

B That's good. _____

A Yeah. It's interesting. So how about you? _____
- A I'm reading a couple of really good books.

B Yeah? _____

A Oh, a book by Suzanne Collins, and a book about music.

B That's interesting. _____

Are you taking any interesting classes?
Are you enjoying it?
So do you have an e-reader?
Are you learning about the culture, too?
So where are you going? To clubs?
What are you reading?

2 Strategy plus *That's...*

You can use expressions with ***That's...*** to react to news.

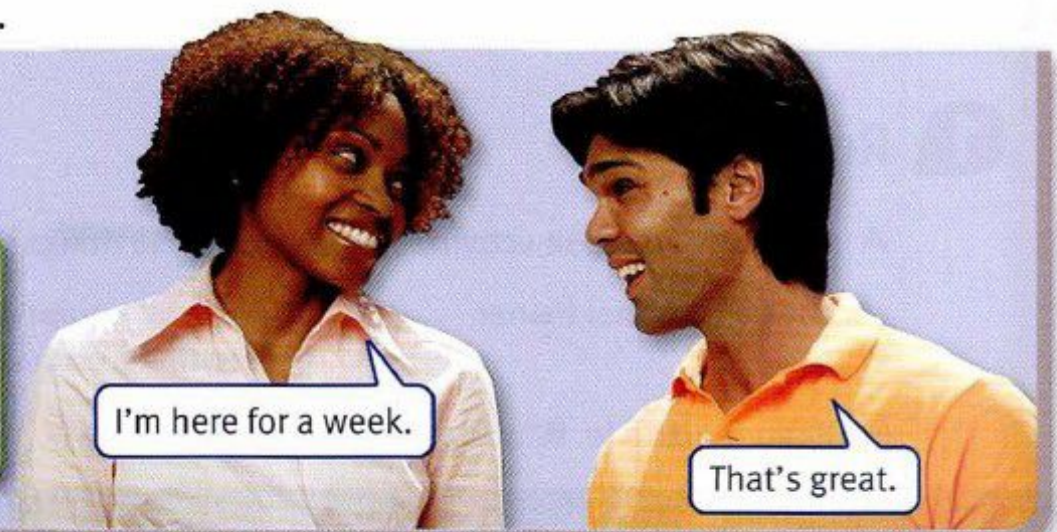
In conversation

The top expressions for good news are:

That's good / great / nice / interesting / cool / wonderful.

The top expressions for bad news are:

Oh, that's too bad / terrible.



Complete the responses using an expression with *That's*. Then practice with a partner.

- A I'm taking a yoga course this week. I'm really enjoying it.
B Oh, _____.
- A I'm feeling really tired. I'm not sleeping well and I'm not eating.
B Really? _____.
- A A friend of mine is studying sports science.
B Really? _____.
- A My friends are on vacation this week. They're biking in the Alps.
B Oh, _____.

3 Listening and strategies *That's great!*

A 2.34 Listen to six people tell you their news. Respond using an expression with *That's*. Then choose a good follow-up question. Write the letters *a* to *f*.

- | | | |
|------------------|-------|--|
| 1. That's _____. | _____ | a. So what are you reading right now? |
| 2. That's _____. | _____ | b. Who's playing? |
| 3. That's _____. | _____ | c. So what are you doing? I mean, are you making coffee? |
| 4. That's _____. | _____ | d. It sounds interesting. Is it playing every day? |
| 5. That's _____. | _____ | e. What's she doing all day? Is she blogging? |
| 6. That's _____. | _____ | f. Why is he seeing her? Do you know? |

B 2.34 Listen again. Write one piece of information about each person's news.

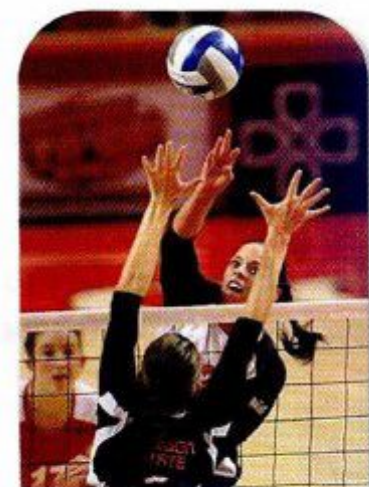
About you

C **Pair work** Take turns telling your partner some interesting news. Respond with *That's...* and ask follow-up questions.

A *I'm playing on the school volleyball team this year.*

B *That's great. How's the team doing?*

Free talk p. 133



1 Reading

A For which exercise activities do you do these things? Tell the class.

- have a personal trainer
- buy special equipment
- pay a fee
- get feedback on your progress

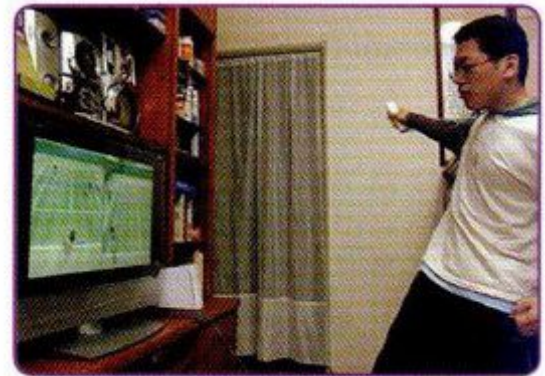
B Read the article. Why is exergaming a good idea?

Reading tip

Read the main headings first. They tell you what the article covers.

EXERGAMING *Give it a try!*

College student Aaron Case plays tennis every day, even when it's raining – like today. But Aaron isn't getting wet. He's playing against a virtual tennis professional on his TV. These days, there are millions of "exergamers" like Aaron. They're skiing, playing golf, and doing karate in their own homes. Video exercise games are popular with people of all ages, and it's easy to see why.



- ▶ **The weather is never a problem.** Is it raining or snowing? Maybe it's hot and humid outside. Don't worry. Exercise indoors.
- ▶ **It's convenient.** Stay home and work out in front of your TV!
- ▶ **It's motivating.** Don't pay for an expensive personal trainer. With exergaming, you see your scores and get feedback on your progress.
- ▶ **There's variety.** Try something new. Exergames have everything from aerobics to yoga. There are a lot of different types of games, so you never get bored.
- ▶ **It's fun.** Work out with a friend, or play a game with a family member.
- ▶ **It's not expensive.** Forget about monthly gym fees. Just buy the basic equipment and a game, and after that, exergaming is free!

So, if you're looking for convenient, cheap, and fun ways to exercise, why not give exergaming a try?

C According to the article, are these sentences true or false? Check (✓) *True* (T) or *False* (F). Correct the false statements.

	T	F
1. Aaron Case is playing tennis outdoors in the rain.	<input type="checkbox"/>	<input type="checkbox"/>
2. Only young people enjoy exergaming.	<input type="checkbox"/>	<input type="checkbox"/>
3. Some personal trainers are expensive.	<input type="checkbox"/>	<input type="checkbox"/>
4. Exergamers don't get bored.	<input type="checkbox"/>	<input type="checkbox"/>
5. You pay monthly fees for some games.	<input type="checkbox"/>	<input type="checkbox"/>
6. The equipment for exergaming is free.	<input type="checkbox"/>	<input type="checkbox"/>

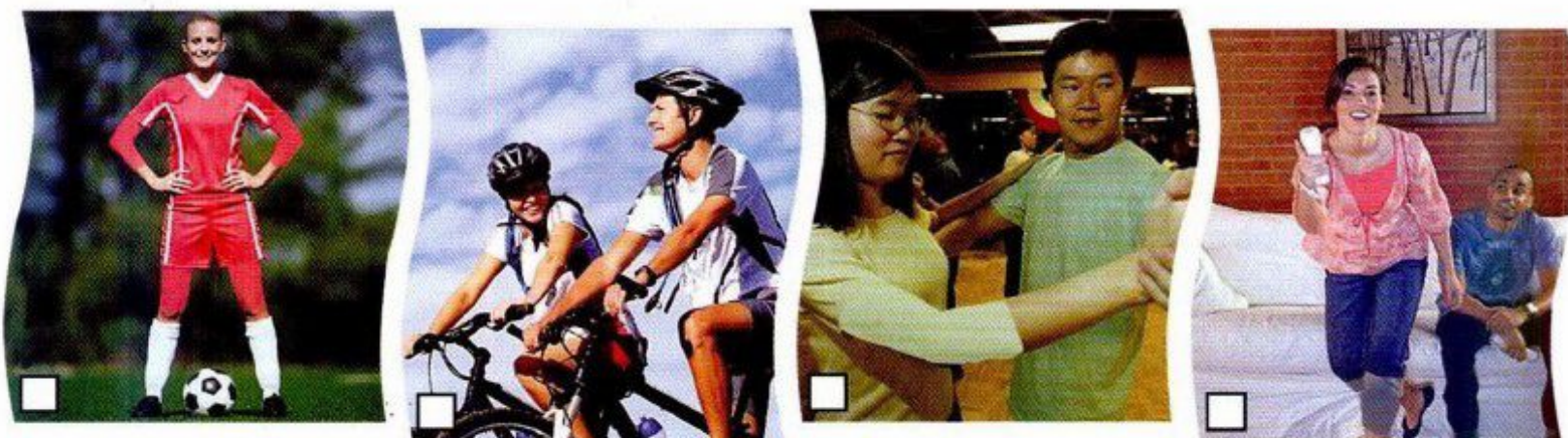
About you

D Pair work Do you agree that exergaming is good exercise? Why or why not? Discuss with your partner.

2 Listening Do you enjoy it?

A Look at the pictures below. What are the people doing? Do you or your friends do these things?

B 2.35 Listen to four conversations. Number the pictures 1 to 4.



C 2.35 Listen again. Answer the questions in the chart.

	How often do the people do the activities?	What do they like about the activities?
1.		
2.		
3.		
4.		

About you **D** Pair work What do you think about the different activities above? Discuss the pros and cons.

3 Writing Get moving!

A Read the Help note and the article. Underline the verbs that are imperatives for advice.

Try aerobics!

Are you exercising enough? A lot of people are taking aerobics classes these days. Why?

- Aerobics is fun.**
Find a fun teacher, and make new friends with your classmates. Don't be shy!
- Aerobics is good for you.**
It's good for your heart, and you feel great after class. Don't miss a class.
- Aerobics is easy.**
Buy an aerobics game and exercise in front of your TV. Do it before breakfast.

Help note

Imperatives for advice

An imperative = verb

- *Find a fun teacher.*
- *Make new friends.*

A negative imperative = Don't + verb

- *Don't be shy!*
- *Don't miss a class.*

About you **B** Choose an exercise activity you enjoy. Write an article giving ideas and advice like the one above.

C Pair work Read a classmate's article. Ask questions to find out more information.



Learning tip *Writing true sentences*

To remember new vocabulary, use words in true sentences.

1 Complete the sentences about the weather.

1. Right now it _____ outside.
2. At this time of year, it usually _____.
3. In the summer, it _____.
4. In the winter, it _____.
5. I like the weather when it _____, but I don't like it when it _____.

In conversation

It's cold outside!

In the U.S. and Canada, the top six weather expressions with *it's* are:

1. It's cold.
2. It's hot.
3. It's raining.
4. It's windy.
5. It's humid.
6. It's snowing.

People say *It's cold* 10 times more than *It's hot*.

2 Write the names of at least three people you know. Complete the chart with true sentences.

	Name	Where is he or she right now?	What is he or she doing right now?	What is he or she doing these days?
1	<i>my brother Juan</i>	<i>He's at school.</i>	<i>He's studying math right now.</i>	<i>He's playing soccer and basketball.</i>
2				
3				
4				
5				
6				



On your own

Take a minute this week, and look around you. What are people doing? Write six sentences.



Can Do!

Now I can . . .

I can . . .

I need to review how to . . .

describe the weather.

listen and respond to people's news.

talk about sports and exercise.

understand people talking about their exercise routines.

ask questions about what people are doing.

read an article about exergaming.

keep a conversation going.

write a short article giving advice about exercise.

react to good or bad news.

Shopping

Can Do! In this unit, you learn how to . . .

Lesson A

- Talk about clothes
- Say what you *like to*, *want to*, *need to*, and *have to do*

Lesson B

- Talk about accessories
- Ask about prices using *How much . . . ?*, *this*, *that*, *these*, and *those*

Lesson C

- Take time to think using *Uh*, *Let's see*, etc.
- Use *Uh-huh* and *Oh* in responses

Lesson D

- Read a review of a shopping mall
- Write a review of a store using *because*



1

2

3

4

Before you begin . . .

Look at the pictures. What are the people wearing? What are your classmates wearing? Use the words below.

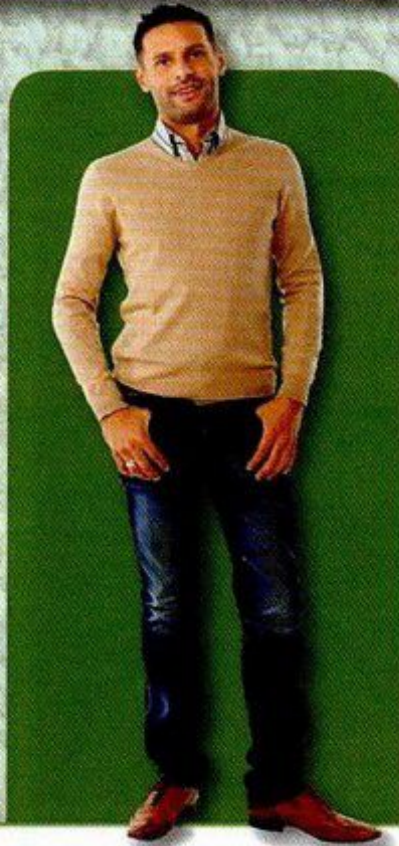
- pants and a top
- a dress and high heels
- jeans
- a cardigan
- a sweatshirt
- a suit and tie
- sweatpants
- a T-shirt

What kinds of clothes do you like to wear?



**Kyoko Takano, 16,
high school student**

Well, we don't have to wear uniforms at our school, so I like to wear pants, a T-shirt, and sneakers. So yeah, I'm lucky. My friend has to wear a uniform, and she hates it.



**Emre Yilmaz, 27,
accountant**

I have to wear a suit and tie to work. After work, I just want to go home and put on jeans and an old sweater. You know, something comfortable.



**Bethany Philips, 32,
advertising executive**

Well, my boss likes to wear designer clothes, so I need to look good, too. I usually wear a nice skirt or dressy pants with a silk blouse, and a jacket. Oh, and high heels.

1 Getting started

A Look at the photos above. Who is wearing these things?

a jacket _____ a silk blouse _____ a skirt _____
sneakers _____ a sweater _____

B 2.36 Listen. Who wears casual clothes to school or work? Who wears formal clothes?

Figure
it out

C Circle the correct words. Use the interviews above to help you.

- Emre says, "After work, I just **want** / **want to** put on jeans and an old sweater."
- Kyoko says, "I like to **wear** / **wear pants**, a T-shirt, and sneakers."
- Kyoko doesn't **have** / **have to** wear a uniform. She doesn't need to **wear** / **wearing** formal clothes.
- Bethany's boss wears designer clothes, so Louisa **has to** / **has** look good, too.

About
you

D **Pair work** Are you like Kyoko, Emre, or Bethany? Tell a partner.

2 Grammar *Like to, want to, need to, have to* 2.37

Extra practice p. 146

After the verbs *want* and *like*, you can use *to + verb*.What do you **want to wear** tonight?I **want to wear** my new outfit.I don't **want to wear** my old dress.What kinds of clothes does Bethany **like to wear** to work?She **likes to wear** designer clothes.She doesn't **like to wear** casual clothes to work.**Use *need to + verb* and *have to + verb* to talk about needs and rules.**What do you **need to buy**?Do you **need to buy** new shoes?Yes, I do. I **need to get** some sneakers.What does Emre **have to wear** to work?Does he **have to wear** a suit?Yes, he does. He **has to wear** a suit and tie.

About you

Complete the conversations. Practice with a partner. Then ask the questions again and give your own answers.

- A What do you like to wear (like / wear) at home in the evening?
 B I usually just _____ (want / relax). I _____ (like / put on) jeans.
- A Do your friends _____ (have to / wear) a uniform to school or work?
 B No, they don't. My friend Jenna _____ (have to / look) good for work.
 But she _____ (not have to / wear) a uniform.
- A Do you _____ (like / buy) clothes online?
 Or do you _____ (have to / see) things first?
 B No, I always _____ (need / try on) clothes.
 So I _____ (not like / shop) online.
- A Are stores expensive here? I mean, do you _____ (have to / pay) a lot for jeans?
 B Well, there are expensive stores. But you _____ (not need / shop) at those places.

Common errorsSimple present short answers end with a form of *do*.*Do you like to wear jeans?*
No, I don't. (NOT ~~No~~; ~~I don't like.~~)**3 Speaking naturally** *Want to and have to***"wanna"** *I want to buy some new clothes.*
*What do you want to buy?***"hafta"** *I have to buy some new clothes.*
*What do you have to buy?***A** 2.38 Listen and repeat the sentences above. Notice the reduction of *want to* and *have to*.**B** 2.39 Now listen and repeat these questions.

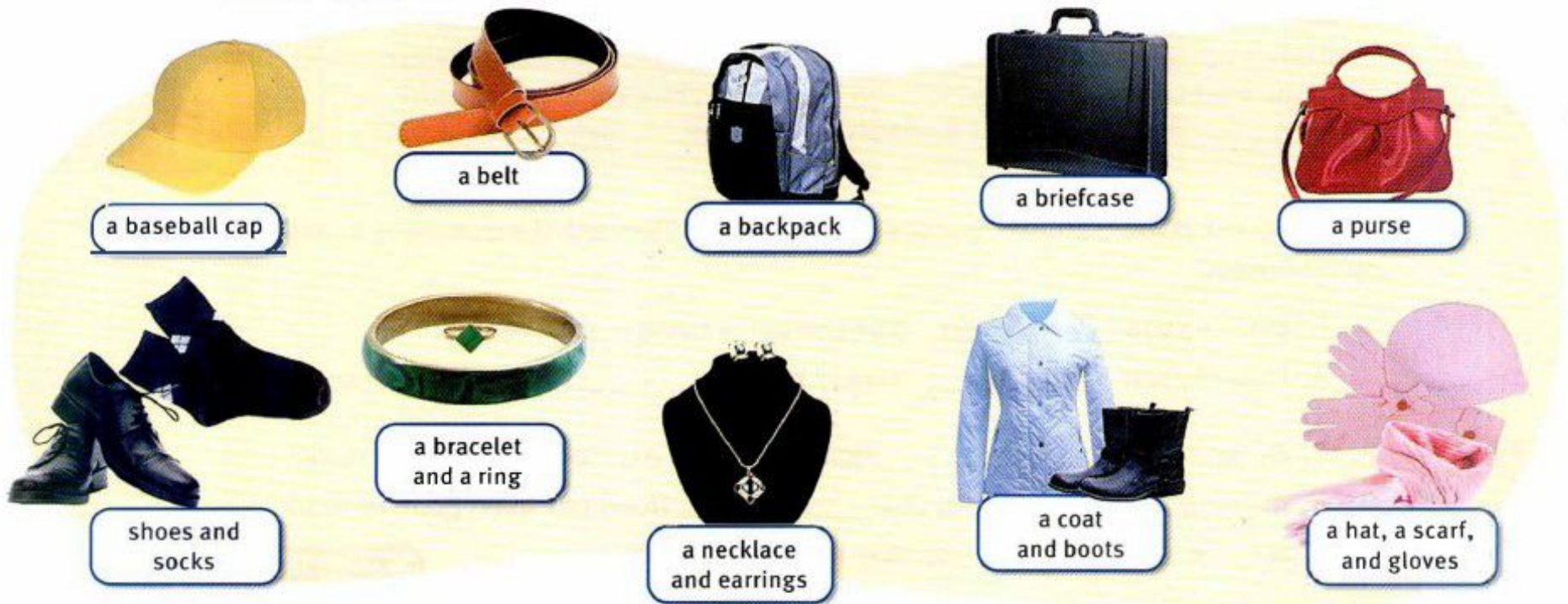
- Do you have to go shopping this week? . . . Where do you have to go?
- Do you have to buy any new clothes? . . . What do you have to get?
- Do you want to spend a lot of money? . . . How much do you want to spend?
- Do you want to go to a designer store? . . . Which stores do you want to go to?

About you

C Pair work Ask and answer the questions above. What do you and your partner have in common?**A** *Do you have to go shopping this week?***B** *Yes, I have to go shopping on Saturday.*

1 Building vocabulary

A 2.40 Listen and say the words. Which items do you have? Which do you want to buy? Tell the class.



Word sort **B** 2.41 Listen and say the names of the colors. What clothes and accessories do you have in these colors? Write them in the chart. Compare with a partner.

white	black	red	blue	brown	green	yellow	gray	pink	orange
	jeans								

"I have three pairs of black jeans. I like to wear black."

Vocabulary notebook p. 84

2 Building language

A 2.42 Listen. How much are the gloves and the scarf? Practice the conversation.

Salesperson Hello. Can I help you?
 Stacy Uh, hi. How much are those gloves?
 Salesperson These? They're really popular. They're \$80.
 Stacy Hmm. And what about that blue scarf? How much is that?
 Salesperson This scarf is on sale. It's only \$149.
 Stacy A hundred and forty-nine dollars? OK, I have to think about it. Thanks anyway.

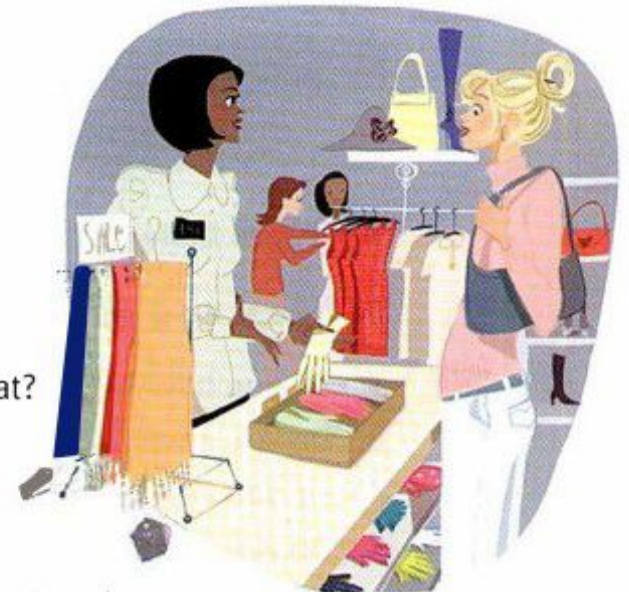


Figure it out **B** Circle the correct word in each sentence. Then practice with a partner.

- A How much are **those** / **this** earrings?

B **This** / **These**? They're \$80.
- A And the ring? How much is **that** / **those**?

B **This** / **These** ring is on sale.

3 Grammar *How much . . . ?; this, these; that, those* 2.43

Extra practice p. 146

How much is it?
How much is **this** scarf?
How much is **this**?
It's \$49.99.



How much is **that** watch?
How much is **that**?
It's \$475.



How much are they?
How much are **these** gloves?
How much are **these**?
They're \$125.

How much are **those** sunglasses?
How much are **those**?
They're \$50.

Saying prices

\$125 = A hundred and twenty-five (dollars)

\$49.99 = Forty-nine dollars and ninety-nine cents
OR Forty-nine ninety-nine

In conversation

People also say *How much does it cost?* and *How much do they cost?* to talk about prices in general.

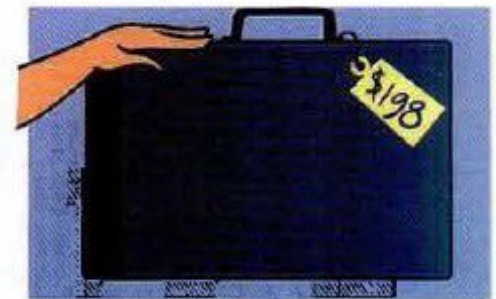
A Write questions with *How much . . . ?* and *this, that, these, and those*. Then practice with a partner.



1 How much are these green scarves?



2 _____



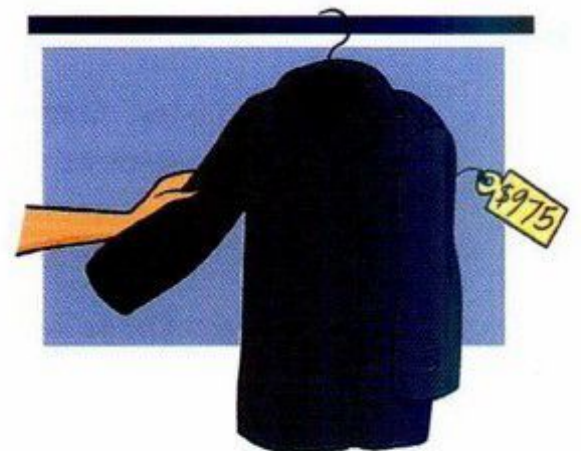
3 _____



4 _____



5 _____



6 _____

B Pair work Take turns asking the questions above again. This time give your own prices.

About you


C Pair work How much do you usually have to pay for the items above? Agree on an average price.

A *How much do nice scarves cost? About fifty dollars?*

B *Maybe between fifty and seventy-five dollars.*

1 Conversation strategy Taking time to think

A Look at the photo. What do you think Sarah wants to buy?


B  2.44 Listen. What does Sarah buy? Who is it for?



- Clerk Can I help you?
 Sarah Uh, yes. I'm looking for a bracelet.
 Clerk All right. Is it a gift?
 Sarah Uh-huh, it's a birthday present for my sister.
 Clerk OK. And um, how much do you want to spend?
 Sarah Well, let's see . . . about \$30.
 Clerk Uh-huh. Well, we have these silver bracelets here.
 Sarah Oh, they're beautiful. Um, how much is this?
 Clerk Um, it's . . . let's see . . . it's \$55.95.
 Sarah Oh. That's a lot. Let me think. . . . Well, it's perfect for me. OK. I'll take it. Now, I need something for my sister!

C Notice how Sarah and the clerk say *Uh, Um, Well, Let's see,* and *Let me think* when they need time to think. Find examples in the conversation.

"Um, how much do you want to spend?"
"Well, let's see . . ."

D  2.45 Listen. Complete the conversations with the expressions in the box. There is one extra. Then practice with a partner.

Well, um Let's see Let me think Uh Um

- A Do you like to wear jewelry?
 B _____, I like to wear these rings and my watch. But that's it.
- A What's your favorite store?
 B _____, I like to shop at the mall. There are a lot of good stores there.
- A How much do you like to spend on birthday presents?
 B _____, I guess I spend about \$15 or \$20 on my friends.
- A Where's a good place for electronics?
 B _____ Well, I like to shop online. So I'm not really sure.

About
you

E Pair work Ask and answer the questions above. Give your own answers. Use the expressions in the box if you need time to think.

2 Strategy plus "Conversation sounds"

Uh-huh means "Yes," "That's right," or "I'm listening."

Oh shows you're surprised, happy, upset, or angry.

Is it a gift?

Uh-huh.

Let's see ... it's \$55.95.

Oh. That's a lot.

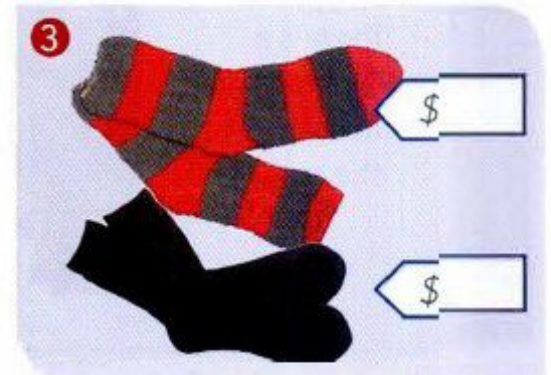
In conversation
Uh-huh and Oh are in the top 50 words.

2.46 Complete the conversations using conversation sounds with the meanings given. Then listen and check. Practice with a partner.

- A You have some money with you, right?
B Uh-huh (yes). I have about \$30.
A _____ (happy) good.
Can I borrow \$10?
B _____ (upset), not again!
- A I have about nine or ten credit cards.
B _____ (surprised), that's a lot!
A _____ (yes). But I never carry cash.
- A I have to go shopping this weekend.
B _____ (I'm listening).
A Yeah. I want to buy a tablet.
B _____ (surprised), cool!

