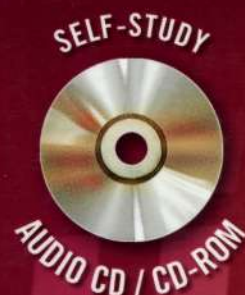


TOUCHSTONE

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



1

STUDENT'S BOOK





مجموعه تخصصی آیلتس مترز

ارائه جدیدترین منابع زبان انگلیسی و آمادگی آزمون آیلتس

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TOUCHSTONE

STUDENT'S BOOK 1

Touchstone is a groundbreaking new series that offers a fresh approach to teaching and learning North American English. It draws on the *Cambridge International Corpus*, a large database of conversations and written texts, to build a syllabus based on how people actually use English. The series introduces unique "conversation management" strategies, places special emphasis on teaching vocabulary and vocabulary-learning strategies, and offers exciting ideas for personalized, learner-centered interaction.

KEY FEATURES

- Grammar presented in natural contexts
- Vocabulary-learning strategies
- Strategies for managing conversation
- Inductive learning tasks
- Useful facts about spoken language
- Personalized speaking and writing practice
- Communicative pronunciation activities
- Listening strategies
- Reading that leads to realistic writing tasks
- Clear learning aims
- Self-assessment tools
- Self-study Audio CD/CD-ROM for Windows® and Macintosh®

The four levels of **Touchstone** take adult and young adult learners from the beginning through the intermediate levels of proficiency. *Student's Book 1* is designed for beginners and teaches basic grammar, vocabulary, and conversation strategies for everyday interaction.

Level One consists of a Student's Book with Self-study Audio CD/CD-ROM, Workbook, Teacher's Edition, and Class Audio CDs or Cassettes. The Student's Book and Workbook are available in split editions.

THE AUTHORS

Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, where he specialized in the analysis of spoken English and contributed to the development of the *Cambridge International Corpus*. He is currently Adjunct Professor of Applied Linguistics at the Pennsylvania State University and the University of Limerick. He is the author of many titles of interest to teachers, including *Spoken Language and Applied Linguistics*. Well known as an expert on the teaching and learning of vocabulary, he is co-author of the basic and upper-intermediate levels of *Vocabulary in Use*.

Jeanne McCarten has taught English in Sweden, France, Malaysia, and the UK and has many years of experience publishing English teaching materials, specializing in the areas of grammar and vocabulary. She was closely involved in the development of the spoken English sections of the *Cambridge International Corpus*.

Helen Sandiford has extensive experience as an English teacher, teacher trainer, and sales and marketing specialist. She spent nine years in Japan setting up English programs and teaching in Japanese senior high schools and vocational colleges. She has conducted training seminars for English teachers throughout East Asia.



CAMBRIDGE INTERNATIONAL CORPUS

The Cambridge International Corpus is a database of over 700 million words of spoken and written English that have been collected from a variety of authentic sources. Developed by Cambridge University Press as a tool to help in writing materials for learners of English, the Corpus can be analyzed to determine how the language is actually used.
www.cambridge.org/corpus



REAL ENGLISH GUARANTEE



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We created the **Touchstone** series with the help of the *Cambridge International Corpus* of North American English. The corpus is a large database of language from everyday conversations, radio and television broadcasts, and newspapers and books.

Using computer software, we analyze the corpus to find out how people actually use English. We use the corpus as a "touchstone" to make sure that each lesson teaches you authentic and useful language. The corpus helps us choose and explain the grammar, vocabulary, and conversation strategies you need to communicate successfully in English.

Touchstone makes learning English fun. It gives you many different opportunities to interact with your classmates. You can exchange personal information, take class surveys, role-play situations, play games, and discuss topics of personal interest. Using **Touchstone**, you can develop confidence in your ability to understand real-life English and to express yourself clearly and effectively in everyday situations.

We hope you enjoy using **Touchstone** and wish you every success with your English classes.

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

Getting started presents new grammar in natural contexts such as surveys, interviews, conversations, and phone messages.

Figure it out challenges you to notice how grammar works.



Grammar is presented in clear charts.

Grammar exercises give you practice with new structures and opportunities to exchange personal information with your classmates.

Speaking naturally helps you understand and use natural pronunciation and intonation.

Building language builds on the grammar presented in Lesson A.

In conversation panels tell you about the grammar and vocabulary that are most frequent in spoken North American English.



Building vocabulary uses pictures to introduce new words and expressions.

Word sort helps you organize vocabulary and then use it to interact with your classmates.

Talk about it encourages you to discuss interesting questions with your classmates.

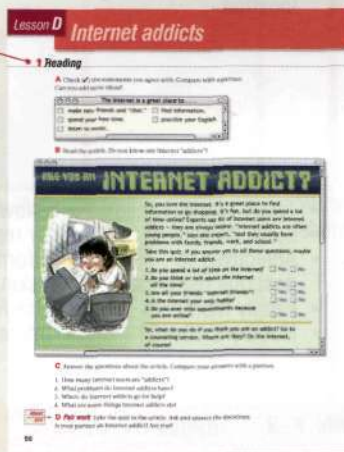
Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

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→ **Strategy plus** teaches important expressions for conversation management, such as *I mean*, *Well*, and *Anyway*.

7 Listening and speaking skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include “listen and react” activities.

Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

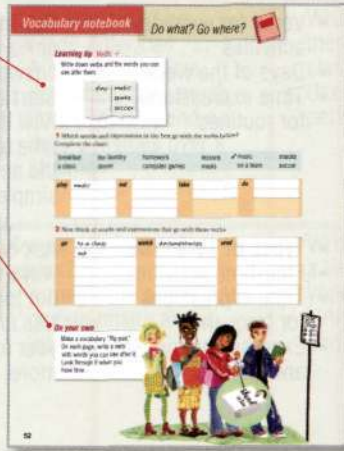
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Writing tasks include e-mails, letters, short articles, and material for Web pages.

Help notes give you information on things like punctuation, linking ideas, and organizing information.

Vocabulary notebook is a page of fun activities to help you organize and write down vocabulary.

On your own is a practical task to help you learn vocabulary outside of class.



→ **Free talk** helps you engage in free conversation with your classmates.

Other features

A **Touchstone checkpoint** after every three units reviews grammar, vocabulary, and conversation strategies.

A Self-study Audio CD/CD-ROM gives you more practice with listening, speaking, and vocabulary building.

The **Class Audio Program** presents the conversations and listening activities in natural, lively English.

The **Workbook** gives you language practice and extra reading and writing activities. **Progress checks** help you assess your progress.

Touchstone Level 1 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 All about you pages 1–10	<ul style="list-style-type: none"> Say hello and good-bye Introduce yourself Exchange personal information (names, phone numbers, and e-mail addresses) Spell names Thank people 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>I, you,</i> and <i>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> 	<ul style="list-style-type: none"> Expressions to say hello and good-bye Numbers 0–10 Personal information Everyday expressions 	<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"> Letters and numbers E-mail addresses
Unit 2 In class pages 11–20	<ul style="list-style-type: none"> Ask and say where people are Name personal items and classroom objects Ask and say where things are in a room Make requests Give classroom instructions Apologize 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>he, she,</i> and <i>they</i> in statements, <i>yes-no</i> questions, and short answers Articles <i>a, an,</i> and <i>the</i> <i>This</i> and <i>these</i> Noun plurals Questions with <i>Where . . . ?</i> Possessives <i>'s</i> and <i>s'</i> 	<ul style="list-style-type: none"> Personal items Classroom objects Prepositions and expressions of location 	<ul style="list-style-type: none"> Ask for help in class Respond to <i>Thank you</i> and <i>I'm sorry</i> 	<ul style="list-style-type: none"> Noun plural endings
Unit 3 Favorite people pages 21–30	<ul style="list-style-type: none"> Talk about favorite celebrities Describe people's personalities Talk about friends and family 	<ul style="list-style-type: none"> Possessive adjectives The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers (summary) Information questions with <i>be</i> 	<ul style="list-style-type: none"> Types of celebrities Basic adjectives Adjectives to describe personality Family members Numbers 10–101 	<ul style="list-style-type: none"> Show interest by repeating information and asking questions Use <i>Really?</i> to show interest or surprise 	<ul style="list-style-type: none"> <i>Is he . . . ?</i> or <i>Is she . . . ?</i>

Touchstone checkpoint Units 1–3 pages 31–32

Unit 4 Everyday life pages 33–42	<ul style="list-style-type: none"> Describe a typical morning in your home Discuss weekly routines Get to know someone Talk about lifestyles 	<ul style="list-style-type: none"> Simple present statements, <i>yes-no</i> questions, and short answers 	<ul style="list-style-type: none"> Verbs for everyday activities Days of the week Time expressions for routines 	<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> 	<ul style="list-style-type: none"> -s endings of verbs
Unit 5 Free time pages 43–52	<ul style="list-style-type: none"> Discuss free-time activities Talk about TV shows you like and don't like Talk about TV-viewing habits 	<ul style="list-style-type: none"> Simple present information questions Frequency adverbs 	<ul style="list-style-type: none"> Types of TV shows Free-time activities Time expressions for frequency Expressions for likes and dislikes 	<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 	<ul style="list-style-type: none"> <i>Do you . . . ?</i>
Unit 6 Neighborhoods pages 53–62	<ul style="list-style-type: none"> Describe a neighborhood Ask for and tell the time Make suggestions Discuss advertising 	<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> 	<ul style="list-style-type: none"> Neighborhood places Basic adjectives Expressions for telling the time 	<ul style="list-style-type: none"> Use <i>Me too</i> or <i>Me neither</i> to show you have something in common with someone Respond with <i>Right</i> or <i>I know</i> to agree with someone, or to show you are listening 	<ul style="list-style-type: none"> Word stress

Touchstone checkpoint Units 4–6 pages 63–64

Listening	Reading	Writing	Vocabulary notebook	Free talk
<ul style="list-style-type: none"> Recognize responses to hello and good-bye Memberships <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 	Meetings and greetings <ul style="list-style-type: none"> Write new expressions with their responses 	Meet a celebrity. <ul style="list-style-type: none"> Class activity: Introduce yourself and complete name cards for three "celebrities"
Who's absent? <ul style="list-style-type: none"> Listen to a classroom conversation, and say where students are Following instructions <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 	My things <ul style="list-style-type: none"> Link things with places 	What do you remember? <ul style="list-style-type: none"> Pair work: How much can you each remember about a picture?
Friends <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 	All in the family <ul style="list-style-type: none"> Make a family tree 	Talk about your favorite people. <ul style="list-style-type: none"> Pair work: Score points for each thing you say about your favorite people

Touchstone checkpoint Units 1–3 pages 31–32

What's the question? <ul style="list-style-type: none"> Listen to answers and infer the questions Teen habits <ul style="list-style-type: none"> Listen for information in a conversation, and complete a chart about a teenager's habits 	In the lifetime of an average American . . . <ul style="list-style-type: none"> A magazine article describing how much time people spend on daily activities over a lifetime 	<ul style="list-style-type: none"> Write an e-mail message about a classmate Use capital letters and periods 	Verbs, verbs, verbs <ul style="list-style-type: none"> Draw and label simple pictures of new vocabulary 	Interesting facts <ul style="list-style-type: none"> Class survey: Ask questions to compare your classmates with the average New Yorker
What do they say next? <ul style="list-style-type: none"> Listen to conversations and predict what people say next Using computers <ul style="list-style-type: none"> Listen for the ways two people use their computers 	Are you an Internet addict? <ul style="list-style-type: none"> A magazine article and questionnaire about Internet use 	<ul style="list-style-type: none"> Write a message to a Web site about yourself Link ideas with <i>and</i> and <i>but</i> 	Do what? Go where? <ul style="list-style-type: none"> Write verbs with the words you use after them 	Play a board game. <ul style="list-style-type: none"> Pair work: Do the activities and see who gets from class to Hawaii first
What's on this weekend? <ul style="list-style-type: none"> Listen to a radio broadcast for the times and places of events City living <ul style="list-style-type: none"> Listen for topics in a conversation, and then react to statements 	Classifieds <ul style="list-style-type: none"> A variety of classified ads from a local newspaper 	<ul style="list-style-type: none"> Write an ad for a bulletin board Use prepositions for time and place: <i>between, through, at, on, for, and from . . . to . . .</i> 	A time and a place . . . <ul style="list-style-type: none"> Link times of the day with activities 	Find the differences. <ul style="list-style-type: none"> Pair work: List all the differences you find between two neighborhoods

Touchstone checkpoint Units 4–6 pages 63–64

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 <i>Out and about</i> pages 65–74	<ul style="list-style-type: none"> Describe the weather Leave phone messages Talk about sports and exercise Say how your week is going Give exercise advice 	<ul style="list-style-type: none"> Present continuous statements, <i>yes-no</i> questions, short answers, and information questions Imperatives 	<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 	<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> 	<ul style="list-style-type: none"> Stress and intonation in questions
Unit 8 <i>Shopping</i> pages 75–84	<ul style="list-style-type: none"> Talk about clothes Ask for and give prices Shop for gifts Discuss shopping habits 	<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> 	<ul style="list-style-type: none"> Clothing and accessories Jewelry Colors Shopping expressions Prices "Time to think" expressions "Conversation sounds" 	<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 	<ul style="list-style-type: none"> <i>Want to and have to</i>
Unit 9 <i>A wide world</i> pages 85–94	<ul style="list-style-type: none"> Give sightseeing information Talk about countries you want to travel to Discuss international foods, places, and people 	<ul style="list-style-type: none"> <i>Can and can't</i> 	<ul style="list-style-type: none"> Sightseeing activities Countries Regions Languages Nationalities 	<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 	<ul style="list-style-type: none"> <i>Can and can't</i>

Touchstone checkpoint Units 7–9 pages 95–96

Unit 10 <i>Busy lives</i> pages 97–106	<ul style="list-style-type: none"> Ask for and give information about the recent past Describe the past week Talk about how you remember things 	<ul style="list-style-type: none"> Simple past statements, <i>yes-no</i> questions, and short answers 	<ul style="list-style-type: none"> Simple past irregular verbs Time expressions for the past Fixed expressions 	<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 	<ul style="list-style-type: none"> <i>-ed</i> endings
Unit 11 <i>Looking back</i> pages 107–116	<ul style="list-style-type: none"> Describe experiences such as your first day of school or work Talk about a vacation Tell a funny story 	<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 	<ul style="list-style-type: none"> Adjectives to describe feelings Expressions with <i>go</i> and <i>get</i> 	<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 	<ul style="list-style-type: none"> Stress and intonation in questions and answers
Unit 12 <i>Fabulous food</i> pages 117–126	<ul style="list-style-type: none"> Talk about food likes and dislikes and eating habits Make requests and offers Invite someone to a meal Make recommendations 	<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 and any</i> <i>A lot of, much, and many</i> 	<ul style="list-style-type: none"> Foods and food groups Expressions for eating habits Adjectives to describe restaurants 	<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 	<ul style="list-style-type: none"> <i>Would you . . . ?</i>

Touchstone checkpoint Units 10–12 pages 127–128

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>How's your week going?</i></p> <ul style="list-style-type: none"> Listen to people talk about their week, and react appropriately <p><i>Do you enjoy it?</i></p> <ul style="list-style-type: none"> Listen to conversations and identify what type of exercise each person does and why he or she enjoys it 	<p><i>Don't wait – just walk!</i></p> <ul style="list-style-type: none"> An article about the benefits of walking for exercise 	<ul style="list-style-type: none"> Write a short article giving advice about exercise Use imperatives to give advice 	<p><i>Who's doing what?</i></p> <ul style="list-style-type: none"> Write new words in true sentences 	<p><i>What's hot? What's not?</i></p> <ul style="list-style-type: none"> Group work: Discuss questions about current "hot" topics
<p><i>I'll take it.</i></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><i>Favorite places to shop</i></p> <ul style="list-style-type: none"> Listen to someone talk about shopping, and identify shopping preferences and habits 	<p><i>Shopping around the world</i></p> <ul style="list-style-type: none"> An article about famous shopping spots around the world 	<ul style="list-style-type: none"> Write a recommendation for a shopper's guide Link ideas with <i>because</i> to give reasons 	<p><i>Nice outfit!</i></p> <ul style="list-style-type: none"> Label pictures with new vocabulary 	<p><i>How do you like to dress?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates about the things they like to wear
<p><i>National dishes</i></p> <ul style="list-style-type: none"> Listen to a person talking about international foods, and identify the foods she likes <p><i>What language is it from?</i></p> <ul style="list-style-type: none"> Listen to a conversation, and identify the origin and meaning of words 	<p><i>The travel guide</i></p> <ul style="list-style-type: none"> A page from a travel Web site with information, pictures, and travel advice 	<ul style="list-style-type: none"> Write a paragraph for a Web page for tourists Use commas in lists 	<p><i>People and nations</i></p> <ul style="list-style-type: none"> Group new vocabulary in two ways 	<p><i>Where in the world . . . ?</i></p> <ul style="list-style-type: none"> Pair work: Name different countries or cities where you can do interesting things

Touchstone checkpoint Units 7–9 pages 95–96

<p><i>What a week!</i></p> <ul style="list-style-type: none"> Listen to people describe their week, and choose a response <p><i>Don't forget!</i></p> <ul style="list-style-type: none"> Listen for how people remember things, and identify the methods they use 	<p><i>Ashley's journal</i></p> <ul style="list-style-type: none"> A week in Ashley's life from her personal journal 	<ul style="list-style-type: none"> Write a personal journal Order events with <i>before</i>, <i>after</i>, <i>when</i>, and <i>then</i> 	<p><i>Ways with verbs</i></p> <ul style="list-style-type: none"> Write down information about new verbs 	<p><i>Yesterday . . .</i></p> <ul style="list-style-type: none"> Pair work: Use the clues in a picture to "remember" what you did yesterday
<p><i>Weekend fun</i></p> <ul style="list-style-type: none"> Listen to a conversation about last weekend, and identify main topics and details <p><i>Funny stories</i></p> <ul style="list-style-type: none"> Listen to two stories, identify the details, and then predict the endings 	<p><i>Letters from our readers</i></p> <ul style="list-style-type: none"> A letter telling a funny story about a reader's true experience 	<ul style="list-style-type: none"> Complete a funny story Use punctuation to show direct quotations or speech 	<p><i>Past experiences</i></p> <ul style="list-style-type: none"> Use a time chart to log new vocabulary 	<p><i>Guess where I went on vacation.</i></p> <ul style="list-style-type: none"> Group work: Ask and answer questions to guess where each person went on vacation
<p><i>Lunchtime</i></p> <ul style="list-style-type: none"> Listen to people talking about lunch, and identify what they want; then react to statements <p><i>Do you recommend it?</i></p> <ul style="list-style-type: none"> Listen to someone tell a friend about a restaurant, and identify important details about it 	<p><i>Restaurant guide</i></p> <ul style="list-style-type: none"> Restaurant descriptions and recommendations 	<ul style="list-style-type: none"> Write a restaurant review Use adjectives to describe restaurants 	<p><i>I love to eat!</i></p> <ul style="list-style-type: none"> Group vocabulary by things you like and don't like 	<p><i>Do you live to eat or eat to live?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates to find out about their eating habits

Touchstone 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 Unit 1, you learn how to . . .

- use the verb *be* with *I, you, we, and it.*
- say hello and good-bye.
- say your name, telephone number, and e-mail address.
- ask *How about you?*
- use everyday expressions like *Thanks.*



Before you begin . . .

Match each expression with a picture.

- | | | | |
|-----------------------------------|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> 1 Hello. | <input type="checkbox"/> Thanks. | <input type="checkbox"/> Good morning. | <input type="checkbox"/> Hi. |
| <input type="checkbox"/> Bye. | <input type="checkbox"/> Good night. | <input type="checkbox"/> Thank you. | <input type="checkbox"/> Good-bye. |

Hello and good-bye



Matt Good morning, Sarah. How are you?

Sarah Good. How are you, Matt?

Matt I'm fine, thanks.



Matt Hello. I'm Matt Lenski.

Emily Hi, I'm Emily Kim. Nice to meet you.

Matt Nice to meet you.

1 Getting started

A Listen. Matt and Sarah are friends. Are Matt and Emily friends? Practice the conversations.

Figure it out → **B** Can you complete these conversations? Then practice with a partner. Use your own names.

① **A** Hello. I'm Chris.

B Hi. Nice to meet you. Sam.


A Nice to meet .

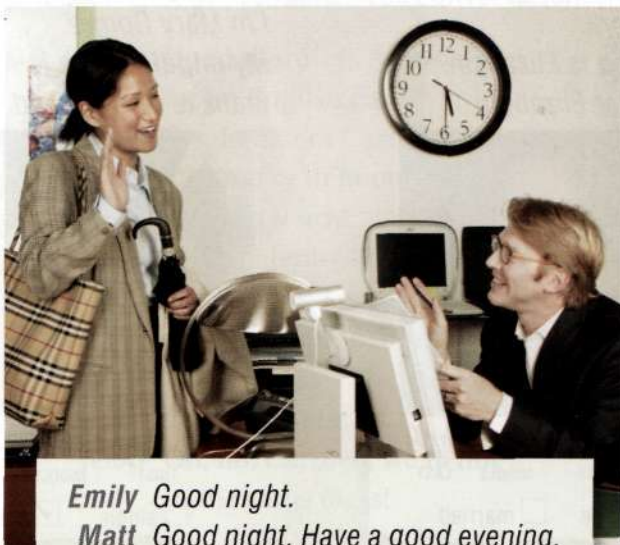
② **A** Hi, Pat. How you?

B I'm . How are ?

A Good, thanks.

2 Building vocabulary


A  Listen. Practice the conversations.



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



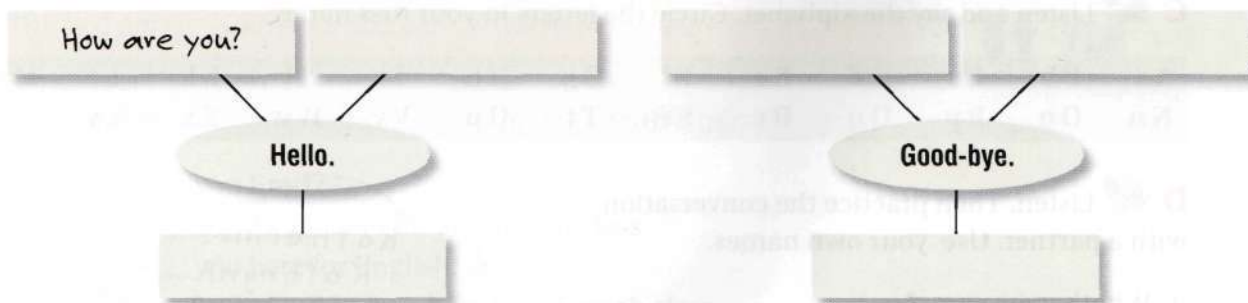
Sarah Bye. See you tomorrow.
Matt Bye. See you.

B  Listen to the conversations. Check (✓) the responses you hear.

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

**Word
sort**

C Write three expressions for saying hello and good-bye. Compare with a partner.



D Class activity Say hello and good-bye to five classmates.

3 Vocabulary notebook Meetings and greetings

See page 10 for a new way to log and learn vocabulary.



Hi. My name is David.
My **last name** is Hanson.



Name: David Allen Hanson

FIRST MIDDLE LAST

☒ single ☐ married

Hi, I'm Liz Park.
My **first name** is Elizabeth.
Liz is short for Elizabeth.



Name: Elizabeth - Park

FIRST MIDDLE LAST

☒ single ☐ married

I'm Mary Gomez.
My **middle name** is Ann.
Frank is my husband.