3 Listening and strategies I'll take it.

A 2.47 Listen to three conversations in a store. Write the price of each item.



B 2.47 Listen again. Circle the items the shoppers buy. Why do they choose these items? Write a reason for each item.

About you C Pair work Role-play the situation below. Then change roles.

Student A: You need to buy a gift for someone very special – your wife or husband, or a girlfriend or boyfriend. You don't have a lot of money to spend.

Student B: You're a clerk in a store. You need to sell something. Try to sell your customer something expensive!

A Can I help you?

B Yes. I'm looking for a gift for my girlfriend.

1 Reading

- A** What kinds of things do people do at a mall? Make a list.
- B** Read the article. How many of the activities on your list are mentioned? What other things do people do at the Dubai Mall?

Reading tip

Read the title and predict six words in the article. Then scan the article to see if your words are in it.

The Dubai Mall

SHOPPING, ENTERTAINMENT, LIFESTYLE

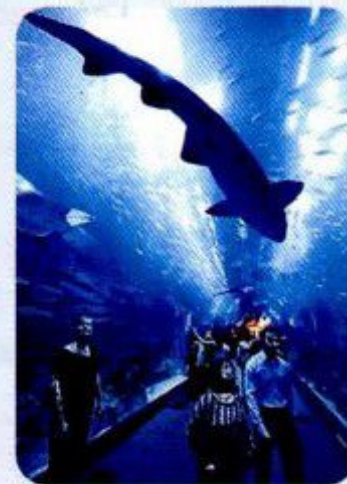
If you want to buy a new outfit, you go to a mall. If you want to see sharks in an aquarium or listen to a world-class concert, where do you go? A mall? Well, yes. These days, malls are not just for shopping. They're an important part of our lifestyle.

SHOPPING The Dubai Mall has over a thousand stores, with everything from designer clothes to electronics. Every week, over 750,000 people – including top celebrities – shop there. There's also a *souk* – a traditional market with souvenirs, jewelry, and local craft stalls. You need to spend several days there if you want to visit every store. But that's fine because there's a 250-room luxury hotel in the mall, too.



ENTERTAINMENT

There's an indoor entertainment park full of virtual reality experiences: safari rides, a snowboard jump, and other exciting games. There's an aquarium with sharks, and don't miss the amazing fountains outside – they're the height of a five-story building.



HAVE A GREAT TIME There are lots of other things to enjoy, too. Eat at one of the 160 restaurants, go and see a movie, a famous band, or piano concert, take a diving course, or just relax.

- C** Look at the article again. Can you find a word or an expression with these meanings?


- one of the best in the world world-class
- how you live your life _____
- 1,000 _____
- together with _____
- people sell things here _____
- some _____
- an expensive place to stay _____
- concerts, movies, games, etc. _____
- be sure to see _____
- like to do _____

About you

- D Pair work** Discuss the questions. Give reasons for your answers.

- Do you like to shop in large malls?
- Do you ever shop in small stores or markets?
- What kinds of stores do you like to go to?
- Is there a mall like this in your city?

2 Listening and writing Favorite places to shop

- A** What's your favorite store? Why do you shop there? Tell the class.
- B**  2.48 Listen to Young-hi talk about her favorite store. Circle the correct information.
1. There are a lot of cool / expensive stores near Young-hi's apartment.
 2. Her favorite store is a shoe store / a clothing store.
 3. She likes the store because they have cheap things / the latest fashions.
 4. She often goes into the store before class / after work.
 5. The store is open until 7:00 / 9:00.
- C** Think about your favorite store. Complete the chart.

What's its name?	How often do you go?	What do they sell?	Why do you like it?

- D** Read the Help note and the review of a store. Underline the reasons the reviewer likes the store.

My favorite store is Bargain Basement. It's a great store because it sells designer clothes at very low prices. I usually go shopping there once a month. They sell suits, jackets, pants, sweaters, scarves, and a lot more. I like to shop there because I want to wear the latest fashions, but I don't have a lot of money.

Help note

Linking ideas with *because* to give reasons

It's a great store because it sells designer clothes at very low prices.

I like to shop there because I want to wear the latest fashions.

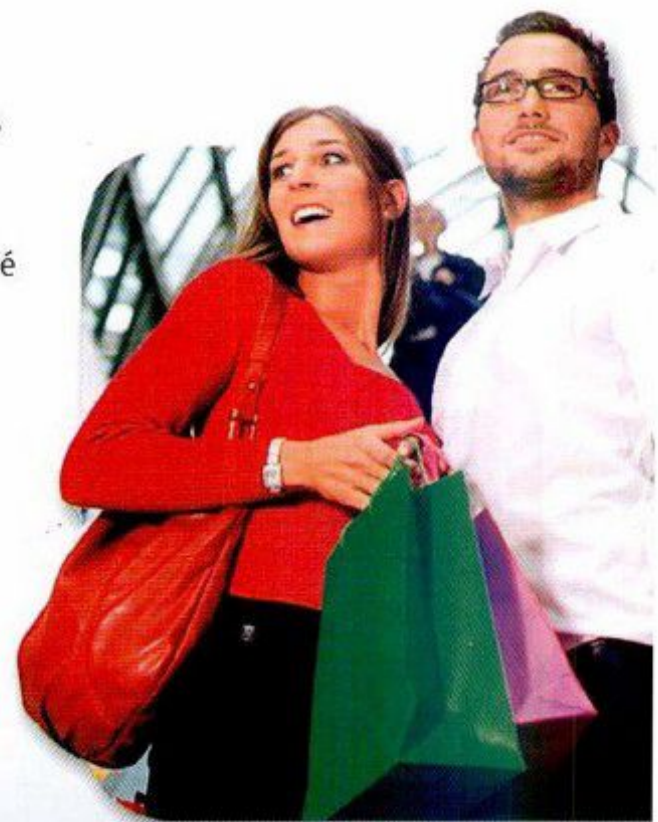
- E** Use your notes above to write a review of your favorite store. Use *because* to give reasons. Then read your classmates' reviews. How many different stores do you learn about?

3 Talk about it What kind of shopper are you?

Group work Discuss the questions. How are your shopping habits the same? How are they different? Tell the class.

- ▶ Do you like to go shopping? How often do you go?
- ▶ What else do you do on your shopping trips? Do you go to a café or see a movie?
- ▶ Do you enjoy window-shopping? Where do you like to go?
- ▶ Which stores have the best bargains?
- ▶ Do you buy things online? Which sites do you use?
- ▶ Do you ever buy things you don't need?
- ▶ Do you ever spend too much money?

"José and I both like to go shopping. We go shopping every weekend."





Learning tip Labeling pictures

To learn new vocabulary, you can label pictures in books, magazines, or catalogs.

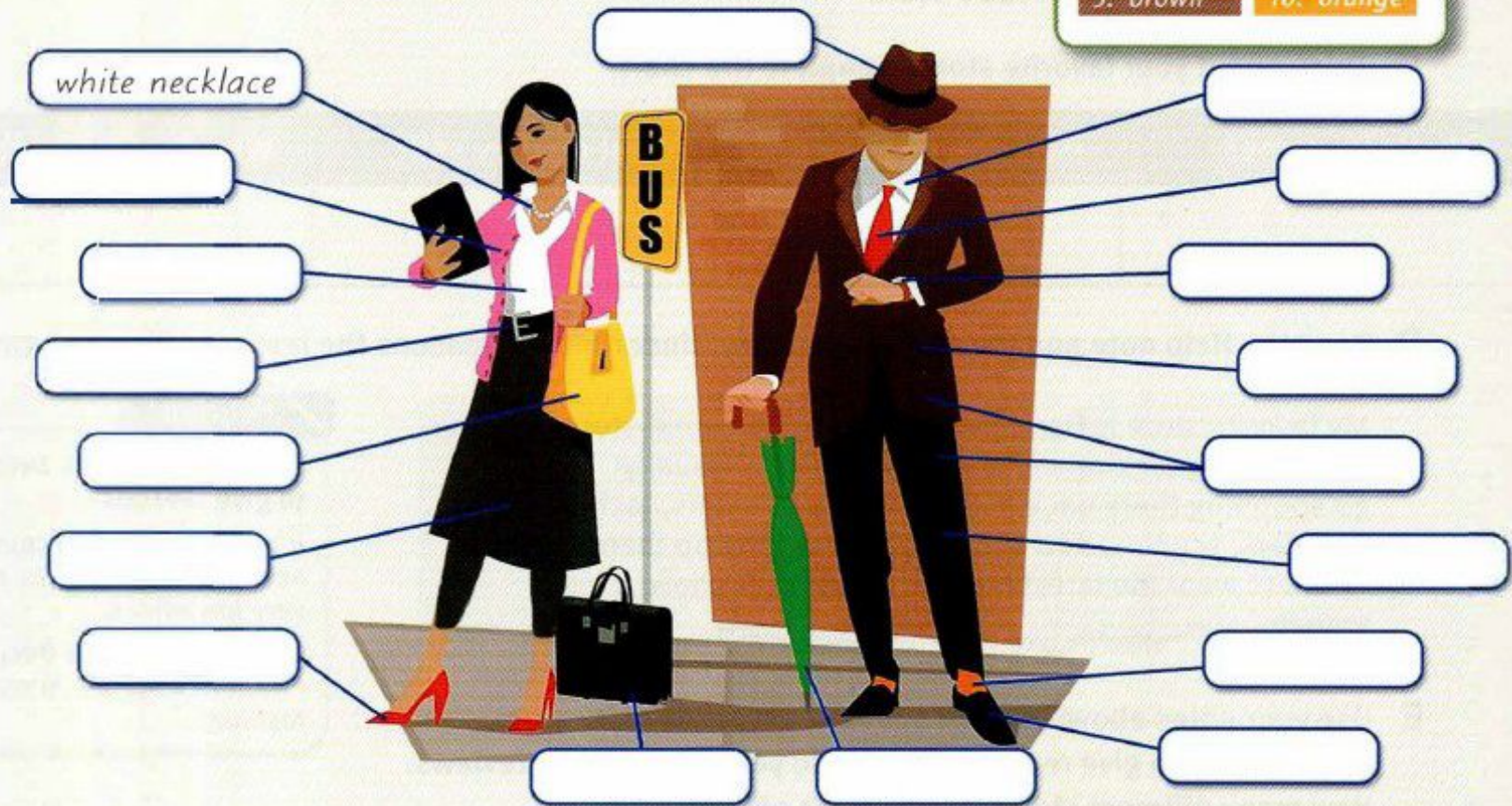
In conversation

It's black and white!

Here are the top ten colors people talk about.

- | | |
|----------|------------|
| 1. white | 6. green |
| 2. black | 7. yellow |
| 3. red | 8. gray |
| 4. blue | 9. pink |
| 5. brown | 10. orange |

1 Label the clothing and accessories in this picture.



2 Find and label at least three pictures you like from a magazine or catalog.



On your own

Go into a big clothing store. How many things can you name in English?



Can Do!

Now I can ...

I can ...

I need to review how to ...

talk about clothes and accessories.

show that I'm listening and show my feelings.

say what I like, want, need, and have to do.

understand conversations about prices.

ask for prices of things in stores.

understand a conversation about shopping habits.

discuss my shopping habits.

read a review of a mall.

take time to think.

write a review of a store.

A wide world



Can Do!

In this unit, you learn how to . . .

Lesson A

- Give sightseeing information with *can* and *can't*

Lesson B

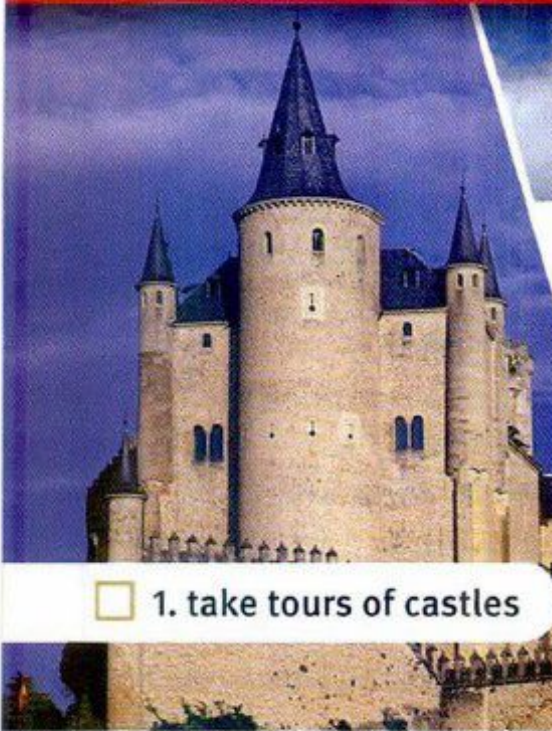
- Talk about international foods, places, and people
- Say what languages you can speak

Lesson C

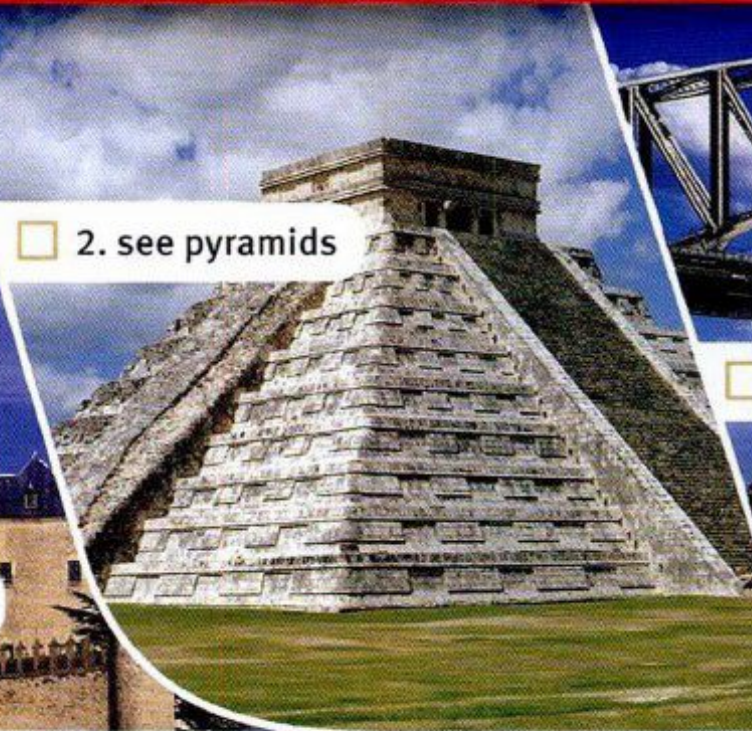
- Explain words using *kind of* and *kind of like*
- Use *like* to give examples

Lesson D

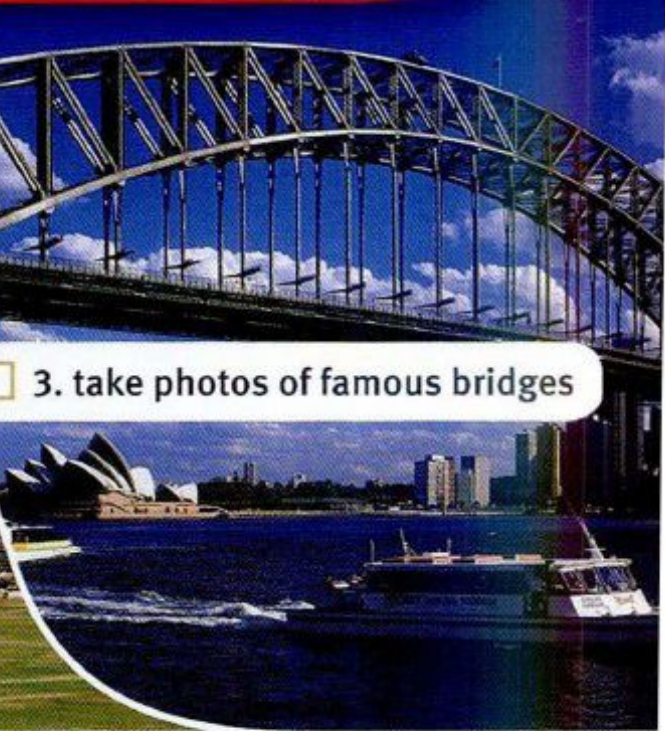
- Read a travel website
- Write a paragraph for a travel website



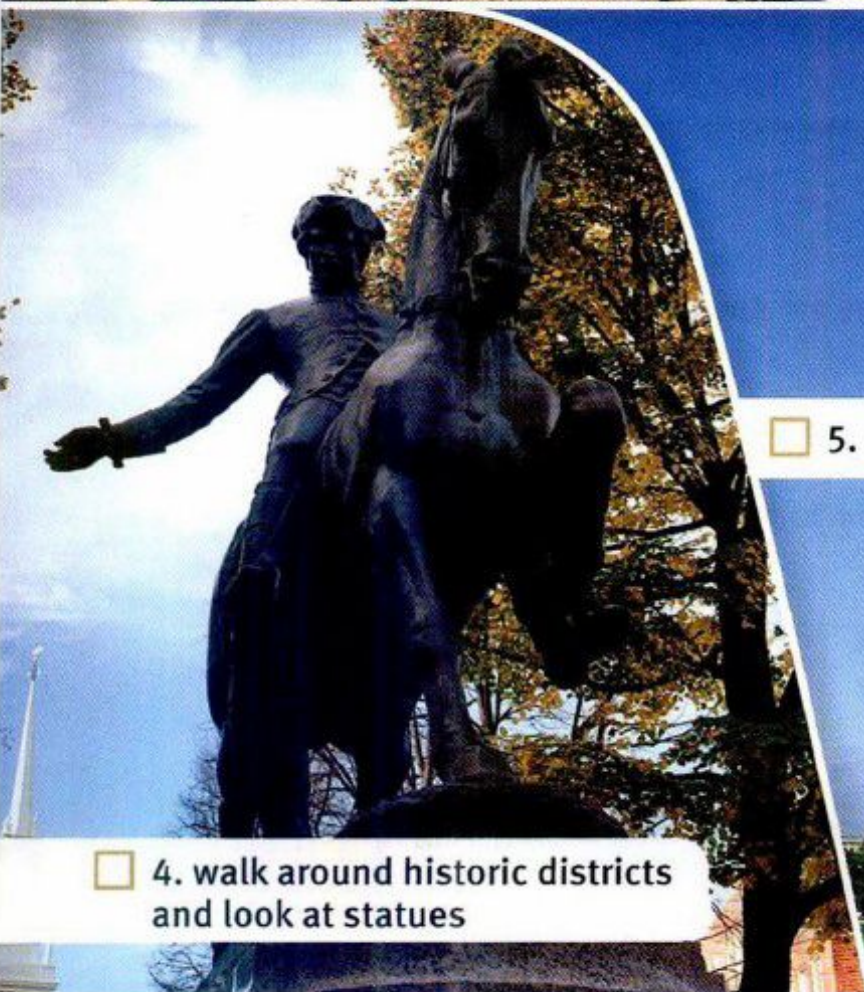
1. take tours of castles



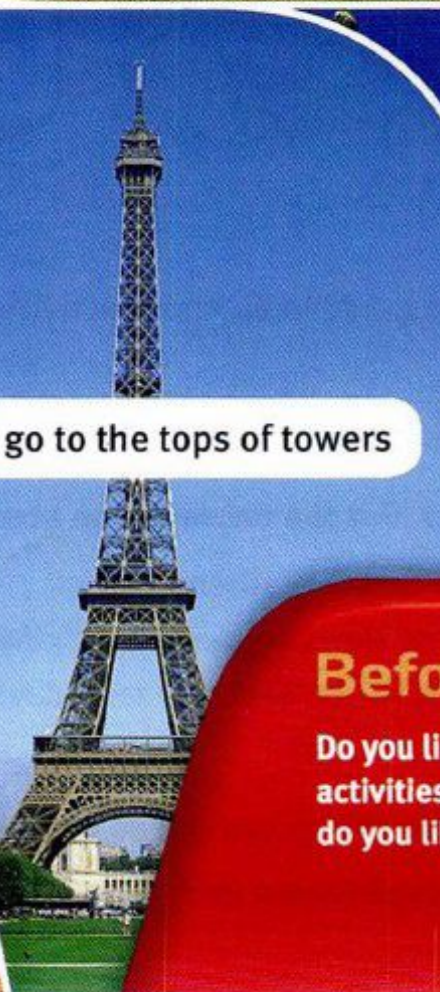
2. see pyramids



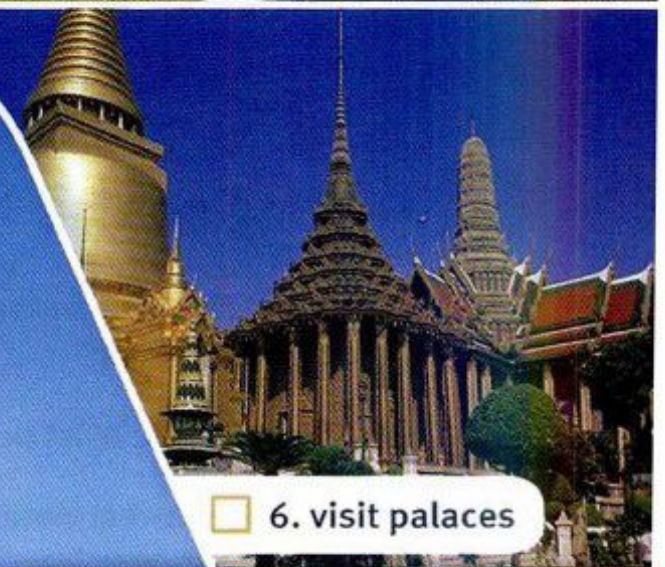
3. take photos of famous bridges



4. walk around historic districts and look at statues



5. go to the tops of towers



6. visit palaces

Before you begin . . .

Do you like to go sightseeing? Check (✓) the activities above you like to do. What other things do you like to do when you visit other places?

5 Great things to do in
New York

1. Go to Broadway, and see Times Square.
2. Take a ferry to see the Statue of Liberty.
3. Visit one of over 50 museums and buy some souvenirs.
4. Go to the top of the Empire State Building and get a view of the city.
5. Take a walk through Central Park.



- Emma** Oh, no. It's raining! What can you do in New York on a day like this?
- Ethan** Oh, come on. You can do a million things. We can take a ferry to the Statue of Liberty.
- Emma** A ferry – in this weather?
- Ethan** Well, . . . we can go to the top of the Empire State Building.
- Emma** But you can't see anything in the rain.
- Ethan** Yeah, you're right. I know – let's go to a Broadway show. There are shows on Wednesday afternoons.
- Emma** OK. It's a deal. But first can we buy an umbrella?
- Ethan** Sure we can. Look, there's a store over there.

1 Getting started

A Look at the page from a guidebook. Which activities are good when it's sunny? Which are good when it's raining?

B 2.49 Listen. What do Emma and Ethan decide to do? Practice the conversation.

Figure it out

C Circle the correct words. Use the conversation above to help you.

1. We can **to go** / **go to** the Statue of Liberty.
2. You can't **see** / **seeing** the views because it's raining.
3. What **we can** / **can we** do in New York on a rainy day?
4. **Do we** / **Can we** buy an umbrella?

About you

D **Pair work** What are some things you can do in New York City? Take turns giving ideas.

"You can take a walk through Central Park."

2 Grammar *Can* and *can't* for possibility 2.50

Extra practice p. 147

Use *can* to talk about things that are possible. Use *can't* for things that are not possible.

I	} can	} take a ferry. see a show. go to a museum.
You		
He		
She		
We		
They		

What **can** you do in New York?
You **can** do a million things.

Can we buy an umbrella?
Yes, we **can**.
No, we **can't**.

In conversation

You is the most common word before *can*. *You* often means "people in general."

You can't take pictures. = *It's not possible to take pictures.*

A Match the questions and answers about New York City. Then practice with a partner.

- | | |
|--|---|
| 1. Can you visit a historic neighborhood? ____ | a. You can go to the top of the Empire State Building. |
| 2. What kinds of museums can you go to? ____ | b. They can go shopping or go to a Broadway show. |
| 3. Can you take a bus tour? ____ | c. No, you can't. There are no real castles in New York. |
| 4. What can tourists do on a rainy day? ____ | d. Yes, you can. You can walk around Greenwich Village. |
| 5. Can you visit a castle? ____ | e. Well, you can go to an art museum or a history museum. |
| 6. Where can you get a good view of the city? ____ | f. Yes, you can. You can take a walking tour, too. |

About you

B **Pair work** Ask the questions again, and give answers about your city.

A Can you visit a historic neighborhood in Tokyo?

B Let me think. . . Well, you can visit the Yanaka neighborhood.

Common errors

Don't use *to* after *can*.

You can go shopping.

(NOT ~~You can to go shopping.~~)

3 Speaking naturally *Can* and *can't*

/kən/

What *can* you do here?

/kən/

You *can* go to the zoo.

/kæn(t)/

You *can't* go on Mondays.

A 2.51 Listen and repeat the sentences above. Notice the pronunciation of *can* and *can't*.

B 2.52 Listen and complete the sentences below with *can* or *can't*.

- What fun things _____ you do in your city?
- What _____ you do?
- You _____ sit at outdoor cafés at night.
- You _____ go to a show every night.
- You _____ spend a day at the beach.
- You _____ see live music at a club.
- You _____ take a ferry to an island.
- You _____ go up a tower.

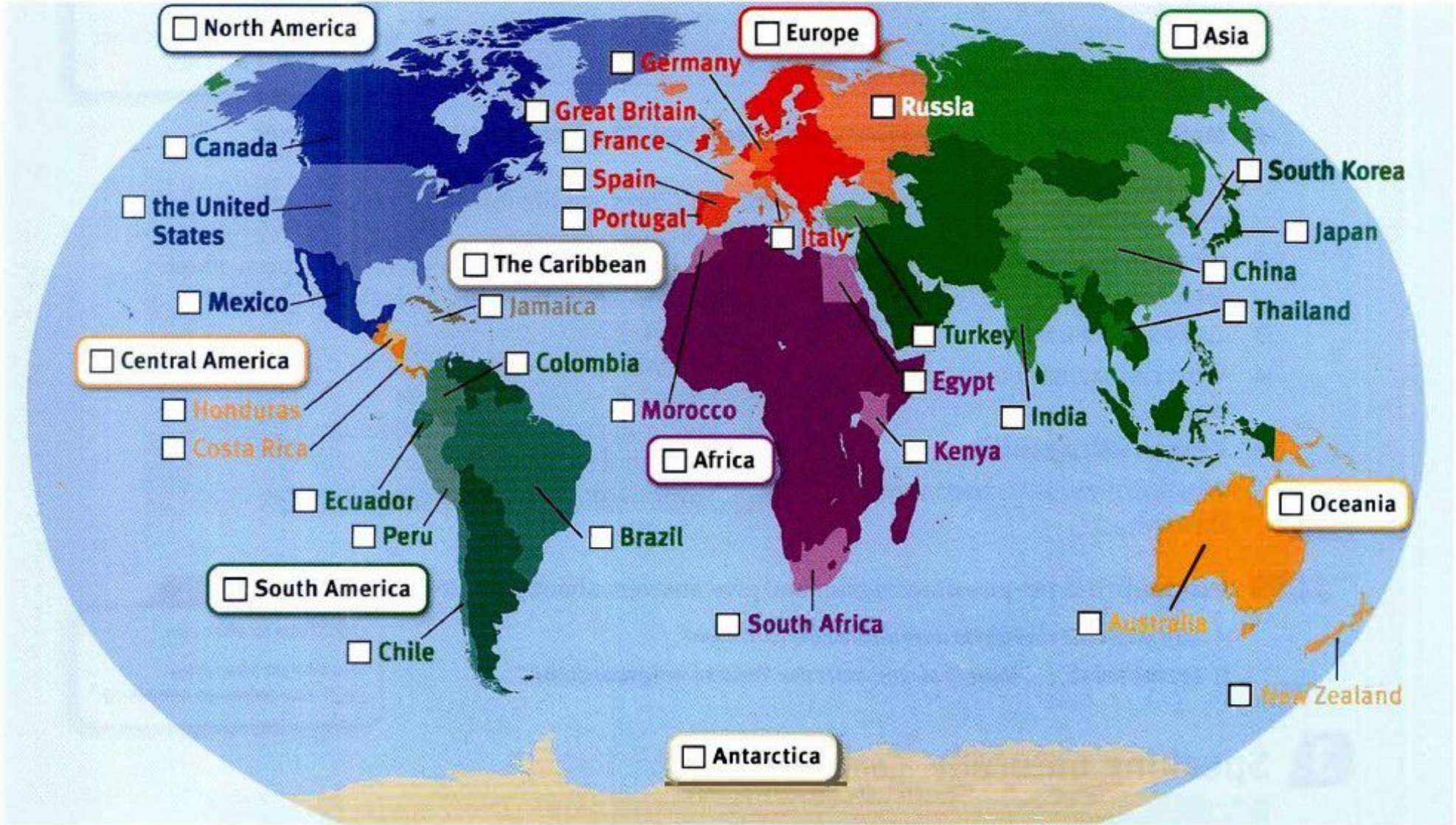
About you

C **Pair work** Are the sentences above true about your town or city? What else can and can't you do?



1 Building vocabulary and grammar

A 2.53 Listen and repeat. Check (✓) the countries you know in English. Add more.



Word sort **B** Where do people speak these languages? Complete the chart. Then compare with a partner.

Arabic	Chinese	English	French	German	Hindi	Italian
Egypt						
Japanese	Korean	Portuguese	Russian	Spanish	Turkish	Thai

Figure it out **C** Read what Claudia says about languages. Then complete the sentences.

Vocabulary notebook p. 94



Claudia

I'm from Brazil. My first language is Portuguese, but I can speak a little English, too. I can't speak Spanish, but I can understand it.

1. Claudia _____ speak Portuguese and English.
2. She _____ understand Spanish, but she _____ speak it.

2 Grammar *Can* and *can't* for ability 3.01

Extra practice p. 147

Use *can* to talk about things you do well. Use *can't* for things you don't do well, or don't do.

I **can** speak Chinese.

What languages **can** you speak?

Can you speak Spanish?

I **can't** speak Spanish.

I **can** speak English and Chinese.

Yes, I **can**. / No, I **can't**.


About you

Write questions using *can*. Then ask and answer the questions with a partner.

- How many / languages / you / speak? _____
- you / read / the news / in English? _____
- What languages / you / understand / but not speak? _____
- you / understand / movies / in English? _____
- you / sing / a song / in English? _____
- Who / speak / English / in your family? _____
- you / speak / any / other / languages? _____

3 Listening and speaking International dishes

A Look at the foods below. Do you ever eat these types of food? Tell the class.

B  3.02 Listen to Richard make restaurant plans with a friend. Check (✓) the types of food he likes.


 Brazilian

 Chinese

 Indian


 Italian

 Japanese

 Mexican

 Thai

 Turkish

C  3.02 Listen again. Which restaurant do Richard and his friend choose? Why?

About you

D Pair work Ask and answer questions about international foods. Take notes on your partner's answers. Tell the class about your partner.

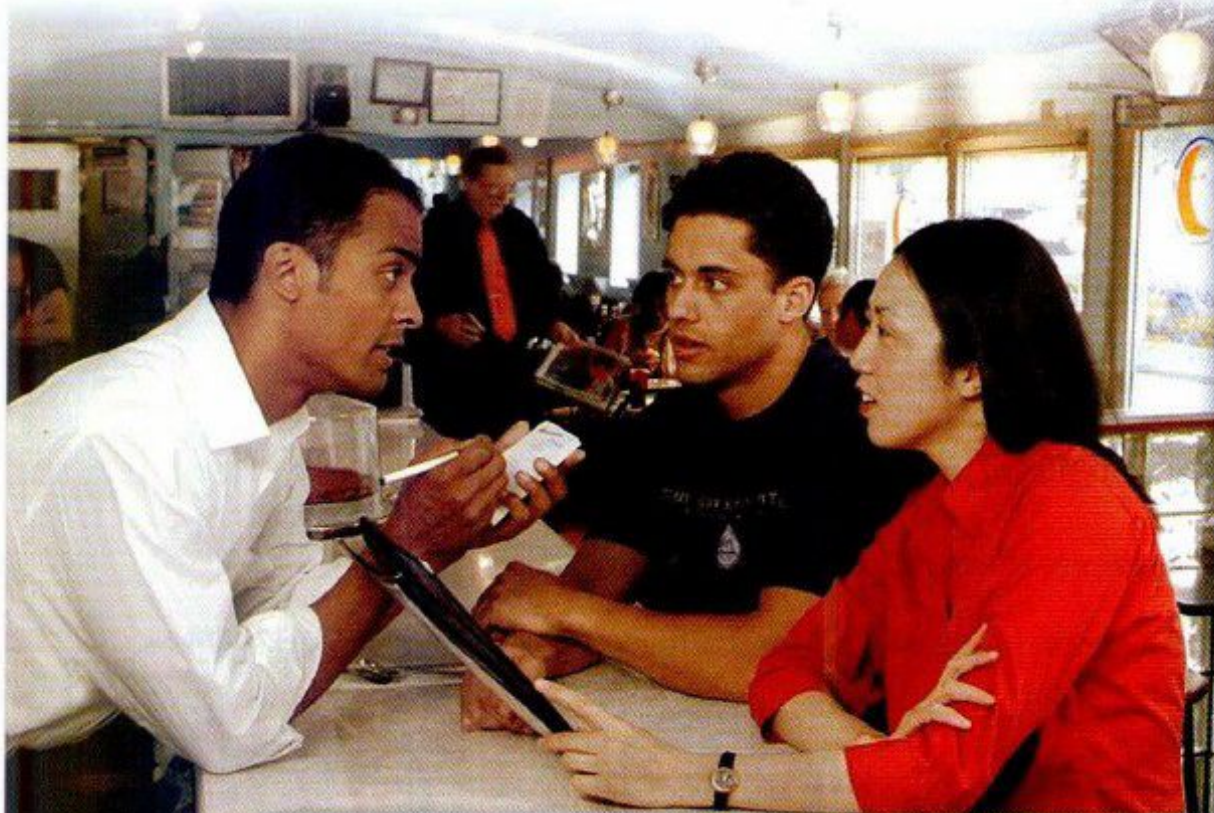
- Can you cook? What international dishes can you make?
- What are your favorite international dishes?
- What types of food don't you like?
- Can you find good international restaurants in your city?

"Ravi can cook very well. He can make Italian and French dishes."

1 Conversation strategy Explaining words

A How often do you order these things in a café: ice cream, soda, cake?

B 3.03 Listen. What do Yuki and Stan order?

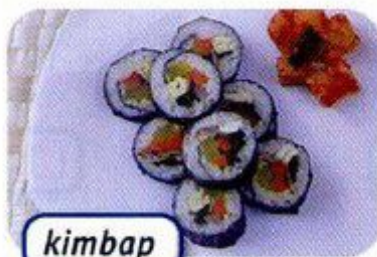


Server Are you ready to order?
 Yuki Yes. Can I have a large diet soda?
 Server A large diet soda?
 Yuki Yes, please.
 Stan Um, can I have coffee ice cream with chocolate sprinkles?
 Server Sure. OK.
 Yuki What are sprinkles?
 Stan They're a kind of candy. You can put them on things like ice cream and cake. They're kind of like sugar.
 Yuki Oh, I know. You can get them in Japan, too.

C Notice how Stan uses *a kind of* and *kind of like*. He's explaining a new word to Yuki. Find examples in the conversation.

"What are sprinkles?"
"They're a kind of candy."

D 3.04 Look at the photos. Complete the first sentence about each item with a word from the box. There is one extra word. Then listen and write the country each item comes from.



bread drink dessert snack soup

- | | | |
|----------------------------------|---------------------------------|----------------------------|
| 1. Kimbap is a kind of _____ . | It's like Japanese sushi. | Kimbap is from _____ . |
| 2. A crêpe is a kind of _____ . | It's kind of like a pancake. | They eat crêpes in _____ . |
| 3. Gazpacho is a kind of _____ . | It's kind of like tomato juice. | It's from _____ . |
| 4. Lassi is a kind of _____ . | It's kind of like a milkshake. | Lassi is from _____ . |

E Pair work Take turns asking a partner to explain the words above.

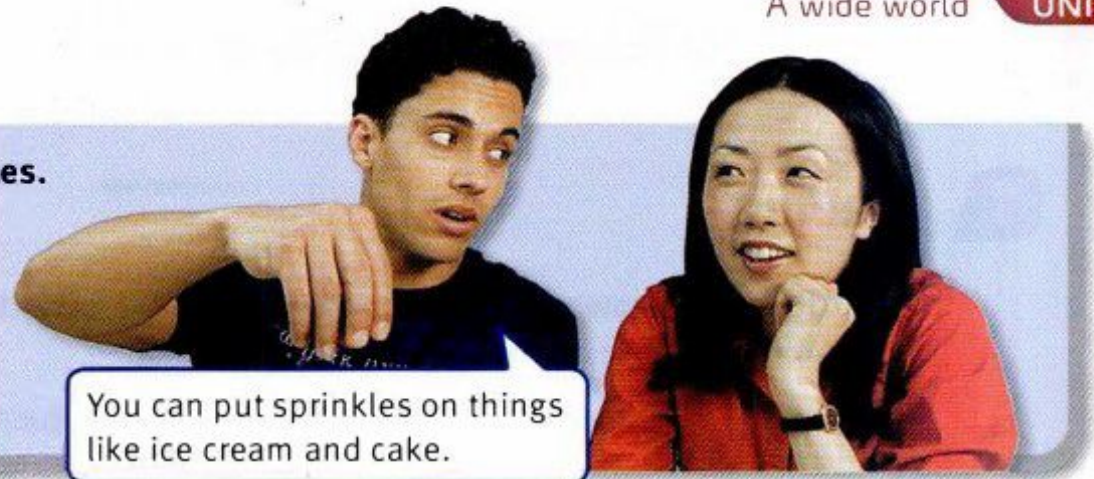
"What's kimbap?" *"It's a kind of..."*

2 Strategy plus *Like*

You can use **like** to give examples.

In conversation

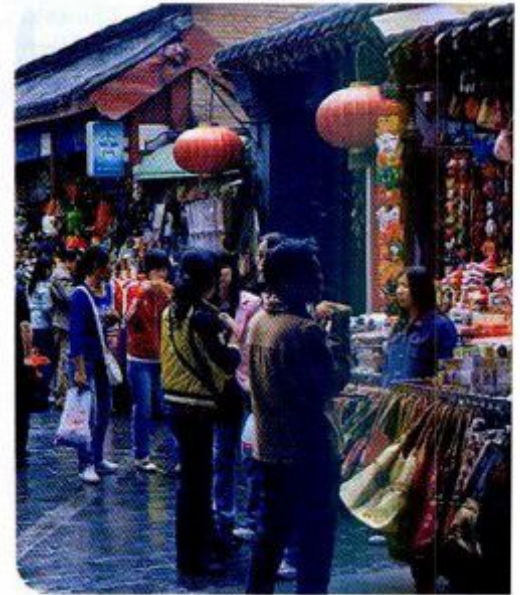
Like is one of the top 15 words. It has other meanings:
I like Brazilian food.
What's Thai food like? Spicy?
Sprinkles are like sugar.



You can put sprinkles on things like ice cream and cake.

About you Imagine a tourist is asking these questions about your country. Complete the answers. Then practice with a partner.

1. A What are good souvenirs to buy?
 B Let's see. You can buy things like _____.
2. A Do you ever see people in traditional clothes? What are they like?
 B Well, sometimes people wear things like _____.
3. A Can you buy any traditional musical instruments?
 B Yeah, you can buy things like _____.
4. A Where are good places to visit?
 B Well, you can visit places like _____.



3 Listening and strategies What language is it from?

A 3.05 Listen and complete the chart. Then match the items and the photos.

Foreign word	What is it?	What language is it from?	Where is it popular?
1. <i>hamburger</i>	It's a kind of _____.	_____	_____
2. <i>tortilla</i>	It's kind of like _____.	_____	_____ and _____
3. <i>baklava</i>	It's a kind of _____.	_____	_____ and _____
4. <i>balalaika</i>	It's a kind of _____.	_____	_____



About you **B** **Pair work** Imagine you are a visitor to your country. Role-play conversations. Ask your partner to explain three words (e.g., food, clothes, an instrument).

- A *What's guacamole?*
 B *It's a kind of snack.*

1 Reading

A What do you know about these popular tourist destinations? What can you see or do there? Make a class list.

- Bogotá
- Rio de Janeiro
- Moscow
- Beijing

B Look at the website. How many of your ideas are mentioned?

Reading tip

Before you read something, think, "What do I know about this?" and "What can I learn?"


http://www.travelguide... Q

The Travel Guide

Where can you go for a great city break? Paris? London? New York? Of course! But there are many more amazing cities to see! Click More to find out about these exciting destinations.

BOGOTÁ, Colombia

Bogotá is a city of contrasts. Walk around La Candelaria, a historic neighborhood with narrow streets, old churches, and modern skyscrapers! Or go to the Chapinero neighborhood, with its beautiful park, great cafés, and shops. Don't miss the Gold Museum and its beautiful jewelry exhibits. [More](#)



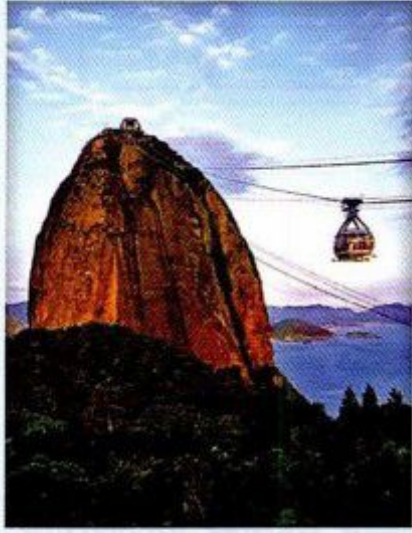
MOSCOW, Russia

The Kremlin Palace and the Cathedral of Saint Basil in Red Square are just some of the historic sites you can see in Russia's capital. There are also tourist attractions *under* the city! The Moscow Metro (the subway) is full of art, statues, and crystal chandeliers. [More](#)



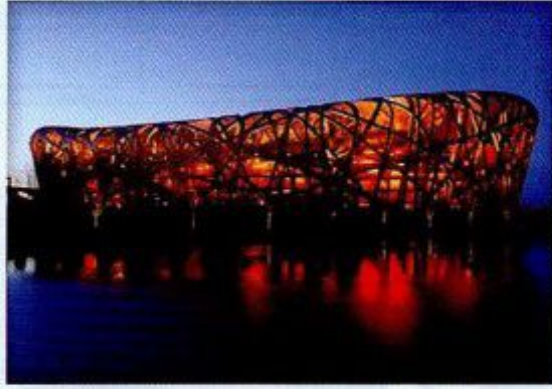
RIO DE JANEIRO, Brazil

Rio is famous for its beaches, mountains, and natural beauty. Walk through Tijuca National Park, or take the cable car to the top of Sugar Loaf Mountain for amazing views of the city. Or you can join the locals and head for the beach. [More](#)



BEIJING, China

In Beijing, you can experience the old and the new. Take a tour of the Forbidden City with its 600-year-old palaces. Then visit the modern Olympic "bird's nest" stadium [Beijing National Stadium]. End the day with a traditional foot massage. [More](#)



C Look at the website again. Find these things and answer the questions. Then discuss with a partner.

- a historic neighborhood. What are the streets like?
- two cities with palaces. Where are these palaces?
- a place to get a great view. How do you get to the top?
- a city you want to visit. What do you like about this city?



2 Talk about it Do you want to take a trip?

Group work What ideas do you and your classmates have about travel?

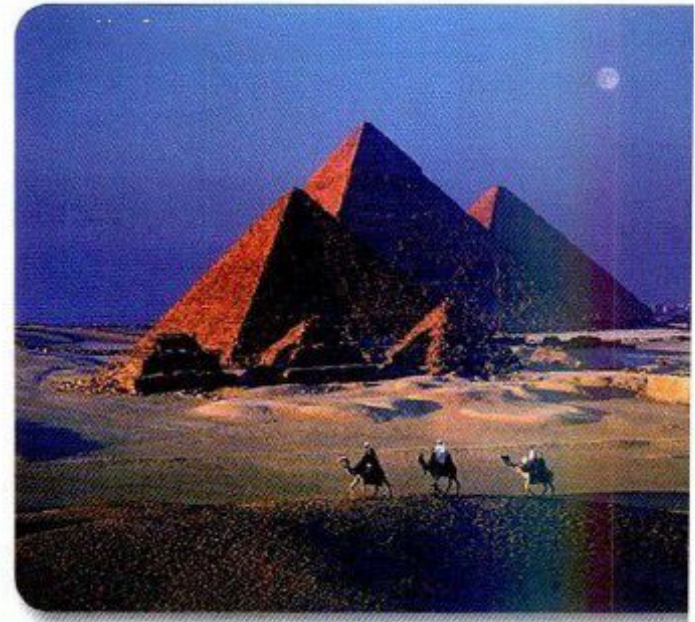
Can you agree on . . .

- ▶ three countries you all want to go to?
- ▶ three tourist attractions you want to see?
- ▶ three types of food you all want to try?
- ▶ two languages you need when you travel abroad?
- ▶ three really good souvenirs to buy?
- ▶ the three best places to visit in your country?

A Well, I want to go to Egypt.

B Yeah. You can see the Pyramids.


C Yes, it looks interesting, and I can speak Arabic.



3 Writing An online travel guide

A Read the extract below from a travel guide website. Notice how commas separate the different items in a list. Can you find similar lists on the website on page 92?

Bangkok, Thailand is famous for its palaces, temples, and beautiful river. Visit the beautiful Grand Palace. Walk around the historic temples, the quiet gardens, and the museum. Then you can take a boat trip on the river and enjoy the sunset.



Help note

Commas in lists
Bangkok is famous for its palaces, temples, and beautiful river.

B Write about a place you know for the Travel Guide on page 92. Use the Travel Guide and the extract about Bangkok to help you.

C **Pair work** Read your classmates' paragraphs. Which ones are the most interesting?

About you **D** **Pair work** Find words in the Travel Guide with the meanings below. Then take turns using the words in sentences about your city.

1. different things _____
2. tall buildings _____
3. the main city in a country _____
4. people who live in a place _____
5. go to _____
6. "You can't do it – it's _____."

Free talk p. 134



Learning tip *Grouping vocabulary*

You can sort new vocabulary into groups. You can group nationalities by their endings and countries by their regions.

- 1 Choose 15 or more nationalities you want to learn. Write them in a chart like this. Group the nationalities by their endings.

<i>-ese</i>	<i>-ian / -an / -n</i>
<i>Vietnamese</i>	<i>Colombian</i>
<i>-ish</i>	<i>Other</i>
<i>Spanish</i>	<i>Greek</i>

- 2 Make a chart like this for different countries.

Africa	Asia	Europe
<i>Morocco</i>	<i>Thailand</i>	<i>France</i>
North America	Central America	South America



On your own

Find a world map. Label it in English. How many countries do you know?

Some countries and nationalities

Argentina	Argentine
Brazil	Brazilian
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Costa Rica	Costa Rican
Ecuador	Ecuadorian
Egypt	Egyptian
France	French
Germany	German
Great Britain	British
Greece	Greek
Iraq	Iraqi
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Mexico	Mexican
Morocco	Moroccan
Panama	Panamanian
Peru	Peruvian
Poland	Polish
Portugal	Portuguese
Russia	Russian
Saudi Arabia	Saudi
South Korea	South Korean
Spain	Spanish
Thailand	Thai
Turkey	Turkish
United Arab Emirates	Emirati
Venezuela	Venezuelan
Vietnam	Vietnamese



Can Do! Now I can ...

I can ... I need to review how to ...

- give sightseeing information.
- say what languages I can speak.
- talk about countries and nationalities.
- explain words and give examples.
- understand people making restaurant plans.
- understand explanations of foreign words.
- read a travel website.
- write a paragraph for a travel website.

1 Questions and follow-up questions!

A Complete the questions with verbs. Then match the questions and answers. Practice with a partner.

1. What are you wearing today? (wear) d
2. What colors _____ the teacher _____ today?
(wear) _____
3. What _____ in your neighborhood this week?
(happen) _____
4. What can you _____ in your neighborhood after
midnight? (do) Can you _____ dancing? (go) _____
5. What do you want _____ tonight? (do) _____
6. What kinds of restaurants do you like _____ to? (go) _____
7. What languages can you _____? (speak) _____
8. What do you have _____ next weekend? (do) _____
9. What time do you have _____ tomorrow? (get up) _____
10. What _____ your friends _____ today? (do) _____
11. How often do you like _____ your family? (see) _____
12. What _____ you _____ about right now? (think) _____

- a. There's a rock concert.
- b. I want to stay home.
- c. Every weekend.
- d. Jeans and a T-shirt.
- e. Food. I'm hungry.
- f. Blue and gray.
- g. English and a little Spanish.
- h. They're all working.
- i. I need to clean the house.
- j. Well, I like Thai and Italian food.
- k. No, you can't, but you can see a movie.
- l. Early. I have to be at work before 8:00.

B **Pair work** Choose five questions and start conversations. Ask follow-up questions. How many follow-up questions can you ask for each topic?

A What do you want to do tonight?

B I want to see a movie.

A Good idea! Do you know what movies are out?

B No, but we can look online.

2 Play a word game.

Complete the chart. Write a word for each category beginning with each letter. You have two minutes! Then compare with a partner. Who has a word in every space?

Category	B	G	R	S	T
a sport or type of exercise	<i>basketball</i>				
a country		<i>Greece</i>			
a nationality			<i>Russian</i>		
an item of clothing or jewelry				<i>a suit</i>	
a color					<i>turquoise</i>

A What sport begins with "B"? I have "basketball."

B Let's see. I have "baseball."

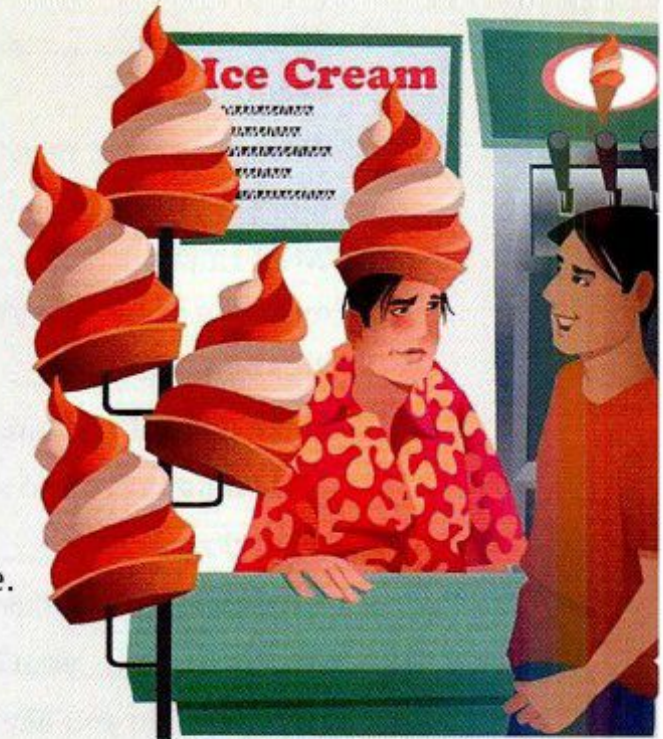
A OK, what country begins with "B"?

3 Can you use these expressions?

Complete the conversation. Use the expressions in the box. Sometimes there's more than one correct answer. Then practice with a partner.

this those kind of like Let me think ✓ That's great
that like a kind of Let's see That's too bad

Samir Grant! What are you doing here?
Grant I'm working here for the summer.
Samir Wow! That's great. Hey, I like your uniform.
I mean, _____ shirt is cool.
Grant Yeah, but I can't stand _____ hat. It's so hot.
Samir _____. Do you have to wear it?
Grant Uh-huh. So, what can I get for you?
Samir _____. . . . What do you have?
Grant Um . . . we have things _____ ice cream, frozen yogurt, smoothies. . . .
Samir What's a smoothie?
Grant It's _____ drink. It's _____ a milkshake.
Samir _____. Do I want frozen yogurt or a smoothie?
Grant Well, they're both good.
Samir Hey, do people really buy _____ hats?
Grant Actually, they're free with the frozen yogurt.
Samir In that case, can I have a smoothie?



4 Do you have similar interests and tastes?

A Complete the sentences in the chart with your own information.

Sports	Countries and languages
I don't like to watch _____ . I want to learn (to) _____ .	I want to go to _____ . I want to learn _____ .
Colors	Clothes
I like to wear _____ . I can't wear _____ .	I never wear _____ . I wear _____ a lot.
Seasons	Weather
I love the _____ . I don't like the _____ .	I hate to go out when it _____ . I love to be outside when it _____ .

B **Group work** Compare sentences. What do you have in common?

- A I don't like to watch golf on TV.*
B Me neither. I think it's boring.
C Really? I love to watch golf. But I don't like to watch baseball.



Busy lives



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about last night using simple past regular verbs

Lesson B

- Describe the past week using simple past irregular verbs
- Ask simple past *yes-no* questions

Lesson C

- Respond to news with *Good for you*, etc.
- Say *You did?* to show surprise or interest

Lesson D

- Read about a blogger's week
- Write a blog about your week, using *after*, *before*, *when*, and *then*



1

2

3

4

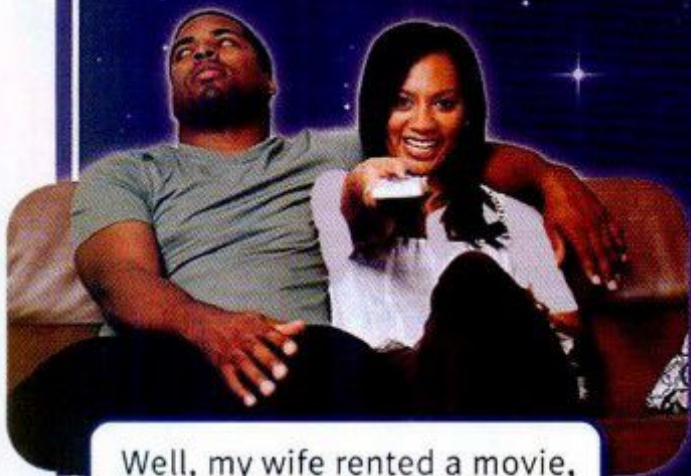
Before you begin . . .

What do you do during the week? Are you busy? Do you do these things? What else do you do?

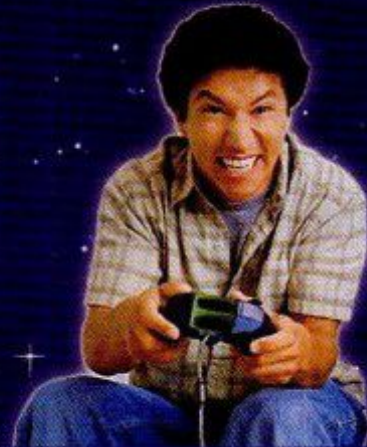
- practice a musical instrument
- go grocery shopping and run errands
- work late
- cook dinner every night

WE ASKED PEOPLE . . .

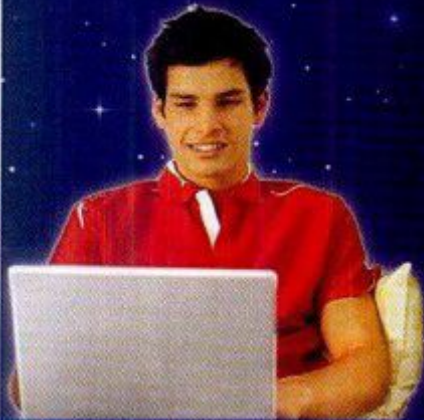
What did you do last night?