Name: Mary Ann Gomez

FIRST MIDDLE LAST

☐ single ☒ married

1 Saying names in English

A Listen to the people above give their names.

B Complete the sentences. Then compare with a partner.

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

C Listen and say the alphabet. Circle the letters in your first 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 Listen. 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.

Miss, Mrs., Ms., Mr.?

- David Hanson is single. → **Mr. Hanson**
- Liz Park is single. → **Ms. Park / Miss Park**
- Mary Gomez is married. → **Ms. Gomez / Mrs. Gomez**
- Frank Gomez is married. → **Mr. Gomez**



2 Building language

A  Listen. Which classroom is Carmen in this term? 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 Complete the answers. Then check the names of five classmates.

① A Are you Amy?

B Yes, I ____.

② A Are you Amy?

B No, ____ not.

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

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.

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?

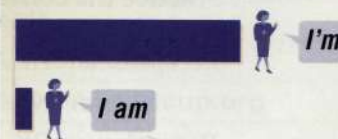
Yes, we are. / No, we're not.

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

In conversation . . .

I is the most common word.

I'm is more common than I am.



A Complete the conversations. Then practice with a partner.

① A Are you Emiko?

B Yes, I ____ . I ____ here for an English class.
____ you here for English, too?

A No, I ____ . I ____ here for a French class.

② A ____ you Chris?


B Yes, I ____ . ____ we in the same class?

A Yes, we ____ . I ____ Dino.


B Hi, Dino. Nice to meet you.

B Pair work Choose a conversation and practice. Use your own information. Then act out your conversation for the class.

1 Numbers 0–10

A  Listen and say the numbers.

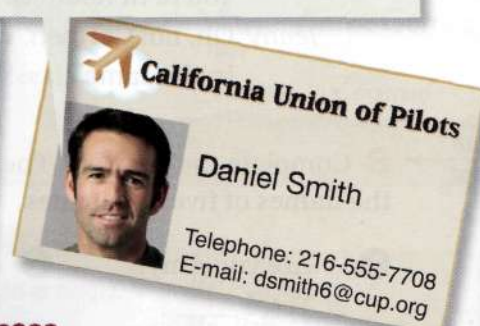
0 zero **1** one **2** two **3** three **4** four **5** five **6** six **7** seven **8** eight **9** nine **10** ten

B  Listen. Then practice.

1 My passport number is 649-321-508.

2 My ID number is 259-62-1883.


3 My phone number is 216-555-7708. My e-mail address is dsmith6@cup.org.



Numbers and e-mail 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  Listen. What is Victor's telephone 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 e-mail 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? Then practice with a partner.

1 A _____ your name?
B Joe Garrett.

2 A What's _____?
B It's jgarrett@cup.org.

3 A _____?
B _____ 646-555-4628.



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

What's your name?

My name's Victor Lopez.

What's your e-mail 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

In conversation ...

Phone is 6 times more common than **telephone**.



A Match the questions and answers. Then practice.

1. What's your teacher's name? b a. Rachel.
2. What's your first name? _____ b. It's Ms. Gardino.
3. What's your e-mail address? _____ c. My last name? Yoshida.
4. What's your phone number? _____ d. It's yoyo3@cup.org.
5. What's your last name? _____ e. 646-555-3907.

About you

B Pair work Ask and answer three questions with *What's*. Give your own answers.

"What's your teacher's name?" "It's Mr. Williams."

4 Listening and speaking Memberships

A Listen to the conversations. Complete the application forms.

1

Park Lake
LIBRARY Card Application

First name	Jackie
Middle initial	L
Last name	
Phone number	607-555-
E-mail address	@cup.org
Library card number	PL34008

2

SMASH HITS VIDEO MEMBERSHIP APPLICATION

First name	
Middle initial	T
Last name	Nicols
Phone number	-555-2864
E-mail address	JTHOMASN@cup.org
Member ID	

About you

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

ENGLISH CLUB APPLICATION

First name	
Middle initial	
Last name	
Phone number	
E-mail address	

A What's your first name?

B Silvia.

A How do you spell it? ...

Are you here for the concert?

1 Conversation strategy How about you?

A Can you complete the conversation with the questions in the box?

A _____ ?

How about you?

B *Yes, I am.* _____ ?

Are you a new student?

A *Yes, me too.*



Now listen. Are Alicia and Adam friends?

Alicia *It's a beautiful day.*

Adam *Yeah, it is.*

Alicia *Are you here for the concert?*

Adam *Yeah, I am. How about you?*

Alicia *Yeah, me too. So, are you a student here?*

Adam *Yeah. How about you?*

Alicia *No, I'm here on vacation.*

Adam *Nice. By the way, I'm Adam.*

Alicia *Hi, Adam. I'm Alicia.*

Notice how Adam uses *How about you?* to ask the same questions as Alicia.

"Are you here for the concert?"

"Yeah, I am. How about you?"

B Complete the conversations below. Then practice with a partner.

① Lora Are you new here?

Ying Yes, I am. _____ ?

Lora Yes, me too.

② Marie Hello. Are you here on vacation?

Koji Yes, I am. _____ ?

Marie No, I'm here on business.

2 Strategy plus *Everyday expressions*

Some everyday expressions are more formal.

How are you?



More formal

Yes.
Thank you.
Hello.
How are you?
I'm fine.
Good-bye.

Less formal

Yeah.
Thanks.
Hi.
How are you doing?
OK. / Pretty good. / Good.
Bye. / See you. / See you later.

In conversation ...

Yeah is 10 times more common than **yes**.

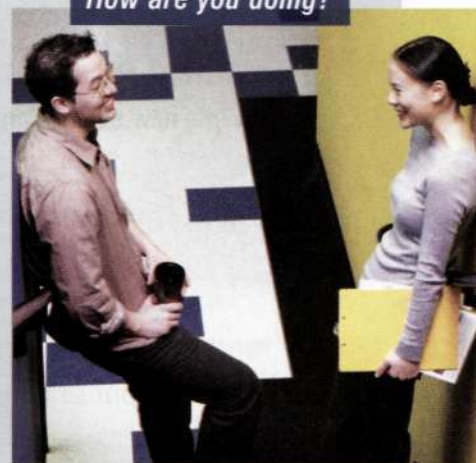


Yeah.



Yes.

How are you doing?



A Complete these conversations with expressions from the box above.
Compare with a partner.

1

Kathy Hi, sorry I'm late.

_____?

Mike Pretty good. How are you?

Kathy _____.



Later ...

Kathy Bye. See you.

Mike _____.

2

Jeff Good morning, Mrs. Swan.

_____?

Mrs. Swan _____ . How are you?

Jeff I'm fine, _____.



Later ...

Jeff Good-bye, Mrs. Swan.

Mrs. Swan _____.

B Pair work Practice the conversations.

3 Free talk *Meet a celebrity.*

See **Free talk 1** at the back of the book for more speaking practice.





Learning tip Learning expressions

Write new expressions with their responses, like this:

See you later.

Bye. See you.

Write a response for each expression.

1. Hello.

2. Good morning.

3. Hi. I'm Helen.

4. How are you?

5. Have a nice day.

6. See you tomorrow.

7. Have a good evening.

8. Good night.

Hi or Hello?

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

Hi.

Hello.

Bye.

Good-bye.

On your own

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



In class

In Unit 2, you learn how to . . .

- use the verb *be* with *he, she, they, this, and these*.
- talk about things and places in a classroom.
- ask for help in class.
- respond to *Thank you* and *I'm sorry*.



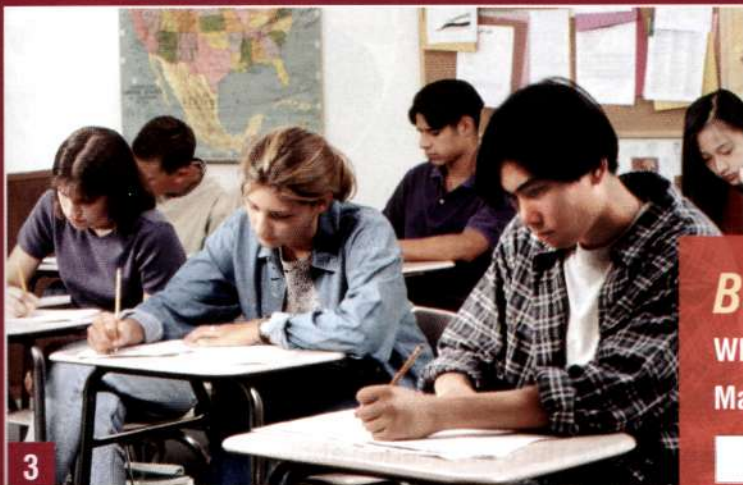
1



2



4



3

Before you begin . . .

Where are these people?

Match the pictures with the sentences.



He's at home.



They're in class.

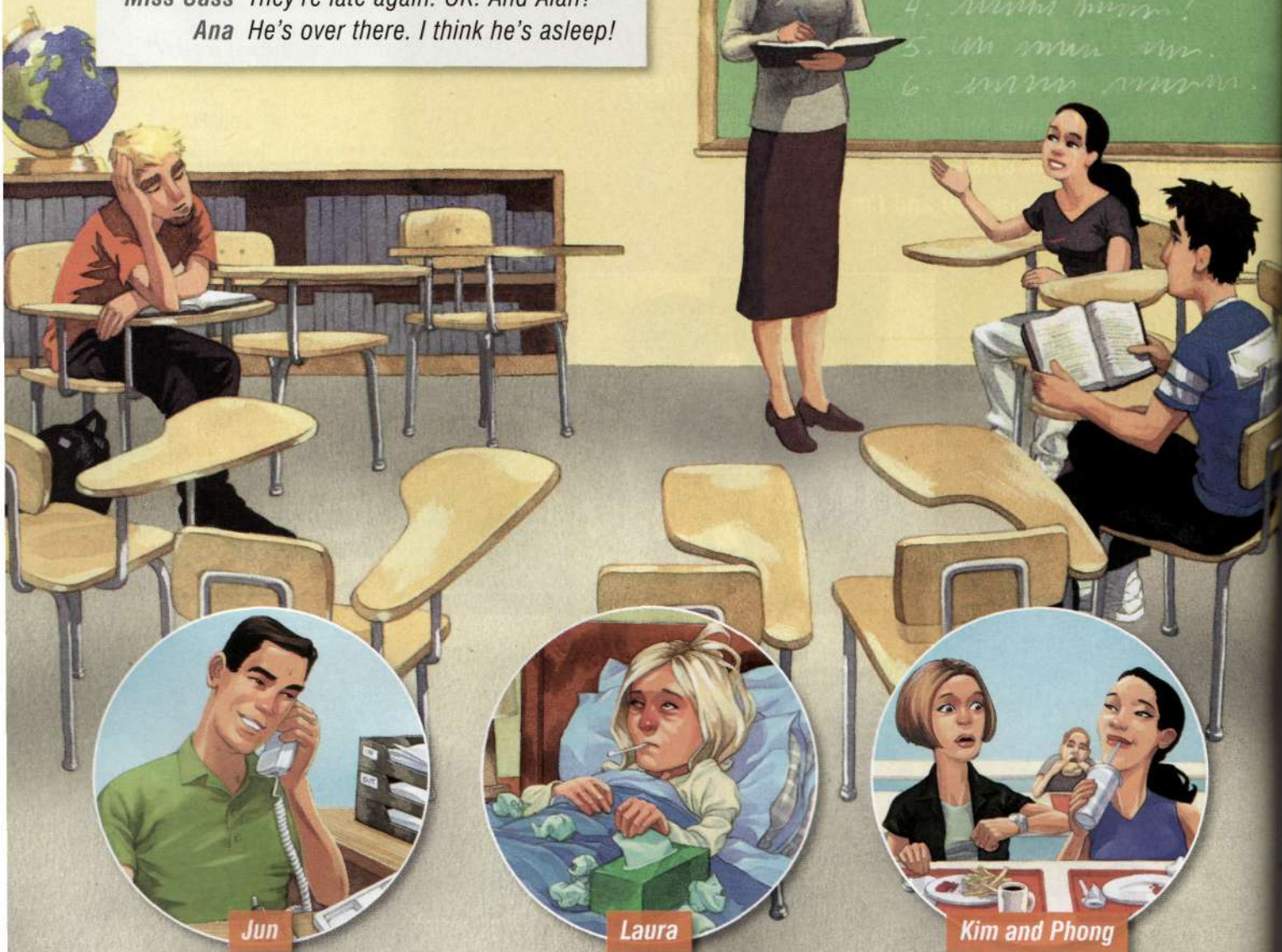


1 She's at work.



They're at the library.

Miss Cass Where's Jun? Is he here today?
 Ana No, he's not. Maybe he's at work.
 Miss Cass OK. How about Laura?
 Ana I don't know. I think she's sick.
 Miss Cass Oh. OK. Are Kim and Phong here?
 Ana No, they're in the cafeteria.
 Miss Cass They're late again. OK. And Alan?
 Ana He's over there. I think he's asleep!



1 Getting started

A Listen. Where are Ana's classmates today? Practice the conversation.

Figure it out

B Can you complete the questions and answers? Use the conversation above to help you.

① A Is Jun in class today?
 B No, _____ not.

② A Is Laura here today?
 B No, _____ sick.

③ A _____ Kim and Phong in class?
 B No, _____ late.

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

Jun **is** at work.

He's at work.

Laura's sick.

She's sick.

Kim and Phong **are** late.

They're late.

Laura's = Laura is

She's = She is

Jun **is not** here.

He's not here.

Laura's **not** in class.

She's not in class.

Kim and Phong **are not** here.

They're not here.

He's = He is

They're = They are

Is Jun here?

Yes, **he is**. / No, **he's not**.

Is she sick?

Yes, **she is**. / No, **she's not**.

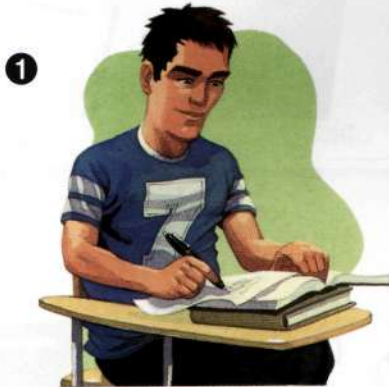
Are they late?

Yes, **they are**. / No, **they're not**.

In conversation . . .

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

A These people are also Ana's classmates. Where are they today? Complete the sentences.



David _____
_____.



Connie and Dan _____
_____.



Sue and Min Ji _____
_____.

B Complete the questions. Then ask and answer the questions with a partner.

1. Is David sick?

3. _____ Connie and Dan at home?

5. _____ Sue at the library?

2. _____ Dan in class?

4. _____ Min Ji at work?

6. _____ Sue and Min Ji in class?

"Is David sick?" "No, he's not. He's in class."

3 Listening Who's absent?

A Listen. It's the next day. Where are these students today? Match each student with a place.

1. Jun's C

a. at the library.

2. Kim's _____

b. at work.

3. Laura's _____

c. in the cafeteria.

4. David's _____

d. at home.

B Pair work Ask and answer questions about your classmates.


"Is Lisa sick today?" "Yes, she is. She's at home."



About you

What's in your bag?

1 Building vocabulary

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



an umbrella



a pencil



_____ eraser



_____ pen



_____ bag



_____ cell phone



_____ notebook



_____ English book



_____ address book



_____ dictionary



_____ snack



_____ wallet


Word sort

a	an
a pencil	an umbrella

Articles

a + consonant sound
a bag
an + vowel sound
an eraser

2 Building language

A  Listen. Which things are Bill's? Practice the conversations.



Andy What's this?
Bill It's an MP3 player.
It's my new "toy."



Michi Is this your watch, Bill?
Bill Oh, yes, it is. Thanks.
Michi And are these your glasses?
Bill Yes, they are!



Scott Excuse me. Are these your keys?
Bill Um . . . no, they're not.
These are my keys right here.

Figure it out **B** Can you complete these questions? Use your own ideas. Ask and answer your questions with a partner.

- ① Is this your _____ ? ② Are these your _____ ?

3 Grammar This and these; noun plurals

This is an MP3 player.

These are sunglasses.

What's this?

It's an MP3 player.

What are these?

They're sunglasses.

Is this your watch?

Yes, **it is**.

No, **it's not**.

Are these your keys?

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:

jeans, scissors, glasses, sunglasses

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

1



A What's this?

B I think it's a cell phone.

2



A Is _____ your _____?

B No, _____.

3



A What _____?

B _____.

4



A Are _____ your _____?

B Yes, _____.

5



A Are _____ your _____?

B No, _____.

6



A What _____?

B _____.

4 Speaking naturally Noun plural endings

/s/ wallets, books

/z/ pens, keys

/ɪz/ watches, oranges



A Listen and repeat the words above. Notice the noun plural endings.



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

What's in your bag?	/s/	/z/	/ɪz/
1. three textbooks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. two cell phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. four snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. my sunglasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. five credit cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



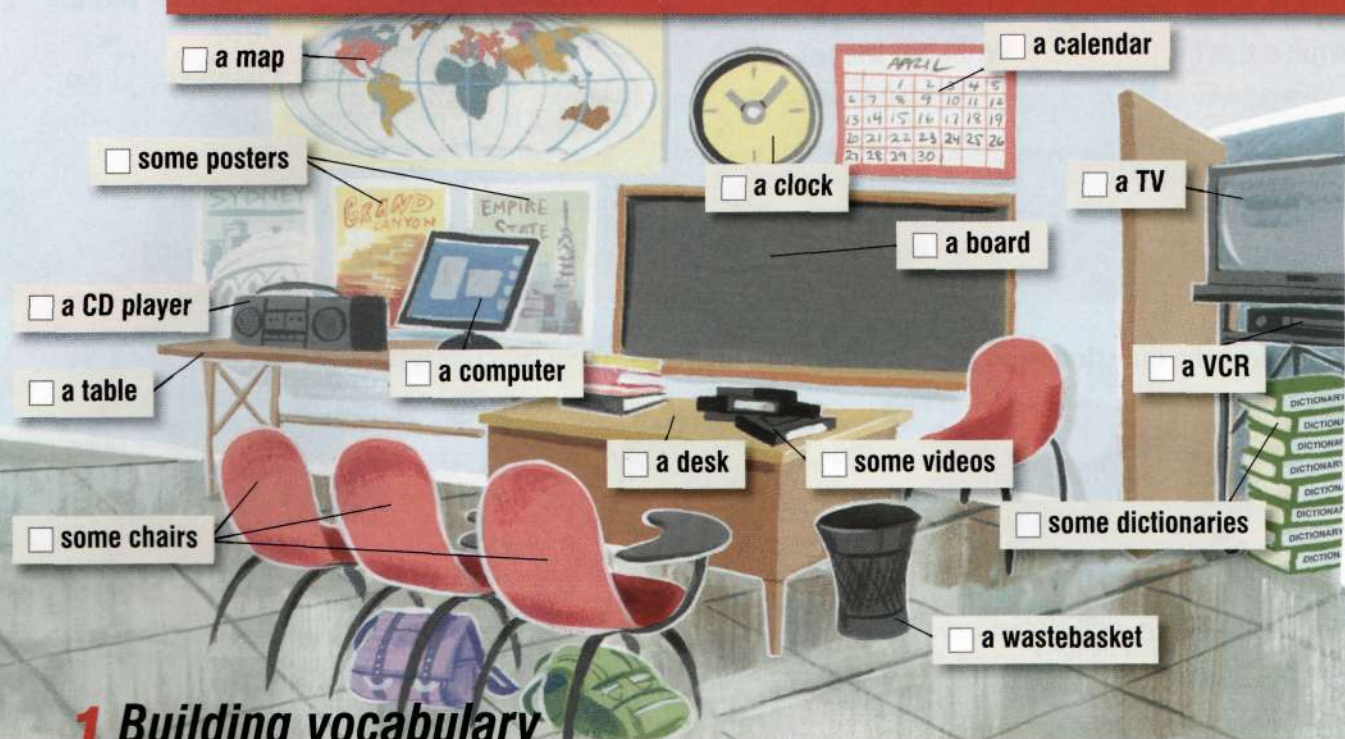
About you

C Group work Tell the group what's in your bag. Who has something unusual?

"What's in your bag, Carlos?"

"A wallet, two keys, ..."

In the classroom



1 Building vocabulary

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

Word
sort

B Look around your classroom. What things are in these places? Write the words below the pictures.

1

on the wall



a clock

2

on the floor



some bags

3

under your chair



4

in the closet



5

next to the window



6


in front of the board



C Pair work Ask and answer questions about your classroom.

"What's on the wall?" "A clock, a map, and some posters . . ."

2 Building language

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

Mrs. Evans OK, so . . . where's the VCR?

Paula It's in the closet.

Mrs. Evans Oh, right. And the videos? Where are they?

Paula They're on the desk, under your coat.

Mrs. Evans OK, um . . . and where are the students' homework papers?

Paula They're on the floor.

Mrs. Evans Uh-oh, what's this under my foot?

Paula It's Mario's homework.

Mrs. Evans Oops! . . . Uh, where are my glasses?
They're not on my desk.

Paula Uh . . . they're on your head!



Figure it out

B Can you complete the questions? Then ask and answer the questions with a partner.

1. Where _____ the VCR?
2. Where _____ the teacher's coat?
3. Where _____ the students' papers?

3 Grammar Questions with Where; possessives 's and s'

Where's Mario's homework?

It's on the floor.

Mario's homework

Where's the teacher's coat?

It's on the desk.

the teacher's glasses

Where are the students' papers?

They're on the floor.

three students' papers

Where's = Where is

A Pair work Ask and answer these questions about the classroom on page 16. Can you ask four more questions?

1. Where's the teacher's desk?
2. Where's the TV?
3. Where's the teacher's chair?
4. Where are the students' dictionaries?
5. Where's the computer?
6. Where are the posters?

"Where's the teacher's desk?" "It's in front of the board."

About you

B Write four questions about things in your classroom. Use these ideas or add your own. Then ask a partner your questions.

the teacher's books

the teacher's bag

the students' bags

the wastebasket

4 Vocabulary notebook My things

See page 20 for a new way to log and learn vocabulary.



1 Conversation strategy Asking for help in class

A Can you match the questions and answers?

- | | |
|--|-------------|
| 1. How do you spell book ? ____ | a. Sure. |
| 2. Can I borrow your pen? ____ | b. Pencil. |
| 3. What's the word for this in English? ____ | c. B-O-O-K. |



Now listen. How many questions does Ming-wei ask?

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.

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?"

B Complete the conversations. Then practice with a partner.

- | | | |
|---|--|---|
| ① A What's this?
B It's an eraser.
A Oh, _____?
B E-R-A-S-E-R. | ② A Excuse me, can I _____
your dictionary, please?
B Sure. Here you go. | ③ A What's your phone number?
B _____, please?
A Yes. What's your phone number? |
|---|--|---|

About you

C Pair work Practice the conversations again. Use your own ideas.



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.

I'm sorry.


That's OK.



Circle the correct response. Then practice with a partner.

- 1 A Can I borrow your pen, please?
B Sure / I don't know.
A Thanks.
B Thanks anyway. / You're welcome.
- 2 A You're late.
B I'm sorry. / Thanks.
A That's OK.
- 3 A What's the word for this?
B I don't know. Sorry.
A Sure. / That's OK. What about this?
B I don't know.
A OK. Thanks anyway. / You're welcome.

3 Listening and speaking Following instructions

A  Match the pictures with the instructions. Then listen to the conversations, and check your answers.



- a. Listen to the conversation.
- b. Answer the questions on page 9.
- c. Turn to page 7, and look at Exercise 1.
- d. Write the word **eraser** in your notebook.

B Pair work Give and follow four instructions. Ask for help if you need it.

A Look at the picture on page 8.

B Can you repeat that, please?

A Sure. Look at the picture on page 8.

4 Free talk What do you remember?

See **Free talk 2** at the back of the book for more speaking practice.



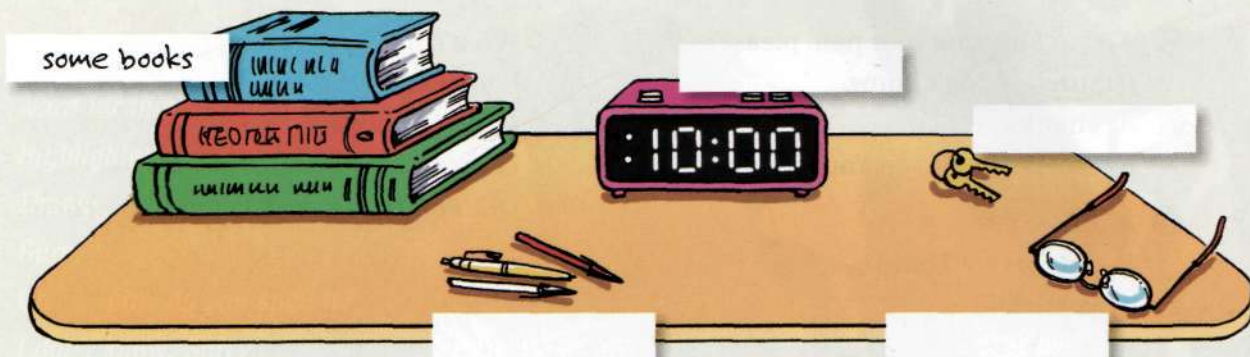


Learning tip *Linking things with places*

Make lists of things you keep in different places.

in my bag - my wallet, my keys

1 Label the things on the desk.



2 Now make lists of your things.

What's in your bag?



What's in your wallet?



What's under your desk?

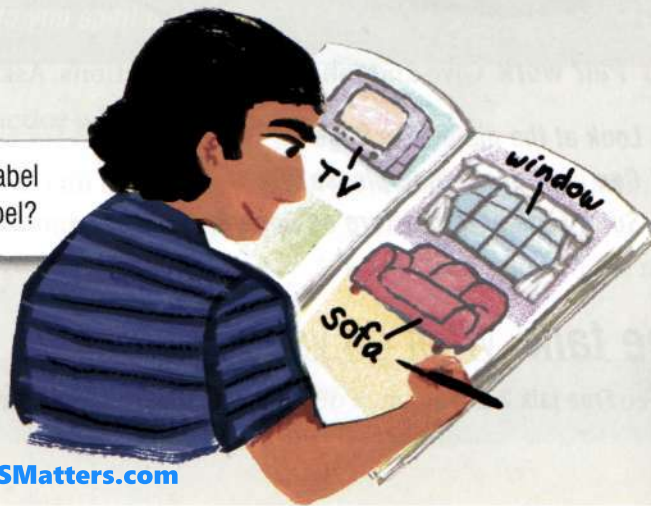


What's in your pockets?



On your own

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



Favorite people

In Unit 3, you learn how to . . .

- use *my, your, his, her, our, and their*.
- use the verb *be* in information questions.
- talk about your favorite celebrities, friends, and family.
- show interest in a conversation.
- use *Really?* to show interest or surprise.



Before you begin . . .

Match the pictures with the sentences.

- | | |
|--|--|
| <input type="checkbox"/> He's a singer. | <input type="checkbox"/> They're soccer players. |
| <input type="checkbox"/> She's an actor. | <input type="checkbox"/> 1 He's an artist. |

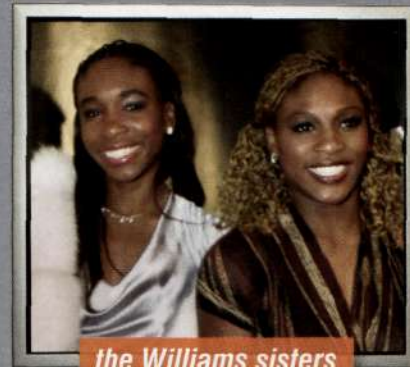
For each sentence, think of someone you know.



Sean Penn



Norah Jones



the Williams sisters

Sandra I love these shows about celebrities. Hmm. Who's that guy? Oh, look. It's Sean Penn. He's so good-looking. His new movie is great.

... Oh, and there's Norah Jones. She's my favorite singer. Her voice is amazing.

... And look – the Williams sisters, my favorite tennis players. Their matches are always exciting. You're a tennis fan, right? John? ... John? Wake up!



1 Getting started


A  Listen. Sandra is watching TV with John. Is the show interesting for John?

Figure it out

B Can you complete the sentences? Use the information above to help you.

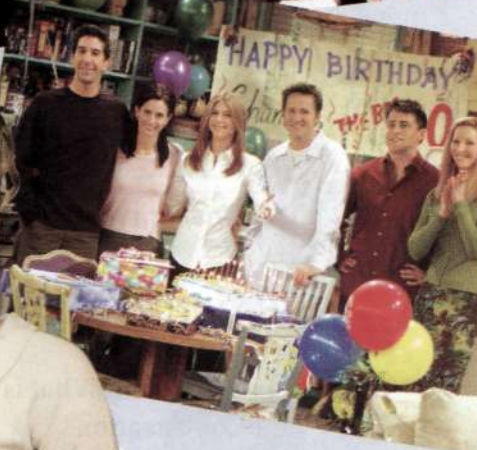
1. Sean Penn is an actor. _____ movies are very good.
2. Norah Jones is a famous singer. _____ new video is great.
3. The Williams sisters are tennis players. _____ matches are always great.

2 Grammar Be in statements; possessive adjectives

I'm a Sean Penn fan.	My favorite actor is Sean Penn.
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.

Circle the correct words to complete the conversations.
Then practice with a partner.

- A **I'm** / **My** a Sting fan.
 B Yeah, **he's** / **his** music is amazing.
 A You know, **he's** / **his** real name is Gordon Matthew Sumner.
- A **I'm** / **My** favorite band is Black Eyed Peas.
 B Oh, **they're** / **their** very good.
 A You know, **they're** / **their** new CD is out now.
- A Nicole Kidman's new movie is really great.
 B Yeah? **She's** / **Her** movies are always good.
 A I know. **She's** / **Her** my favorite actor.
- A What's **you're** / **your** favorite show?
 B **I'm** / **My** favorite show? *Friends*.
 A Yeah. It's **we're** / **our** favorite show, too.
 In our family, **we're** / **our** all *Friends* fans.



3 Talk about it My favorite celebrities

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

actor	Johnny Depp	band	
singer		team	
writer		artist	

"My favorite actor is Johnny Depp. He's so good-looking. His new movie is great."





She's **smart**. She's very **interesting**.



He's **quiet** and **shy**.



She's **friendly** and **outgoing**.



They're very **nice**. They're **fun**.



He's **lazy**.

1 Building vocabulary

A Listen and say the sentences. Do you have friends like these? Tell the class.

Word sort

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

my friends	my best friend	my neighbor
very smart		

"My friends are very smart. They're . . ."

2 Building language

A 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? Use your own ideas. Then compare with a partner.

① **A** How's your new teacher?

_____ she _____?

B Yes, she _____.

② **A** What about your classmates?

_____ they _____?

B Yes, they _____.

③ **A** And what's class like?

_____ it _____?

B No, it's not.



3 Grammar Yes-No questions and answers; negatives

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.)

About
you

Write yes-no questions. Then write true answers.
Ask and answer the questions with a partner.

- you / shy ?
Are you shy? Yes, I am.
- this class / easy ?

- the teacher / strict ?

- the students in this class / lazy ?

- your neighbors / nice ?

- your friends / outgoing ?

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.

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

/ɪziy/

Is he a student?



/ɪʃiy/

Is she a student?



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

B 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?

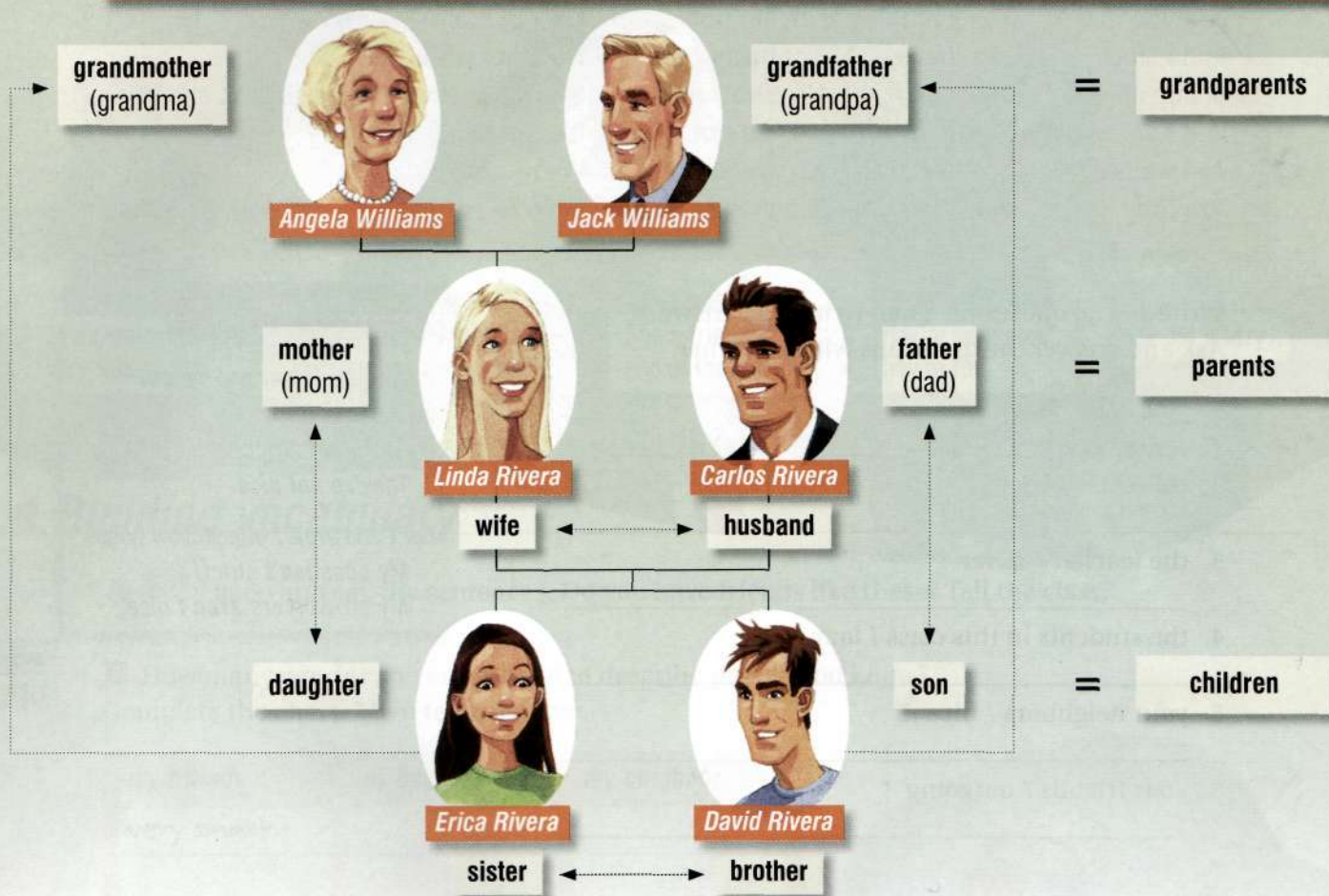
About
you

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

A *Is he a friend from high school?*

B *No, he's a neighbor.*





1 Building vocabulary

A Listen and say the words above. Then with a partner, ask and answer questions about the people. How many answers can you think of for each person?

"Who's Angela?" "She's Jack's wife. She's Linda's mother. She's David's grandmother."

B Listen and say the numbers. Do you have any "lucky numbers"? Tell the class.

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

C 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 Eva, is your mother's name Sandra?
A Yes, it is.

2 Building language

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

Akemi So, who's this?

Erica My grandma. And this is my grandpa.
He's a nice man. He's seventy-eight now.

Akemi Really? And how old is your grandmother?

Erica She's seventy-two.

Akemi She's very pretty. What's her name?

Erica Angela.

Akemi That's a nice name. So, where are your grandparents from originally?

Erica They're from Texas.



Figure it out

B Can you put the words in the correct order to make questions? Then ask and answer the questions with a partner.

1. are / from / parents / originally / where / your ?
2. your / is / old / father / how ?
3. names / your / what / grandparents' / are ?

3 Grammar Information questions with be

How are you?

I'm fine.

Who's this?

It's my grandmother.

How are your parents?

They're fine, thanks.

Where are you from?

I'm from Florida.

Where's she from?

She's from Texas.

Where are they today?

They're at home.

How old are you?

Twenty-three.

What's she like?

She's very smart.

What are their names?

Linda and Carlos.

A Write at least six questions to ask your classmates about their families.

What ... ?	Where ... ?	How ... ?
What's your father like?		

About you

B Class activity Ask three classmates your questions.

"What's your father like?" "He's very outgoing."

4 Vocabulary notebook All in the family

See page 30 for a new way to log and learn vocabulary.

1 Conversation strategy Showing interest

A Can you add a question to show you're interested in the conversation?

A Here's a picture of my best friend.

B Really? _____?



Now listen. What do you find out about Eve's friend?

Mark This is a great photo.
Who is it?

Eve It's a friend of mine – Natasha.

Mark Oh? Where's she from?

Eve She's from London, but she's here in Miami now.

Mark London? Wow. Is she a student here?

Eve No, she's an artist – a painter.
She's an amazing woman.

Mark A painter? Really? What are her paintings like?

Eve They're wonderful. Look.

Mark Oh. Interesting. . . . Um, what is it?

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

"She's from London, but she's here in Miami now."
"London? Wow. Is she a student here?"

B Complete the responses. Then practice with a partner.

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

3 A My friends Joshua and Pat are actors.
B _____? Are they famous?

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

About
you

C Pair work Student A: Tell your partner about a friend.
Student B: Ask questions to show interest. Then change roles.



2 Strategy plus Really?

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

She's an artist.

In conversation . . .

Really is one of the top 50 words.



About you

Pair work Practice the conversations. Then ask the questions again. Give your own answers.

- 1 A Where are you from?
B San Diego.
A San Diego? Really? I'm from Los Angeles.
- 2 A What's your name?
B Ryan.
A Really? My best friend's name is Ryan.
- 3 A Who's your best friend?
B Her name's Brittany.
A Really? What's she like?
B She's very nice.

3 Listening and speaking Friends

A Listen to these people talk about their friends. Write the missing words.

- 1 "Amy is a friend of mine from the neighborhood.
She's about _____ years old.
Olivia is her _____.
She's the same age as my _____."
- 2 "Anton's a friend of mine.
He's my _____.
He's around my age.
He's a _____ guy – a fun guy."
- 3 "Gary is a friend from _____.
He's very _____.
His _____'s name is Gloria."

About you

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

Chung Dae
Angela
Roberto

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

4 Free talk Talk about your favorite people.

See **Free talk 3** for more speaking practice.



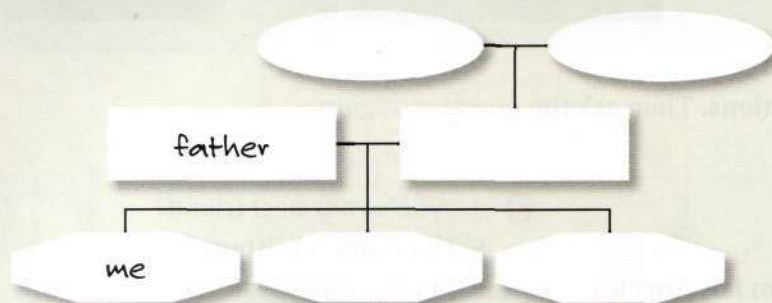


Learning tip Making diagrams

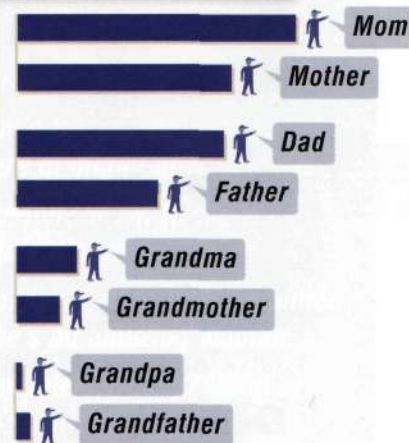
Make diagrams with new vocabulary. An example of a diagram is the family tree below.

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

grandmother mother sister grandfather brother ✓father



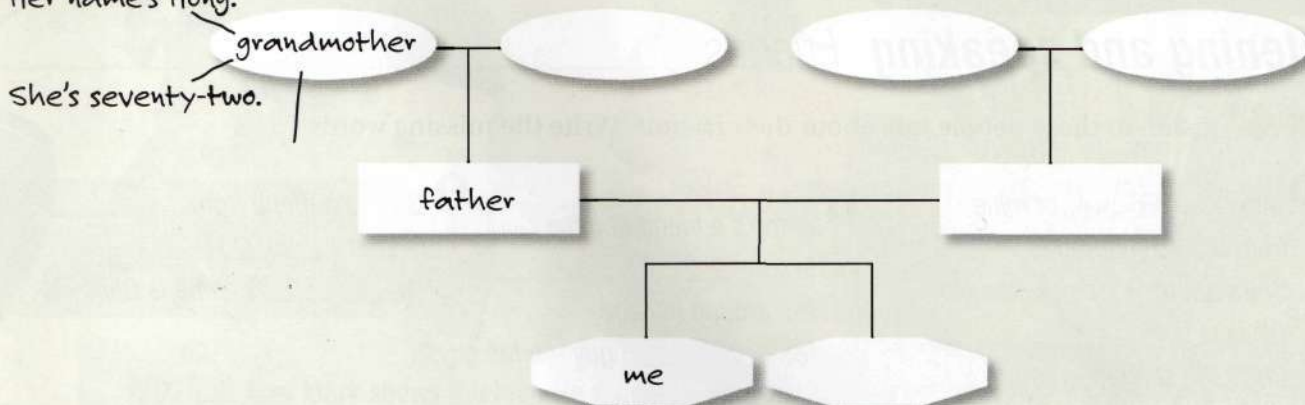
Mom or Mother?



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

Her name's Hong.

She's seventy-two.



On your own

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

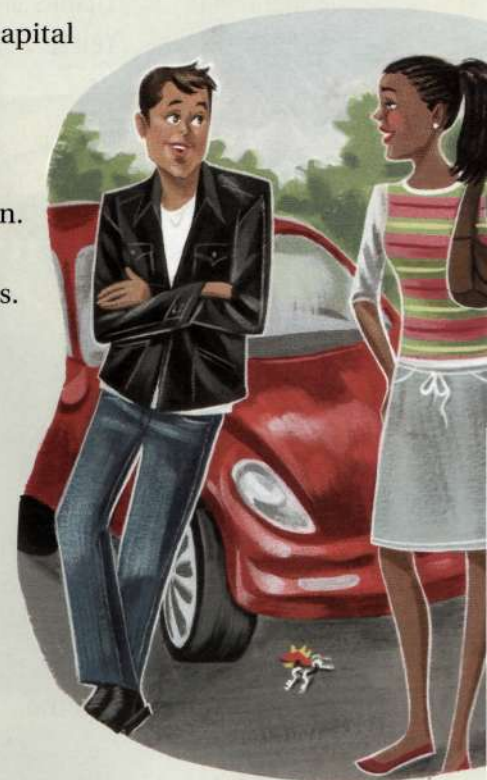


1 Can you complete this conversation?

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

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

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 am. . . . Uh-oh, I'm late!
Carla OK. See you later.
Angel Wait! Where are my car keys? I mean, where
 are _____ brother's car keys?
Carla Are _____ his keys? Under the car? Here you go.
Angel Oh, thanks, Carla. You're wonderful!



2 Unscramble the questions.

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

1. full / teacher's / is / our / name / What ?
What is our teacher's full name ?
2. phone / the / What's / number / school's ?

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

4. this class / students / Are / smart / the / in ?

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

6. books / are / Where / your ?

3 How many words do you remember?

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

classroom items	locations in class
clock	on the wall
_____	_____
_____	_____

family and other people	words to describe people
neighbors	friendly
_____	_____
_____	_____

"Where's the clock?"

"What's on the wall?"

"What are your neighbors like?"

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



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 OK. _____ .
Michel Wait. Here's my dictionary.
Anna Oh, thanks.
Michel _____ .

Anna Oh. This is a French-English dictionary.
Michel Yes. I'm from France.
Anna France? _____ ? Uh-oh!
My coffee! I'm sorry.
Michel _____ .
Anna By the way, I'm 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? And my dictionary?

5 Who has the same answer?

Class activity Complete the questions and write your answers. Then ask your classmates the questions. Who has the same answer?

	Your answer	Classmates with the same answer
1. What's your mother's first name?	_____	_____
2. _____ old are your parents?	_____	_____
3. _____ is your family from originally?	_____	_____
4. _____ your best friend like?	_____	_____
5. What's your best friend's name?	_____	_____
6. _____ your favorite singer?	_____	_____
7. _____ your favorite TV show?	_____	_____

Self-check

How sure are you about these areas?
Circle the percentages.

- grammar
20% 40% 60% 80% 100%
- vocabulary
20% 40% 60% 80% 100%
- conversation strategies
20% 40% 60% 80% 100%

Study plan

What do you want to review?
Circle the lessons.

- grammar
1B 1C 2A 2B 2C 3A 3B 3C
- vocabulary
1A 1C 2A 2B 2C 3A 3B 3C
- conversation strategies
1D 2D 3D

What's a typical morning like in your home?



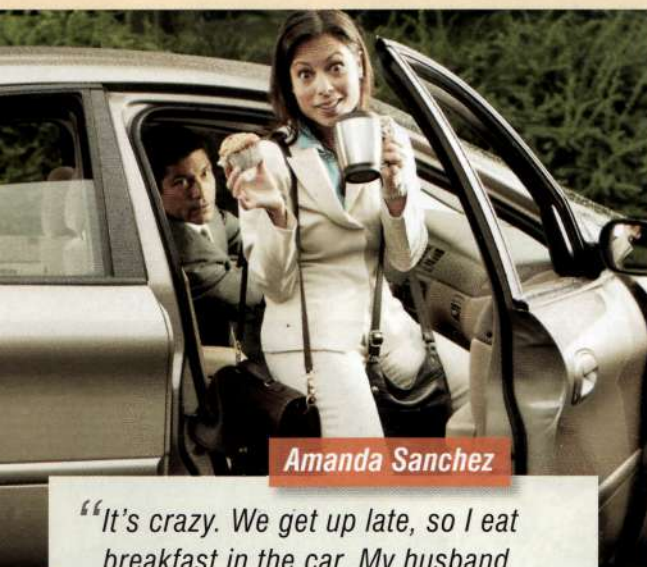
Greg O'Neal

"Well, I'm pretty busy. I get up early. I check my e-mail, and I listen to the radio. Then I study."



Jennifer Lee

"Oh, I don't like mornings. Our house is so noisy. My sister watches TV, and my brother plays games on the computer."



Amanda Sanchez

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



Alex Stern

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

1 Getting started

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

Figure it out → **B** Can you complete these sentences about the people above?

1. Greg _____ his e-mail.
2. Jennifer's sister _____ TV.
3. Amanda's husband _____ breakfast.
4. Alex and his wife don't _____ a lot.