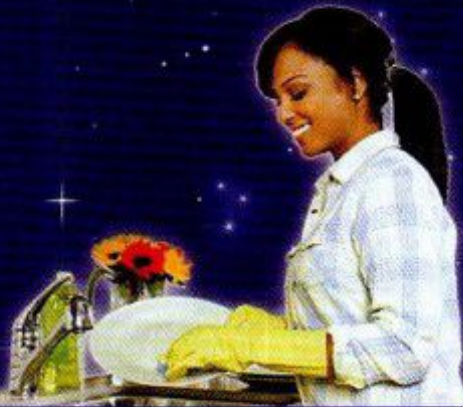
Well, my wife rented a movie, so we watched that. But I didn't like it much. – Peter



Let me think. I stayed home, played a video game with some friends, and listened to music. That's it. – Josh



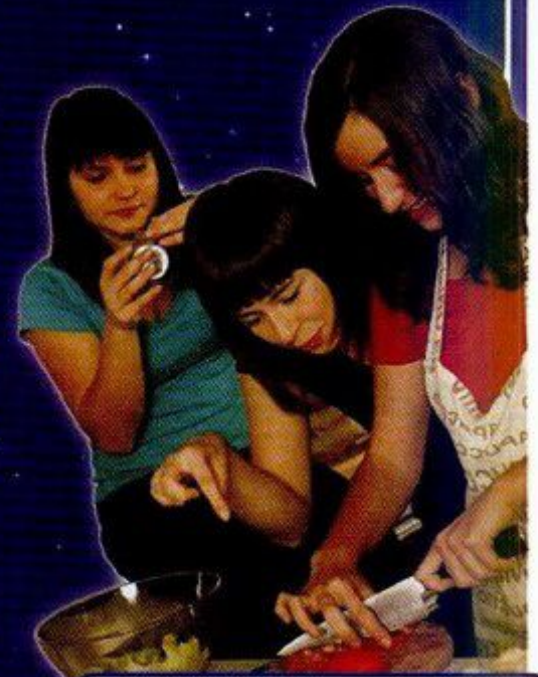
I chatted online with my friend Jay. He's living in Italy. – Stephen



I just worked late and then cleaned the house. You know – the usual. – Rachel



I tried to study for a math exam while my roommate practiced her flute. – Mari



I didn't want to go out, so I invited a couple of friends over, and we cooked dinner. – Melissa

1 Getting started

A What do you do on a typical weeknight at home? Tell the class.

B 3.06 Listen and read. Which of the people above had fun last night?

Figure it out

C Find the verbs the people use to talk about last night and complete the sentences. Then circle other verbs the people use to talk about the past.

- Peter and his wife _____ a movie. Peter _____ like it.
- Melissa and her friends _____ dinner. She _____ want to go out.
- Rachel _____ late. She _____ watch a movie.

2 Grammar Simple past statements – regular verbs 3.07

Extra practice p. 148

Simple past regular verbs are verb + **-ed**. The negative form is **didn't + verb**.

- | | |
|---------------------------------|-------------------------------------|
| I played a video game. | I didn't play chess. |
| You studied math. | You didn't study English. |
| He watched a movie. | He didn't watch TV. |
| She wanted to stay home. | She didn't want to go out. |
| We cooked Italian food. | We didn't cook Chinese food. |
| They chatted online. | They didn't chat very long. |

didn't = did not

Simple past endings

- | | | |
|--------|---|---------|
| watch | ▶ | watched |
| invite | ▶ | invited |
| play | ▶ | played |
| study | ▶ | studied |
| chat | ▶ | chatted |

In conversation

People use the simple present and simple past more often than any other verb form.

A Complete the sentences about last night with the simple past form of the verbs.

- I played (play) a video game.
- I _____ (not / want) to work.
- My best friend _____ (call) me. We _____ (chat) for a while.
- It _____ (rain), so I _____ (not / want) to go out.
- My friend and I _____ (practice) guitar together.
- I _____ (try) to study, but some friends _____ (call) and they _____ (invite) me to a party.
- Some friends and I _____ (cook) dinner together.
- I _____ (watch) a movie, but I _____ (not / like) it much.

About you

B **Pair work** Make the sentences above true for you.

A I didn't play a video game last night. How about you?

B Me neither. I watched TV.

Common errors

Don't use a simple past form after *didn't*.

I didn't clean the house.
(NOT ~~didn't cleaned~~ the house.)

3 Speaking naturally -ed endings

/t/ I work**ed** on Saturday. /d/ We play**ed** a game. /ɪd/ I chat**ed** online.

A 3.08 Listen and repeat the sentences above. Notice the **-ed** endings of the verbs.

B 3.09 Listen and repeat the verbs and sentences below. Which verbs end in /t/ or /d/? Which verbs have an extra syllable and end in /ɪd/? Check (✓) the correct column.

		/t/ or /d/	/ɪd/
1. talked	I talked to some friends from college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. visited	Then I visited a classmate.	<input type="checkbox"/>	<input type="checkbox"/>
3. invited	She invited me over.	<input type="checkbox"/>	<input type="checkbox"/>
4. stayed	I stayed a couple of hours.	<input type="checkbox"/>	<input type="checkbox"/>
5. watched	We watched a movie together.	<input type="checkbox"/>	<input type="checkbox"/>
6. enjoyed	I really enjoyed my evening.	<input type="checkbox"/>	<input type="checkbox"/>

About you

C **Group work** Tell your group one thing you did each night last week. Use the verbs from the lesson. How many things do you have in common?

"Last Sunday night I called my grandparents. How about you?"

1 Building vocabulary Irregular verbs

A 3.10 Listen and say the sentences. Check (✓) the things you did last week. Tell the class.

Last week . . .

<p>1 </p> <p><input type="checkbox"/> I bought a sweater.</p>	<p>2 </p> <p><input type="checkbox"/> I had a piano lesson.</p>	<p>3 </p> <p><input type="checkbox"/> I made a lot of phone calls.</p>
<p>4 </p> <p><input type="checkbox"/> I saw three movies.</p>	<p>5 </p> <p><input type="checkbox"/> I read a couple of books.</p>	<p>6 </p> <p><input type="checkbox"/> I went to a party.</p>
<p>7 </p> <p><input type="checkbox"/> I took an exam and got an A.</p>	<p>8 </p> <p><input type="checkbox"/> I met someone interesting.</p>	<p>9 </p> <p><input type="checkbox"/> I did a lot of work. <input type="checkbox"/> I wrote three reports.</p>

B Look at the verbs in bold above. Can you figure out which verbs they are? Make a list.


bought - buy

Note
Irregular simple past verbs do not end in *-ed*.
buy ► bought
I bought a sweater. (NOT I ~~buyed~~ a sweater.)

C Write one thing you did at each time below. Then compare with a partner.

Yesterday	Last night	Two days ago
<i>I bought some new jeans.</i>		
Last week	Last month	Last year

2 Building language

A  3.11 Listen to Mei Lei take an online survey. Check (✓) her answers.

Did you have a busy week?	Yes, I did.	No, I didn't.
1. Did you have to work late every night?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Did you write any reports?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you get a lot of emails?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you have any appointments?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you make a lot of phone calls?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you go to any meetings?	<input type="checkbox"/>	<input type="checkbox"/>

Figure it out **B** Complete the questions about last week. Use the survey above to help you.

- _____ you take a class?
- _____ you go shopping?
- Did you _____ the laundry?
- Did you _____ any exams?

About you **C** **Pair work** Ask and answer all the questions in Exercises 2A and 2B. How many things do you have in common?

3 Grammar Simple past yes-no questions 3.12

Extra practice p. 148

Did	you he / she we they	{ go out a lot last week? play tennis last weekend?	Yes,	I he / she we they	{ did. didn't.
			No,		

About you **A** Unscramble the questions and write your own answers. Then ask and answer the questions with a partner. Remember your partner's answers.

- you / early / go to bed / Did / last night / ?

Did you go to bed early last night? Yes, I did. I went to bed at 9:00.
- a lot of homework / you / Did / yesterday / do / ?

- do any errands / you / have to / Did / last weekend / ?

- have / Did / last month / a busy schedule / you / ?

- last Friday / go out / Did / you and your friends / ?

- anything interesting / your best friend / do / Did / last week / ?

About you **B** **Pair work** Find a new partner. Ask and answer questions about your first partners. How much do you remember?

A *Did Alex go to bed early last night?*

B *No, he didn't. He went to bed after midnight.*

1 Conversation strategy Appropriate responses

A Match the questions and the expressions. Which expressions can you use when someone . . .

1. passed a test? d
2. has to take a test tomorrow? _____
3. failed a test? _____
4. got an A on a test? _____

- a. I'm sorry to hear that.
- b. Congratulations!
- c. Good luck.
- d. Good for you.

B 3.13 Listen. Which conversations are about good news? Which are about bad news?

1 Mark Thank goodness it's Friday.
Eve Yeah. I'm exhausted.
Mark Me too. I had a cold all week.
Eve You did? I'm sorry to hear that.

2 Selina So how did your interview at the hospital go?
Adam Great! I got the job.
Selina You did? Thank goodness! I know you really wanted it.
Adam Yeah. I start on Monday.
Selina That's great. Congratulations!

3 Celia Hey – happy birthday! Did you have a nice day?
Hugo Yeah. Thanks. I went out for lunch with some friends.
Celia You did? Nice.

4 Olivia Did you take your driver's test yesterday?
Jake Yeah. I failed.
Olivia Oh, you did? I'm sorry to hear that.
Jake I can take it again next month, though.
Olivia Yeah? Well, good luck!

C Notice how the people above respond to news. They use expressions like *I'm sorry to hear that*. Find examples in the conversation.

*"I had a cold all week."
"I'm sorry to hear that!"*

D Write a response for each comment. Use the ideas in the box. Then practice with a partner.

1. I have a job interview this week. _____
2. I'm exhausted. I have a terrible cold. _____
3. I lost my job last week. _____
4. I'm 21 today! _____
5. I passed my driver's test last week. _____
6. My sister had to go to the hospital, but she's OK. _____

- Good luck!
Happy birthday!
Congratulations!
I'm sorry to hear that.
Thank goodness!

"I have a job interview this week." "That's great. Good luck!"

2 Strategy plus *You did?*


You can say ***You did?*** to show that you're interested or surprised, or just that you're listening.

I had a cold all week.

You did?

In conversation

You can also say ***Did you?*** to show that you're listening.

A  3.14 Match each comment with a response. Write *a* to *e*. Then listen and check. Practice and continue the conversations with a partner.


- I had a nice, relaxing day at the beach last weekend. _____
- I went to a new jazz club last Saturday. _____
- I invited some friends over to my house last Friday night. _____
- I stayed home on Sunday. _____
- I took my sister to a movie for her birthday. _____

- You did? Did you like the music?
- Did you? Did you do chores?
- You did? Did you go swimming?
- Did you? Did you see anything good?
- You did? Nice. Did you cook dinner?

About you

B **Pair work** Tell a partner three things you did last weekend. Respond with *You did?* or *Did you?* and a follow-up question.

3 Listening and strategies Good week? Bad week?

A  3.15 Listen to the conversations. What kind of week did the people have? Check (✓) the correct words.

- | | | | |
|-----------|-------------------------------------|-----------------------------------|--------------------------------------|
| 1. Laura: | <input type="checkbox"/> fun | <input type="checkbox"/> busy | <input type="checkbox"/> relaxing |
| 2. Tyler: | <input type="checkbox"/> exhausting | <input type="checkbox"/> bad | <input type="checkbox"/> exciting |
| 3. Louis: | <input type="checkbox"/> boring | <input type="checkbox"/> terrible | <input type="checkbox"/> interesting |

B  3.15 Listen again. Complete the sentences.

- Laura wrote a _____ last week. She has to present it at a _____ next week.
- Tyler painted a picture of _____. _____ bought it.
- Louis's department store _____. Now he can't _____.

C  3.15 Listen and respond. Choose the best response to give each person. There is one extra.

- | | | |
|----------------|-----------------------------------|---|
| 1. Laura _____ | a. Oh, I'm sorry to hear that. | c. You did? Congratulations! |
| 2. Tyler _____ | b. Did you? Well, happy birthday! | d. Really? Good for you. Well, good luck! |
| 3. Louis _____ | | |

About you

D **Pair work** Did you have a good week or a bad week? Tell a partner. How long can you continue your conversation?

A I had a really good week. I had to write a big essay, but I finished it.

B You did? Good for you. Did you get an A?

1 Reading

- A** Do you ever read blogs? Do you know people who write blogs? What topics do they write about? Tell the class.
- B** Read Martin's blog. What did he do last week? What problems did he have?

Reading tip

Writers don't always repeat the subject of two or more actions. *I invited her over, cooked . . . , and made . . .*
(= I invited . . . , I cooked . . . , I made . . .)

M
Martin's Blog

SHE SAID YES!!!

SATURDAY, APRIL 28

What a *crazy* week! I forgot Sophie's birthday. I got a new job. Oh, and I *almost* didn't ask Sophie to marry me!

I bought a ring for Sophie on Saturday morning – I wanted to ask her to marry me that night. So I invited her over, cooked a special dinner, and made her favorite dessert. I felt nervous, but when she arrived, she said she had a cold and felt tired. *Not* the right mood for "Marry me." She went straight home after dinner. She didn't even eat my chocolate cake!

I had an important interview on Wednesday – I didn't get Sophie's cold, thank goodness – and I got the job! When I texted Sophie the good news, she texted back, "Let's have dinner on Friday to celebrate!" Perfect, right? Wrong. We went to our favorite restaurant. Before the server showed us to our table, Sophie saw some friends, and we all ate together. I didn't want to ask her in front of all our friends. After we left the restaurant, Sophie borrowed my jacket. (*Oh, no! The ring!*) She put her hands in the pockets and found the box!

"Oh, you remembered my birthday!" she said. (*Oh, no! Her birthday!*) Then she opened the box. Thinking fast, I dropped to one knee. "Happy birthday, Sophie! Will you marry me?"

POSTED BY MARTIN EMORY AT 11:11 AM

3 COMMENTS

April 28, 4:42 PM Bill Sanders said . . .
Nice save, Martin. Your post is hilarious! Also, congratulations! 😊 You guys are great!

April 28, 5:21 PM Mike said . . .
Good luck to both of you! And happy birthday to Sophie! Call me sometime and let's talk.


April 28, 6:47 PM Sophie said . . .
You're so sweet, Martin. Don't worry – you don't need to buy me a birthday present. I love you.

- C** Read Martin's blog again. Are the statements true or false?

Check (✓) *True* (T) or *False* (F). Compare with a partner.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Martin wanted to ask Sophie to marry him on Saturday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sophie went home early on Saturday because she had a cold. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Martin got Sophie's cold. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sophie felt happy when Martin got a new job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Martin planned a big dinner with Sophie's friends on Friday night. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Martin bought Sophie a birthday present. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Listening and speaking *Guess what I did!*

- A**  3.16 Listen to three voice mail messages. What are they about? Number the topics 1 to 3. There are two extra.

getting in shape _____ work _____ a vacation _____ a new movie _____ studying _____

- B**  3.16 Listen again. Circle the correct words to complete the sentences.

- Ethan ate a lot of **fast food** / **new dishes** on his trip.
- He's learning **French** / **to cook**.
- Alexis bought some new clothes for **her job** / **a show**.
- She **likes to** / **doesn't like to** shop for clothes.
- Sarah's friends think she **gets** / **doesn't get** a lot of exercise.
- Sarah **watched TV** / **read a magazine** on her exercise bike.

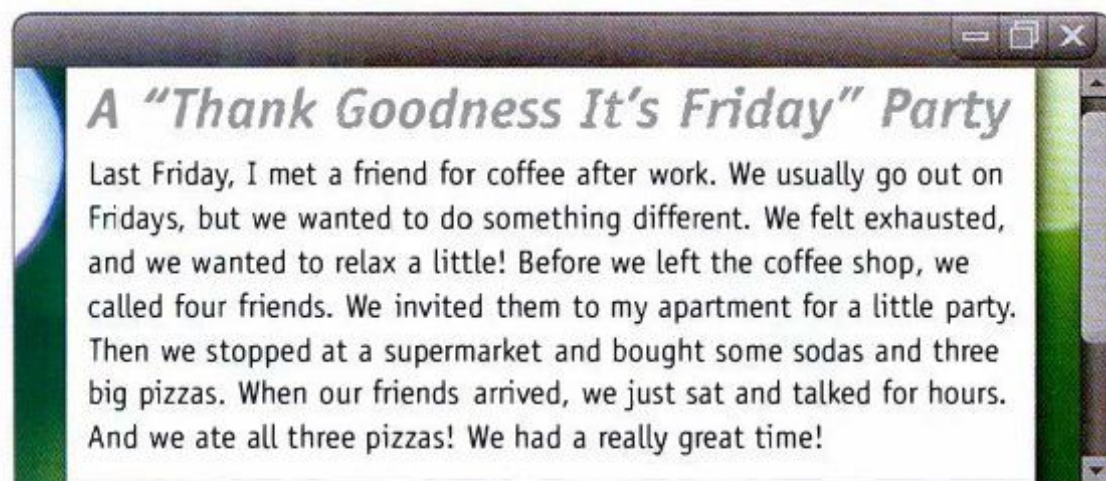
About you

- C** **Group work** Think of something interesting you did recently. Prepare a voice mail message to tell a classmate. Take turns telling your messages.

3 Writing A great day

- A** Think of a day when you had a really interesting or fun experience. What different things did you do that day? Write a list. Then number the sentences in the order you did them.

- B** Read the blog entry below and the Help note. Underline the words in the blog that show the order of events. Then write a blog using your ideas from above. Use *before*, *after*, *when*, and *then*.



A "Thank Goodness It's Friday" Party

Last Friday, I met a friend for coffee after work. We usually go out on Fridays, but we wanted to do something different. We felt exhausted, and we wanted to relax a little! Before we left the coffee shop, we called four friends. We invited them to my apartment for a little party. Then we stopped at a supermarket and bought some sodas and three big pizzas. When our friends arrived, we just sat and talked for hours. And we ate all three pizzas! We had a really great time!

Help note

Ordering events with *before*, *after*, *when*, and *then*

I met a friend after / before class.

I called a friend before I went out.

Before I went out, I called a friend.

I went to bed when I came home.

When I came home, I went to bed.

I left work. Then I met a friend.

About you

- C** **Pair work** Read your partner's blog. Ask questions to find out more information.

"So you sat and talked for hours. What did you talk about?"

Free talk p. 135

Sounds right p. 138



Learning tip Making notes on verbs

When you write down a new verb, make notes about it. Is it regular (R) or irregular (Ir)? How do you spell the different forms? How do you pronounce the endings?

Regular?	he, she, it, -s	-ing form	Simple past
watch (R)	watches /ɪz/	watching	wat ched /t/
take (Ir)	takes /s/	taking	took

- 1 Make a chart like the one above. Complete it for these verbs: *study, chat, invite, do, buy, and meet.*
- 2 Here are the simple past forms of some irregular verbs you know. Complete the chart with the verb for each simple past form.

<i>eat</i>	ate	felt	meant	saw	took
	bought	forgot	met	sent	went
	brought	found	paid	slept	went out
	came	gave	put	sold	woke up
	chose	got	ran	spent	won
	cost	had	read	spoke	wore
	did	knew	said	swam	wrote
	drank	left	sang	thought	
	drove	made	sat	told	



On your own

Before you go to sleep tonight, think of all the things you did today. How many things can you remember?



Can DO!

Now I can ...

I can ...

I need to review how to ...

talk about the past.

understand people talk about their week.

read a blog.

respond to news.

understand voice mail messages.

write a blog about my week.

show that I'm listening.

Looking back



Can Do!

In this unit, you learn how to . . .

Lesson A

- Describe past experiences
- Ask and answer questions using the past of *be*

Lesson B

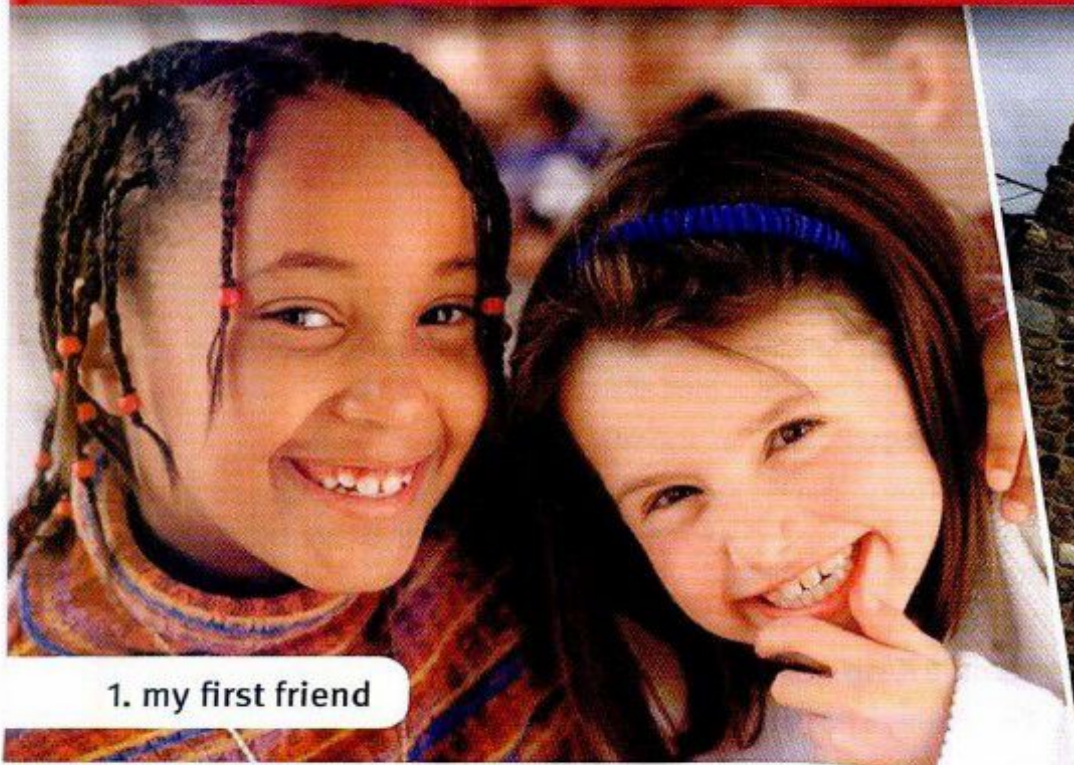
- Talk about vacations
- Talk about activities with *go* and *get* expressions

Lesson C

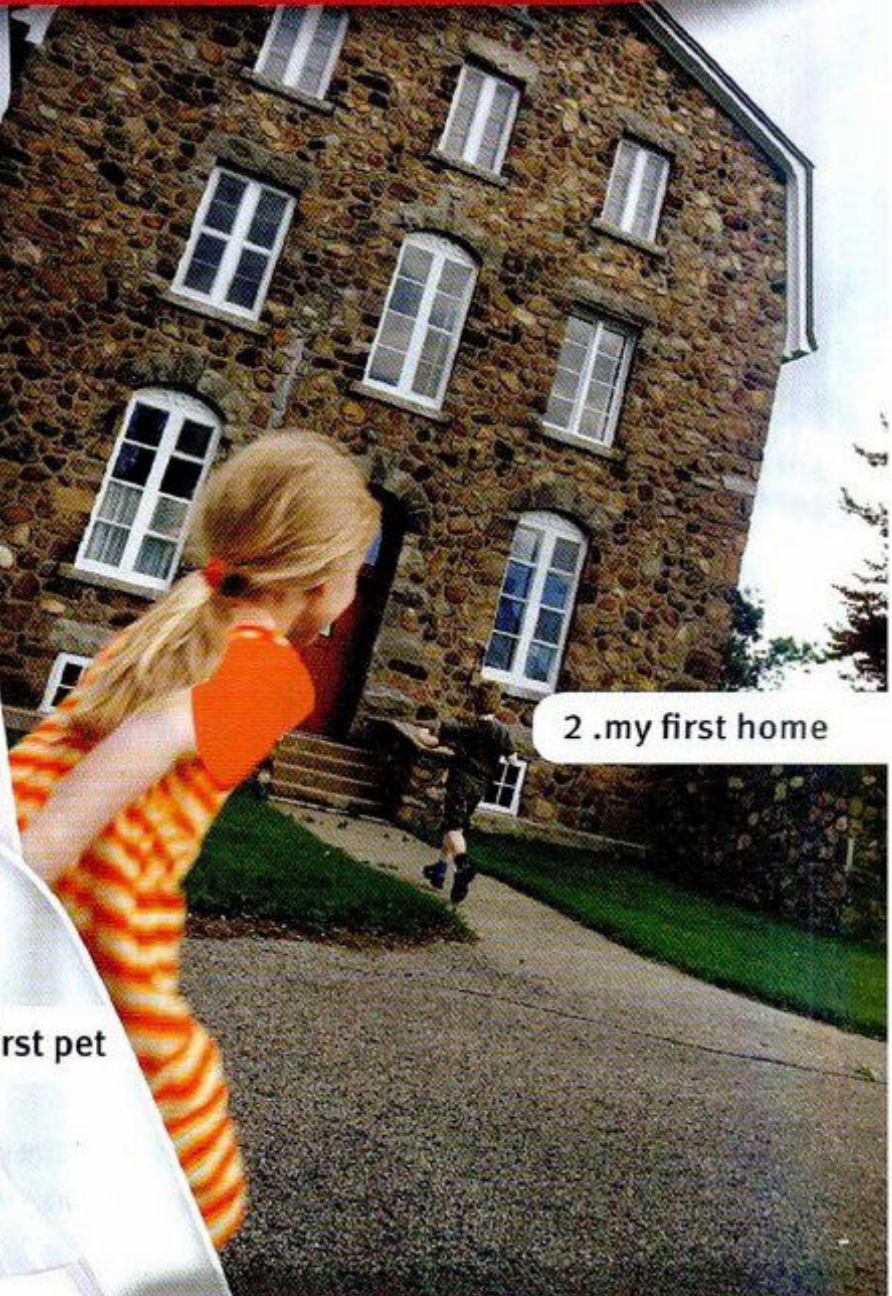
- Show interest by answering and then asking a similar question
- Use *Anyway* to change the topic or end a conversation

Lesson D

- Read a funny magazine story
- Write a story using punctuation for conversations



1. my first friend



2 .my first home



3. my first pet

Before you begin . . .

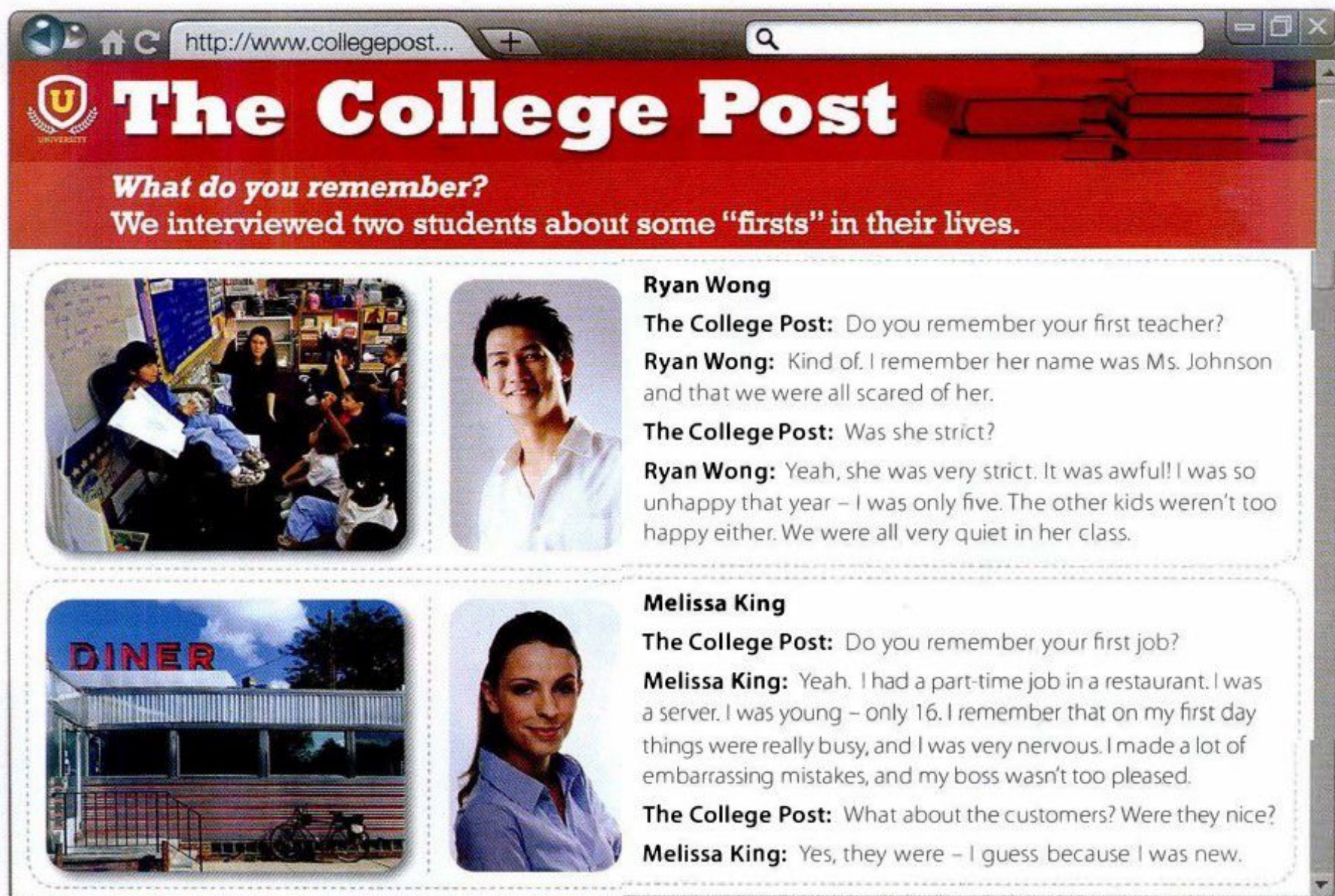
- What do you remember about these things?
- What other "firsts" do you remember?