About you → **C** What do you do in the morning? Check (✓) the boxes and tell the class.

- | | | |
|--|--|---|
| <input type="checkbox"/> I get up early. | <input type="checkbox"/> I do my homework. | <input type="checkbox"/> I listen to the radio. |
| <input type="checkbox"/> I watch TV. | <input type="checkbox"/> I talk a lot. | <input type="checkbox"/> I check my e-mail. |

2 Grammar Simple present statements

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, it**

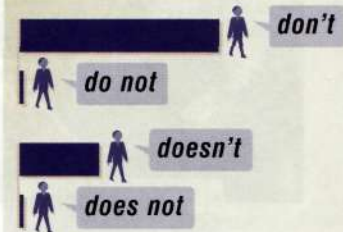
get	→ gets
watch	→ watches
play	→ plays
study	→ studies
have	→ has
do	→ does

A Complete these sentences.

- I don't like (not / like) mornings.
- In my family, we _____ (have) breakfast together.
- My mother _____ (not / watch) TV.
- My father _____ (have) coffee.
- My parents _____ (talk) a lot.
- I _____ (not / read) the newspaper.
- I _____ (check) my e-mail after breakfast.
- My best friend _____ (not / get up) early in the morning.

In conversation ...

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



About you

B Now write four sentences about your mornings. Compare with a partner.

I don't eat breakfast.

A I don't eat breakfast. How about you?

B I have breakfast every morning.

3 Speaking naturally -s endings of verbs

/s/ likes

/z/ listens

/ɪz/ relaxes

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

B Listen to the questions. Do the verbs end in /s/, /z/, or /ɪz/?

In your group ...	/s/	/z/	/ɪz/
1. Who uses an alarm clock?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Who gets up late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Who exercises in the morning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Who sings in the shower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Who eats a big breakfast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Who drives to class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


About you

C Group work Take turns asking and answering the questions.

"Who uses an alarm clock?" "I use an alarm clock."



1 Building vocabulary

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



☐ take a class



☐ play sports



☐ clean the house



☐ go shopping



☐ do the laundry



☐ make phone calls


Word
sort

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	play soccer					

"On Mondays, I play soccer."

2 Building language

A  Look at the questionnaire. Can you complete the last two questions? Then listen and check (✓) the answers that are true for you.

Do you have a weekly routine?	Yes, I do.	No, I don't.
1. Do you play sports every week?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you take any lessons or classes?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you check your e-mail on the weekends?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you make a lot of phone calls on Saturdays?	<input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/> you <input type="checkbox"/> shopping on Sundays?	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> you <input type="checkbox"/> the laundry every week?	<input type="checkbox"/>	<input type="checkbox"/>

Figure
it out

About
you

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

"Do you play sports every week?"

"Yes, I do. I play tennis on Saturdays."

3 Grammar Yes-No questions and short answers

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**.

Does your mother **work** on the weekends?

Yes, she **does**. / No, she **doesn't**.

Do your friends **make** phone calls at night?

Yes, they **do**. / No, they **don't**.

A Complete the questions. Compare with a partner.

1. Do you eat a lot of snacks every day?
2. ____ you make a lot of phone calls before breakfast?
3. ____ you clean the house on the weekends?
4. ____ you ____ your homework late at night?
5. ____ you ____ TV after dinner?
6. ____ your friends ____ their e-mail every day?
7. ____ your teacher work in the evening?
8. ____ your best friend ____ a class on Saturdays?

Time expressions

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

About
you

B Pair work Ask and answer the questions.

How many of your answers are the same?

A *Do you eat a lot of snacks every day?*

B *Yes, I do. I eat two or three snacks in the afternoon.*

4 Survey

A Find people who do these things. Write their names in the chart.

Who has a busy week?

Find someone who . . .

belongs to a club.

plays on a team.

works on the weekends.

has breakfast in the car.

studies English before breakfast.

gets up early on Sundays.

Name



"Do you belong to a club?"

"Yes, I do. I belong to a chess club."

B Tell the class something interesting about a classmate.

"Anton belongs to a chess club."

5 Vocabulary notebook Verbs, verbs, verbs

See page 42 for a new way to log and learn vocabulary.



Do you come here every day?

1 Conversation strategy *Saying more than yes or no*

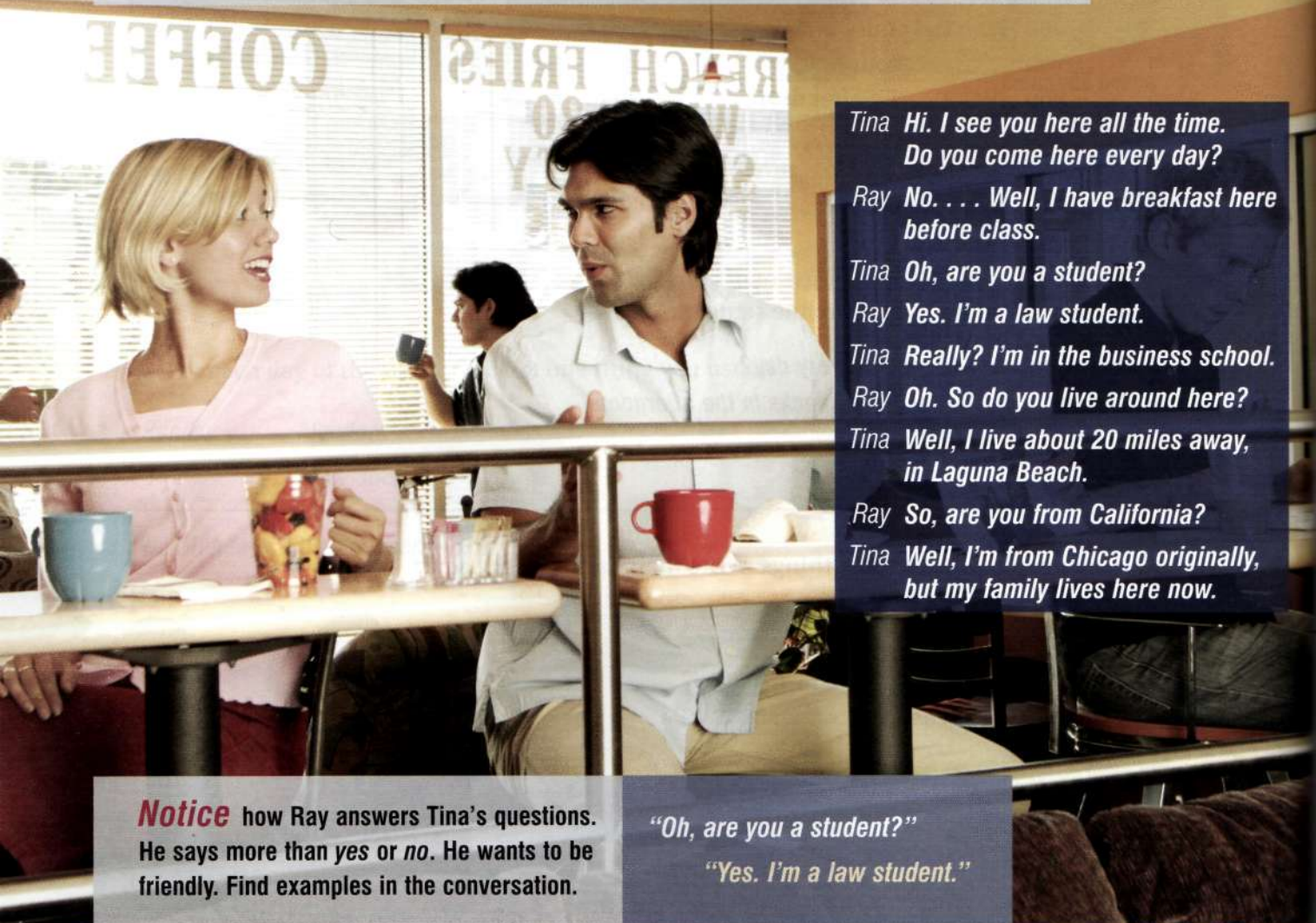
A Can you answer this question with more than *yes* or *no*?

A Do you live around here?

B Yes, _____. **or** No, _____.



Now listen. What do you find out about Ray?



Tina Hi. I see you here all the time.
Do you come here every day?

Ray No. . . . Well, I have breakfast here
before class.

Tina Oh, are you a student?

Ray Yes. I'm a law student.

Tina Really? I'm in the business school.

Ray Oh. So do you live around here?

Tina Well, I live about 20 miles away,
in Laguna Beach.

Ray So, are you from California?

Tina Well, I'm from Chicago originally,
but my family lives here now.

Notice how Ray answers Tina's questions.
He says more than *yes* or *no*. He wants to be
friendly. Find examples in the conversation.

"Oh, are you a student?"

"Yes. I'm a law student."

About
you

B Match the questions and answers. Then ask and answer the questions with a partner.
Give your own answers, saying more than *yes* or *no*.

1. Do you live around here? £
2. Are you from here originally? _____
3. Do you have a part-time job? _____
4. Do you like sports? _____
5. Do you have brothers and sisters? _____
6. Do your parents live around here? _____

- a. Yeah. Well, I play on a softball team.
- b. Yeah, I work at a restaurant on the weekends.
- c. No, they live in a small town near the ocean.
- d. No, I'm from Rio originally.
- e. No, I'm an only child.
- f. No, I live near the beach.



SELF-STUDY
AUDIO CD
CD-ROM

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.

Are you from California?

Well, I'm from Chicago originally, . . .



In conversation . . .

Well is one of the top 50 words.

About you

Pair work Practice the conversations. Then ask the questions again. Give your own answers.

- 1 A What are your neighbors like?
B Well, they're very noisy. They like loud music.
- 2 A Do you see your family a lot?
B Well, not really. They don't live around here.
- 3 A Do you study every day?
B Well, not every day. I go out with friends on the weekends.



3 Listening and speaking What's the question?

A Listen to people answer the questions below. Which question is each person answering? Number the questions.

☐ "Do you go out on the weekends?"

1

"Do you read a lot?"

☐ "Do you know people from other countries?"

☐ "Do you live with your parents?"

☐ "Do you exercise every day?"

About you

B Pair work Ask and answer the questions above. Be sure to say more than yes or no in your answers. Use **Well** if you need to.

C Look at each question again. Change the verb. How many new questions can you make? Then ask a partner your questions.

Do you ~~go out~~ on the weekends?
read
watch TV

1 Reading

About
you

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

■ on the phone two hours

■ at work or at school _____

■ in bed _____

■ in the car, or on the bus or train _____

"I spend two hours a day on the phone."

B Read the article. How many daily activities does it talk about?

IN THE LIFETIME
OF AN AVERAGE AMERICAN...

How many hours do you spend in bed? Six or seven hours a night maybe? And how many hours do you spend in front of the TV every week? Nine or ten? That's not a lot, is it? Well, think again. Add together all the hours you spend on these activities in a lifetime, and the total numbers are surprising.

In an average lifetime, an American works over 90,000 hours, walks an amazing 22,000 kilometers (14,000 miles), and spends three and a half years eating.


Do you call your friends a lot? An average American talks on the telephone for two and a half years. On average, Americans sleep for 24 years and watch TV for 12 years. That's 36 years – about half a lifetime – in bed or on the couch!

C Read the article again, and complete the sentences. Compare answers with a partner. Are any facts surprising?

In a lifetime, an average American spends . . .

1. _____ hours at work.
2. _____ years on the telephone.
3. _____ years in bed.
4. _____ years in front of the TV.

2 Listening Teen habits

A  Read about the habits of an average American teenager. Then listen to Christine talk about her habits. Complete the chart about Christine.

An average teenager . . .

drinks 16 cans of soda a week.
eats dinner at home 3 times a week.
spends about 5 hours a month online.
watches TV 20 hours a week.

Christine . . .

drinks about _____ cans of soda a week.
eats dinner at home _____ times a week.
spends about _____ hours a month online.
watches TV _____ hours a week.

About
you

B Pair work Do you have the same habits as an average American teenager? Ask and answer questions.

"Do you drink 16 cans of soda a week?" "No, I drink about 2 cans a week. What about you?"

3 Writing and speaking An average week

A Complete the sentences. Then tell a partner. Take notes on your partner's activities.

My week: On average . . .

I study / work _____ hour(s) a week.
I exercise _____ hour(s) a week.
I use a cell phone _____ time(s) a day.
I go out with my friends _____ night(s) a week.
I spend _____ hour(s) with my family on weekends.

My partner's week: On average . . .

B Write an e-mail message to a friend about your partner. Use your notes to help you.

Subject: My new friend

From: Gustavo Martinez <gmartinez5@cup.org>
To: Hiro Ono <hiroshiono@cambridge.org>
Subject: My new friend

Dear Hiro,
I have a new friend in my English class. Her name is Mei-ling.
She has a busy week. Mei-ling works 40 hours a week.

Help note

Capitals and periods

- Use CAPITAL letters for new sentences and names.
- Use a period (.) at the end of your sentences.

Her name is Mei-ling.

↑ ↑ ↑

C Group work Take turns reading your messages aloud. Who has a different or surprising routine?

4 Free talk Interesting facts

See **Free talk 4** for more speaking practice.





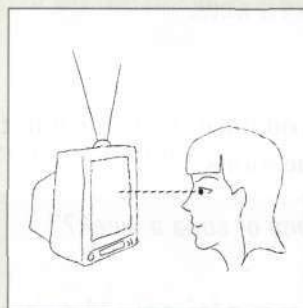
Learning tip Drawing pictures

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

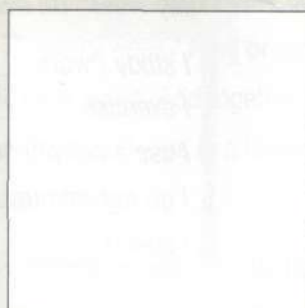
1 Label the pictures. Use a verb to describe each activity.



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 read the newspaper.

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.



Unit 5

Free time

In Unit 5, you learn how to . . .

- ask simple present information questions.
- say how often you do things.
- talk about free-time activities and TV shows.
- ask questions in two ways.
- use *I mean*.



Before you begin . . .

Do you do these things on the weekends?

Check (✓) the boxes.

- | | |
|---|---|
| <input type="checkbox"/> go on the Internet | <input type="checkbox"/> eat out |
| <input type="checkbox"/> go to a club | <input type="checkbox"/> go to the movies |



FREE-TIME SURVEY

Name: Robert Acosta

Occupation: Student

Please answer the questions.

You can check (✓) more than one answer.

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 do you eat out?

- ☐ every night
☐ once or twice a week
☐ two or three times a month
☐ 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 _____

Thank you for your help with our survey!

1 Getting started

A Listen and read as Robert completes the survey with a friend. Check (✓) his answers.

Figure it out

B Can you complete these questions? Use the survey to help you. Compare with a partner.

① A _____ do you go to the movies?
 B Once or twice a month.

③ A _____ do you go with your friends?
 B To restaurants and clubs.

② A _____ do you go to the movies with?
 B My best friend.

About you

C Pair work Complete the survey for your partner. Ask and answer the questions.

2 Grammar Simple present: Information questions

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

Time expressions

How often?

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

A Unscramble the words to make questions. Compare with a partner.

- do / you / do / what / on Friday nights ?
What do you do on Friday nights?
- after class / where / go / your friends / do ?

- you / who / do / on the weekends / go out with ?

- do / your parents / how often / go on the Internet ?

- your family / does / have dinner together / when ?

- on weeknights / go out / do / you / how often ?

About
you

B Pair work Ask and answer the questions with a partner.

A *What do you do on Friday nights?*

B *I go to a club.*



3 Speaking naturally Do you . . . ?

Do you go out a lot?

Where do you go?

What do you do?

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

B Listen to the conversations. Write the questions you hear.

1 **A** Do you relax in your free time?

B Well, yes, on the weekends.

A _____

B I sleep late, read, watch TV . . .

2 **A** _____

B Yes, I do. I like movies a lot.


A _____

B Two or three times a week.

About
you

C Pair work Practice the conversations. Then ask and answer the questions. Give your own answers.

1 Building language

A  Listen. When does Marisa watch TV? Practice the conversation.

Steve This soup is delicious. What's in it? . . . Marisa? Marisa!

Marisa I'm sorry, what?

Steve You know, sometimes I think you watch too much TV.

Marisa Oh, I hardly ever watch TV.

Steve Are you serious?

Marisa Well, sometimes I watch the morning shows.
And I usually watch the late movie.

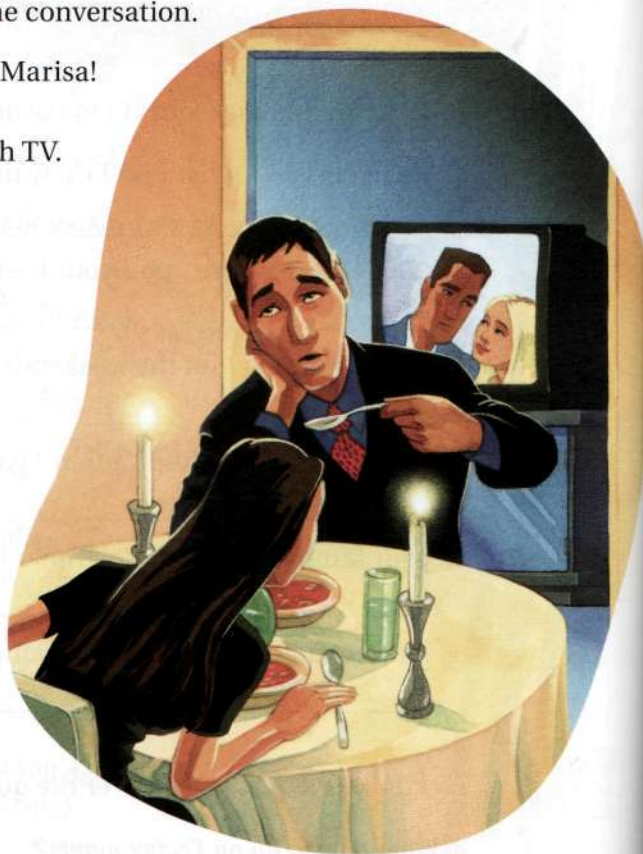
Steve And you always have dinner in front of the TV!
I mean, you never talk to me.

Marisa Yes, I do! I talk to you during the commercials.

Figure it out

B Can you find words to complete the sentences?
Use the conversation to help you.

- _____ Marisa watches the morning shows.
- Marisa _____ watches the late movie.
- Marisa _____ has dinner in front of the TV.



2 Grammar Frequency adverbs

always

never

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.


never

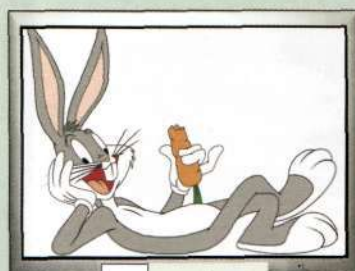
- I watch TV in the morning.
- I watch TV shows in English.
- My family has dinner in front of the TV.
- I rent movies on the weekends.
- My family watches TV late at night.
- We watch videos in our English class.

A I never watch TV in the morning.

B Really? I always watch TV in the morning.

3 Building vocabulary

A  Listen. What kinds of TV shows do you hear? Write the number next to the type of show.



cartoon



soap opera



talk show



game show



documentary



reality show



1 sitcom



the news







Word sort

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

Likes

   = I love cartoons
  = I really like _____
 = I like _____

Dislikes

   = I hate _____
  = I can't stand _____
 = I don't like _____

About you

C Pair work Find out what kinds of TV shows your partner likes.

"Do you like cartoons?" "Yes, I do. I love cartoons. My favorite is . . ."

4 Talk about it Do you watch too much TV?

Group work Discuss the questions. Do you have the same TV-watching habits?

- ▶ How many TVs do you have at home?
- ▶ How often do you watch TV?
- ▶ Do you have breakfast in front of the TV?
- ▶ Do you ever watch TV in bed? in restaurants?
- ▶ Do you watch the commercials on TV?
- ▶ Do you think you watch too much TV?

5 Vocabulary notebook Do what? Go where?

See page 52 for a new way to log and learn vocabulary.



Do you go straight home?

1 Conversation strategy Asking questions in two ways

A Can you complete the second question?

A What do you do after work? Do you _____ ?

B Well, I usually go shopping and then go home.



Now listen. What does Lori do after class?



Adam So, what do you do after class?
Do you go straight home?

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

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

Lori 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?

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

Notice how Adam 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?"

B Match the first question to a good second question.

- | | |
|--|---|
| 1. What do you do after class? <u>C</u> | a. I mean, do you eat out? |
| 2. How do you get home? _____ | b. Do you go shopping a lot? |
| 3. Do you ever feel tired after class? _____ | c. Do you go out for coffee? |
| 4. Do you work in the evening? _____ | d. I mean, do you usually need a break? |
| 5. How often do you go shopping? _____ | e. Do you take the subway or the bus? |
| 6. What do you do for lunch? _____ | f. I mean, do you have a part-time job? |

About
you

C Pair work Ask and answer the pairs of questions. Give your own answers.

"What do you do after class? Do you go out for coffee?"

"Well, I usually . . ."



SELF-STUDY
AUDIO CD
CD-ROM

2 Strategy plus I mean

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

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, . . .

In conversation . . .

I mean is one of the top 15 expressions.



A Complete the questions or answers with your own ideas. Compare with a partner. Do you have any of the same ideas?

- A Do you ever go out after class?
B Well, not very often. I mean, I usually go straight home .
- A How do you like the restaurants in your neighborhood?
B They're not bad. I mean, they're _____ .
- A Are you busy in the evening? I mean, do you _____ ?
B Well, I take a lot of classes.
- A What do you do in your free time?
B Well, I don't have a lot of free time. I mean, _____ .

About
you

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

3 Listening and speaking What do they say next?

A Listen to the beginning of three conversations. How do you think each conversation continues? Circle **a** or **b**.

Conversation 1

- a** . . . what are your hobbies?
b . . . where do you work?

Conversation 2

- a** . . . I take French, too.
b . . . the food is good.

Conversation 3

- a** . . . do you watch TV?
b . . . do you live around here?

B Now listen to the complete conversations. Check your answers.

About
you

C Add a second question to each question below. Then choose one and start a conversation with a partner.

- How often do you play sports? I mean, do you play _____ ?
- Where do you usually have dinner? I mean, do you eat _____ ?
- What do you do on the weekends? I mean, do you _____ ?

4 Free talk Play a board game.

See **Free talk 5** for more speaking practice.




1 Reading

A Check (✓) the statements you agree with. Compare with a partner.
Can you add more ideas?

The Internet is a great place to . . .	
<input type="checkbox"/> make new friends and "chat."	<input type="checkbox"/> find information.
<input type="checkbox"/> spend your free time.	<input type="checkbox"/> practice your English.
<input type="checkbox"/> listen to music.	

B Read the article. Do you know any Internet "addicts"?

ARE YOU AN INTERNET ADDICT?



So, you love the Internet. It's a great place to find information or go shopping. It's fun, but do you spend a lot of time online? Experts say 6% of Internet users are Internet addicts – they are always online. "Internet addicts are often young people," says one expert, "and they usually have problems with family, friends, work, and school."

Take this quiz. If you answer yes to all these questions, maybe you are an Internet addict.

1. Do you spend a lot of time on the Internet? ☐ Yes ☐ No
2. Do you think or talk about the Internet all the time? ☐ Yes ☐ No
3. Are all your friends "Internet friends"? ☐ Yes ☐ No
4. Is the Internet your only hobby? ☐ Yes ☐ No
5. Do you ever miss appointments because you are online? ☐ Yes ☐ No

So, what do you do if you think you are an addict? Go to a counseling service. Where are they? On the Internet, of course!

C Answer the questions about the article. Compare your answers with a partner.


1. How many Internet users are "addicts"?
2. What problems do Internet addicts have?
3. Where do Internet addicts go for help?
4. What are some things Internet addicts do?

About you → **D Pair work** Take the quiz in the article. Ask and answer the questions.
Is your partner an Internet addict? Are you?

2 Listening and speaking Using computers

A Why do people use computers? How many different ideas can you think of?

"They watch DVDs. They . . ."

B  Listen. What do Andrea and Yoshi use their computers for?
Check (✓) the boxes.

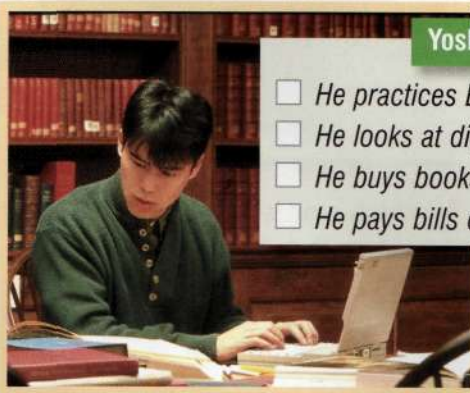
Andrea

- ☐ She watches DVDs.
- ☐ She plays CDs.
- ☐ She checks her e-mail.
- ☐ She has a Web site.



Yoshi

- ☐ He practices English.
- ☐ He looks at digital photos.
- ☐ He buys books online.
- ☐ He pays bills online.



About
you

C Group work Discuss the questions. Do you use computers for the same things?

- | | |
|---|--|
| ■ How often do you use a computer?
What do you use it for? | ■ Do you have e-mail?
How often do you send e-mail? |
| ■ Do you go on the Internet?
What do you do online? | ■ Do you ever shop online?
What do you buy? |

3 Writing A message to a Web site

A Write a message to the Web site about yourself. Complete the sentences.

E-pals in English

Are you an English student? Do you want a pen pal or an e-pal? Write about yourself below. We'll find you an e-pal in another country.

Hello.

My name is _____, and I live in _____. I go to an English class _____ a week. In my free time, I _____ and _____. I like _____, but I don't like _____.

I _____.

Help note

Linking ideas with **and** and **but**

My name is Sombat, **and** I live in Bangkok.
I take English **and** Chinese.
I love movies, **but** I don't like cartoons.

B Class activity Read your classmates' messages. Choose an e-pal and tell the class about him or her.



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.

breakfast	the laundry	homework	lessons	✓ music	snacks
a class	dinner	computer games	meals	on a team	soccer

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.



Neighborhoods

In Unit 6, you learn how to . . .

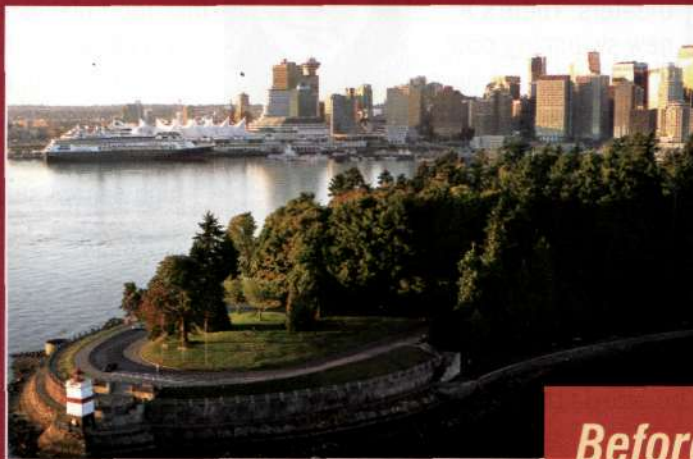
- use *There's* and *There are*.
- use *some*, *no*, *a lot of*, and *a couple of*.
- talk about your neighborhood and local events.
- ask for and tell the time.
- use *Me too* or *Me neither* to show you're like someone.
- use *Right* and *I know* to agree.



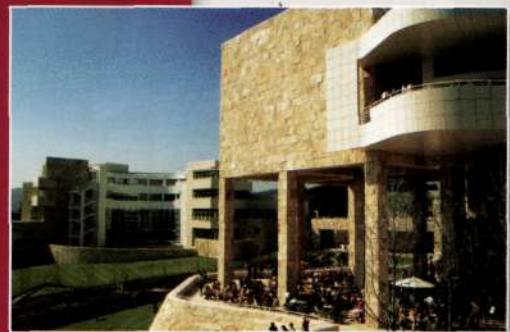
The Mall of America, Bloomington, Minnesota



Yankee Stadium, New York City



Stanley Park, Vancouver



The J. Paul Getty Museum, Los Angeles

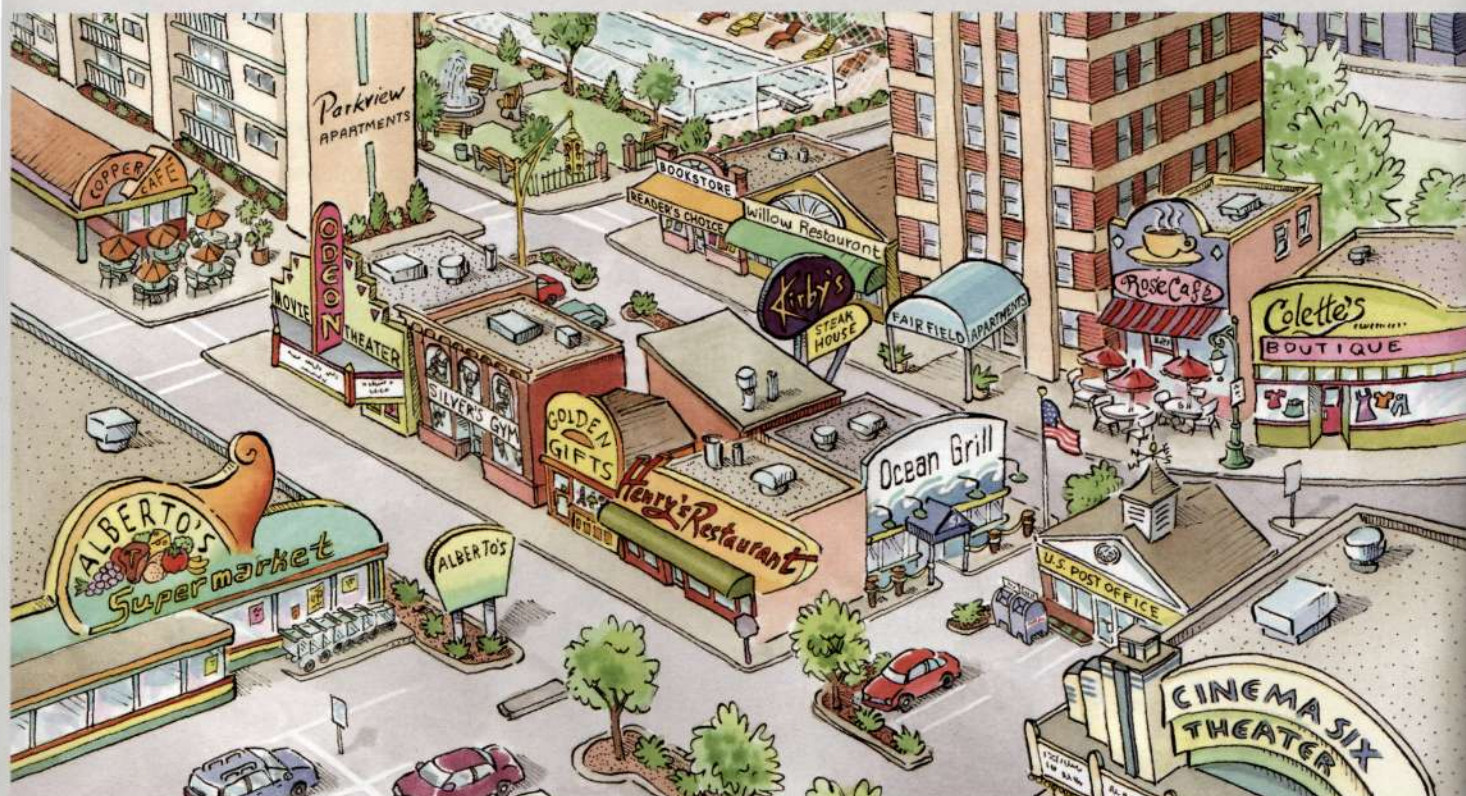
Before you begin . . .

Do you have any places like these in your city or town?
How often do you go to them?

THE DAILY HERALD

How do you like your neighborhood?

People talk about the popular neighborhood called Parkview.



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

– Janet Carson, 47, medical researcher



“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.”

– Rick Martinez, 33, stockbroker



“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.”

– Megan Novak, 15, high school student

1 Getting started

A Listen and read. Which people like Parkview? Why?

Figure it out

B What’s in your neighborhood? Circle the words to make true sentences. Compare with a partner.

1. There’s a / no mall.
2. There are no / some / a lot of cheap restaurants.
3. There are no / a couple of / some movie theaters.

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

There's a park.
 There's no mall.
 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 These sentences about the neighborhood on page 54 aren't accurate. Can you correct them? Then compare with a partner.

- There are a couple of big supermarkets. There's a big supermarket.
- There are no swimming pools. _____
- There's a big park. _____
- There's one movie theater. _____
- There's an expensive restaurant. _____
- There are a lot of fast-food places. _____
- There are a lot of apartment buildings. _____
- There's a stadium. _____

About
you

B Pair work Student A: Say what's in your neighborhood.
 Student B: Ask for more information. Then change roles.

A *There's a big stadium in my neighborhood.*

B *What sports do they play there? or How often do you go there?*

3 Speaking naturally *Word stress*

• •
movie

• • •
stadium

• • •
apartment

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

B Listen. Write the words in the correct column.

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


1 • •	2 • • •	3 • • •
movie	stadium	apartment

C Group work Talk about a perfect neighborhood. What's there? What's not there? Agree on a list of places. Then tell the class.

"In a perfect neighborhood, there's a beautiful park."

"And there are some cafés. . . ."

1 Building vocabulary

A  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**.

Notice . . .

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

B Pair work Take turns asking and telling the time.



In conversation . . .

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



two-fifteen

a quarter after two

"What time is it?" "It's two-fifteen." **or** "It's a quarter after two."

2 Listening What's on this weekend?




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. art exhibit	_____	_____
3. soccer match	_____	_____
4. play	_____	_____



3 Building language

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

Kyle Hey, there's a free jazz concert tomorrow night.

Erin Oh, that sounds like fun. Where?

Kyle At Grant Park.

Erin What time does it start?

Kyle Um, it starts at . . . 7:00.

Erin OK, well, let's go. Let's meet at the park at a quarter to seven.

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

Erin Oh, well, in that case, let's get there early – say, around 6:30.



Figure it out

B Complete these suggestions with verbs. Have a conversation with a partner.

- Let's _____ to a movie tomorrow.
- Let's _____ coffee together after class.

4 Grammar Telling time; suggestions with Let's

What time is it?

It's 6:30.

What time does the concert start?

It starts at 9 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.

Let's meet at 6:45.

Let's get there early.

In conversation . . .

A Write questions with *What time*. Then ask three classmates your questions.

Find out what time . . .

- they get home on Saturday nights.
- they leave work or school in the afternoon.
- their local supermarket opens and closes.
- their favorite TV show starts.
- the last train leaves their local station.
- buses start running in the mornings.

What time do you get home on Saturday nights?

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

About you

B Pair work Talk about three events this week. Make plans to go to an event together. Use the conversation in 3 above to help you.

5 Vocabulary notebook A time and a place . . .

See page 62 for a new way to log and learn vocabulary.



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

A Can you match each statement with the correct response?

1. I love our neighborhood. _____ a. Me neither.
2. I don't like the new movie theater. _____ b. Me too.



Now listen. What do you find out about this neighborhood?

Ben I just love this neighborhood.

Jessica Me too. I bet it's a great place to live.

Ben Yeah. It has some great restaurants.

Jessica Right. But they're expensive.

Ben Yeah, I know. There are a lot of rich people around here.

Jessica Well, I'm not rich!

Ben No, me neither.

Jessica By the way, are you hungry? I'm starving.

Ben Me too. But let's eat somewhere else. It's kind of expensive around here.

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

"I just love this neighborhood."

"Me too."

About you

B Make true sentences about your neighborhood. Circle an expression or add your own.

1. I live in an exciting / a boring / a great neighborhood.
2. I like the stores / houses / _____ in my neighborhood.
3. I don't like the restaurants / buildings / _____ there.
4. I go to a lot of movies / concerts / _____ in my neighborhood.
5. I don't go shopping / eat out / _____ there.

C Group work Read your sentences aloud. Who has something in common with you? Find someone who answers *Me too* or *Me neither*.

"I live in an exciting neighborhood."

"Me too."



"Oh, really? I live in a boring neighborhood."



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AUDIO CD
CD-ROM

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.

It has some great restaurants.

Right. But they're expensive.

Yeah, I know.



About you

Complete the statements with your own ideas. Then practice with a partner. Respond with **Right** and **I know**.

1. A Every neighborhood needs a stadium.

B _____.

2. A The best neighborhood in town is _____.

B _____.

3. A There are no good _____ around here.

B _____.

4. A I don't like the _____.

B _____.

5. A A lot of rich people live in _____.

B _____.



3 Listening City living

A Listen to Sam talk about his neighborhood. What topics is he talking about? Circle **a** or **b**.

1 **a** the restaurants
b the people

2 **a** his neighbors
b places to shop

3 **a** concerts
b sporting events

B Now listen to three things Sam says. Decide if you are like Sam or different from Sam. Complete a response in the chart.

I'm like Sam.

I'm different from Sam.

1 Me too. My neighborhood _____. Really? I live _____.

2 I know. I like _____. Yeah? I like _____.

3 Me neither. I don't like _____. Really? I like _____.

4 Free talk Find the differences.

See **Free talk 6** for more speaking practice.



1 Reading

A What classified ads do you find in a local newspaper? Look at these headings. Add your ideas below.

Classifieds			
CLASSES	ITEMS FOR SALE	HELP WANTED	LOCAL EVENTS
piano lessons	cars	baby-sitters	concerts

B Read these classified ads. Choose one of the headings above for each one.

1

Classes

City Music Center ☐

offers guitar lessons in small groups. Call Ross Williams between 9:00 and 5:00, Tuesday through Saturday, 689-555-4040.

2

The Summer Art and Music Festival

needs volunteers. All volunteers receive free concert tickets. Call 689-555-0999 or visit www.artfestcup.org for more information.

3

Carter's Restaurant

needs servers to work evenings from 6:00 to 10:00 p.m. Call 689-555-5401, and ask for John or Sue. No experience necessary.

4

Bay College Theater Group

presents a new play, *The Tourist*, at the Bay College Theater, Monday through Saturday at 8:00 p.m. Tickets are \$15 for adults, and \$10 for students and seniors.

5

Almost-new G6 laptop computer and S300 printer for sale. Only \$450, so hurry. Call Jared at 689-555-1001 or 789-555-3782 (cell phone).

6

Do you want to speak perfect English?

Experienced teacher gives classes at 7:30 p.m. on Mondays and Thursdays. Classes are \$15 an hour. Please call Ian at 689-555-0600 afternoons or evenings only.

7

New in-line skates for sale. Women's size 7. \$75 or best offer. Call Sun Hee at 689-555-3854 after 7:30 p.m., or send an e-mail to Sunhee2@cup.org.

8

City Library needs your help with its monthly book sale. Please bring your old books and magazines to the library. Our hours are 9:00-5:00, Monday through Saturday; Sunday, 12:00-5:00.

C Find and circle the following information in the ads. Then compare your answers with a partner.

- the telephone number for the guitar lessons
- the time the play starts
- the cost of the English classes
- three words you want to learn
- three items for sale
- an ad that sounds interesting

2 Talk about it Too much advertising?

Group work How often do you see ads like these? Do you think there's too much advertising around you? Discuss the questions.



► Do you ever read **pop-up ads** on the Internet?

INBOX	
From	Subject
University of Prescott	Get a college degree!
Dr. Barnum	Want beautiful hair?
John Graham	Need money fast?
Andrea	Free Advice on Love
University of Prescott	Get a college degree!

► Do you get a lot of "**spam**" – unwanted e-mails?



► What do the **billboards** in your city advertise?



► What do you think of the **commercials** on TV?



► Do you think there's too much advertising in **newspapers** and **magazines**?



► Do you ever see people in funny **costumes**? What do they advertise?

3 Writing and speaking Bulletin boards

A Do you ever read notices or ads on a bulletin board? Which ones do you read?

B Write an ad for a bulletin board. Use one of the ideas below.



Help note

Prepositions

Store hours are **from** 6:00 **to** 10:00.

Call **between** 9:00 **and** 5:00.

The store is open Monday **through** Saturday.

The play is **at** 8 p.m. **at** the library.

Call Jim **at** 555-7777, or **on** his cell phone.

Call us **for** more information.

C Group work Take turns reading your ads aloud. Ask questions to find out more information.

A Do you need yoga classes? . . .

B What time do your yoga classes finish? . . .

C Are your classes fun? . . .



Learning tip *Linking ideas*

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

6:30 a.m. - I get up.

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 Complete the daily planner. What do you (and your family) usually do at different times?

<p>6:00–9:00 a.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2:00–5:00 p.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>9:00 a.m.–12:00 p.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5:00–8:00 p.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>12:00–2:00 p.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>8:00 p.m.–12:00 a.m.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

On your own

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



1 That's not quite right.

Which of these sentences are true for you? Check (✓) true or false next to each one. Correct the false sentences.

	True	False		True	False
1. Our English class is in the morning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. We get 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 is a coffee break at 10:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	10. We go out for lunch 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:

Are your guesses . . .

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

A **Do you read a lot of books?**

B **No, I don't. But I read the newspaper every day.**

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
restaurant	expensive

Useful expressions

a couple of some
a lot of no

"There are a lot of expensive restaurants in our city."

"That's 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 use a computer? _____
3. What kinds of sports do you watch on TV? _____
4. What time do you get up on 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 I have nice neighbors.*

5 Are you the same or different?

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

ootrnac	cartoon	paso preoa	
mega whos		het senw	
scotmi		elarity hosw	
kalt oswh		mucrtayenod	

B Talk about your TV-watching habits with a partner. 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?	_____ your friends?
_____ home at night?	_____ to the movies?
How often do you ...	Where do you ...
_____ at the gym?	_____ your homework?
_____ a bus or train home?	_____ shopping?
_____ e-mail?	_____ lunch?

A *What time do you have breakfast?*

B *I usually eat breakfast around 7 o'clock.*

Self-check

How sure are you about these areas?
Circle the percentages.

grammar
20% 40% 60% 80% 100%
vocabulary
20% 40% 60% 80% 100%
conversation strategies
20% 40% 60% 80% 100%

Study plan

What do you want to review?
Circle the lessons.

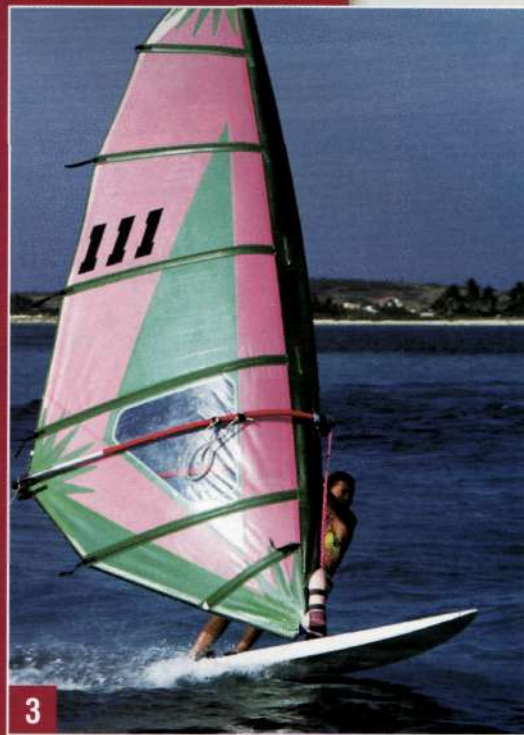
grammar
4A 4B 5A 5B 6A 6B
vocabulary
4A 4B 5A 5B 6A 6B
conversation strategies
4C 5C 6C

Unit 7

Out and about

In Unit 7, you learn how to . . .

- use the present continuous.
- talk about the weather and sports.
- ask follow-up questions to be friendly.
- use expressions like *That's great!* and *That's too bad!*



Before you begin . . .

Which of the seasons below do you have?

What's the weather usually like in the . . .

- | | | |
|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> spring? | <input type="checkbox"/> fall? | <input type="checkbox"/> rainy season? |
| <input 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.

Away for the weekend

San Francisco, Saturday, 3:00 p.m.: Anita is working today. Right now she's listening to her messages.



Saturday, 8:45 a.m.

Hi, Anita. This is Yoko. I'm calling from Lake Tahoe. Lisa and I are skiing today. It's snowing here. It's so beautiful! 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! 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 here. I hope it's not raining there. Call me! Bye.

1 Getting started

A Listen to Anita's phone messages. What's the weather like in each place?

Figure it out → **B** Can you complete these sentences about Anita and her friends?

1. Yoko is _____ at Lake Tahoe.
2. Marcos and Bill are at the beach, but they're _____ swimming.
3. Katie is _____ tennis with Rob, and Nathan _____ watching.
4. Anita's in San Francisco. _____ raining there.



2 Grammar Present continuous statements

I'm	calling	from home.
You're	working	today.
She's	skiing	with a friend.
He's	(not) 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 Complete Anita's other phone messages.

1 **Saturday, 12:15 p.m.** Hi, Anita. It's Joe. I hope you 're not working (not work) today. I _____ (not do) anything, so let's get together. Give me a call. By the way, I _____ (call) on my cell phone. See you.

3 **Saturday, 2:50 p.m.** Hey, Anita, it's me. Chris and I are at the baseball game. It _____ (rain) right now, so they _____ (stop) the game. So, we _____ (come) over to your place. See you in 15 minutes.

2 **Saturday, 1:00 p.m.** Hi, Anita. This is Julia. I'm at the beach with Kim. We _____ (talk) about work and things, and we _____ (have) a good time. There's no wind today, so people _____ (not windsurf). Come and join us. Bye.

B Pair work Student A: "Call" your partner and leave a phone message.

Student B: Call back and leave a message.

"Hi, _____. This is _____. I'm at _____'s house. It's raining and it's cold, so we're . . ."

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?


About you

B Group work Tell your classmates about your perfect day. Which day sounds like the most fun?

"I'm at the beach. It's a beautiful day! It's very hot. . . ."



1 Building vocabulary

A  Listen to the sounds of these sports, and number the pictures. Then listen and practice.

They're playing ...



basketball



football



volleyball

1

They're doing ...



aerobics

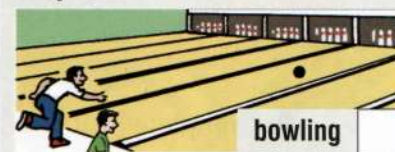


weight training



karate

They're ...



bowling



running



biking

Word
sort


B What sports do you play? watch on TV? Complete the chart. Compare with a partner.

I ...	I don't ...	I watch ...
go bowling	play soccer	football

Notice ...

*I'm bowling right now.
I go bowling every week.*

2 Building language

A  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.