1 Getting started

A Circle the best words to complete the sentences. Are the sentences true for you?

- I'm pleased with my grades. I'm happy / unhappy.
- I'm not relaxed in exams. I'm nervous / happy.
- I often make mistakes in class. It's embarrassing / fun.
- I don't talk a lot. I'm loud / quiet.
- I'm 18. I'm young / old.
- I hate homework. It's fun / awful.

B  3.17 Listen. Why was Ryan scared? Why was Melissa nervous?



The College Post

What do you remember?
We interviewed two students about some "firsts" in their lives.

Ryan Wong
The College Post: Do you remember your first teacher?
Ryan Wong: Kind of. I remember her name was Ms. Johnson and that we were all scared of her.
The College Post: Was she strict?
Ryan Wong: Yeah, she was very strict. It was awful! I was so unhappy that year – I was only five. The other kids weren't too happy either. We were all very quiet in her class.

Melissa King
The College Post: Do you remember your first job?
Melissa King: Yeah. I had a part-time job in a restaurant. I was a server. I was young – only 16. I remember that on my first day things were really busy, and I was very nervous. I made a lot of embarrassing mistakes, and my boss wasn't too pleased.
The College Post: What about the customers? Were they nice?
Melissa King: Yes, they were – I guess because I was new.

Figure it out

C Can you complete the answers to these questions about Ryan and Melissa? Then ask and answer the questions with a partner.

- A Was Ryan's class fun?

B No, it wasn't. It _____ awful!
- A _____ Ryan's teacher strict?

B Yes, she was. She _____ very strict.
- A Was Melissa's boss happy about her mistakes?

B No, he _____ too pleased.
- A _____ Melissa's customers nice?

B Yes, they _____, because Melissa _____ new.

2 Grammar Simple past of *be*  3.18

Extra practice p. 149

I was only five.	I wasn't very old.	Were you nervous? Yes, I was . / No, I wasn't .
He was very young.	He wasn't happy.	Was she strict? Yes, she was . / No, she wasn't .
She was strict.	She wasn't very nice.	Was it fun? Yes, it was . / No, it wasn't .
It was awful.	It wasn't fun.	Were they nice? Yes, they were . / No, they weren't .
You were nervous.	You weren't relaxed.	
We were quiet.	We weren't noisy.	
They were scared.	They weren't happy.	

wasn't = was not *weren't = were not*

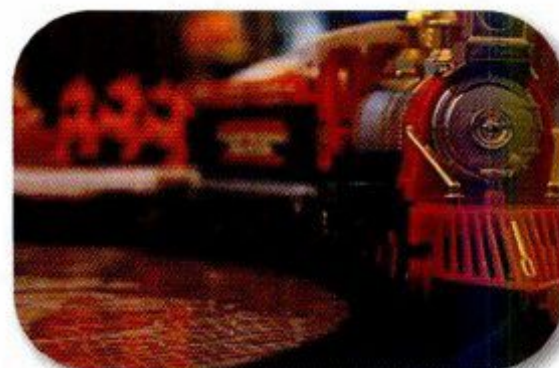
A Complete these conversations with *was*, *wasn't*, *were*, or *weren't*. Practice with a partner.

- A Do you remember your first teacher?
B Yeah. His name was Mr. Davis.
A _____ he strict with you?
B No, he _____. He _____ always very nice.
- A _____ you shy when you _____ little?
B Yeah, I _____. I _____ scared to talk in class. It _____ awful.
- A Tell me about your first best friend. _____ you classmates?
B No, we _____. She _____ in my class. We _____ neighbors.
- A Did you have a favorite toy when you _____ a kid?
B Yes. It _____ my train set. It _____ really cool.
A _____ it a birthday present?
B No, it _____. I bought it with my own money.



X Common errors

Don't use *was* with *you*, *we*, or *they*.
They were expensive.
(NOT ~~*They was expensive.*~~)

About you

B Pair work Ask and answer the questions. Give your own answers.**3 Speaking naturally** Stress and intonation

*Were you **nervous**? No, I **wasn't**. I **was relaxed**.*


A  3.19 Listen and repeat the sentences above. Notice how the voice falls or rises on the stressed words.**B**  3.20 Listen and repeat the questions and answers below about a first English class.

- A Was the class **easy**? B No, it **wasn't**. It was **hard**!
- A Were the other students **good**? B Yes, they were all very **smart**.
- A Were they **nice** to you? B Yes, they **were**. They were very **friendly**.
- A Was your teacher **strict**? B Yes, she **was**. But she was **nice**.

About you

C Class activity Interview three students about their first English class. Ask the questions above.

1 Building language

A  3.21 Listen. What did Jason do on his vacation? Practice the conversation.

Diana Great picture! When did you get back?

Jason Last night.

Diana So how was your vacation?

Jason Oh, it was wonderful.

Diana Where did you go exactly?

Jason We went to Hawaii.

Diana Wow! What was the weather like?

Jason It was hot, but not too hot.

Diana Nice. So what did you do there?

Jason We went to the beach every day, and I went parasailing. I didn't want to come home.

Diana Well, I'm glad you did. . . . I have a ton of work for you!

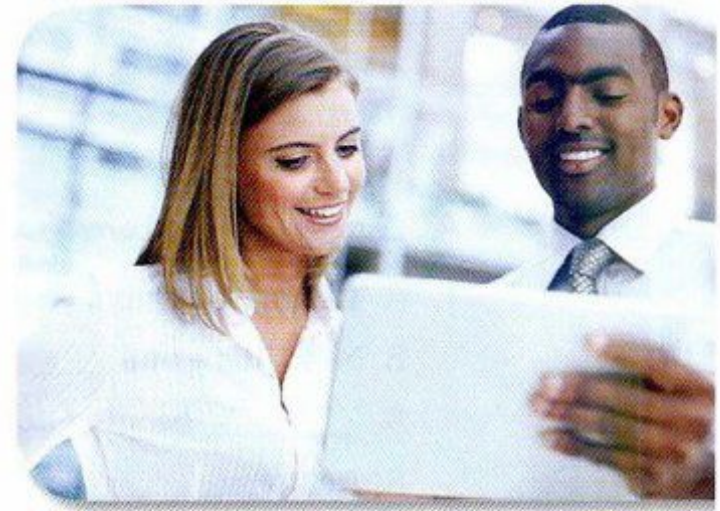


Figure it out **B** Circle the correct words. Then ask a partner the questions.

- | | |
|--|---|
| 1. A How was / did your last vacation? | 3. A What was the weather / the weather was like? |
| B It was wet. We didn't do much. | B It rained every day. |
| 2. A Where did you go / went? | 4. A What did you / you did do? |
| B We went camping in Oregon. | B We played cards a lot. |

2 Grammar Simple past information questions 3.22

Extra practice p. 149

How was your vacation?	It was fun.	Where did you go ?	To Hawaii.
What was the weather like?	It was hot.	Who did you go with?	A couple of friends.
Where was Jason last week?	On vacation.	What did you do ?	We went to the beach.
Where were you exactly?	In Hawaii.	Who did Jason go with?	His family.
How long were you there?	A week.	When did they get back?	Last night.

About you Write questions for these answers. Then practice with a partner. Practice again, giving your own answers.

- | | |
|---|------------------------------------|
| 1. <u>How was your last vacation?</u> ? | It was great. |
| 2. _____ ? | I went to Greece. |
| 3. _____ ? | Wonderful. It was sunny every day. |
| 4. _____ ? | My brother and sister. |
| 5. _____ ? | We were there for a week. |
| 6. _____ ? | We saw the Parthenon in Athens. |

"How was your last vacation?"

"It was OK. I stayed here in the city."

 Sounds right p. 138

3 Building vocabulary

A 3.23 Listen to these memories of trips. Match the memories with the pictures.

1 "I went hiking with a friend in Peru, and we got lost. We got really scared when it got dark."

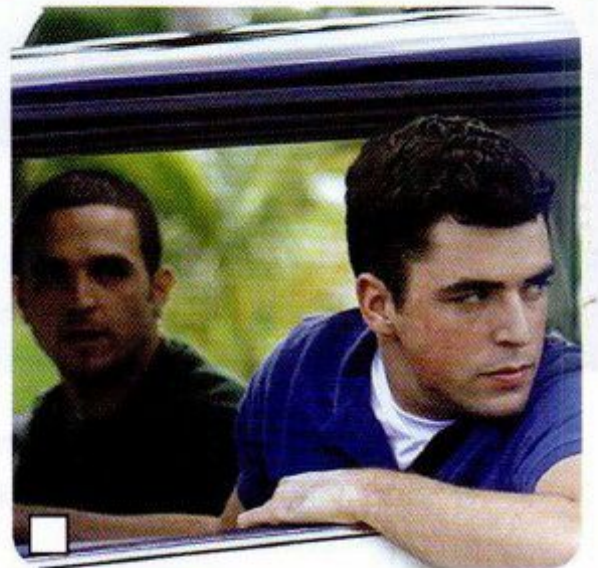
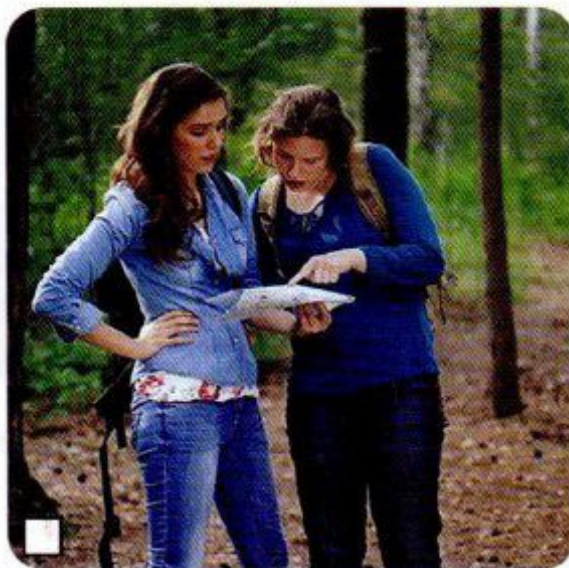
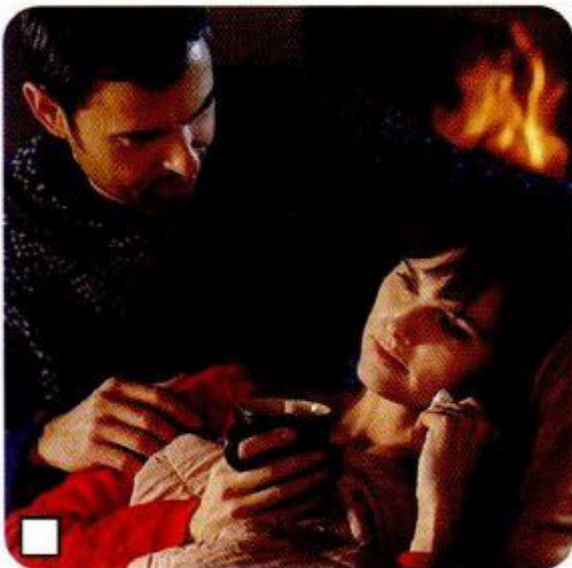
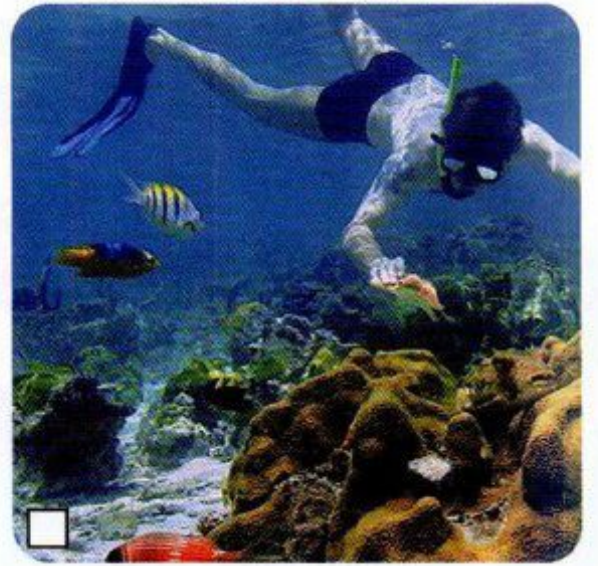
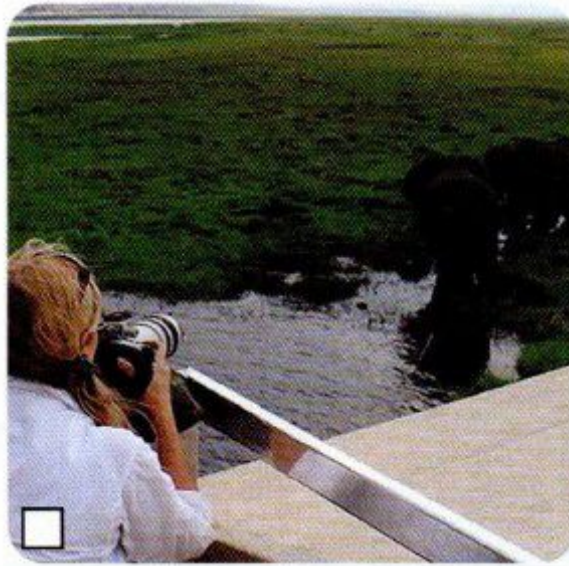
2 "I got a new camera from my mom for my trip to Africa."

3 "I got sick on our honeymoon, right after we got married."

4 "I went on a trip across Canada with a friend. It was awful. We didn't get along."

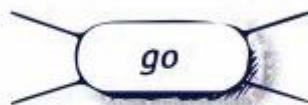
5 "I went to see a band in Miami. I met the lead singer, and I got his autograph."

6 "I went snorkeling in Thailand. It was great, but I got a bad sunburn."

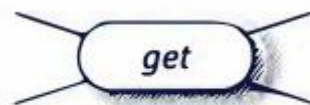


Word sort **B** Make word webs for *get* and *go* with expressions from the sentences above. Add ideas.

go hiking



get lost



About you **C** **Pair work** Tell your partner about your best trip or vacation. What did you do?


A Last year I went hiking with my cousin.

B You did? Where did you go? Was it fun?



1 Conversation strategy Answer a question; then ask a similar one.

A What questions can you ask your friends about their weekend? Make a list.

B  3.24 Listen. How was Jessica's weekend? How was Tom's weekend?



- Tom So, how was your weekend, Jessica?
- Jessica Great! Gina and I went biking out in the country.
- Tom Oh, really?
- Jessica Yeah, it was fun, but there were lots of hills. I was exhausted by the end of the day.
- Tom Yeah, I bet.
- Jessica So . . . anyway, what did *you* do?
- Tom Oh, I had a party Saturday. It was good.
- Jessica Really? Nice.
- Tom Well, anyway, . . . I have to go. I have a meeting now. See you later.

C Notice how Jessica answers Tom's question and then asks a similar one. She shows she is interested in Tom's news, too. Find her question in the conversation.

About you

D Answer each question. Then think of a similar question to ask. Practice your conversations with a partner.

1. A How was your weekend? Was it good?

B Answer: _____

Then ask: _____

2. A What did you do on Friday night?

B Answer: _____

Then ask: _____

3. A Did you do anything fun on Sunday?

B Answer: _____

Then ask: _____

2 Strategy plus *Anyway*

You can use **Anyway** to change the topic of a conversation.

Anyway, what did you do?

You can also use **Anyway** to end a conversation.

The party was good. Well, anyway, . . . I have to go.

In conversation

Anyway is one of the top 300 words.

3.25 Listen to the conversations. Why are these people saying *anyway*? Circle *a* or *b*. Then practice with a partner.

- A What did you do on Saturday?

B Not much. I slept late, went shopping. It was OK. But **anyway**, do you want to go out tonight?

a. to change the topic
b. to end the conversation
- A Did you work last weekend?

B Yeah. I had to study for an exam. I got so tired. But, **anyway**, I got a new phone last week.

a. to change the topic
b. to end the conversation
- A Where were you on Sunday evening?

B Oh, I was out. I went bowling. . . . Well, **anyway**, it's late. See you tomorrow.

a. to change the topic
b. to end the conversation

3 Listening and strategies Weekend fun

A 3.26 Listen to three conversations. Which three topics do the people talk about in each conversation? Number the topics 1, 2, or 3.

- | | | | | |
|-----------------------------------|-------------------------------------|------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> biking | <input type="checkbox"/> the movies | <input type="checkbox"/> the beach | <input type="checkbox"/> dancing | <input type="checkbox"/> a party |
| <input type="checkbox"/> shopping | <input type="checkbox"/> studying | <input type="checkbox"/> hiking | <input type="checkbox"/> a concert | <input type="checkbox"/> a road trip |

B 3.26 Listen again. Answer the questions about each conversation.

- Conversation 1**
- What was the weather like in the mountains? _____
 - What did Rex do on the weekend? _____
- Conversation 2**
- What did Laura buy? _____
 - What did John do? Was he home late? _____
- Conversation 3**
- What didn't Emma do last weekend? _____
 - Why does Joe have to go? _____

C 3.26 Listen again. Check (✓) the conversations that end.

- Conversation 1 Conversation 2 Conversation 3

About you

D **Class activity** Start a conversation about last weekend with a classmate. End your conversation, and then talk with another classmate. Talk to at least three people.

1 Reading

- A** Do you ever read the letters people send in to magazines? What topics do people write about? Add ideas.

problems, funny stories . . .

- B** Read the story from a magazine. What kind of story is it? What happened to Sarah?

Reading tip

As you read a story, stop at the end of each paragraph. Can you guess what happens next?

Our community:

This week – funny stories from our readers

How embarrassing!

By Sarah Morgan

A funny thing happened to me yesterday after work. I was really hungry and I didn't feel like making dinner, so I went to a fast-food place near my office building. I got a cheeseburger, some fries, and a soda. The restaurant was really crowded, so I had to share a table. I sat down with my tray across from a young guy. I said, "Hi. Is this seat free?" He nodded and smiled, but he didn't say anything. He seemed pretty nice.

Anyway, I got out a magazine and started eating my burger. It was a really interesting article and I couldn't stop reading. But then I saw the guy take one of my fries! I couldn't believe it, but I was too embarrassed to say anything. Then he took another one, and I still didn't say anything!

Then I thought, "Those are my fries." So I took a handful and ate them. The guy looked at me in a funny way, but he didn't say anything. Then he did it again and ate another one of my fries! It was really strange.

Finally, a few minutes later, he got up, took his tray, and left. That's when I realized the fries were on his tray! And my fries? They were under my magazine. How embarrassing! I ran out into the street. There was the guy.



Continued on next page . . .

- C** Read Sarah's story again. Then match the two parts of each sentence.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Sarah had dinner at a fast-food place because <u>h</u> 2. The restaurant was crowded, so _____ 3. Before Sarah sat down at the young guy's table, _____ 4. Sarah was surprised when the guy ate some fries because _____ 5. Sarah didn't say anything about the fries because _____ 6. The guy gave Sarah a funny look when _____ 7. When the guy left the table with the fries on his tray, _____ 8. When Sarah looked under her magazine, _____ | <ol style="list-style-type: none"> a. she realized they were <i>his</i> fries. b. she was very embarrassed. c. she found her own fries. d. she had to sit with someone. e. she said, "Hi. Is this seat free?" f. she thought they were <i>her</i> fries. g. she started eating some fries. h. she didn't want to cook. |
|---|--|

2 Writing He said, she said

A Read the Help note and Sarah's story again. Notice the punctuation. Then add punctuation to the rest of her story below.

Continued from previous page . . .

"Hi. We
I said, "~~hi~~ we met a few minutes ago."
He said yeah, we did.
I said I think I ate your fries.
He laughed and said yes, you did.
I apologized and said I thought they were my fries.
He said that's OK. No problem.
I said can I buy some more fries for you.
He laughed and said thank you I'm still a little hungry.

Help note

Punctuation with speech


- Use quotation marks (" ") around the things people say.
- Use a comma (,) after **said**.
- Use a capital letter to start a quotation.

I said, "Is this seat free?"

He said, "Sure."

B What did they say next? Write six sentences to finish the story. Be sure to use the correct punctuation for things people say. Read your ending to the class.

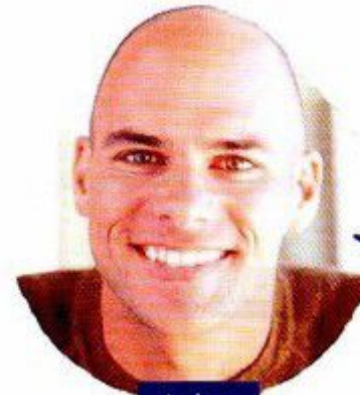
3 Listening and speaking Funny stories

A  3.27 Listen to Miranda and John tell part of a story. Circle the correct information.



Miranda


I did something really embarrassing about a month ago. . . .



John

I said something once to a dinner guest. . . .

- | | |
|---|--|
| 1. Miranda was at work / in a store. | 5. John was 10 / 20 years old. |
| 2. Her friend loves / hates shopping. | 6. His father's boss / friend came for dinner. |
| 3. They looked at a dress / sweater. | 7. John and the man talked about school / work. |
| 4. Miranda liked / didn't like the colors. | 8. John liked / didn't like his new teacher. |

B  3.28 Choose the best ending for each story. Circle *a* or *b*. Then listen and check your guesses.

- Miranda's story
 - Then my friend said, "Actually, I bought one last week."
 - The clerk said, "Do you like this season's colors?"
- John's story
 - My teacher said, "You look tired. Were you up late last night?"
 - My teacher said, "I hear you met my father last night."

About you

C Pair work Retell one of the stories above to a partner, or tell a funny story of your own.

Free talk p. 135



Learning tip *Time charts*

You can use a time chart to log new vocabulary. Look at the example below.

- 1 Complete the sentences on the time chart with the correct verbs from the box. You can use a verb more than once.

bought had took didn't have went
got ✓lived was didn't get along

Time in the past	Event or experience
15 years ago	My family <u>lived</u> in Hawaii.
10 years ago	I _____ in high school.
5 years ago	I _____ my driver's license and _____ my first car.
2-4 years ago	I _____ my first trip abroad.
last year	I _____ sick and _____ in the hospital for two weeks.
last month	My brother _____ married and _____ to Fiji on his honeymoon.
last week	My friend Jo _____ a party. It _____ boring. I _____ a good time.
last weekend	I _____ hiking with a friend. It was awful - we _____.

- 2 Make a time chart like the one above. Write about your past experiences.



On your own

Make a time chart, and put it on your wall. Look at it every day.



Last week: I started a new job.
Last month: I was on vacation.



Can Do!

Now I can . . .

I can . . .

I need to review how to . . .

- describe past school, work, and travel experiences.
- talk about activities with *go* and *get* expressions.
- show interest by answering then asking a question.
- change the topic or end a conversation.

- understand conversations about weekends.
- understand people telling funny stories.
- read a funny magazine story.
- write a story that includes conversations.

Fabulous food

UNIT

12



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about eating habits using countable and uncountable nouns, *How much*, and *How many*

Lesson B

- Talk about food
- Make offers using *Would you like . . .* and *some or any*

Lesson C

- Use *or something* and *or anything* in lists
- End *yes-no* questions with *or . . . ?* to be less direct

Lesson D

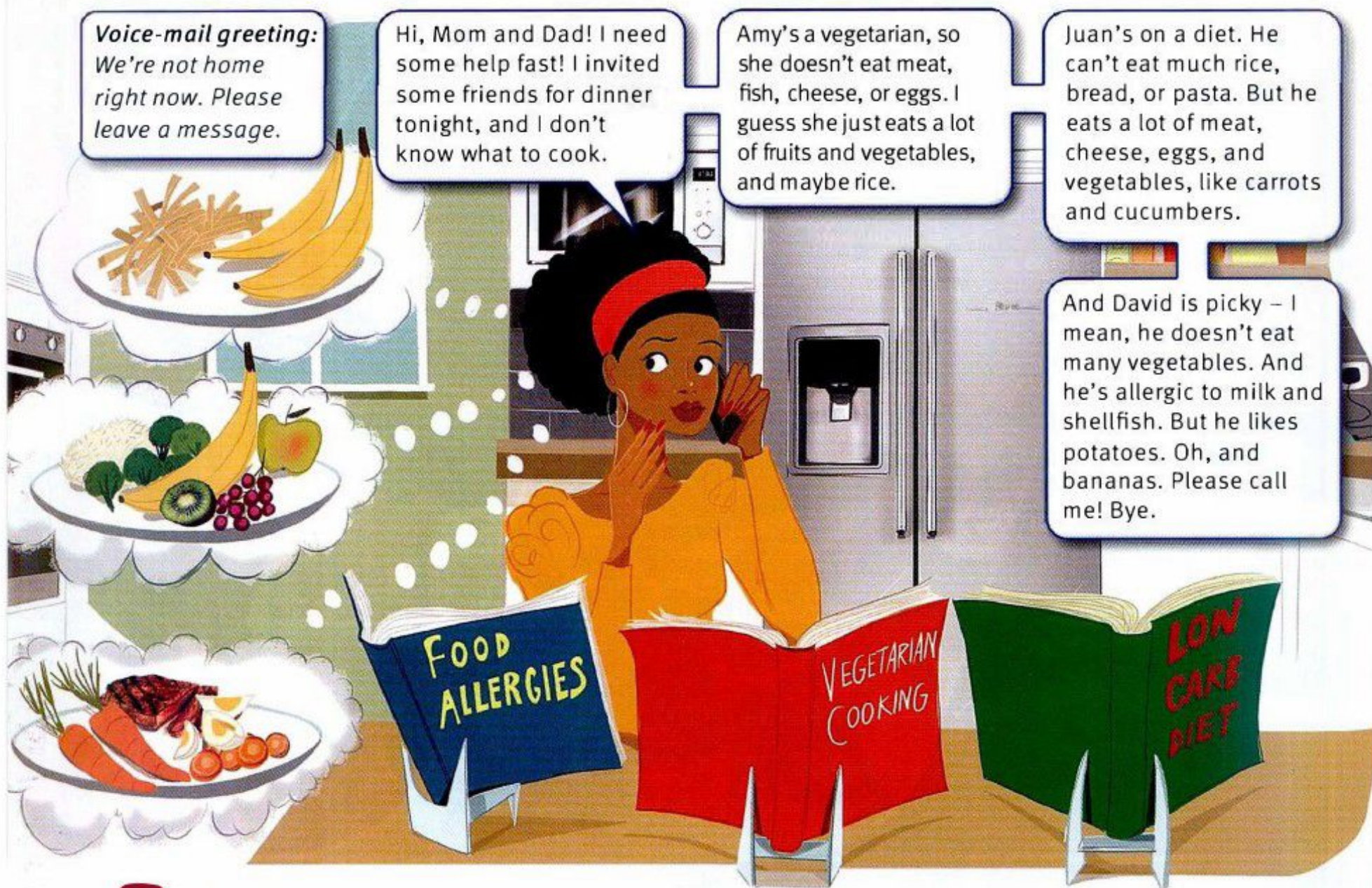
- Read a restaurant guide
- Write a restaurant review



Before you begin . . .

Match the pictures with the food categories. Which foods did you eat yesterday?

- | | |
|---|---|
| <input type="checkbox"/> grains: bread, rice, and pasta | <input type="checkbox"/> meat: beef and chicken |
| <input type="checkbox"/> dairy: milk and cheese | <input type="checkbox"/> vegetables: broccoli and carrots |
| <input type="checkbox"/> seafood: fish and shellfish | <input type="checkbox"/> fruit: bananas and a papaya |



1 Getting started

A What are some foods that the people below don't eat? Make a list.