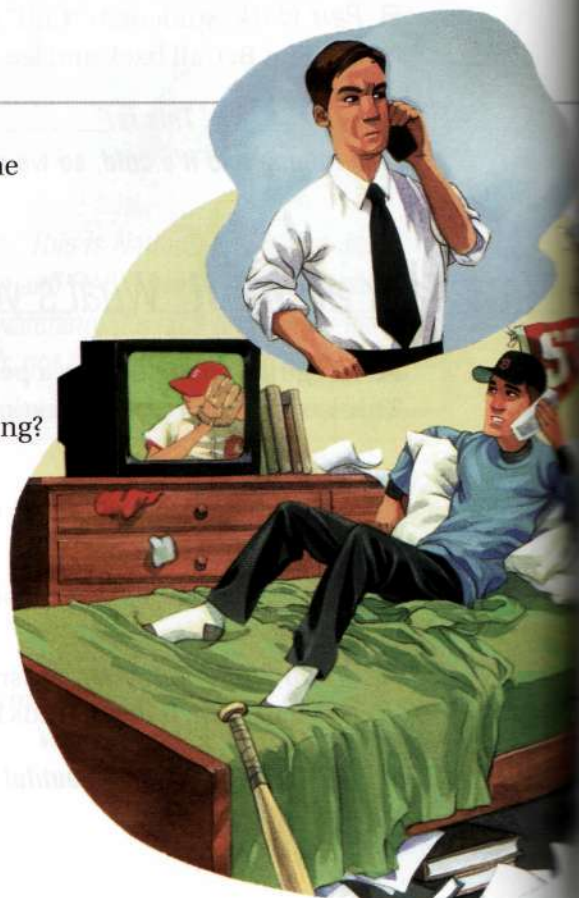
Carl OK, Dad. Enjoy the game!

Dad You too. But please try and study for your exams!

Figure
it out

B Complete this question. Then ask a partner.

What sports ____ you ____ this year?



3 Grammar Present continuous questions

What **are** you **doing** these days?

Are you **studying** a lot?

Yes, I **am**.

No, I'm **not**.

What **is** Carl **watching** on TV?

Is he **watching** the game?

Yes, he **is**.

No, he's **not**.

Who's **playing**?

Are the Yankees **playing**?

Yes, they **are**.

No, they're **not**.

A Complete the questions with the present continuous.

1. Are you getting (get) enough exercise these days?
2. What _____ you _____ (do) for exercise?
3. _____ you _____ (learn) a new sport?
4. How much _____ you _____ (walk)?
5. _____ you _____ (take) exercise classes this year?
6. _____ your best friend _____ (exercise) enough these days?
7. What kind of exercise _____ your best friend _____ (do)?
8. _____ your friends _____ (play) on sports teams this season?

Time expressions

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

About
you

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


A Are you getting enough exercise these days?


B Well, I'm playing tennis on the weekends.

4 Speaking naturally Stress and intonation in questions

How often do you go to the gym?

Are you going a lot these days?

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

B  Now listen and repeat these pairs of questions.

What's your favorite **sport**? I mean, do you like **soccer**?

How's your favorite **team** doing? Are they doing **well** this season?

Who's your favorite **athlete**? I mean, do you **have** a favorite?

About
you

C Class activity Ask your classmates the pairs of questions above. What are the most popular answers?

A What's your favorite sport? I mean, do you like soccer?

B No, but I like tennis.

5 Vocabulary notebook Who's doing what?

See page 74 for a new way to log and learn vocabulary.



How's it going?

1 Conversation strategy Asking follow-up questions

A Can you add a question to this conversation?

A Hello. Are you here on vacation?

B Yes, I am. I'm here for a week.

A Really? _____ ?



Now listen. What's Kate doing 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.

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?"

B Complete the conversation with the follow-up questions. Then listen and check your answers. Practice with a partner. Can you think of more follow-up questions?

Kate So, how do you know Tina?

Ray Well, uh . . . we go to the same school.

Kate Really? _____

Ray No. I'm studying law. Actually, we play softball on the same team.

Kate Oh. _____

Ray Sure. We have ten women and six guys.

Kate That's cool. _____

Ray Every Saturday morning, when the weather's good.

Do men and women play together?

How often do you play?

Are you studying business, like Tina?



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CD-ROM

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**.*

I'm here for a week.

That's great!



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

- A I'm taking a karate class. We have a great teacher.
B Oh, _____.
- A I'm training 8 hours a day, and I'm not sleeping.
B Really? _____.
- A I'm playing on the college basketball team.
B Hey, _____.
- A My friend Sarah is a professional athlete.
B Yeah? _____.
- A Our team isn't playing well this season.
B Oh, _____.
- A I'm reading a book about the history of the World Cup.
B Really? _____.



3 Listening and speaking How's your week going?

A Listen. Six people tell you about their week. Respond to each person using an expression with *That's . . .*.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

About you

B Pair work Student A: What are you doing these days? Tell your partner. Student B: Listen and respond with *That's . . .*. Ask two follow-up questions. Then change roles.

A *I'm taking a swimming class.*

B *That's nice. Do you like your teacher?*

4 Free talk What's hot? What's not?

See **Free talk 7** at the back of the book for more speaking practice.



1 Reading

A Which of these statements are true for you? Tell the class.

	True	False		True	False
<i>I walk to school / to work every day.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I never walk in the rain.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I walk around my neighborhood a lot.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I use the stairs, not the elevator.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I think walking is boring.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I go hiking on the weekend.</i>	<input type="checkbox"/>	<input type="checkbox"/>

B Read the article. Why does the author think walking is a good idea?



DON'T WAIT - JUST WALK!

So you're not getting enough exercise? And you hate sports, and you can't stand the gym?

Well, if you're looking for a new exercise routine, try walking. Here are six reasons why walking is a great idea.

1 Walking is easy.

You just walk – left, right, left, right. See? It's easy.

2 Walking is cheap.

Don't spend money on expensive clothes and equipment. All you need is a pair of good shoes or sneakers.

3 Walking gives you time for yourself.

Listen to a CD or a book, think about life, relax.

4 Walking is good for you.

You feel good after a long walk. And now science is proving that walking outdoors is the best exercise.

5 Walking is fun.

Go with a friend. *Walk and talk.* What's going on in your neighborhood? Walk around and find out!

6 Walking is good in all kinds of weather.

So it's raining? Don't worry, take an umbrella. When it's sunny, use sunscreen. If it's hot, take some water with you. When it's cold, you always feel warm.

C Add these missing sentences to the paragraphs above.

✓ Walk and talk!

There are no special instructions, and there are no rules.

It's good for your mind and body.


And walking in the snow is great exercise!

And there's no gym membership fee.

Do something you enjoy.

D Read the article again. Do you agree that walking is good exercise? What are the three best reasons the author gives?

2 Listening Do you enjoy it?

A  Listen to the conversations. Number the pictures from 1 to 4.






1





B  Listen again. Why do the people enjoy their exercise? Write one reason below each picture.

3 Writing An article for a health magazine

A Think of an exercise you enjoy. Write a short article like the one on page 72. Think of a title and three headings. Write at least two sentences for each heading.

Try Aerobics!

- 1 Aerobics is fun.**
Find a fun teacher. Talk to your classmates, and make new friends. Don't be shy! . . .
- 2 Aerobics is good for you.**
It's good for your heart. And you feel good after class. . . .
- 3 Aerobics is easy.**
Buy an aerobics video, and exercise in front of the TV. Do it before breakfast. . . .

Help note

Imperatives for advice

Find a fun teacher.

Make new friends.

Don't be shy!

B Group work Read your classmates' articles. Which type of exercise sounds like fun?



Learning tip Writing true sentences

To remember new vocabulary, use words in true sentences.

It's cold outside!

In the U.S. and Canada, the top 6 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**.

1 Complete the sentences about the weather.

1. Outside right now, it _____.
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 _____.

2 Write the names of six 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 sports or exercise is he or she doing these days?
my brother Ming	He's at school.	He's studying math right now.	He's playing soccer and basketball.
1			
2			
3			
4			
5			
6			

On your own

Take a minute this week, and look around you. What are people doing? Write 6 sentences.



Shopping

In Unit 8, you learn how to . . .

- use *like to*, *want to*, *need to*, and *have to* with other verbs.
- use *this*, *that*, *these*, and *those*.
- ask questions with *How much*.
- talk about clothes, colors, shopping, and prices.
- use expressions like *Um . . .* and *Let's see . . .*
- use "conversation sounds" like *Uh-huh* and *Oh*.



1



2



3



4

Before you begin . . .

Look at the pictures. Find the people who are wearing these clothes.

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

Are any of your classmates wearing these things today?

What kinds of clothes do you like to wear?



**Kayo Noguchi, 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.



**Rick Govia, 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.



**Louisa Vandermeer, 32,
advertising executive**

I like to wear designer clothes, because I need to look good for work. So I usually wear dressy pants or a nice skirt, with a jacket and a silk blouse. Oh, and of course, high heels.

1 Getting started

A Listen. What kinds of clothes do Kayo, Rick, and Louisa usually wear?

**Figure
it out**

B Circle the words to make true sentences about the people above. Then make three true sentences about yourself. Tell a partner.

1. Kayo **has to** / **doesn't have to** wear a uniform.
2. Rick **wants to** / **doesn't want to** wear comfortable clothes after work.
3. Louisa **needs to** / **doesn't need to** wear nice clothes to work.

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

What kinds of clothes **do** you **like to** wear?

I **like to** wear casual clothes.

I **don't like to** wear suits.

What do you **want to** wear tonight?

I **want to** wear my new outfit.

I **don't want to** wear my old dress.

Do you **have to** wear a suit to work?

Yes, we do. We **have to** wear a suit and tie.

No, we don't. We **don't have to** wear a suit.

Do you **need to** buy new shoes?

Yes, I do. I **need to** get some sneakers.

No, I don't. I **don't need to** buy new shoes.

About
you

A Make true sentences. Then compare with a partner.

1. I don't like to (like to) wear jeans all the time.
2. Our teacher _____ (have to) wear a suit to class.
3. The students in this class _____ (have to) wear a uniform every day.
4. I _____ (want to) buy shoes this weekend.
5. My parents _____ (like to) spend a lot of money on clothes.
6. I _____ (need to) buy new jeans.
7. My best friend _____ (like to) shop for clothes.
8. We _____ (need to) wear warm clothes in the spring.

"I don't like to wear jeans all the time."

"Me neither. But I like to wear jeans on the weekends."

B Write five questions with *like to*, *want to*, *need to*, and *have to*.

Then ask a partner your questions.

Do you like to wear suits?

3 Speaking naturally Want to and have to

/wʌnə/


I **want to** buy some new clothes.


What do you **want to** buy?

/hæftə/

I **have to** buy some new clothes.

What do you **have to** buy?

A  Listen and repeat the sentences above. Notice the reduction of *want to* and *have to*.

B  Now listen and repeat these questions.

1. Do you have to go shopping this week? ... Where do you have to go?
2. Do you have to buy any new clothes? ... What do you have to get?
3. Do you want to spend a lot of money? ... How much do you want to spend?
4. 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. What interesting things do you find out?

A Do you have to go shopping this week?

B Yes, I have to go on Saturday.

A Where do you have to go?

1 Building vocabulary

A  Listen and say the words. Which of these items do you have? Which do you need to buy? Tell the class.



a baseball cap



a belt



a backpack



a briefcase



a purse



shoes and socks



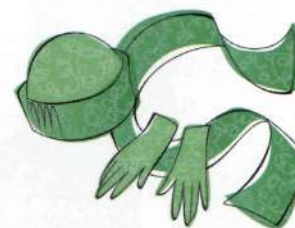
a bracelet and a ring



a necklace and earrings



a coat and boots



a hat, a scarf, and gloves


Word
sort

B What clothes and accessories do you have in these colors? Write them in the chart. What colors do you like to wear? Discuss with a partner.

white	black	red	blue	brown	green	yellow	gray	pink	orange
	jeans								

"I like to wear black. I have some black jeans and a black jacket."

2 Building language

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

Salesperson Hello. Can I help you?

Samantha Uh, hi. How much are those gloves?

Salesperson These? They're really popular. They're \$80.

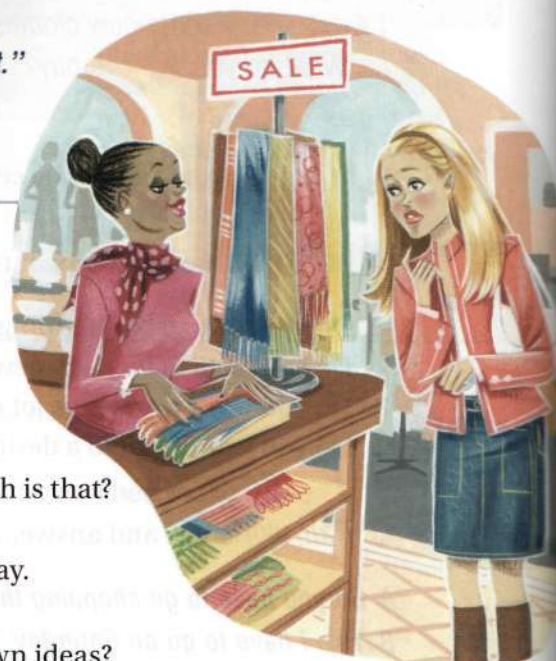
Samantha Hmm. And what about that blue scarf? How much is that?

Salesperson This scarf is on sale. It's only \$149.

Samantha \$149? OK, I have to think about it. Thanks anyway.

Figure
it out

B Pair work Can you act out the conversation using your own ideas?



3 Grammar How much . . . ?; this, these; that, those

How much is **this** (scarf)?
are **these** (gloves)?



How much is **that** (watch)?
are **those** (sunglasses)?



How much is it? It's \$2.99.
are they? They're \$49.99.

Saying prices

\$2.99 = "Two dollars and ninety-nine cents"
or "Two ninety-nine"

\$125 = "A hundred and twenty-five
(dollars)"

\$475 = "Four hundred and seventy-five
(dollars)"

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 ask and answer the questions with a partner.



1. How much are
these sunglasses ?



2. _____ ?



3. _____ ?



4. _____ ?



5. _____ ?



6. _____ ?

B Group work Talk about how much these things cost. Agree on an average price.

shoes a cell phone jeans a CD a backpack

"How much do shoes cost?" "Well, it depends. They're about thirty or thirty-five dollars."

4 Vocabulary notebook Nice outfit!

See page 84 for a new way to log and learn vocabulary.



Can I help you?

1 Conversation strategy Taking time to think

A When you need time to think, what do you say in your language?

Do you have expressions like *Um*, *Well*, and *Uh*?

A How often do you go shopping?

B *Um*, well. *Uh* . . . once or twice a month maybe.



Now listen. What does Sarah buy? How much is it?



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 a friend.

Clerk *OK. And how much do you want to spend?*

Sarah *Well*, let's see . . . about \$40, I guess.

Clerk *Uh-huh*. Well, we have these silver bracelets here.

Sarah *Oh*, this looks nice. *Um* . . . how much is it?

Clerk *Um*, let's see . . . it's \$55.95.

Sarah *Oh*. That's a lot. Let me think . . . *OK*. I guess I'll take it.

Notice how Sarah says *Uh*, *Um*, *Well*, *Let's see*, and *Let me think* when she needs time to think. Find examples in the conversation.

"How much do you want to spend?"

"Well, let's see . . ."

B Pair work Student A: You are a salesperson. Help a customer. Student B: You are a customer. You are shopping for one of the items below. Have a conversation.

a watch a camera a backpack a pair of sunglasses

A *Can I help you?*

B *Um*, yeah. I'm looking for a watch.

A *OK. And how much do you want to spend?*

B *Well*, let me think . . . about \$100.



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2 Strategy plus "Conversation sounds"

Uh-huh means
"Yes," "That's right,"
or "I'm listening."

Is it a gift?

Uh-huh.

Oh shows you're
surprised, happy,
or angry.

In conversation . . .

Uh-huh and **Oh** are in the
top 50 words.

This bracelet
is \$55.95.

Oh. That's a lot.



A Look at these conversations. What do the "conversation sounds" mean?

- A You have some money with you, right?
B Let's see . . . I have about sixty dollars.
A **Oh**, good! Can I borrow ten dollars?
B **Oh**, not again!
- A How much do you usually spend
on a sweater? About eighty dollars?
B **Uh-huh**. Seventy or eighty dollars.
- A I have to go shopping this weekend.
B **Uh-huh**.
A I want to buy a flat-screen TV.
B **Oh**, cool!
- A How many credit cards do you have?
B Nine or ten.
A **Oh**, that's a lot!
B **Uh-huh**. I know, but I never carry cash.

About
you

B Pair work Practice the conversations. Give your own reactions and answers.

3 Listening I'll take it.

A Listen to three conversations in a store. Write the prices of each item.



B Listen again. Which items do the shoppers buy? Circle the items.

4 Free talk How do you like to dress?

See **Free talk 8** at the back of the book for more speaking practice.



1 Reading

A Brainstorm words related to shopping. How many words can you think of? Remember, there are no right or wrong answers!



B Read the article. Can you find any of the words you brainstormed?

Shopping around the world

How do you like to shop? In a mall with over 800 stores? Or in a traditional market? If you're planning a trip to any of these countries, read about these great places to shop.



Italy

San Lorenzo Market in Florence

Florence is famous for leather purses, wallets, and gloves. There are lots of cafés – so

after a morning of shopping, enjoy a coffee in the historic city center.

Japan



Takashimaya

You need all day to shop at Takashimaya Times Square, located in the Shinjuku section of Tokyo. At this department store, there are boutiques with designer clothing, gifts, and housewares. There's also an art gallery and a travel agency. And best of all, there are three floors of restaurants!

Canada



The West Edmonton Mall in the province of Alberta is the size of 48 city blocks and has over 800 stores. And everything is cheap, because you don't have to pay sales tax. There are also 100 restaurants, 26 movie theaters, amusement parks, nightclubs, a hotel, and even an ice-skating rink!

Morocco

In the city of Marrakech, there's the famous "souk."

There are hundreds of stalls selling clothes, traditional Moroccan slippers, and copper

pots. Choose gifts for all of your friends. But remember – when you buy something, you have to bargain, because there are no prices!




C Look at the article again. Find . . .

- a good place to have coffee.
- a place with no sales tax.
- a place where you have to agree on the price.
- a place where you can shop and then look at art.
- somewhere you want to go.
- something you want to buy.
- four words for a place to shop.
- four new words you want to learn.

2 Listening and writing *Favorite places to shop*

A What's your favorite store? Why do you shop there? Tell the class.

B  Listen to Min Sup talk about his favorite store. Circle the correct information.

1. I like to shop **at the mall** / **in small stores**.
2. My favorite store is a **bookstore** / **an electronics store**.
3. I like it because it's **cheap** / **interesting**.
4. I usually go there **on Friday nights** / **on Sundays**.
5. I buy a lot of **DVDs** / **computer games**.

C Write a paragraph about your favorite store for a shopper's guide. Use the model below.

My favorite store is . . .
I like it because . . .
I usually go there . . .
They sell . . .
They also have . . .
I like to buy . . .

Help note

Linking ideas with *because* to give reasons

My favorite store is Chang's,
because it has great clothes.
I like to shop there **because**
it's cheap.

D Group work Take turns reading your recommendations. Do you learn about any new places to shop?

3 Talk about it *What kind of shopper are you?*

Group work Discuss the questions. Does anyone have an interesting shopping habit?

- ▶ Do you like to go shopping? Why or why not?
- ▶ Do you usually pay cash or with a credit card?
- ▶ Do you compare prices before you buy something?
- ▶ Do you like to buy things on sale?
- ▶ Do you ever buy things you don't need?
- ▶ Do you ever spend too much money?





Learning tip Labeling pictures

To learn new vocabulary, you can label pictures in books or magazines.

It's black and white!

Here are the top 10 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 personal items in this picture.



2 Find and label at least three pictures you like from a magazine or catalog.

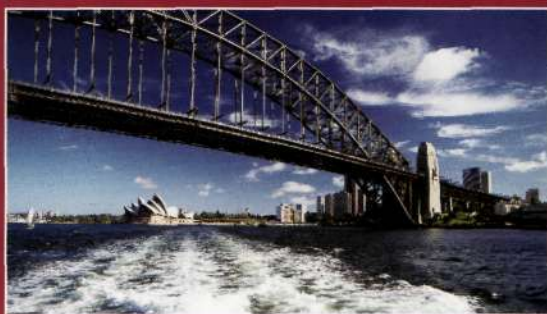
On your own

Go into a big clothing store. How many things can you name in English?

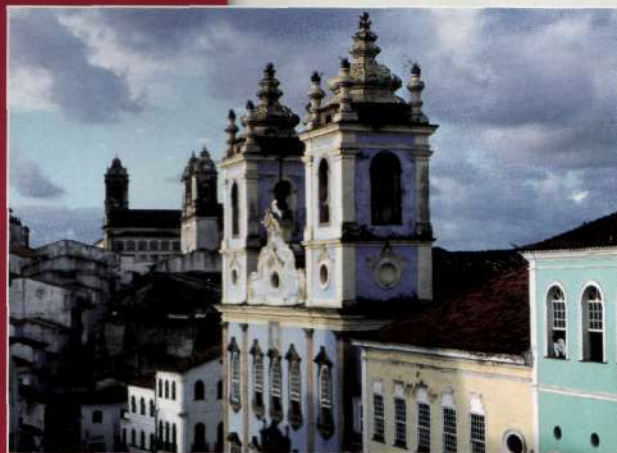
A wide world

In Unit 9, you learn how to . . .

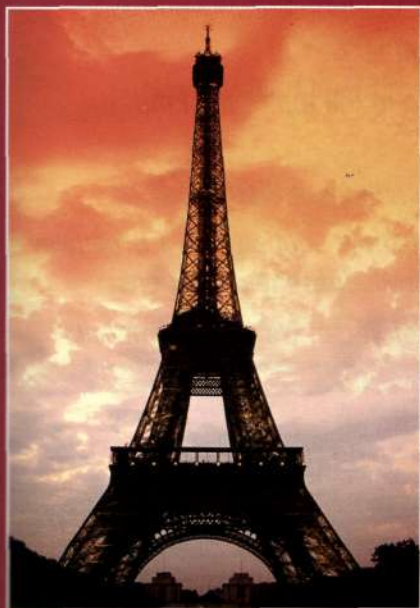
- use *can* in statements, questions, and short answers.
- talk about things you can do in your city.
- talk about countries, languages, and nationalities.
- talk about international foods.
- explain the meaning of a word.
- use *like* in different ways.



The Sydney Harbour Bridge in Australia



Pelourinho – The Historic District of Salvador, Brazil



The Eiffel Tower in Paris, France



The Grand Palace in Bangkok, Thailand



The Pyramids of Chichen Itzá, Mexico

Before you begin . . .

Do you enjoy sightseeing? Check (✓) the activities you like to do.

- see famous bridges or statues
- visit interesting or historic areas

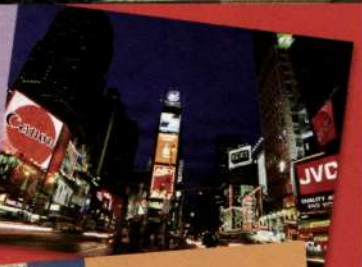
- go to the tops of towers
- go to palaces or castles

Five Great Things to Do in New York

Take a ferry to the Statue of Liberty,
and buy souvenirs. ▶



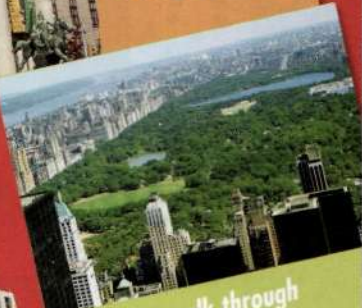
Go to a
Broadway
show, and see
Times Square. ▶



◀ Visit one of
over 50 museums.