- a vegetarian
- a "picky" eater
- a person on a diet
- a person with food allergies

B 3.29 Listen. Ellen is leaving a message for her parents. What is her problem? Which plate of food does Ellen think is right for Amy? for Juan? for David?

Figure it out **C** Find the food words in Ellen's message. Are they singular or plural? Write them in the chart. Then circle *a lot of*, *much*, and *many*. Do singular or plural nouns follow the words?

Singular			Plural		
<i>meat</i>			<i>eggs</i>		

About you **D Pair work** Which of the foods above do you like? Which don't you like? Tell a partner.

A I love meat. How about you?

B Um, I don't eat meat, but I like fish and vegetables.

2 Grammar Countable / uncountable nouns 3.30

Extra practice p. 150

Countable nouns

Examples: an apple, six potatoes

Use *a / an* or plural *-s*:

I have **an egg** for breakfast every day.
I don't eat **bananas**.

Use *how many*, *a lot of*, and *many*:

How many eggs do you eat a week?
I eat **a lot of eggs**.
I don't eat **a lot of eggs**.
I don't eat **many (eggs)**.

Uncountable nouns

Examples: cheese, meat, fish

Don't use *a / an* or plural *-s*:

I drink **milk** every morning.
I don't eat **seafood**.

Use *how much*, *a lot of*, and *much*:

How much milk do you drink a day?
I drink **a lot of milk**.
I don't drink **a lot of milk**.
I don't drink **much (milk)**.

A Circle the correct words in these conversations. Then practice with a partner.

- A How **much / many** fruit do you eat a day?
B Well, I have **banana / a banana** every day for breakfast, and I eat **much / a lot of** fruit after dinner for dessert.
- A How **much / many** times a week do you eat **potato / potatoes**?
B About once a week. But I eat **rice / the rice** every day.
- A Do you eat **many / a lot of** red meat?
Or do you prefer **chicken / the chicken**?
B Actually, I'm a vegetarian, so I never eat **meat / meats**.
- A How often do you eat **seafood / the seafood**?
B Well, I eat **much / a lot of** fish, but I'm allergic to **shellfish / a shellfish**.
- A How **much / many** eggs do you eat a week?
B I don't eat **much / many**. I don't really like **egg / eggs**.
- A How often do you eat **vegetable / vegetables**?
B I usually eat **much / a lot of** French fries. Is that a vegetable?

Common errors

Don't use *the* before nouns to talk about food in general.

I don't like meat, but I eat eggs.
(NOT ~~*I don't like the meat, but I eat the eggs.*~~)

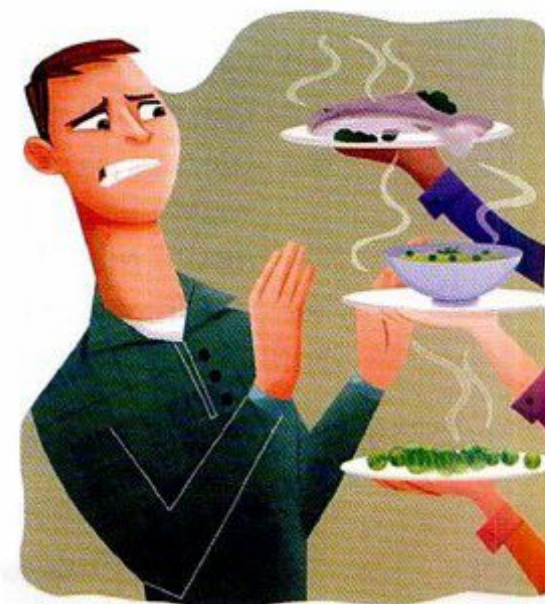
About you

B Pair work Ask and answer the questions. Give your own answers.

3 Talk about it What's your diet?

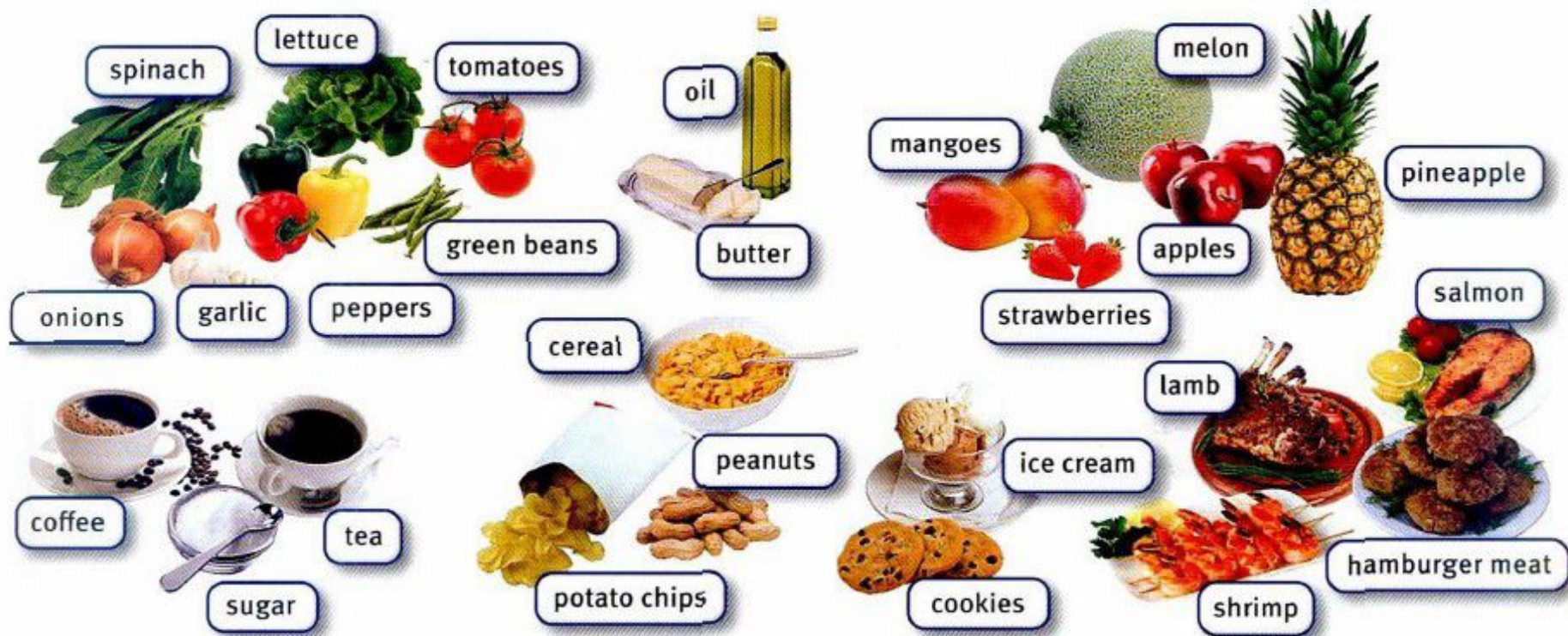
Group work Discuss the questions. Do you have similar habits? Then tell the class one interesting thing about a person in your group.

- ▶ Are you a picky eater? What foods do you hate?
- ▶ Are you allergic to any kinds of food? What are you allergic to?
- ▶ Are you on a special diet? What can't you eat?
- ▶ How many times a day do you eat?
- ▶ Do you ever skip meals?
- ▶ In your opinion, what foods are good for you? What foods aren't?
- ▶ Do you have any bad eating habits? What are they?



1 Building vocabulary

A 3.31 Listen and say the words. Which foods do you like? Which don't you like? Tell the class.



Word sort **B** Complete the chart with the foods above. Add ideas. Then tell a partner about your diet.

meat	seafood	vegetables	fruit	dairy	grains	drinks	snacks	other
<i>lamb</i>	<i>clams</i>							

"I eat a lot of lamb."

"I don't eat many clams."

"I don't eat much ice cream."

vocabulary notebook p. 126

2 Building language

A 3.32 Listen. What do Ted and Phil have to do before dinner? Practice the conversation.

Ted I guess it's my turn to cook dinner. So what would you like?

Phil Um, I'd like some chicken. Do we have any?

Ted Um, no, we need to get some. We don't have any vegetables, either. Would you like to go out for pizza?

Phil Again? No, I think I'd like to stay home tonight.

Ted OK. Then we have to go to the grocery store.

Phil Well, I went grocery shopping last week. I think it's your turn.

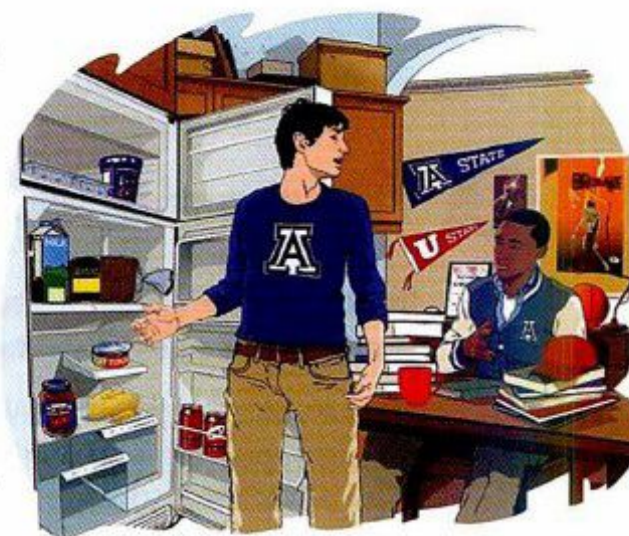


Figure it out **B** Circle the correct words. Then practice with a partner.

1. A What would you **like / like to** eat?

B I'd **like / like to** some chicken.

2. A I'd like **some / any** fish.

B We don't have **some / any**. Let's go buy **some / any**.

3 Grammar *Would like; some and any* 3.33

Extra practice p. 150

Use **would like + to + verb**
or **would like + noun**.

Would you like to go out?

No, I'd like to stay home.

What **would you like** for dinner?

I'd like some chicken.

Would you like some tea?

Yes, please. / No, thanks.

I'd = I would

Use **some** in affirmative statements and **any**
in questions and negative statements.

Do we have **any** vegetables?

Yes, we have **some** (vegetables).

No, we don't have **any** (vegetables).

Do we have **any** chicken?

Yes, we have **some** (chicken).

No, we don't have **any** (chicken).

In conversation

Any is common in questions:

*Do you have **any** cookies?*

Some is common in questions
that are offers or requests:

*Would you like **some** chicken?*

*Can I have **some** chocolate?*

A Complete the conversations. Use *some, any, would . . . like, or 'd like*.
Sometimes there are two correct answers.

- A I'm sleepy. I'd like to go for a walk. Would you like to come?

B Sure. Let's go out for _____ coffee. I _____ to get _____ cake, too.
- A I'm really thirsty. Do you have _____ water with you?

B Well, I have _____ soda. Would you like _____?
- A _____ you _____ a snack? I have _____ cookies and peanuts.
Oh wait, I don't have _____ peanuts.

B Um, I _____ some fruit. Do you have _____?
- A What _____ you _____ to do after class? Do you have _____ plans?

B Well, I need to go shopping and get _____ food.

A Oh, I can come with you. I need to get _____ milk, too. I don't have _____.

About you

B **Pair work** Ask and answer the questions. Give your own answers.

A *I'm sleepy. I'd like to go for a walk. Would you like to come?*

B *Sure. Let's get some soda, too.*

Common errors

Always add *to* when *I'd like* is followed by a verb.

I'd like to go for a walk.
(NOT *I'd like go for a walk.*)

4 Speaking naturally *Would you . . . ?*

What **would you like**?

Would you like a snack?

Would you like to have dinner?

A 3.34 Listen and repeat the questions above. Notice the pronunciation of *Would you . . . ?*

B 3.35 Listen and complete the questions. Then listen again and practice.


- What would you like to _____?
- Would you like to _____?
- Would you like to _____?
- Where would you like to _____?
- What would you like to _____?

About you

C **Pair work** Make dinner plans with a partner. Use the questions above.

1 Conversation strategy *or something* and *or anything*

A What kinds of food are popular for lunch? Make a list.

B  3.36 Listen. What do Carrie and Henry decide to do for lunch?



Carrie Let's take a break for lunch.
 Henry Sure. Would you like to go out or...?
 Carrie Well, I just want a sandwich or something.
 Henry OK. I don't want a big meal or anything, either. But I'd like something hot.
 Carrie Well, there's a new Spanish place near here, and they have good soup.
 Henry That sounds good.
 Carrie OK. And I can have a sandwich or a salad or something like that.
 Henry Great. So let's go there.

C Notice how Carrie and Henry use *or something* (like *that*) and *or anything*. They don't need to give a long list of things. Find examples in the conversation.

"I just want a sandwich or something."

D Complete the conversations with *or something* and *or anything*. Then practice with a partner.

- A Do you eat a big lunch?
 B No, I usually just have a salad _____.
- A What do you usually have for breakfast?
 B Oh, I just have some coffee and a muffin _____.
 A You don't have eggs _____?
- A Would you like to go out for dinner _____?
 B Sure. But I don't want a big meal _____. Something light maybe.
 A OK. Well, let's go somewhere with a salad bar _____.

Note

Use ***or something*** in affirmative statements and in questions that are offers and requests.

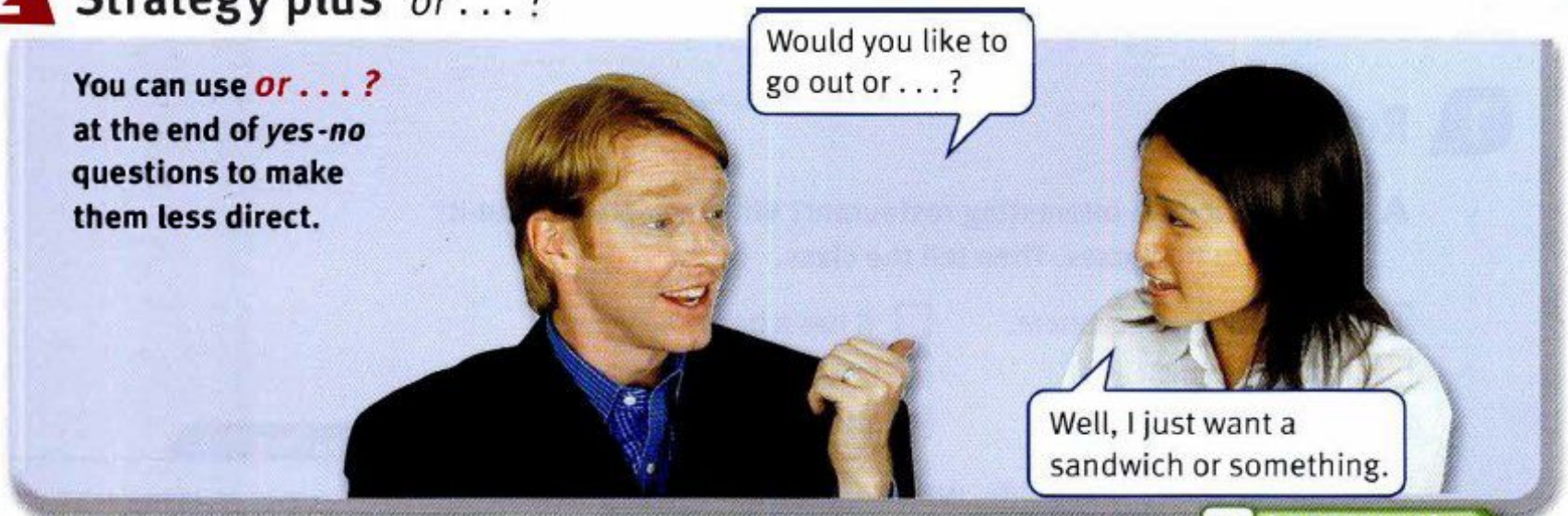
Use ***or anything*** in negative statements and most questions.

About you

E Pair work Ask and answer the questions. Give your own answers.

2 Strategy plus *or...?*

You can use ***or...?*** at the end of ***yes-no*** questions to make them less direct.



In conversation
Or is one of the top 50 words.

About you **Pair work** Check (✓) the questions you can end with *or...?* and write it in the blank. Then ask and answer all of the questions.

- 1. Do you eat lunch every day or...?
- 2. Do you make your own lunch _____?
- 3. Where do you usually eat _____?
- 4. Do you just have something light _____?
- 5. Would you like to have lunch sometime _____?
- 6. Where would you like to go _____?

A *Do you eat lunch every day or...?*

B *Well, I never skip lunch. I usually go out and buy a sandwich or something.*

Sounds right p. 138

3 Listening and strategies *If you want my advice...*

A **3.37** Listen to the conversations. Complete the sentence about each person. Write *a* to *e*. There is one extra phrase.

- | | |
|-----------------|---|
| 1. Jack _____ | a. wants to buy a sandwich at a food stand. |
| 2. Rachel _____ | b. doesn't usually eat anything for lunch. |
| 3. Peter _____ | c. would like a nice big omelette. |
| 4. Abby _____ | d. would like to have a big meal. |
| | e. doesn't want pizza or anything. |

B **3.37** Listen again. Do you agree with the advice that is given to the people above? Circle *I agree* or *I don't really agree*, and complete each sentence with your own view.

- 1. I agree / I don't really agree. I think that _____.
- 2. I agree / I don't really agree. I feel that _____.
- 3. I agree / I don't really agree. I think that _____.
- 4. I agree / I don't really agree. I believe that _____.

C **Pair work** Make plans to go out after class today. Discuss what kind of food you'd like. Agree on a place to go.

A *So, would you like to go out for lunch after class, or...?*

B *Sure. I don't really want a big meal or anything. So maybe a sandwich or something.*

Free talk p. 136

1 Reading

A Do you know an interesting restaurant? What's special about it?
Check (✓) the boxes. Then tell the class.

- | | |
|--|---|
| <input type="checkbox"/> It has a nice atmosphere. | <input type="checkbox"/> It has a beautiful view. |
| <input type="checkbox"/> It has live music. | <input type="checkbox"/> It has good service. |
| <input type="checkbox"/> It serves unusual food. | <input type="checkbox"/> other _____ |

B Read the restaurant guide. Which restaurant would you like to try? Tell a partner why you'd like to go there.

Reading tip

As you read, imagine each place. Ask yourself, "Would I like to eat there?"



Restaurant Guide: Try something different!

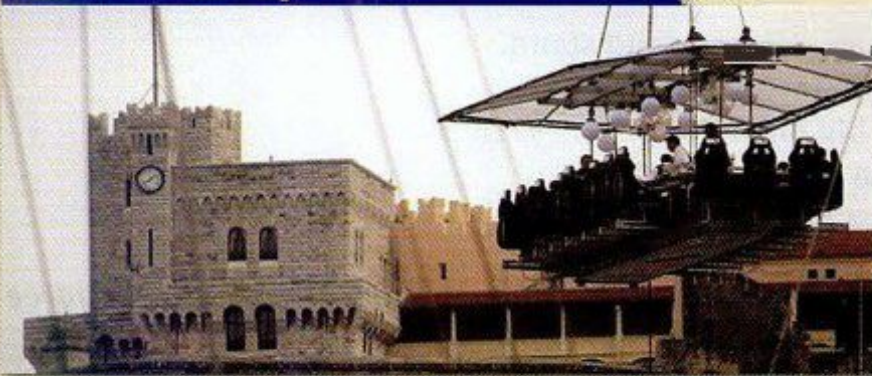
We searched the world and found these unusual places to eat.

Chillout ice restaurant, Dubai

Would you like to visit a *really* cool restaurant? Then try this place. Everything is made of ice, from the tables and chairs to the pictures on the walls. When you order a soda, it comes in an ice glass, and your meal is served on an ice plate. Luckily, if you get too cold, you can ask for a warm blanket and some hot chocolate. Be sure to try some ice cream, too. It never melts!



Dinner in the Sky, in over 35 countries



How would you like to dine 50 meters (164 feet) above your favorite view? Then hire Dinner in the Sky for a special event. You and 21 guests can enjoy dinner at a table hanging in the air! A chef, a server, and an entertainer go with you to make a perfect evening. But if you're scared of heights, we don't recommend it!

The Hajime Robot Restaurant, Bangkok


Here's something *really* different - a restaurant with robots. Choose your food from a touchscreen computer menu, and a few minutes later, a smiling robot brings it to you. You can also barbecue food at your table or order other delicious Asian dishes from the menu. Try a green tea smoothie and then sit back and enjoy the entertainment - every hour the robots dance to music! It's a fun and lively atmosphere, and the service is excellent!



C Read the article again, and answer these questions. Explain your answers to a partner.

1. What can you do if you feel cold at the Chillout ice restaurant?
2. What dish does the writer recommend there?
3. How many people can dine in the sky at one time?
4. Who goes up with the guests at Dinner in the Sky?
5. What can you order at the Hajime Robot Restaurant?
6. Why do you think people try restaurants like these?

2 Listening and writing Do you recommend it?

A  3.38 Listen to Olivia talk about a restaurant she went to last week. What do you find out about it? Circle the correct words.

1. The restaurant was **Italian** / Spanish.
2. They serve great **seafood** / pasta.
3. Olivia had a **rice dish** / a seafood salad.
4. It's good for **meat eaters** / vegetarians.
5. The service was **fast** / slow.
6. The atmosphere was **fun** / relaxed.
7. It was **expensive** / inexpensive.
8. Olivia **recommends it** / doesn't recommend it.

B Read the review and the Help note. Underline the adjectives that describe the Healthy Bites restaurant.

RESTAURANT REVIEW: Healthy Bites

Last week I had dinner at a small neighborhood restaurant called Healthy Bites. It serves healthy fast food, and it is famous for its hamburgers. The food is excellent. The hamburgers come with delicious toppings like spicy cabbage with onions and a lot of garlic. The service was excellent - fast but friendly. I highly recommend it.

Help note

Useful expressions

Was it . . .	good?	bad?
The restaurant was	good.	terrible.
The service was	excellent.	slow.
The servers were	friendly.	unfriendly.
The meal was	delicious.	awful.
The food was	tasty.	tasteless.
The potatoes were	hot.	cold.

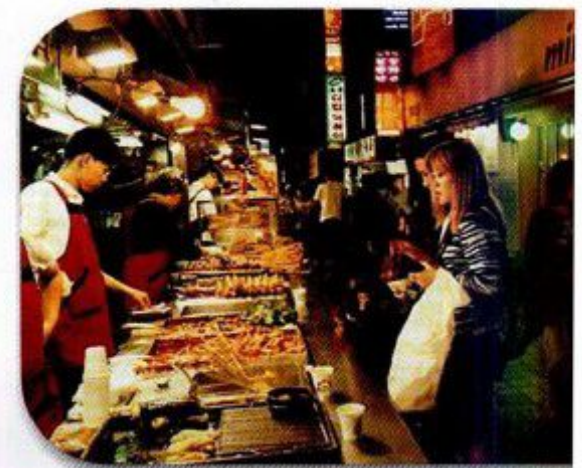
About you **C** Write a review of a restaurant you know. Talk about the atmosphere, the food, the service, and the price.

D Read your classmates' reviews. Which restaurant would you like to try?

3 Talk about it What are your favorite places to eat?

Group work Discuss the questions. Agree on a place you'd like to go to together.

- ▶ How often do you go out to eat?
- ▶ When you eat out, do you go to restaurants? cafés? fast-food places? food stands?
- ▶ Do you have a favorite place to eat? Where is it? Why do you like it?
- ▶ Where can you get good, cheap food?
- ▶ Where can you hang out with friends?
- ▶ Which restaurant in your city would you like to try?
- ▶ Which restaurant don't you recommend? Why not?

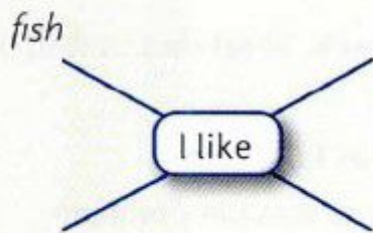




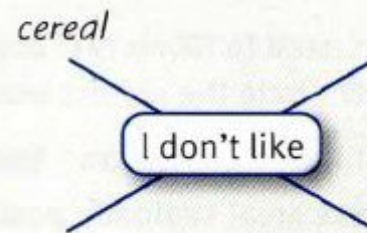
Learning tip *Grouping vocabulary*

You can group some vocabulary by the things you like and don't like.

- 1 Which of these types of food do you like? Which don't you like? Complete the word webs.



- ✓ cereal
- ✓ fish
- fruit
- meat
- milk and cheese
- pasta and bread
- shellfish
- vegetables



- 2 What foods do you love, and which do you hate? Complete the chart.

I love ...	I like ...	I don't like ...	I can't stand ...
			<i>onions</i>

In conversation

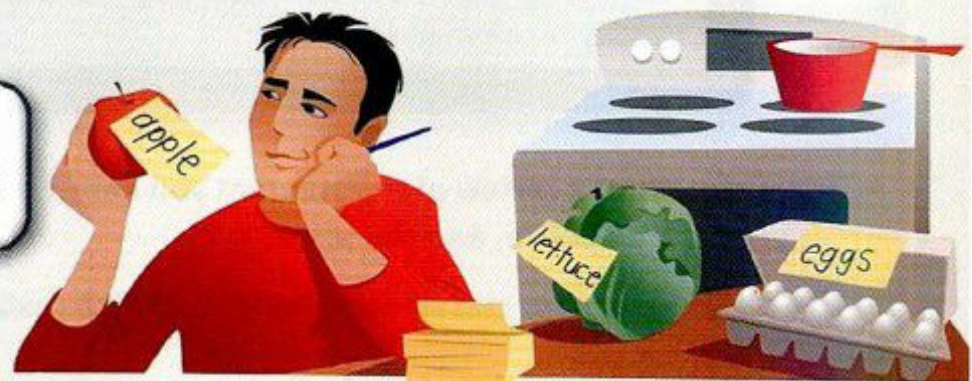
Talk about food

The top food words people use with the verb *eat* are:

1. meat	7. vegetables
2. beef	8. seafood
3. popcorn	9. cheese
4. eggs	10. cookies
5. fish	11. pizza
6. steak	12. bread

On your own

Label your food at home in English. Learn the word before you eat the food!



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|---|--|
| <input type="checkbox"/> talk about foods I like and my eating habits. | <input type="checkbox"/> understand conversations about eating habits. |
| <input type="checkbox"/> make offers of food and drink. | <input type="checkbox"/> understand a conversation about a restaurant. |
| <input type="checkbox"/> use <i>or something</i> and <i>or anything</i> in lists. | <input type="checkbox"/> read a restaurant review. |
| <input type="checkbox"/> end <i>yes-no</i> questions with <i>or ... ?</i> | <input type="checkbox"/> write a restaurant review. |

1 What's the question?

Complete the conversation with information questions. Then practice with a partner.

- A I'm so tired this morning.
 B So what did you do last night ?
 A Last night? Oh, I went to see a band.
 B You did? _____ ?
 A The Mall Kids. They're a new group.
 B Yeah? _____ ?
 A They were great. I was at the club really late.
 B _____ ?
 A Around 2:00 a.m. So anyway, _____ ?
 B Oh, I just went home and watched TV. The usual.
 A Well, let's go out tonight or something.
 B Oh, OK. _____ ?
 A Actually, I'd like to see The Mall Kids again.
 B OK. But let's not stay out too late. We both have to work tomorrow!



2 Do you have a balanced diet?

A Think about the different types of food you eat. Complete the chart.

I eat a lot of ...	I don't eat many ...	I don't eat much ...	I never eat ...

B Pair work Compare your chart with a partner. Ask follow-up questions.

A I eat a lot of meat.

B Really? How much do you eat? Do you eat it every day?

3 Ask a question in two ways; answer and ask a similar question.

A Think of a *yes-no* question to add to each question below. End the question with *or ... ?*

- How was your weekend? I mean, did you do anything special or ... ?
- What did you do last summer? I mean, _____ ?
- What did you do for your last birthday? I mean, _____ ?
- What would you like to do tonight? I mean, _____ ?

B Pair work Ask and answer the questions. After you answer a question, ask a similar one.

A How was your weekend? I mean, did you do anything special or ... ?

B Well, I went to the beach on Saturday. How about you? What did you do?