▶ Take a walk through
Central Park.



◀ Get a view of the city
from the top of the
Empire State Building.



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 get an umbrella?

1 Getting started

A Look at the page above from a guidebook. Choose two fun things to do. Tell the class.

B Listen. What do Ethan and Emma decide to do? Practice the conversation.

Figure
it out

C Pair work What are some things you can do in New York City? Take turns giving ideas.

"You can see the Statue of Liberty."

2 Grammar Can and can't

I	can can't	{	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 What can you do in New York City? Match the questions and answers. Then practice with a partner.

- | | |
|---|---|
| 1. What historic neighborhoods can you see? <u>b</u> | a. Yes, you can. You can go to the top of the Empire State Building. |
| 2. Can you take a walking tour? _____ | b. You can walk around Greenwich Village. It's a beautiful neighborhood. |
| 3. What historic sites can you visit? I mean, can you go to a castle? _____ | c. Yes, and you can take a bus tour, too. |
| 4. What can you do on a rainy day? _____ | d. Well, you can go to an art museum or to the Museum of Natural History. |
| 5. What kinds of museums can you go to? _____ | e. You can go shopping or go to a museum. |
| 6. Where can you get a good view of the city? I mean, can you go to the top of a tall building? _____ | f. No, you can't. There are no real castles in New York. |

About
you

B Pair work Ask the questions again, and give answers about your own city.

A What historic neighborhoods can you see in Mexico City?

B Let me think . . . you can go to the Zona Rosa – the Pink Zone.

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  Listen and repeat the sentences above. Notice the pronunciation of *can* and *can't*.

B  Listen and complete the sentences with *can* or *can't*. Then make them true for your city. Discuss with a partner.


- You _____ see a lot of famous people.
- You _____ spend a day at the beach.
- You _____ take a ferry to an island.
- You _____ sit at outdoor cafés at night.
- You _____ see a different movie every night.
- You _____ go to a show or concert every weekend.

A You **can't** see a lot of famous people in our city.

B No, you **can't**.



1 Building vocabulary

A  Listen and say the countries and regions. Which do you know in English? Check (✓) the boxes. What other countries do you know?



B Where do people speak these languages? Use ideas from the map. Then compare your answers with a partner.

English Spanish Turkish Chinese Portuguese Japanese
Italian Korean Russian German Arabic French Thai

"They speak English in the United States, Canada, . . ."

Word
sort

C Complete the chart with languages and countries. Compare your answers with a partner.

I can speak . . .	I can't speak . . .	I want to go to . . .
Portuguese	Korean	Australia
a little English		

Can for ability

*I'm Brazilian. I speak Portuguese, and I **can** speak a little English, but I **can't** speak Korean.*

"I can speak a little English, so I want to go to Australia."

2 Listening and speaking National dishes

A Do you like food from other countries? What kinds of food do you like? Tell the class.

B Listen to Melissa talk about food. What types of food does she like?
Check (✓) the boxes.



☐ French



☐ Korean



☐ Italian



☐ Chinese



☐ Japanese



☐ Brazilian



☐ Mexican



☐ Thai

About
you

C Pair work Ask and answer questions about international foods. Add your own ideas.

"Do you like French food?"

"Can you make Korean food?"

"Where can you get good Italian food around here?"

Countries **Nationalities**

Japan
Spain
Mexico
Peru

Japanese
Spanish
Mexican
Peruvian

3 Survey

Do your classmates know a lot about other countries and cultures? Ask questions to find out.

Who is a "world citizen"?

Find someone who . . .

can make Indian food.

has an American friend.

can speak three languages. (What are they?)

likes Brazilian music.

knows the capital city of Australia.

can name three countries beginning with C.

knows the name of a British band.

Name



"Can you make Indian food?" *"Yes, I can make some things."* **or** *"No, I can't. I never cook."*

4 Vocabulary notebook People and nations

See page 94 for a new way to log and learn vocabulary.



They're a kind of candy.

1 Conversation strategy Explaining words

A Circle the correct word to complete the sentence.

Coffee is a kind of **food** / **drink** / **dance** / **music**.



Now listen. What do Yuki and Adam order?

Server Are you ready to order?

Yuki Yes. Can I have a large diet soda?

Server A large diet soda?

Yuki Yes, please.

Adam Um, can I have coffee ice cream with chocolate sprinkles?

Server Sure. OK.

Yuki What are sprinkles?

Adam 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.

Notice how Adam 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."

B Match each picture with an explanation. Then take turns asking a partner to explain the words.

1 **lassi** (from India)



2 **a bouzouki** (from Greece)



3 **a hanbok** (from Korea)



4 **a tortilla** (from Mexico)



☐ It's a kind of musical instrument. It's like a guitar.

☐ It's a kind of bread. It's kind of like a pancake.

☐ It's a kind of drink. It's kind of like a milk shake.

☐ It's a kind of dress. It's a traditional outfit.

"What's lassi?"

"It's a kind of . . ."



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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 Thailand like?

Sprinkles are like sugar.

You can put sprinkles on things like ice cream and cake.



Imagine a tourist is asking these questions about your country. Answer the questions. Then practice with a partner.

1. A What are good souvenirs to buy?
B Well, things like _____.
2. A Do you ever see people in traditional clothes?
B Well, you sometimes see things like _____.
3. A Is the food spicy like Indian food?
B _____.
4. A Where are good places to visit?
B Oh, places like _____.



3 Listening and speaking What language is it from?

A Label the photos with the words below. Can you guess what languages the words are from? Complete the chart.

a mosquito ✓ yogurt a boutique a waltz	1	2	3	4
It's called . . .	yogurt			
The word is from . . .				

B Now listen to more of Adam and Yuki's conversation. Check your guesses.

C Group work What foreign words do you use in your language? How many can you think of? What do they mean? Make a list.

4 Free talk Where in the world . . . ?

See **Free talk 9** for more speaking practice.




1 Reading

A What do you know about these popular tourist destinations?
What can you do or see there? Make a class list.


London Tokyo San Francisco Rome

B Look at the Web page. How many of your ideas are mentioned?




the travel guide


Go on a Virtual Tour! Are you planning a trip to one of the popular destinations below? Check out our guide to these great cities. You know the famous places, but with the Travel Guide, you can see and do something unusual. Click on one of the links below.




London
London is famous for historic buildings like [Buckingham Palace](#). But you can also take a walking tour of its [haunted buildings](#). [The Tower of London](#) is just one example. Can ghosts speak English? Go and find out. [More](#) . . .



Tokyo
Everyone loves to eat sushi. But where does all that fish come from? Go to the [Tsukiji Fish Market](#) at 5:00 a.m., and find out. It's lively, colorful, and fun. And you can have great sushi for breakfast! Then go to the [Ginza](#). [More](#) . . .



San Francisco
See the [Golden Gate Bridge](#), and then walk down to [Golden Gate Park](#). Go to the [Japanese Tea Garden](#), and enjoy the beautiful waterfalls, bonsai trees, and plants. Then order tea from a waitress in a kimono. [More](#) . . .




Rome
After your tour of the [Colosseum](#) and [St. Peter's Basilica](#), hang out on the [Spanish Steps](#) with young people from around the world. [More](#) . . .

Search for more great destinations.

SEARCH GO

Travel Competition
Win a trip to Hawaii. [Click here](#) now!


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C Look at the Web page again. Find these things and answer the questions. Then compare with a partner.

Find . . .

- the links for two competitions. What can you win?
- two other kinds of information. Why is the information useful?
- the place to send your own travel tip. Do you have a good travel tip?
- two places you want to read more about. What do you want to know?

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?
- ▶ the three best places to visit in your country?
- ▶ 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?

A Well, I want to go to Chile.

B Oh, that's a good idea.

We can go to the Atacama Desert.

C Yeah, but I can't speak Spanish.

What about . . . ?

The Atacama Desert

3 Writing A paragraph for a Web page

A Write about a place you know well for the Travel Guide Web page.

Bangkok

Bangkok is famous for its palaces, temples, and beautiful river. First go to the Grand Palace. Then visit the many historic temples. After you tour the city, you can take a boat trip on the river. You can enjoy the sunset and then see the temples by night.

Help note

Commas in lists

It's lively, colorful, and fun.

Enjoy the beautiful waterfalls, bonsai trees, and plants.

B Class activity Read your classmates' paragraphs. Which ones are the most interesting?



You can sort new vocabulary into different types of groups. You can group nationalities by their endings and countries by their regions.

- | -ese | -ian / -an / -n |
|------------|-----------------|
| Vietnamese | Colombian |
| | |
| | |
| | |
| | |
- | -ish | other |
|---------|-------|
| Spanish | Greek |
| | |
| | |
| | |
| | |

- [illegible]

Argentina	Argentine
Australia	Australian
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
Guatemala	Guatemalan
Iraq	Iraqi
Ireland	Irish
Israel	Israeli
Italy	Italian
Japan	Japanese
Lebanon	Lebanese
Morocco	Moroccan
Panama	Panamanian
Peru	Peruvian
Poland	Polish
Portugal	Portuguese
Russia	Russian
South Korea	South Korean
Spain	Spanish
Thailand	Thai
Turkey	Turkish
Venezuela	Venezuelan
Vietnam	Vietnamese

Find a world map. Label it in English.
How many countries do you know?

1 Questions and follow-up questions!

A Complete the questions with verbs. Then match the questions and answers. Practice with a partner.

- | | |
|---|---|
| 1. What <u>are</u> you <u>wearing</u> today? (wear) <u>a</u> | a. There's a concert. |
| 2. What colors _____ the teacher _____ today? (wear) _____ | b. I want to stay home. |
| 3. What _____ in your neighborhood this week? (happen) _____ | c. Every weekend. |
| 4. What can you _____ in your neighborhood after midnight? (do) Can you _____ dancing? (go) _____ | d. Jeans and a sweater. |
| 5. What do you want _____ tonight? (do) _____ | e. Food. I'm hungry. |
| 6. What kinds of restaurants do you like _____ to? (go) _____ | f. Blue and gray. |
| 7. What languages can you _____? (speak) _____ | g. English and a little Spanish. |
| 8. What do you have _____ next weekend? (do) _____ | h. They're all working. |
| 9. What time do you have _____ tomorrow? (get up) _____ | i. I need to clean the house. |
| 10. What _____ your friends _____ today? (do) _____ | j. Well, I like Thai and Italian food. |
| 11. How often do you like _____ your family? (see) _____ | k. No, you can't, but you can see a movie. |
| 12. What _____ you _____ about right now? (think) _____ | 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 languages can you speak?*

B *I can speak Spanish and English.*

A *Can you speak Portuguese?*

B *No, I can't, but I can read and understand it.*

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	S	B	T	R
a sport	soccer			
a country				Russia
a nationality		Brazilian		
an item of clothing or jewelry			tie	

A *What sport begins with "S"?*

B *Let's see. I have "skiing."*

A *I have "soccer."*

B *OK, what country begins with "S"?*

3 Can you use these expressions?

Complete the conversation. Use the expressions in the box. 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 milk shake.
 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 go to _____.
I want to learn (to) _____.	I want to learn _____.
Colors	Clothes
I like to wear _____.	I never wear _____.
I can't wear _____.	I wear _____ a lot.
Seasons	Weather
I love the _____.	I hate to go out when it _____.
I don't like the _____.	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.

Self-check

How sure are you about these areas?
 Circle the percentages.

grammar
 20% 40% 60% 80% 100%
vocabulary
 20% 40% 60% 80% 100%
conversation strategies
 20% 40% 60% 80% 100%

Study plan

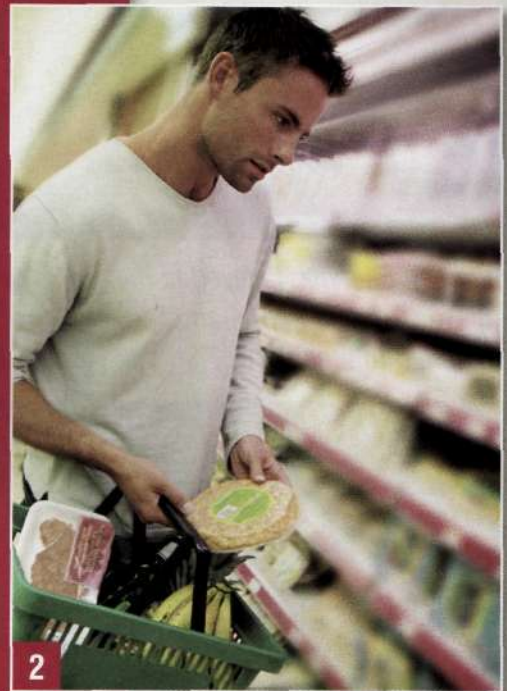
What do you want to review?
 Circle the lessons.

grammar
 7A 7B 8A 8B 9A 9B
vocabulary
 7A 7B 8A 8B 9A 9B
conversation strategies
 7C 8C 9C

Busy lives

In Unit 10, you learn how to . . .

- use the simple past of regular and irregular verbs.
- talk about things you did last night and last week.
- use expressions like *Congratulations* and *Good luck*.
- say *You did?* to show that you're interested or surprised.

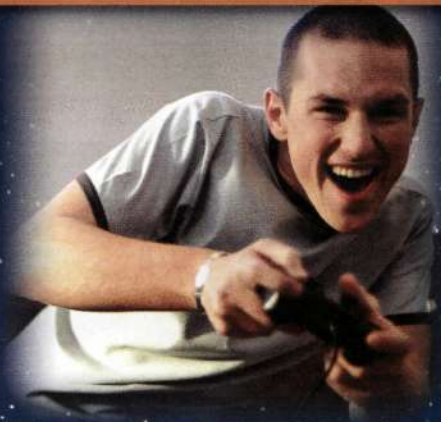


Before you begin . . .

Are you usually busy in the evening?
Do you do any of these things?
What else do you do?

A night at home

What did you do last night?



Josh Let me think. I stayed home, played a video game, and listened to a new CD. That's it.



Mari I tried to study for a math exam while my roommate practiced her flute.



Peter Well, my wife rented a DVD, so we watched a movie. But I didn't like it much.



Melissa I didn't want to go out, so I invited a couple of friends over, and we cooked dinner.



Rachel Oh, I just worked late and then cleaned the house. You know – the usual.



Stephen I chatted online with my friend Jay. He's living in Italy.

1 Getting started



A Listen and read. Who had fun last night? Who didn't?

Figure it out

B Can you complete these sentences about the people above?

1. Josh _____ to music last night.
2. Mari _____ for an exam.
3. Peter and his wife _____ a movie.
4. Melissa _____ some friends over for dinner.
5. Rachel _____ late.
6. Stephen and Jay _____ online.

2 Grammar Simple past statements – regular verbs

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.

Past tense endings

watch	→	watched
invite	→	invited
play	→	played
study	→	studied
chat	→	chatted

About
you

What did you do last night? How about your friends and family? Make true sentences. Then compare with a partner.

- I didn't watch (watch) TV last night.
- I _____ (clean) the house.
- My friends and I _____ (chat) online.
- I _____ (study) English.
- I _____ (play) a computer game.
- My best friend _____ (invite) me over for dinner.
- My neighbor _____ (call) me.
- My family _____ (stay) home.

A *I didn't watch TV last night. How about you?*

B *Well, let's see . . . I watched the news.*

In conversation . . .

People use the simple present and simple past more often than any other tense.

3 Speaking naturally -ed endings

/t/ I **work**ed**** on Saturday.

/d/ We **play**ed**** a game.

/ɪd/ I **chatt**ed**** online.

A Listen and repeat the sentences above. Notice the -ed endings of the verbs.

B Listen to these sentences. Do the verbs end in /t/, /d/, or /ɪd/? Check (✓) the correct column.

Last night . . .	/t/	/d/	/ɪd/
1. I cooked a big meal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I rented a DVD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I played a video game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I watched a movie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I e-mailed a couple of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


About
you

C Group work Make five true sentences about last night. Tell your classmates. What are the most popular evening activities?

"Last night I played basketball. . . ."



1 Building vocabulary Irregular verbs

A  Listen and say the sentences. Did you do these things last week? Tell the class.

"I didn't buy a sweater, but I bought some CDs."



1 I **bought** a sweater.



2 I **had** a piano lesson.



3 I **made** a lot of phone calls.



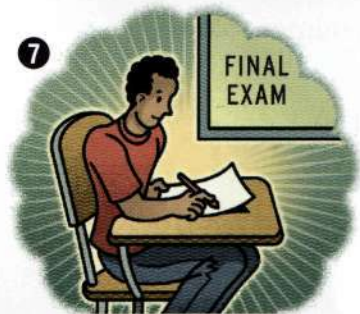
4 I **saw** three movies.



5 I **read** a couple of books.



6 I **went** to a party.



7 I **took** an exam.



8 I **met** someone interesting.



9 I **did** a lot of work.
I **wrote** three reports.

Word
sort


B Write three things you did at each time below. Then compare with a partner.

last Sunday	last Friday	last week
I saw a movie.		

"Last Sunday I saw a movie."

"Really? I went to a party."

2 Building language

A  Listen to the questions. Check (✓) the answers that are true for you.

Did you have a busy week?	Yes, I did.	No, I didn't.
1. Did you have to work late?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Did you write a report or paper?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you have a lot of appointments?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you make a lot of phone calls?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you go out a lot in the evening?	<input type="checkbox"/>	<input type="checkbox"/>



About
you

B Pair work Ask and answer the questions. How many things do you have in common?

"Did you have to work late?" "Yes, I did. I had to work late on Monday and Tuesday."

3 Grammar Simple past yes-no questions and short answers

Did you **go out** a lot last week?

Yes, I **did**. I went to a movie and a party.

No, I **didn't**. I didn't go out a lot.

Did you **play** tennis last weekend?

Yes, I **did**. I played tennis last Sunday.

No, I **didn't**. I didn't play tennis.

Past time expressions

last night	last week
yesterday	last month
two days ago	last year
last Friday	

A Unscramble the words to make questions. Then ask and answer the questions with a partner. Try to remember your partner's answers.

1. last night / go to bed / did / you / late ?

Did you go to bed late last night?

2. read / did / a lot of / you / last summer / books ?

3. your family / a trip / did / last year / take ?

4. get together / did / you and your friends / last Friday ?

5. a concert / go to / did / last month / you ?

6. you / meet / last year / any new people / did ?

About
you

B Pair work Find another partner. Ask and answer questions about your first partners. How much do you remember?

"Did Ichiro go to bed late last night?" "Yes, he did. He went to bed at 2:00 a.m."

4 Vocabulary notebook Ways with verbs

See page 106 for a new way to log and learn vocabulary.



I'm exhausted!

1 Conversation strategy Appropriate responses

A Complete these conversations. Choose a response from the box.

A I have an exam tomorrow.

A It's my birthday today.

B _____

B _____

Congratulations!

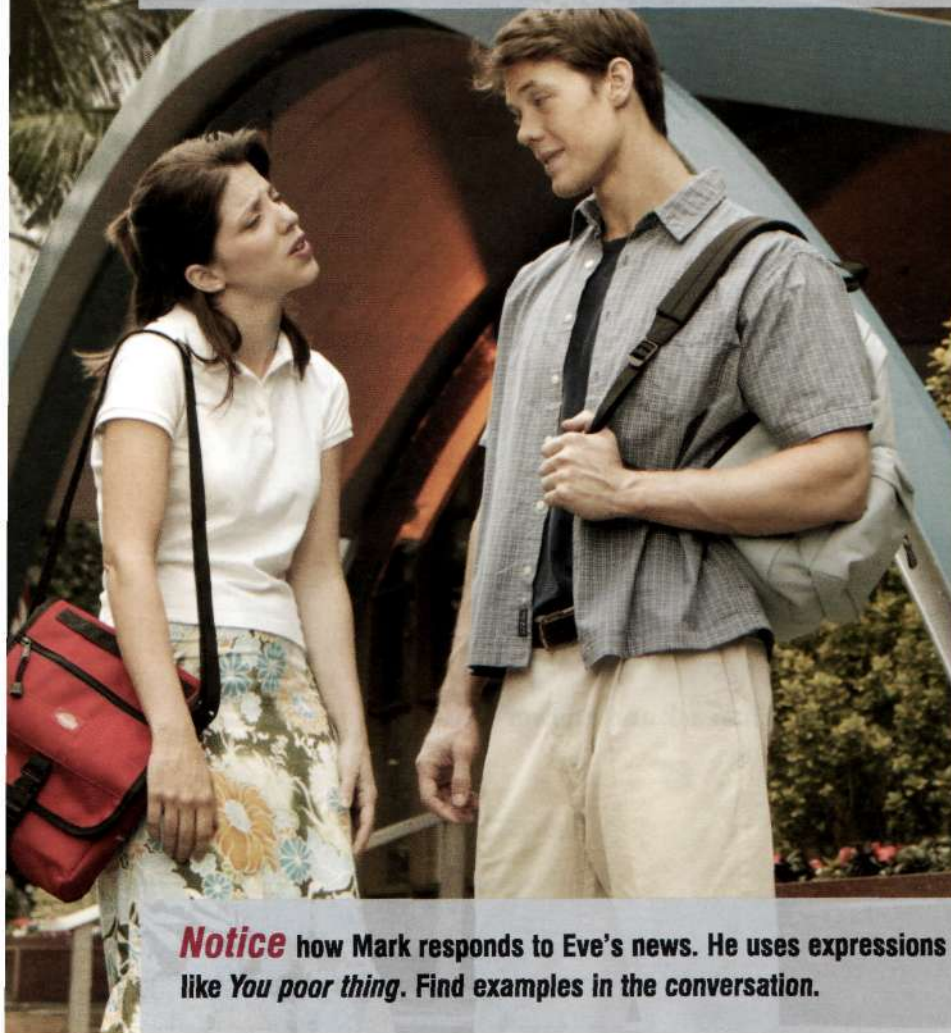
Thank goodness!

Happy birthday!

Good luck!



Now listen. Why is Eve so exhausted?



Eve **Thank goodness it's Friday. I'm exhausted! I had exams all week.**

Mark **You did? You poor thing!**

Eve **Then today I took my driver's test.**

Mark **Finally! How did you do?**

Eve **I passed.**

Mark **You did? Congratulations!**

Eve **Thanks. It's a nice birthday present.**

Mark **It's your birthday? Happy birthday! Do you have any plans?**

Eve **Well, I have an interview tonight at the hospital – I want to volunteer there.**

Mark **Good for you. Well, good luck with the interview.**

Notice how Mark responds to Eve's news. He uses expressions like *You poor thing*. Find examples in the conversation.

"You poor thing!"

B Think of responses to these comments. Use the ideas on the right. Practice with a partner.

1. I'm twenty-one today!
2. I had an interview last week, and I got the job!
3. My neighbor's sick, so I did her shopping today.
4. My football team has a big game on Friday.
5. Today's our wedding anniversary.
6. I have a really bad cold.

"I'm twenty-one today!"

"Happy birthday!"

Good luck!

Happy birthday!

Congratulations!

Good for you!

You poor thing!



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 passed my driver's test."

"You did?"



In conversation . . .

You can also say **Did you?** to show that you're listening.

A Complete the conversations with *You did?* and then add a question. Practice with a partner. Continue each conversation.

- 1 A I had a nice, relaxing day at the beach last weekend.
B You did ? Did you go swimming ?
- 2 A I had four exams this week – I had three yesterday.
B _____ ? _____ ?
- 3 A I had a busy day today. I had 50 e-mails this morning.
B _____ ? _____ ?