4 What's the right expression?

Complete the conversation with these expressions. (Use *anyway* twice.) Then practice with a partner.

or something Good for you anyway Congratulations You did
 ✓ or anything good luck I know thank goodness I'm sorry to hear that

- Bryan How was your weekend? Did you go away or anything ?
 Julia No, but I went to a karaoke club.
 Bryan Really? _____? So how was it?
 Julia Great! I sang in a contest and won \$50.
 Bryan _____! I didn't know you were a singer.
 Julia Well, I practiced every day for a month.
 Bryan _____!
 Julia And _____ I practiced! Ten of my friends were there. So, _____, did you do anything special?
 Bryan Not really. I had to study for an exam on Saturday and Sunday. I studied all weekend and then got sick.
 Julia _____ . You need to take care of yourself.
 Bryan Yeah. _____ Well, _____, I have to go. I want to study my notes. But after the exam, let's meet for coffee _____ .
 Julia OK. So _____ with your exam.



5 Show some interest!

A Complete each sentence with a simple past verb. Then add time expressions to five sentences to make them true for you.

- I went on an interesting trip. *I went on an interesting trip last month.*
- I _____ some new clothes.
- I _____ someone famous.
- I _____ an international phone call.
- I _____ a party at my house.
- I _____ some Italian food.
- I _____ on the beach.
- I _____ English with a tourist.
- I _____ some money.
- I _____ lost in the city.

B **Pair work** Take turns telling a partner your sentences. Respond with *You did?* and ask questions.

A I went on an interesting trip last month.

B You did? Where did you go? . . .



UNIT

1 The name game

Group work Follow the instructions below. Continue the game until you know all the names of the students in your group.

Student A: Say your full name. If you have a middle name or nickname, say it.

Student B: Repeat Student A's name. Then say your name.

Student C: Repeat the names of the other students in your group.

Then say your name.

A My full name is Rumiko Noguchi. I don't have a middle name or a nickname.

B OK. Your name is Rumiko Noguchi. My name is Carlos Sanchez. My nickname is Flaco.

C Your name is Carlos Sanchez. Your nickname is Flaco. And your name is Rumiko Noguchi...

My full name is Rumiko Noguchi.

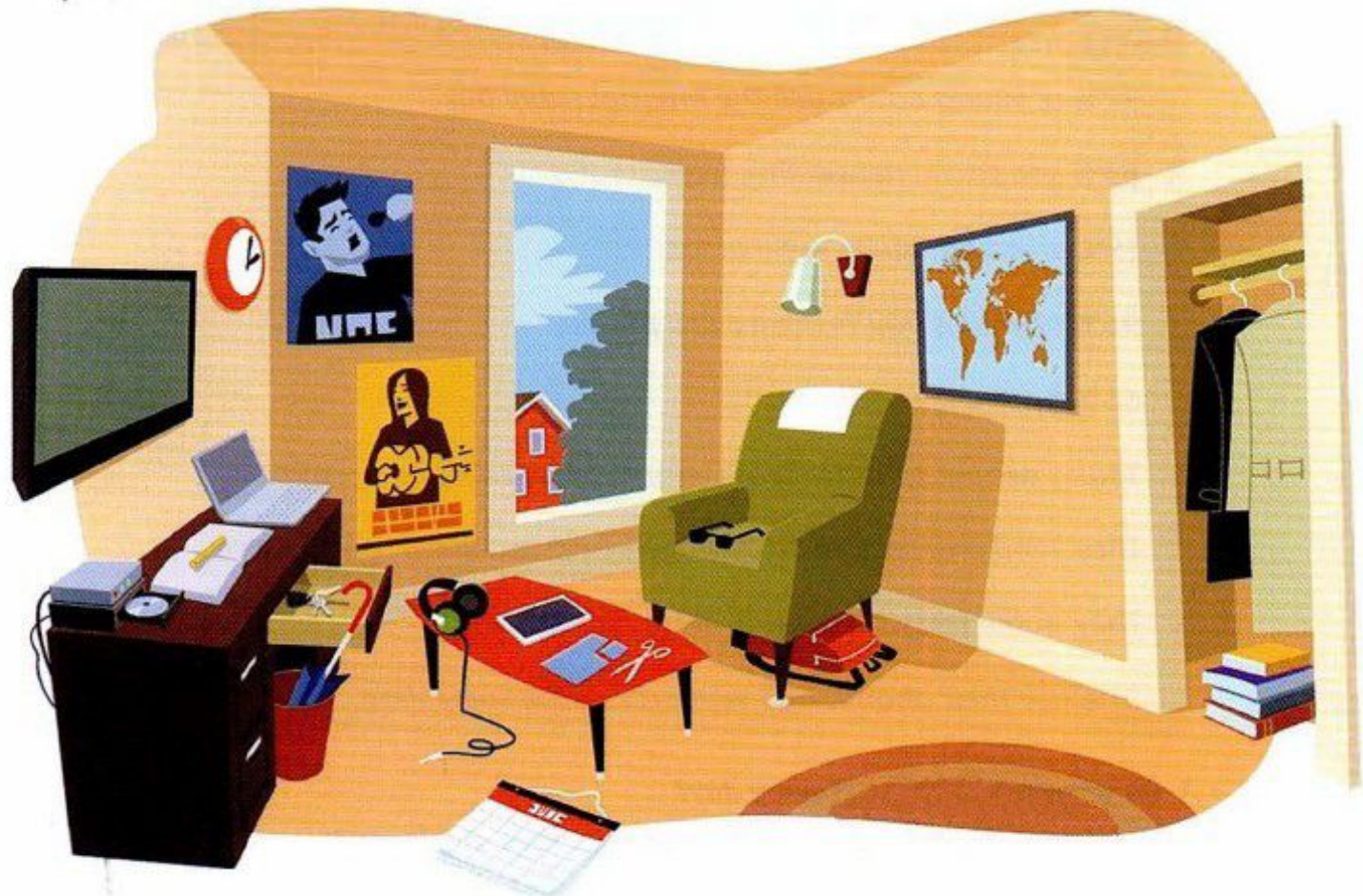


My nickname is Flaco.

UNIT

2 What do you remember?

1 Look at the picture. Where are the things in the room? Study the picture for two minutes and try to remember.



2 **Pair work** Close your books. Make a list of the things in the room and where they are. How much can you remember? Then open your books and check.

1. chair - next to the window
2. table - in front of the chair

A The chair is next to the window.

B Right. And the table is in front of the chair.

UNIT 3 Guess the famous person.

Pair work Think of a famous living sports star, movie star, musician, or singer. Take turns asking your partner *yes-no* questions to guess the famous person he or she is thinking of. You can ask 10 questions!

- A *Is the person female?*
 B *No.*
 A *Is he a sports star?*
 B *Yes, he is.*
 A *Is he a soccer player?...*

Useful language

- | | |
|--------------------------------------|-------------------------------|
| Is the person male / female? | Is he / she ... ? |
| Is he / she ... ? | Is he / she ... ? |
| - a sports star – a soccer player | - married / single |
| - a player for (name of the team) | - old / young |
| - an actor / a movie star | - an actor / a movie star |
| - a singer / a rock star / in a band | - interesting / smart / funny |
| - a musician / a guitar player | - from China / from Turkey |

UNIT 4 Do you have the same media habits?

Pair work Read these facts about young adults in the United States. Are you the same or different? How about your partner? Take turns asking questions. Write *S* for *Same* and *D* for *Different*.

	You	Your partner
97% of young adults use the Internet every day.		
83% use social networking sites.		
15% of young adults write blogs		
96% of young adults have a cell phone.		
66% have a smartphone.		
Young people spend only 20 minutes a day on phone calls.		
They send and receive an average of 110 text messages a day.		
They watch television two to three hours a day.		
81% use their phones and watch TV at the same time.		

- A *Do you use the Internet every day?*
 B *Yes, I do. I check my email every morning. How about you?*
 A *Well, I check my email all day. So, yeah.*

5 Favorite free-time activities

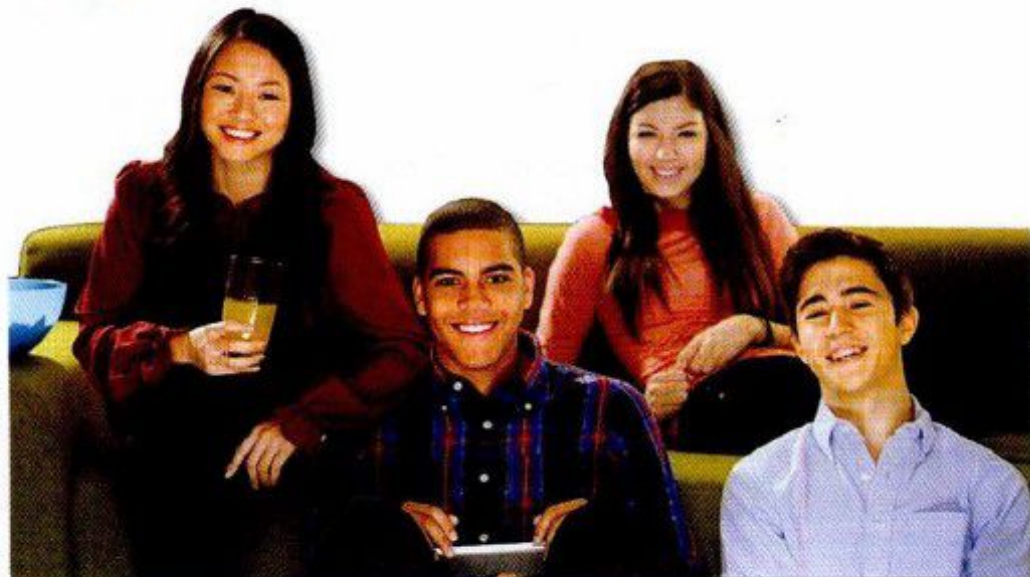
1 Make guesses about your partner. Write your guesses in the chart under *My guesses*.

	My guesses	My partner's answers
What does he / she usually do on weeknights?	watches TV	
What kinds of TV shows does he / she like?		
What's his / her favorite TV show?		
How often does he / she watch TV news?		
Does he / she sleep late on the weekends?		
What's his / her favorite weekend activity?		
How often does he / she go to the movies?		
What kinds of movies does he / she like?		
Does he / she play a sport?		
Does he / she ever go to clubs?		
Is he / she a good dancer?		
What does he / she do after class?		
What kinds of restaurants does he / she go to?		
Does he / she like shopping?		
What hobbies does he / she have?		

2 **Pair work** Take turns asking the questions in two ways to find out if your guesses were right. When you answer, use *I mean* to say something more.

A What do you usually do on weeknights? Do you watch TV?

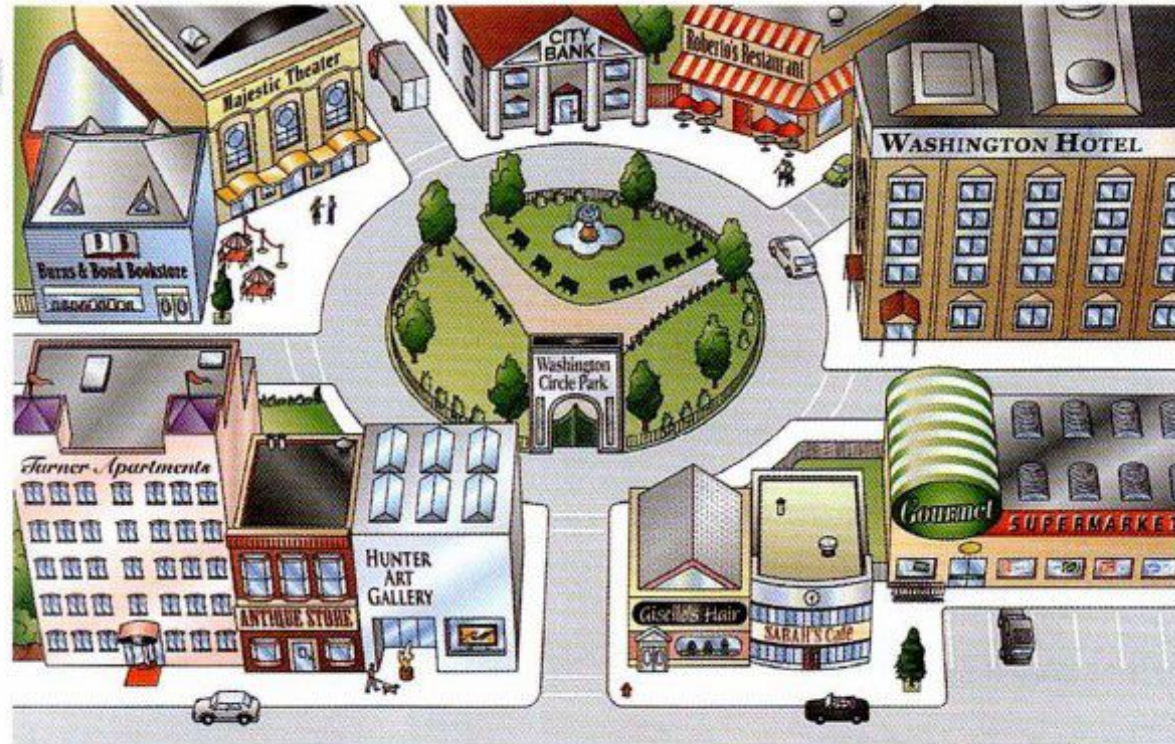
B Yeah, I do. I watch my favorite reality show. I mean, I don't watch TV every night. On the weekends, I go out and . . .



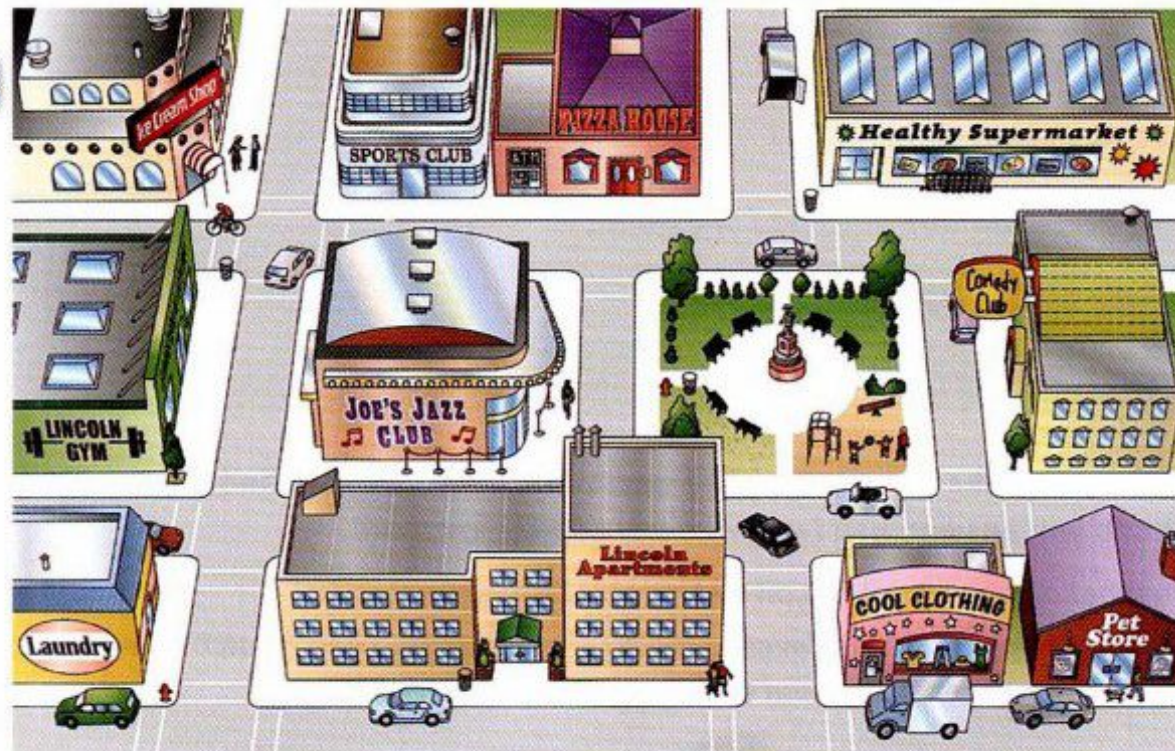
UNIT **6** Find the differences.

- 1 **Pair work** Look at the two neighborhoods below. How many differences do you see? Make a list.

Washington Circle



Lincoln Square



- A *There's a big park in Washington Circle.*
 B *There's a park in Lincoln Square, but it's very small. So that's one difference.*

Differences

1. *There's a big park in Washington Circle, but there's a small park in Lincoln Square.*

- 2 **Pair work** Discuss the things you like about the neighborhoods above. Are they like your neighborhood?

- A *I like Washington Circle. It has a big park.*
 B *Me too. There are a lot of parks in my neighborhood.*

UNIT 7 Find out about your classmates.

- 1 Class activity** Find classmates who answer *yes* to the questions. Write their names in the chart. If someone answers *yes*, ask a follow-up question to find out more information.

Find someone who . . .	Name	More information
<i>is taking music lessons.</i>		
<i>is in a band.</i>		
<i>is working two jobs.</i>		
<i>is looking for a new job.</i>		
<i>is eating out a lot these days.</i>		
<i>isn't getting enough sleep.</i>		
<i>is playing on a sports team.</i>		
<i>isn't getting enough exercise.</i>		
<i>is shopping for a new laptop or cell phone.</i>		
<i>is writing a blog.</i>		

- A *Are you taking music lessons?*
 B *Yes, I am. I'm taking piano lessons.*
 A *That's great. How are they going?*
 B *Great. I'm learning a lot.*

- 2 Class activity** Tell the class one interesting thing you found out about a classmate.

UNIT 8 Think fast!

Group work Think of an idea for each item below. You have two minutes! Then compare ideas with your group. Does anyone have the same answers?

Think of . . .

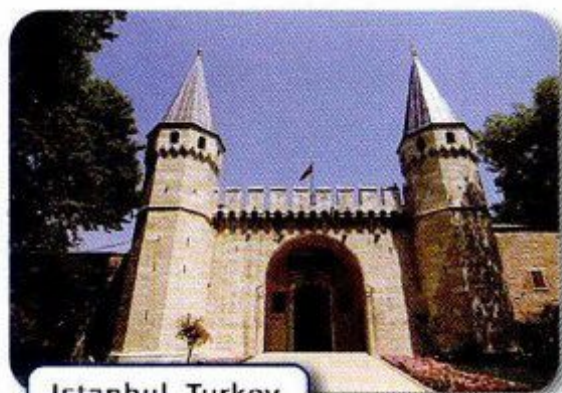
- a gift you have to get for someone _____
- something you need to buy _____
- a store you need to go to _____
- something you don't want to do, but you have to do _____
- a sport you want to try _____
- a sport you don't want to try _____
- something you like to wear to class _____
- something you need to do after class _____
- something you have to wear to a wedding _____
- a TV show you like to watch _____
- someone you need to call _____

UNIT 9 Where in the world?

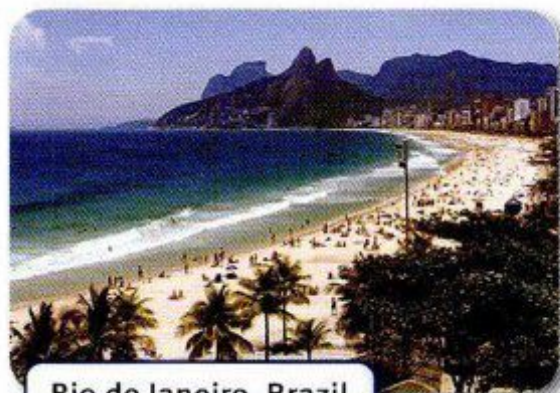
1 Pair work Where in the world can you do these things? Use the photos to help you.

Where can you . . .

1. see an amazing palace?
2. see a historic neighborhood?
3. take a cable car?
4. swim at a beautiful beach?
5. hear traditional music?
6. take a boat trip on a river?



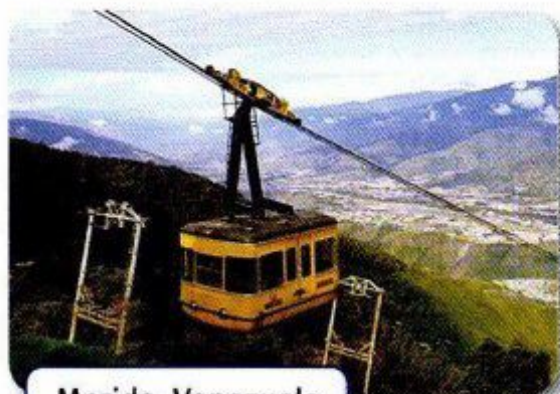
Istanbul, Turkey



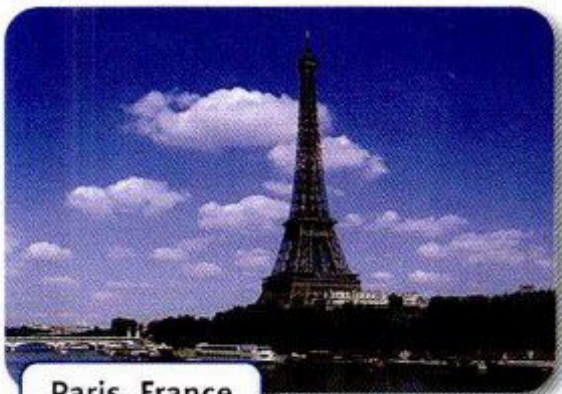
Rio de Janeiro, Brazil



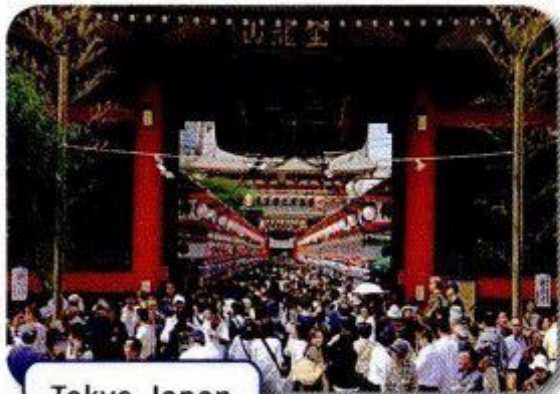
Mexico City, Mexico



Merida, Venezuela



Paris, France



Tokyo, Japan

2 Pair work Choose a country you know about. Brainstorm ideas about all the interesting things you can do there. Explain any new words to your partner.

A *OK, let's make a list for Australia.*

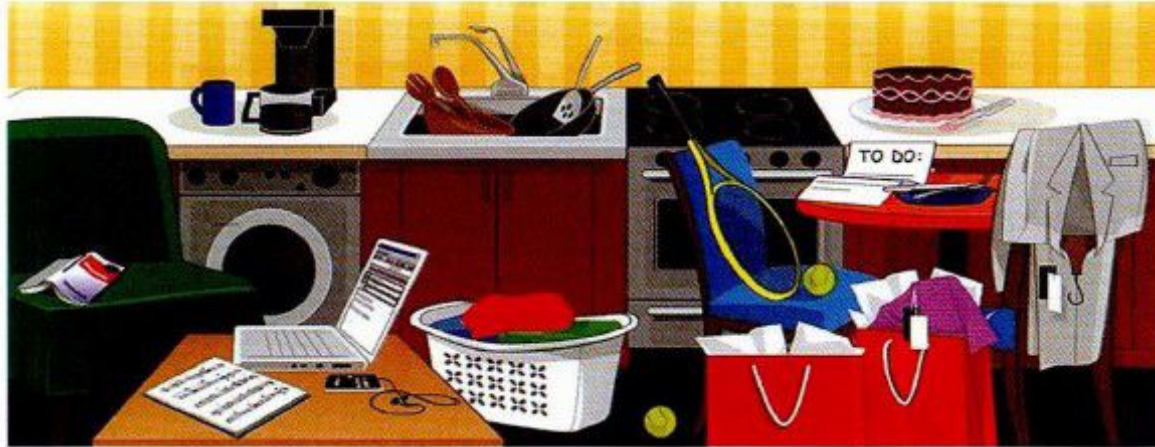
B *Well, you can see some amazing animals, like koalas.*

A *What's a koala?*

B *Oh, it's kind of like a little bear. They're gray and white.*

UNIT **10** Yesterday

- 1** Look at Mario's apartment. What did he do yesterday? Study the picture for two minutes. Then close your book and make a list. How much can you remember?



- 2** Pair work Compare your lists. Did you do any of the same things as Mario? Tell your partner.
- A Did Mario do the laundry yesterday?
 B Yes, he did. I have that on my list. OR I don't know. I don't have that on my list.
 A Yeah, I did my laundry and my roommate's laundry yesterday.
 B You did? Good for you.

UNIT **11** Guess where I went on vacation.

- 1** Choose a beautiful or exciting city or country. Imagine you went there on vacation. Think of answers to these questions. Write notes in the chart.

How did you get there? Did you take a train or bus? Did you fly? Did you drive?	
How long did the trip take?	
What time of year was it?	
What was the weather like?	
What did you do there?	
What did you wear?	
What kind of food did you eat?	
What souvenirs did you buy?	
What language do they speak there?	



- 2** Pair work Ask questions like the ones above (but not "Where did you go?") to guess where each person went on vacation. How many questions do you need to guess the city or country?
- A How did you get there? Did you fly?
 B No, I took the bus.
 A OK. So how long did the trip take? Was it a couple of hours?

Free talk

UNIT

12 Give it a try.

- 1 Complete the chart. Try and write the same ideas as other classmates. Write your ideas in two minutes.

Think of something . . .	
<i>a picky eater doesn't eat.</i>	
<i>tasty for breakfast.</i>	
<i>you have in your refrigerator that most people don't have.</i>	
<i>you drink a lot of.</i>	
<i>you would like to try for dinner.</i>	
<i>you don't have much of in your kitchen.</i>	
<i>a vegetarian would like to eat.</i>	

- 2 **Group work** Compare your ideas. Score one point each time you have the same answer as a classmate. Who has the most points?

A Well, picky eaters don't eat much seafood or fish or anything.

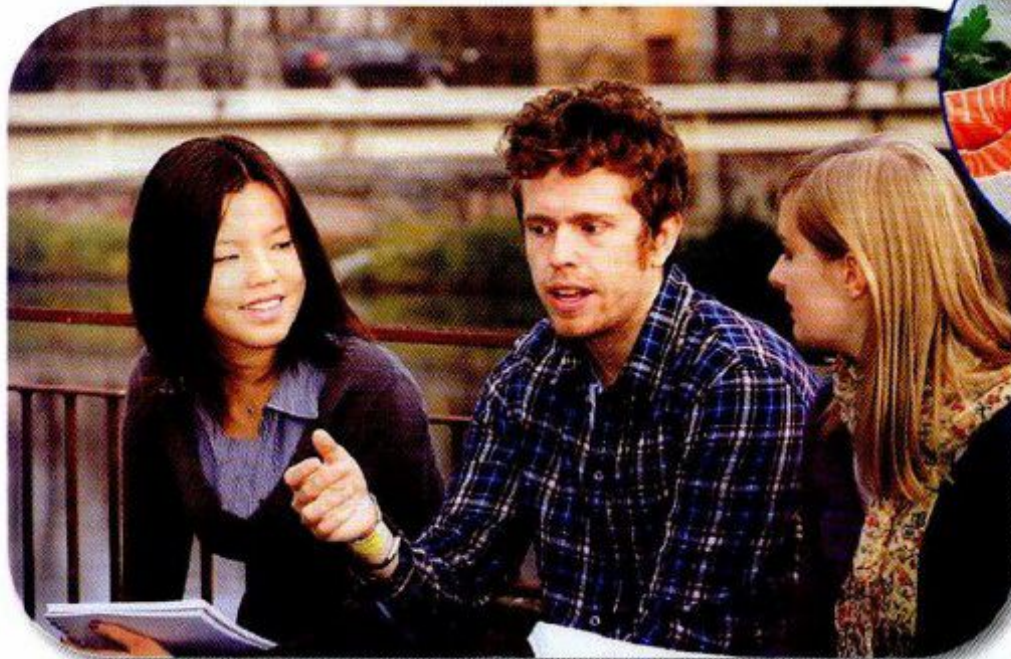
B That's true. I wrote vegetables.

C I wrote seafood. So Miki and I both get a point because we have the same answer.

- 3 **Group work** Find out your classmates' tastes. Ask about the things you wrote in the chart above.

A Do you eat a lot of seafood or . . . ?

C No. We never have any in the house!



UNIT 1 **3.39** Listen and repeat the words. Notice the underlined sounds. Check (✓) the sounds that are like the sound in *hi*.

1. I'm 2. middle 3. my 4. nice 5. nickname 6. night 7. wait

UNIT 2 **3.40** Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in *key* or the sound in *late*? Circle the correct word.

1. asleep (key / late) 4. these (key / late)
 2. she key (key / late) 5. they (key / late)
 3. paper (key / late) 6. today (key / late)

UNIT 3 **3.41** Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in *see* or the sound in *zero*? Write *s* or *z*.

1. amazing z 4. it's z 7. celebrity z 10. sister z
 2. boss s 5. buzy z 8. muzic z 11. his z
 3. is z 6. lazy z 9. excziting z 12. singer z

UNIT 4 **3.42** Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *study*, *phone*, *get*, or *law*? Write the words from the box in the correct columns below.

breakfast call coffee country does exercise home know

study	phone	get	law
			<i>coffee</i>


UNIT 5 **3.43** Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

- | | | | |
|------------------------|------------------|----------------|----------------------|
| 1. do <u>u</u> mentary | sit <u>o</u> com | m <u>o</u> vie | sh <u>o</u> p |
| 2. d <u>o</u> n't | o <u>n</u> line | g <u>o</u> | ph <u>o</u> to |
| 3. c <u>o</u> mputer | to <u>o</u> day | h <u>o</u> me | to <u>o</u> orrow |
| 4. wh <u>o</u> | d <u>o</u> | to <u>o</u> | co <u>o</u> mmercial |


UNIT 6 **3.44** Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

- | | | | |
|----------------------|------------------|-----------------|-----------------------|
| 1. b <u>u</u> ilding | t <u>i</u> me | g <u>y</u> m | m <u>i</u> dnight |
| 2. h <u>u</u> ngry | c <u>o</u> uple | s <u>o</u> me | p <u>o</u> ol |
| 3. m <u>o</u> vie | n <u>e</u> w | s <u>o</u> ccer | f <u>o</u> od |
| 4. m <u>a</u> ll | st <u>a</u> dium | e <u>i</u> ght | n <u>e</u> ighborhood |


Sounds right

UNIT **7**  3.45 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in four or the sound in word? Circle the correct word.


1. learn (four / word) 3. perfect (four / word) 5. warm (four / word)
 2. morning (four / word) 4. sport (four / word) 6. work (four / word)

UNIT **8**  3.46 Listen and repeat the words. Notice the underlined sounds. Check (✓) the sounds that are like the sound in hat.

1. backpack 4. necklace 7. briefcase 10. sunglasses
 2. mall 5. bracelet 8. sale 11. jacket
 3. black 6. pants 9. cap 12. wach


UNIT **9**  3.47 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in she or the sound in child? Write *sh* or *ch*.

1. Chile ch 5. Chinese ____ 9. chocolate ____ 13. delicious ____
 2. French ____ 6. information ____ 10. natural ____ 14. ocean ____
 3. Portuguese ____ 7. question ____ 11. Russian ____ 15. show ____
 4. Spanish ____ 8. statue ____ 12. sugar ____ 16. Turkish ____


UNIT **10**  3.48 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in looked, bought, spoke, or left? Write the words from the box in the correct columns below.

brought cooked met read saw told
chose drove put said thought took

<u>look</u> ed	<u>bo</u> ught	<u>spo</u> ke	<u>le</u> ft
	<i>brought</i>		

UNIT **11**  3.49 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

1. hard part scared smart
 2. autograph relaxed nervous parasailing
 3. first nervous snorkeling worry
 4. back exactly happy vacation

UNIT **12**  3.50 Listen and repeat the words. Which syllable in each word is stronger than the other syllable(s)? Underline the stressed syllables.

1. butter 4. pepper 7. pizza 10. tomato
 2. pasta 5. cucumber 8. sugar 11. onion
 3. carrot 6. potato 9. melon 12. water

UNIT **2** **Lesson A** The verb *be*: *he, she, and they*

Complete the questions and answers. Then practice with a partner.

- | | |
|--|---|
| 1. A Where's Hiroki? <u>Is he</u> absent?
B No, _____ not. _____ right here. | 4. A David's not here today.
B _____ sick? |
| 2. A Stacy and Carmen are late today.
B _____ at the library?
A No, _____ not. _____ in the cafeteria. | A Yes, _____. I think _____ at home. |
| 3. A _____ Nick and Laura in class?
B Yes, _____. But _____ asleep. | |

✘ COMMON ERRORS
Use *not* to make a statement negative. Don't use *no*.
Ellen's not here.
(NOT *Ellen's no here.* / *Ellen no is here.*)

UNIT **2** **Lesson B** *This and these*; noun plurals

Rewrite items 1 to 3 in the plural and items 4 to 6 in the singular. Then compare with a partner.

- | | |
|---|--|
| 1. Is this my key? – No, it's not. | <u>Are these my keys? – No, they're not.</u> |
| 2. What's this? – It's a dictionary. | _____ |
| 3. This is a good sandwich! | _____ |
| 4. What are these? – They're tablets. | _____ |
| 5. My children aren't in class today. | _____ |
| 6. Are these your pencils? – Yes, they are. | _____ |

UNIT **2** **Lesson C** Questions with *Where*; possessive 's and s'

Write questions using the words given. Then practice with a partner.

- | | |
|---|---------------------------------------|
| 1. A <u>Where's the teacher's coat?</u>
B It's on the chair. | (Where / the teacher / coat?) |
| 2. A _____
B I think it's next to the library. | (Where / the students / cafeteria?) |
| 3. A _____
B It's right over there. | (Where / the teachers / room?) |
| 4. A _____
B Maybe they're in the desk. | (Where / the students / test papers?) |
| 5. A _____
B Look – it's under the desk. | (Where / the teacher / book bag?) |

UNIT

3

Lesson A *Be* in statements; possessive adjectives

Complete the sentences. Compare with a partner. Then write four sentences about your favorite celebrities.

- I'm not a soccer fan, but I'm a big tennis fan.
My favorite player is Maria Sharapova.
- My brother and I are baseball fans. _____ big fans of the New York Yankees.
- My best friend and I are on the school baseball team. _____ team is very good this year.
- My favorite band is One Direction. _____ really good. _____ new album is great.
- I love Pablo Picasso. _____ my favorite artist. _____ paintings are amazing.
- I like J. K. Rowling. She's my favorite writer. _____ very famous. _____ books are wonderful.

i Note

Some band names are singular (*Green Day*), but use *They* to talk about the people in the band.
They're great.
Green Day is great.

UNIT

3

Lesson B *Yes-no* questions and answers; negatives

Write *yes-no* questions. Then write true answers. Ask and answer the questions with a partner.

- | | |
|---|--|
| 1. you / shy ?
A <u>Are you shy?</u>
B <u>No, I'm not. I'm very outgoing.</u> | 4. our classmates / lazy ?
A _____
B _____ |
| 2. this class / easy ?
A _____
B _____ | 5. your neighbors / nice ?
A _____
B _____ |
| 3. the teacher / strict ?
A _____
B _____ | 6. your best friend / outgoing ?
A _____
B _____ |

UNIT

3

Lesson C Information questions with *be*

About you

Write questions for the answers below. Compare with a partner. Then ask and answer the questions giving your own information.

- | | |
|--|---|
| 1. A <u>Where's your mother today?</u>
B My mother's at home today. She's sick. | 4. A _____
B My aunt and uncle are both fine. |
| 2. A _____
B It's my cousin. She's really nice. | 5. A _____
B My father's 50, and my mother's 48. |
| 3. A _____
B My brother? He's friendly and outgoing. | 6. A _____
B My grandfather's from Mexico City, and my grandmother's from Texas. |

UNIT **4** Lesson A Simple present statements

A Complete the sentences. Use the simple present of the verbs in the box. Use affirmative verbs in items 1 to 4 and negative verbs in items 5 to 8.

do go (2) like play sing ✓watch
eat have listen talk use

X Common errors

Add an -s ending to verbs with *he, she, it,* or singular nouns.

He listens to the radio. (NOT ~~listen~~ . . .)
My mom reads. (NOT ~~read~~ .)

1. It's very noisy in our house in the morning. My mother watches TV.
2. My father _____ to the radio, and he _____ in the shower!
3. My brother _____ a new laptop, and he _____ computer games.
4. My sister's quiet. She _____ her homework and then _____ to school.
5. I don't eat breakfast. I just have orange juice. I _____ coffee.
6. I have a big lunch at work with my best friend. We _____ home for lunch.
7. My friend is very quiet and shy. She _____ a lot at lunch.
8. I get up early on weekdays, but on the weekends I _____ an alarm clock.

About you **B** **Pair work** Rewrite five of the sentences above using your own information. Compare with a partner.

UNIT **4** Lesson B Yes-no questions and short answers

A Complete these questions with *do* or *does*, and the answers with *do, does, don't,* or *doesn't*. Then practice with a partner.

1. A Do you clean your room every day?
B No, I _____. I only clean my room on Saturdays.
2. A _____ your teacher work on the weekends?
B No, he _____. He only works on weekdays.
3. A _____ your friends text you late at night?
B Yes, they _____. But they _____ call me late at night.
4. A _____ you watch TV with your family in the evenings?
B No, we _____ watch TV together. We _____ like the same shows!
5. A _____ your mother go shopping on Saturdays?
B Yes, she _____. But she _____ like shopping.
6. A _____ your family eat together on Sundays?
B Yes, we _____. But we _____ eat at home. We go to my grandparents' house.

About you **B** **Pair work** Practice the conversations. Give your own information.

UNIT **5** **Lesson A** Simple present information questions

A Write a question about the underlined words in each answer. Then practice with a partner.

1. A What do you do on Friday nights?
B On Friday nights? Oh, I usually go to the movies.
2. A _____
B I go to the movies with my best friend.
3. A _____
B My best friend texts me two or three times a day.
4. A _____
B I have dinner with my parents on Sundays.
5. A _____
B My parents live about 20 miles away.
6. A _____
B My teacher? I guess she just goes home after class.

Common errors

Don't add an -s ending to the main verb in questions with *he, she, it,* or singular nouns.

Where does your friend go?
(NOT *Where does your friend goes?*)

About you **B** **Pair work** Ask and answer the questions. Give your own information.

UNIT **5** **Lesson B** Frequency adverbs

A Answer the questions using frequency adverbs.

1. Do you ever go out on weeknights? Well, sometimes I go out on Thursday nights.
2. Do you ever go to the movies alone? _____
3. Do you ever exercise at a gym? _____
4. Do you ever play video games with your friends? _____
5. Do you ever study English with a classmate? _____
6. Do you ever read in bed? _____
7. Do you ever drink tea? _____
8. Do you ever have dinner late at night? _____

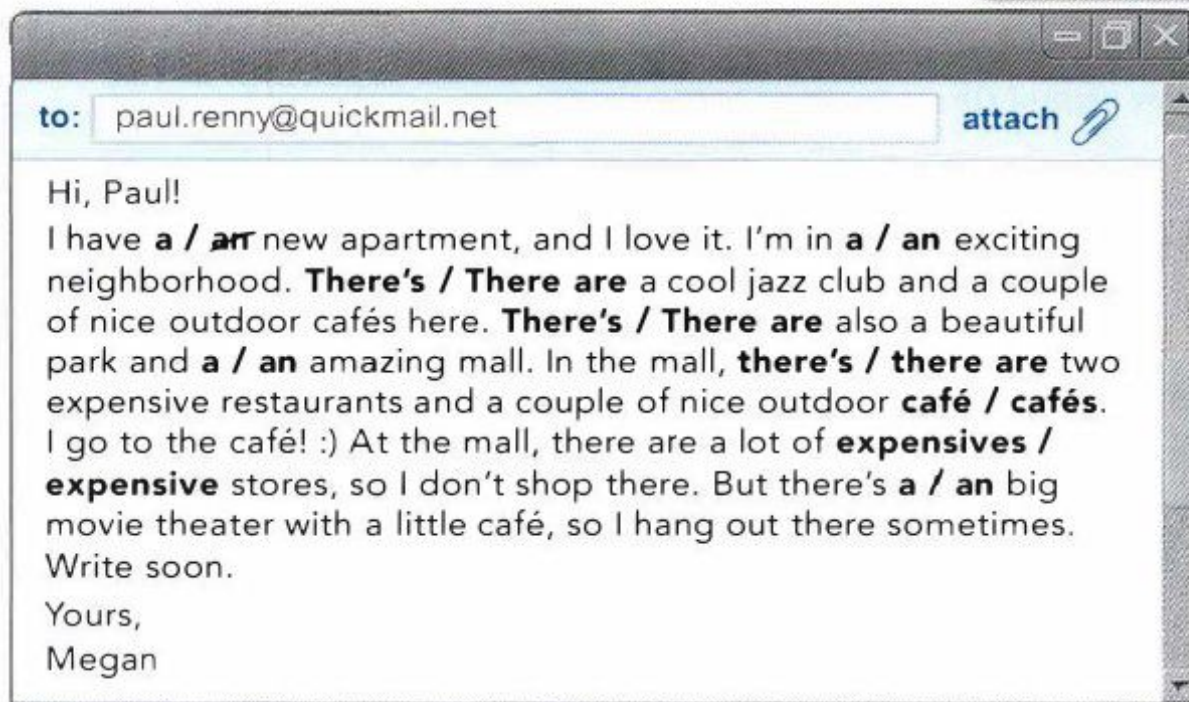
About you **B** **Pair work** Ask and answer the questions. Give your own information.

Extra practice

UNIT **6** Lesson A *There's and There are; quantifiers*

A Cross out the incorrect words in this email message.

Note
Notice the patterns with *There's / There are ... and ...*
There's a supermarket and a couple of stores.
There are some stores and a supermarket.



In conversation
There's is more common than *There is*.

There's
 There is

About you **B** **Pair work** Write an email about your neighborhood. Then compare emails with a partner. How are your neighborhoods the same? How are they different?

UNIT **6** Lesson B *Suggestions with Let's*

A Complete the sentences with *Let's* or *Let's not* and the verbs given.

- _____ a break. (take) I know — _____ coffee at that new outdoor café! (have)
- Class starts at 7:30 today. So _____ late. (not / be)
- I know it's only 11:30, but I'm hungry! _____ lunch now. (eat)
- _____ the laundry this afternoon. (not / do)
_____ shopping at the mall. (go)
- I feel tired. _____ tonight. (not / go out) _____ in front of the TV. (relax)
- _____ for dinner tonight — say, around 7:30. (meet)
- It's a beautiful day. _____ the house today. (not / clean)
_____ to the pool! (go)
- _____ Sunday afternoon at the museum. (spend) There's a great art exhibit there.

Note
Let's eat dinner now.
= I want dinner now.
Let's not eat dinner now.
= I don't want dinner now.

About you **B** Write five suggestions for things to do with your partner this weekend. Then take turns making your suggestions. Find something you both want to do.

In conversation
Let's is more common than *Let's not*.

Let's
 Let's not

UNIT **7** Lesson A Present continuous statements

A Complete these text messages using the verbs in parentheses.

FROM: Ava Williams 4:00 p.m.
 Hey, Olivia! I hope you _____
 (not / work). The weather is so beautiful!
 I _____ (have) coffee with Lily at an
 outdoor café. We _____ (chat) about
 work and things. And she _____
 (check) the Internet for a good movie. Are
 you free tonight? XXOO, Ava

FROM: Brandon Brown 5:00 p.m.
 Hey, John. Eric and I _____ (relax)
 here at the beach. Eric _____ (swim),
 and I _____ (send) text messages!
 But we _____ (get) hungry now.
 There's a great new restaurant near here.
 Let's meet for dinner. -Brandon

FROM: Olivia Martinez 4:05 p.m.
 Ava, I'm not at work. I'm home with my
 parents, but we _____ (work) very hard!
 My mother _____ (clean) the car, and
 my father and I _____ (do) the laundry.
 I _____ (not / have) much fun! But I'm
 free around 5:00 p.m. Call me! -Olivia

FROM: John Harris 5:30 p.m.
 Brandon, I'm sorry, but I _____ (stay)
 home this weekend. I _____ (study)
 for exams. Also, I _____ (write) an
 essay for my English class. So I _____
 (not / go out) all weekend. Let's do
 something after my exams, OK? -John

About you **B** Pair work Imagine it's Saturday evening. Write a text message to tell your partner what you're doing. Then answer your partner's message.

UNIT **7** Lesson B Present continuous questions

A Complete these phone conversations with present continuous *yes-no* and information questions. Use the words in parentheses. Compare with a partner.

- A Hi, it's Jeremy. How are things?
 B Pretty good. So what's up? _____
 from? (where / you / call)
 A From work. I have a new job.
 B Really? _____? (where / you / work)
 A At Angelo's Pizza. You know, with Mike.
 B Oh, right. _____ tonight? (he / work)
 A No, he's not. He only works during the day.
 B OK. _____ a break right now?
 (you / take)
 A Yeah. I'm having pizza! I love this job! . . .

- A Hi, it's me, Lauren. _____ at a
 good time? (I / call)
 B Sure. I'm just watching TV.
 A Oh. _____? (what / you / watch)
 B A rock concert on Channel 10.
 A Wow. _____? (who / sing)
 She has a great voice!
 B I'm not sure. But, yeah, she's amazing.

X Common errors

Check the spelling of verb + *-ing*.
having (NOT ~~haveing~~)
shopping (NOT ~~shoping~~)

About you **B** Pair work Practice the conversations. Then practice again with your own information.

Extra practice

UNIT 8 Lesson A *Like to, want to, need to, have to*

A Use the words given to complete the questions.

- (you / like / wear) Do you like to wear _____ a different outfit every day?
- (your family / like / go) _____ shopping together?
- (you and your friends / want / go) _____ to the mall this weekend?
- (you and your friends / like / wear) _____ the same colors?
- (your parents / need / buy) _____ something new for your home? I mean, (what / they / have to / get) _____?
- (you / like / look around) _____ electronics stores?
- (Where / your best friend / like / buy) _____ his or her clothes?

About you **B** **Pair work** Ask and answer the questions. Give your own information.

UNIT 8 Lesson B *How much . . . ?; this, these; that, those; saying prices*

Common errors

Don't forget the word *to*.
I like to shop online.
(NOT I like-shop online.)

A Look at the pictures. Complete the conversations with words from the box.
You need to use some words more than once. Sometimes there is more than one answer.

it they this that these those is are

- Clerk Can I help you?

Sophia Yes. This _____ a great jacket. How much is _____?

Clerk Um, . . . _____ jacket is \$199, I believe.

Sophia And what about _____ pants? How much _____ they?

Clerk I think _____ 're \$119.

Sophia Wow. _____ 're expensive! Um . . . I have to think about it. But thanks anyway.
- Clerk Do you need some help?

Austin Yeah. How much _____ those sweatshirts? There's no price tag.

Clerk _____? They're \$29.99. They're on sale.

Austin And what about _____ sweatpants? How much are _____?

Clerk Uh, these _____ \$19.75. They're on sale, too.

Austin OK. I want to try on a blue sweatshirt and blue sweatpants.



About you **B** **Pair work** Practice the conversations with a partner. Can you think of a different ending for each conversation?

UNIT

9

Lesson A Can and can't for possibility

A Complete these questions and answers with *can* or *can't* and one of the verbs in the box. You can use some verbs more than once. Then practice with a partner.

do eat buy go ride swim take walk

1. A What can you do for exercise in your neighborhood?
 B You _____ a bike in the park, and you _____ at the pool.
2. A What international restaurants _____ you _____ to?
 B You _____ at Chinese, Korean, and Thai restaurants.
3. A _____ you _____ the latest fashions in your neighborhood?
 B Yes, you _____. There's a great store near my house.
4. A _____ people _____ around your neighborhood late at night?
 B Well, you _____ a walk in the park. It's not a good idea.
5. A _____ people _____ a ferry to work in your city?
 B No, they _____. But they _____ to work by subway or bus.

Common errors

Use a simple verb after *can* and *can't*.

I can take the bus.
 (NOT *I can taking the bus.*)

About you

B Pair work Ask and answer the questions. Give your own answers.

UNIT

9

Lesson B Can and can't for ability

A Unscramble the questions. Then compare with a partner.

1. What sports / you / play well / can _____ ?
2. you / play / Can / a musical instrument _____ ?
3. ride / a motorbike / you / Can _____ ?
4. drive / can / in your family / Who _____ ?
5. you / Can / name / all the countries in South America _____ ?
6. music / read / you / Can _____ ?
7. international / you / cook / any / Can / foods _____ ?
8. speak / or understand / What languages / you / can _____ ?

About you

B Pair work Ask and answer the questions. Give your own answers.

Extra practice

UNIT

10

Lesson A Simple past statements: regular verbs

A Complete these statements with a past form of the verbs in parentheses.

1. It _____ (rain) yesterday, so I _____ (not / walk) home from work.
2. I _____ (not / work) late last night because I _____ (want) to go to the gym.
3. My parents _____ (not / want) to cook last night, so we _____ (order) food from a restaurant.
4. I _____ (try) to call my best friend last night, but she _____ (not / answer) her phone.
5. A classmate _____ (text) me last night, and then we _____ (chat) online.
6. I _____ (not / clean) the house on Saturday. I just _____ (relax).
7. I _____ (need) to go shopping for some new clothes on Saturday, but I _____ (not / have) time.
8. The neighbors _____ (invite) us over for dinner on Sunday. We really _____ (love) the food.

About you

B Pair work Choose five of the sentences above and make them true for you. Tell your partner.

UNIT

10

Lesson B Simple past yes-no questions

A Complete these questions and answers with *did*, *didn't*, and the verb in parentheses. Then practice with a partner.

1. A _____ you _____ (go) shopping last weekend?
B Yes, I _____. I _____ (buy) a new jacket.
2. A _____ you _____ (get up) early today?
B No, I _____. I _____ (sleep) late this morning.
3. A _____ you _____ (have) a big breakfast?
B No, I _____. I just _____ (have) coffee.
4. A _____ you _____ (spend) time on the computer last night?
B Yes, I _____ (do) some work. I _____ (write) a report.
5. A _____ your best friend _____ (go out) with you last weekend?
B Yes, she _____. We _____ (see) a movie together.
6. A I didn't come to class last week. _____ the teacher _____ (give) us homework?
B No, he _____. But he _____ (give) us a test.

Common errors

In questions, don't use a simple past form after *did*.

Did you go shopping?
(NOT ~~Did you went shopping?~~)

About you

B Pair work Ask and answer the questions. Give your own answers.

UNIT **11** Lesson A Simple past of *be*

A Unscramble the questions. Then complete the answers with *was*, *wasn't*, *were*, or *weren't*. Practice with a partner.

When you were little . . .

- A strict / your / Were / parents Were your parents strict?

B No, they _____ very strict with me. They _____ pretty relaxed about things.
- A school / Was / elementary / your / big _____ ?

B No, it _____. It _____ a small school with 50 children.
- A in / class / your / Were / friends / your _____ ?

B Yes, they _____. We _____ all in the same class.
- A a good student / Were / you _____ ?

B Well, I _____ OK. I always did my homework.
- A nice / your / Was / teacher / first _____ ?

B My first teacher _____ nice, but some teachers _____ very strict.
- A you / on / Were / a sports team _____ ?

B No, I _____ on a sports team, but I _____ a good swimmer.

About you **B** Pair work Ask and answer the questions. Give your own information.

UNIT **11** Lesson B Simple past information questions

A Complete the questions in the conversation. Use a question word and a verb in the simple past. Then practice the conversation with a partner.

- Jim I see you're back in the office. *How was* _____ your vacation?
- Liz It was great. Really exciting.
- Jim So _____ go?
- Liz I went to Brazil. To the Amazon.
- Jim Wow! _____ there?
- Liz I was there for over a week. It was wonderful.
- Jim It sounds great. So _____ do exactly?
- Liz Well, I went on a boat trip — a nature tour. There were about 40 other people on the boat. And there was a guide. It was amazing.
- Jim Nice. So _____ like?
- Liz He was smart and very interesting. I learned a lot.
- Jim And _____ the weather?
- Liz Oh, it was hot and humid. And I mean, *very* hot!
- Jim Really? So _____ back?
- Liz Actually, I got back four days ago. I always rest for a couple of days after a vacation!

About you **B** Pair work Think about a trip you took. Start a conversation like the one above.

Extra practice

UNIT

12 Lesson A Countable / uncountable nouns

A Complete the questions with *much*, *many*, or *a lot of*. Sometimes there is more than one answer. Complete the answers with *a* or *an*. Write (-) if you don't need *a* or *an*.

- A How much fish do you eat? Do you eat a lot?
 B Actually, I don't like _____ fish. I'm kind of picky.
- A Do you eat _____ vegetables?
 B Actually, I eat _____ raw carrot every day for my mid-morning snack.
- A How _____ fruit do you eat?
 B Well, I love _____ apples. I usually have _____ apple after dinner.
- A Do you eat _____ red meat?
 B No, I don't. I don't like _____ red meat.
- A How _____ cereal do you eat for breakfast?
 B I don't eat cereal. I usually have _____ egg with toast.
- A How _____ times a week do you go out for dinner?
 B Once or twice a week. I'm a big fan of _____ Italian restaurants.

Common errors

With uncountable nouns, don't use *a* / *an* or add *-s*.

I just had some milk.

(NOT *I just had a milk / some milks.*)

About you

B Pair work Ask and answer the questions. Give your own answers.

UNIT

12 Lesson B *Would like; some and any*

A Unscramble the questions. Then complete the conversations with *some* or *any*. Compare with a partner.

- A Would / some / you / coffee / like Would you like some coffee?
 B Sure, but we don't have any milk. I can get some.
- A you / like / Would / go out / to / for lunch _____?
 B Actually, I just ordered a big pizza. Would you like _____?
 A I'd love _____. I'm starving. I didn't have _____ breakfast.
- A some / like / cookies / Would / you _____?
 B No, thanks. I don't want _____ right now. But can I have _____ later?
- A tonight / to / Where / eat / would / like / you _____?
 B Well, there are _____ good seafood restaurants around here. I'd really like _____ fish.
- A like / do / to / would / What / you / for your birthday _____?
 B I'd like to invite _____ friends over for dinner. But I don't want _____ gifts!

About you

B Pair work Ask and answer the questions. Give your own answers.

Irregular verbs

Base form	Simple past
be	was / were
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
leave	left
lend	lent

Base form	Simple past
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wear	wore
win	won
write	wrote

www.majazionline.ir

SECOND EDITION

TOUCHSTONE

Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1 – B2). Based on research into the **Cambridge English Corpus**, *Touchstone* teaches English as it is really used. It presents **natural language in authentic contexts**, and explicitly develops **conversation strategies** so learners speak with **fluency and confidence**.



New in the Second Edition

- **Extra grammar practice** focuses on key grammar points in each unit.
- **Can-do statements** help students understand the learning outcomes of lesson and rate their own performance.
- **Common error information** from the Cambridge Learner Corpus helps students avoid making basic errors.
- **Sounds right** activities provide regular pronunciation practice and enable students to speak with confidence.

Touchstone Components

For Students

Student's Book
Workbook –
print and online

For Teachers

Teacher's Edition with
Assessment Program
Presentation Plus: classroom
presentation software

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

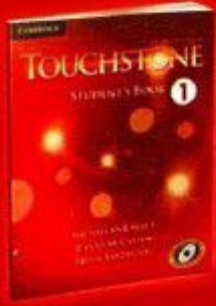
Touchstone Blended Learning



- Maximum flexibility for students and teachers – lessons can be done in class or online
- Automated grading and progress tracking
- Includes games, animated grammar presentations, online communication activities and more

Find out more:
www.cambridge.org/touchstoneblended

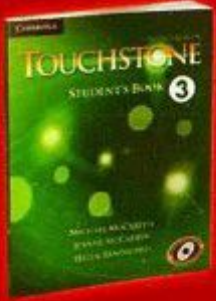
www.cambridge.org/touchstone2



Beginning



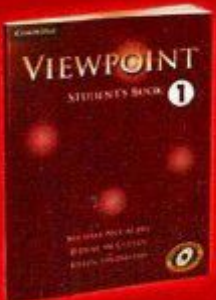
High Beginning



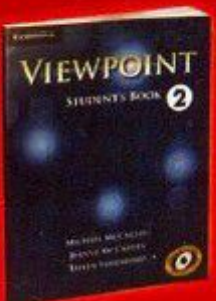
Low Intermediate



Intermediate



High Intermediate



Advanced

CEFR	
A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
	VIEWPOINT 1
C1	VIEWPOINT 2

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

CAMBRIDGE QUALITY GUARANTEE



CAMBRIDGE
UNIVERSITY PRESS

www.cambridge.org

ISBN-13: 978-1107679870

90000



9 781107 679870