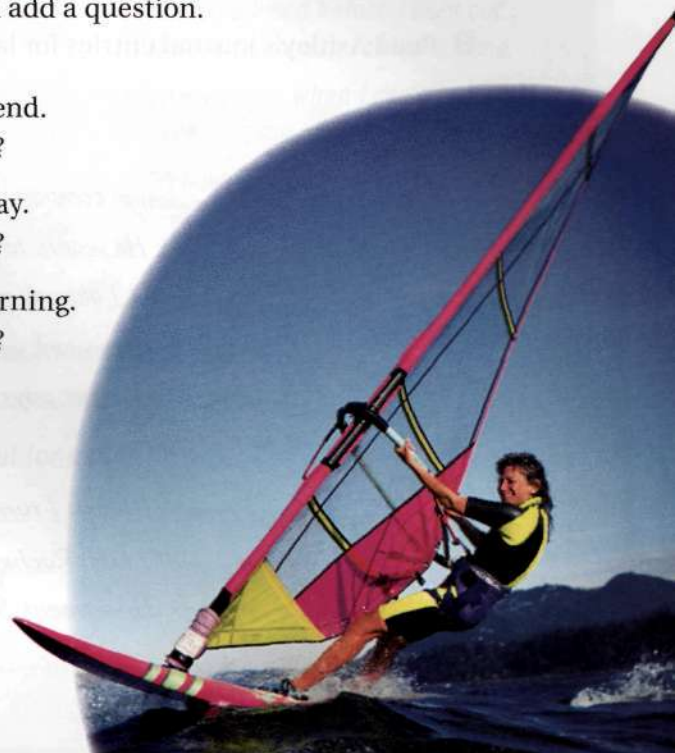
A I had a nice, relaxing day at the beach last weekend.

B You did? Did you go swimming?

A No, but I went windsurfing. . . .

About you

B Pair work Talk about the things you did last week. Respond with *You did?* How long can you continue your conversation?



3 Listening What a week!

A Listen. What kind of week did these people have? Check (✓) the correct word.

- | | | |
|-----------------------------------|-----------------------------------|---------------------------------|
| 1 George | 2 Karen | 3 Brittany |
| <input type="checkbox"/> terrible | <input type="checkbox"/> exciting | <input type="checkbox"/> boring |
| <input type="checkbox"/> busy | <input type="checkbox"/> nice | <input type="checkbox"/> fun |
| <input type="checkbox"/> relaxing | <input type="checkbox"/> terrible | <input type="checkbox"/> awful |

B Listen again. Choose the best response to give each person.

- | | |
|-------------------|---------------------------------------|
| 1. George _____ | a. Oh, good. Thank goodness for that! |
| 2. Karen _____ | b. You did? Good for you! |
| 3. Brittany _____ | c. You did? You poor thing! |

4 Free talk Yesterday . . .

For more speaking practice, go to the back of the book.
Student A: See **Free talk 10A**. Student B: See **Free talk 10B**.



1 Reading

A Do you or your friends keep a journal? What topics do people write about in journals? Add other ideas.

problems family school

B Read Ashley's journal entries for last week. What topics did she write about?

Monday

I started my new job at the design company. I like it a lot. I met Brad after work. He wants to go out for dinner on Wednesday, but I already made dinner plans with some people from work, and I really want to go. Anyway, Brad never pays!

Tuesday

Brad called me three times at work. I turned off my cell phone in the end! I met Rachel for lunch. She works in another department. She's funny. We laughed a lot.

Thursday

I had a really busy day! I went to a big meeting, and it went on all day. I came home late. I called Brad before I went to bed, but he didn't answer. I'm sure he's mad at me.

Friday

I had a great day. We finished work early today. (My new boss is nice!) Then I met Brad for dinner in the evening. We argued about Wednesday - the night I went out with friends from work. I don't think I want a boyfriend right now.

Saturday

Actually, I'm writing this on Sunday morning! I felt too tired when I came home last night. I went to a party, and I met some really fun people. A guy called José wanted my phone number. I hope he calls!

C Read the journal entries again. Do you agree with these statements about Ashley? Why or why not? Compare with a partner.

1. Ashley enjoyed her first day at her new job.
2. She wanted to go out with Brad on Wednesday.
3. She's not happy with Brad.
4. She didn't have fun at the party.
5. She doesn't want a boyfriend right now.
6. She had a busy week.

Agree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Writing A journal

A Write a journal for two days last week. What did you do? Write a short paragraph about each day.

Monday

I met Kanako after work. Then I had to go to my dance class. I bought some food before I went home. I ate dinner very late.

Tuesday

I got up late. . . .

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.

B Pair work Read your partner's journal. Then find out more about your partner's week. Ask questions.

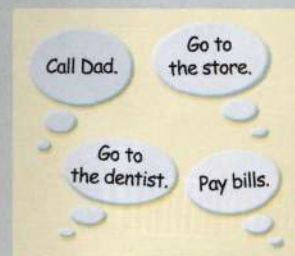
"So, you met Kanako after work on Monday. Did you go out for coffee?"

3 Listening and speaking Don't forget!

A Pair work How do you remember the things you have to do? Ask and answer the questions.

Things to do

- Buy stamps.
- Call Tomo.
- Find credit card!



- 1 Do you write lists?
- 2 Do you have a daily or weekly planner?
- 3 Do you write notes?
- 4 Do you just try to remember everything?

B Listen. How do these people remember things? Match the people and what they do.

- | | |
|-----------------|---|
| 1. Angela ____ | a. puts notes on the refrigerator. |
| 2. Kevin ____ | b. tries to remember things without a list. |
| 3. Sun Yee ____ | c. writes a list every week. |
| 4. Rafael ____ | d. has a daily planner. |

About you

C Class activity How do your classmates remember things? Ask them the questions in A above. How many students say yes to each question?



Learning tip Making notes on verbs

When you write down a new verb, make notes about it. Is it regular or irregular? How do you spell the different forms? How do you pronounce the endings?

watch (R) watches /ɪz/ watching watched /t/
take (IR) takes /s/ taking took

1 Can you complete the chart for these verbs?

	Regular or irregular?	Simple present for he, she, and it	-ing form	Simple past
1. study	regular	studies /z/	studying	studied /d/
2. chat				
3. invite				
4. do				
5. buy				
6. meet				

2 Here are the simple past forms of some irregular verbs. Can you figure out the base forms? Complete the chart.

eat	ate	felt	made	sang	thought
	bought	forgot	meant	sat	told
	brought	found	met	saw	took
	came	gave	paid	sent	went
	chose	got	put	slept	went out
	cost	got up	put on	sold	woke up
	did	had	ran	spent	won
	drank	knew	read	spoke	wore
	drove	left	said	swam	wrote

On your own

Before you go to sleep tonight, think of all the things you did today. How many things can you remember?



Looking back

In Unit 11, you learn how to . . .

- use the past of *be*.
- ask simple past information questions.
- talk about past experiences.
- use expressions with *go* and *get*.
- show interest in other people.
- use *Anyway* to change the topic or end a conversation.



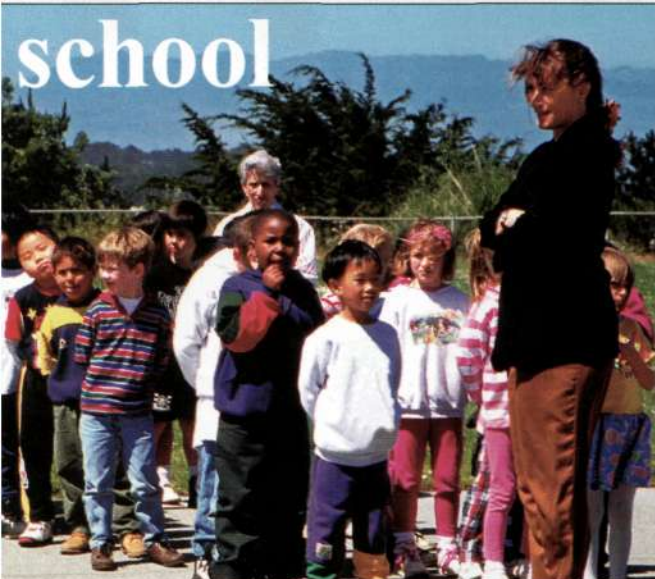
Before you begin . . .

What do you remember about these things?

- my first pet
- my first friend
- my first home

What other "firsts" do you remember?

I remember my first day of . . .

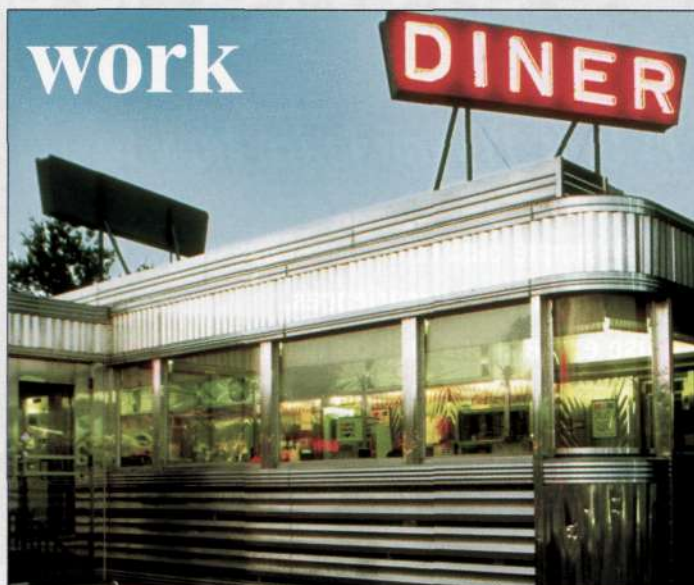


Jeff Chang's kindergarten class



Jeff Chang

“It was awful! I was so scared of the teacher. I remember her name was Ms. Johnson and that she was very strict. The other kids weren't too happy, either. We were all very quiet that day!”



Restaurant where Rosa Leon had her first job



Rosa Leon

“I had a part-time job in a restaurant. I was a server. I was young – only 16. Things were really busy that first day, so I was nervous! I made a lot of embarrassing mistakes, and my boss wasn't too pleased. But most people were nice because I was new.”

1 Getting started

A Listen. Why was Jeff scared? Why was Rosa nervous?

Figure it out

B Can you complete the answers to these questions about Jeff and Rosa? Then ask and answer the questions with a partner.

- A** Was Jeff's teacher strict?
B Yes, she _____ very strict.
- A** Were Jeff and his classmates noisy?
B No, they _____ noisy.
- A** Was Rosa's boss happy about her mistakes?
B No, he _____ too pleased.
- A** Were Rosa's customers nice?
B Yes, they _____ nice because Rosa was new.

2 Grammar Simple past of be

I was only 16.	I wasn't very old.
You were nervous.	You weren't relaxed.
She was strict.	She wasn't very nice.
It was awful.	It wasn't fun.
We were quiet.	We weren't noisy.
They were scared.	They weren't happy.

wasn't = was not weren't = were not

Were you nervous?

Yes, I **was**. / No, I **wasn't**.

Was it fun?

Yes, it **was**. / No, it **wasn't**.

Were they nice?

Yes, they **were**. / No, they **weren't**.

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, Mr. Davis. He _____ a lot of fun.
 He _____ never strict. _____ your teachers fun?
 A No, they _____. They _____ always very strict.
- A Do you remember the first CD you bought?
 B Yeah, it _____. The Backstreet Boys.
 They _____ my favorite group.
- A Tell me about your first best friend.
 _____ you in school together?
 B No, we _____. She _____ in my class.
 She _____ my neighbor. Our parents _____ friends.
- A Did you have a pet when you _____ a kid?
 B Yeah. My first pet _____ a little pony. It _____ very big.

In conversation . . .

Was is one of the top 20 words.



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 Listen and repeat the sentences above. Notice how the voice falls or rises on the stressed words.

B Now listen and repeat these questions and answers.

Do you remember your first English class?


- | | |
|--|--|
| 1. A Was the class easy ? | B No, it wasn't . It was hard ! |
| 2. A Were the other students good ? | B Yes, they were all very smart . |
| 3. A Were they nice to you? | B Yes, they were . They were very friendly . |
| 4. 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 Where are good places to go on vacation? Tell the class.

B  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

C Can you complete these questions? Then ask a partner.

1. What _____ you _____ last summer?
2. What _____ the weather like?

2 Grammar Simple past information questions

How was your vacation?	It was fun.	Where did you go?	To Hawaii.
Where were you exactly?	In Hawaii.	Who did you go with?	A couple of friends.
How long were you there?	A week.	What did you do?	We went to the beach.
What was the weather like?	It was hot.	When did you get back?	Last night.

About you

Write questions about a vacation for these answers. Then ask and answer the questions with a partner. Give your own answers.

1. How was your last vacation _____ ? It was great.
2. _____ ? I went to England.
3. _____ ? Awful. It rained every day.
4. _____ ? My best friend.
5. _____ ? Two weeks.
6. _____ ? We saw Buckingham Palace.

"How was your last vacation?" "It was OK. It was very short."

3 Building vocabulary

A 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**."

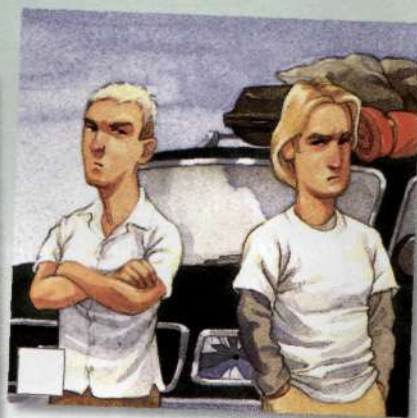
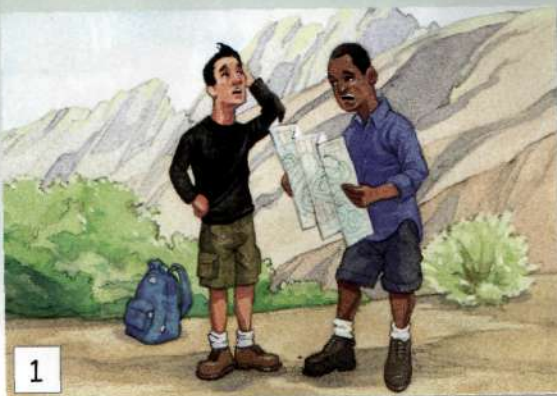
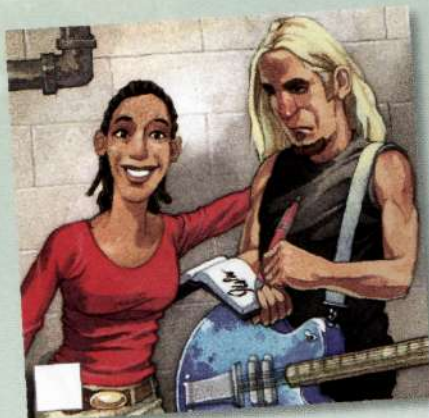
2 "I **got** a new camera from my mom for my trip to Africa."

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 (went) — go hiking

get (got) — get lost

About
you

C Pair work Talk about a time you did one of these things. Ask questions to find out more.

■ got lost ■ got scared ■ got home very late ■ went on a trip ■ went camping

"Last fall I went on a road trip with a friend." "You did? Where did you go? . . . Who drove?"

4 Vocabulary notebook Past experiences

See page 116 for a new way to log and learn vocabulary.



How was your weekend?

1 Conversation strategy Answer a question; then ask a similar one.

A Can you add a question to continue this conversation?

A How was your weekend?

B Good, thanks. I went to a wedding. _____ ?



Now listen. How was Jessica's weekend? How was Ben's weekend?

Ben So, how was your weekend, Jessica?

Jessica Great! Gina and I went biking out in the country.

Ben Oh, really?

Jessica Yeah, it was fun, but there were lots of hills. I was exhausted by the end of the day.

Ben Yeah, I bet.

Jessica So. . . Anyway, what did you do?

Ben Oh, I had a party Saturday. It was good.

Jessica Really? Nice.

Ben Well, anyway, . . . I have to go. I have a meeting now. See you later.



Notice how Jessica answers Ben's question and then asks a similar one. She shows she is interested in Ben's news, too.

About you

B Answer each question. Then think of a similar question to ask. Practice your conversations with a partner.

① **A** How was your weekend? Did you have a good one?

B Answer: _____

Then ask: _____

② **A** Did you do anything fun on Friday night?

B Answer: _____

Then ask: _____

③ **A** What did you do 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.

Why are these people saying *anyway*? Circle **a** or **b**. Then practice with a partner.

- | | |
|--|--|
| 1. A How was Saleem's party last weekend?
B Good. He cooked some great food. Anyway , do you still want to go out tonight? | a. to change the topic
b. to end the conversation |
| 2. A Let's go camping together one weekend.
B That sounds nice. Anyway , call me later, and we can talk about it. | a. to change the topic
b. to end the conversation |
| 3. A Yes, we had a lot of fun on Saturday. Anyway , I forgot to tell you about my new car.
B Oh, what's it like? | a. to change the topic
b. to end the conversation |
| 4. A I really enjoyed that movie.
B Yeah, me too. Well, anyway , it's getting late. I have to go. See you tomorrow. | a. to change the topic
b. to end the conversation |

3 Listening and speaking Weekend fun

A Listen to two friends talk about their weekend. Circle the topics.

baseball biking a party the beach hiking

B Listen again and answer the questions.

1. What time did the man get to Simon's place on Saturday?
2. When did the woman leave Simon's place?
3. Where was the woman on Sunday? Did she have fun?
4. What did the man do on Sunday? What was the weather like?



About you

C Class activity Have a conversation with a classmate about last weekend. Then end your conversation, and talk with another classmate. Talk to at least three people.

4 Free talk Guess where I went on vacation.

See **Free talk 11** for more speaking practice.



A funny thing happened . . .

1 Reading

A Do you ever read the letters people send in to magazines? What topics do people write about? Add ideas. Tell the class.

problems health personal stories

B Read the letter to a magazine. What is it about? What happened to Alexa?

Letters from our readers

Last week we asked you to send in stories about an unforgettable experience. Reader Alexa Astor wins a weekend for two at the Sun Valley Spa for this letter.

Dear City Life:

A funny thing happened last Saturday afternoon. I went to the mall to meet my friend Sammy. I was a bit early, so I decided to have a snack and a drink.

I went to a new café called The Metro. It was a little expensive, so I just got a soda. It was really crowded, but I found a table and sat down.

Then a guy came over and said, "Is this seat free?" He was gorgeous, so I said, "Sure." Anyway, he had a cup of coffee and a sandwich. He drank the coffee



and ate half of the sandwich, and then he left. I was hungry, so I ate the other half.

Then a few minutes later, he came back! He was on his cell phone, so I didn't explain about the sandwich. I just left. I was so embarrassed!

But things got worse. I met my friend Sammy about 15 minutes later, and she said, "Let's go and meet my cousin Josh. He just called me from The Metro Café."

And, yes, it was the same guy!

Continued on next page.

C Read the letter again. Then match the two parts of each sentence.

- | | |
|---|----------------------------------|
| 1. Alexa got to the mall early before her friend Sammy, so <u>C</u> | a. he left the café. |
| 2. The café was expensive, so _____ | b. she only bought a drink. |
| 3. The café was very crowded, so _____ | c. she decided to go to a café. |
| 4. The guy ate half of his sandwich, and then _____ | d. she got embarrassed and left. |
| 5. Alexa ate the rest of the guy's sandwich because _____ | e. she was hungry. |
| 6. When the guy came back to the table, _____ | f. it was the guy from the café. |
| 7. Later Alexa met Sammy's cousin, and _____ | g. a guy sat down at her table. |

2 Writing *He said, she said*

A Look at the rest of Alexa's letter. Alexa writes about what people said – she includes “quotations.” Correct the punctuation. Use the information in the note.

Letters from our readers
Continued from previous page.

S A J
sammy said, alexa, this is my cousin josh."
he said how are you
I said hello
he said we met a few minutes ago
sammy said oh good you know each other
so are you hungry
I said no I'm not
he said yes I am I'm very 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.

A guy said, “Is this seat free?”

I said, “Sure.”

B What did they say next? Write six sentences to finish the story. Then read your ending to the class.

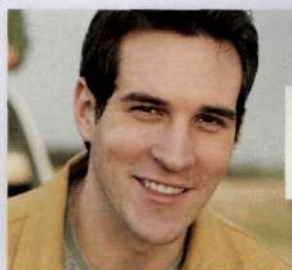
3 Listening and speaking *Funny stories*

A  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**.
2. Her friend **loves** / **hates** shopping.
3. They looked at a **dress** / **sweater**.
4. Miranda **liked** / **didn't like** the colors.

1. John was **10** / **20** years old.
2. His father's **boss** / **friend** came for dinner.
3. John and the man talked about **school** / **work**.
4. John **liked** / **didn't like** his new teacher.

B  Now choose the best ending for each story. Then listen to the whole story, and check your guesses.

1. Miranda's story
 - a. Then my friend said, “Actually, I bought one last week.”
 - b. The clerk said, “Do you like this season's colors?”
2. John's story
 - a. My teacher said, “You look tired. Were you up late last night?”
 - b. My teacher said, “I hear you met my father last night.”

C Pair work Retell one of the stories above to a partner, or tell a funny story of your own.



Learning tip Time charts

You can use a time chart to log new vocabulary.

- 1** Complete the sentences on the time chart below with the correct verbs.
You can use a verb more than once.

bought	had	took	didn't have	went
got	✓ lived	was	didn't get along	

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 about your past experiences.

_____ years ago	
_____ years ago	
_____ years ago	
_____ years ago	
last year	
last month	
last week	
yesterday	

On your own

Make a time chart, and put it on your wall.
Look at it every day.

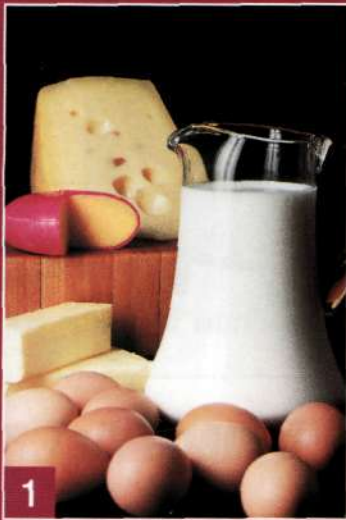


Last week: I started a new job.
Last month: I was on vacation.

Fabulous food

In Unit 12, you learn how to . . .

- use *many* and *much* with countable and uncountable nouns.
- use *some* and *any* in statements and questions.
- use *would like* for offers and requests.
- talk about favorite foods and eating habits.
- use *or something* and *or anything*.
- add *or . . . ?* to yes-no questions.



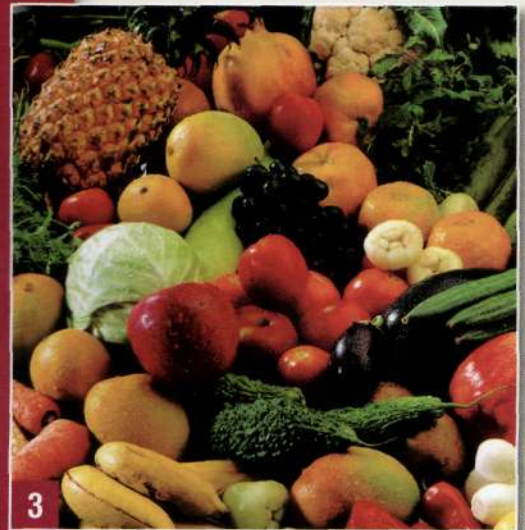
1



2



4



3



5

Before you begin . . .

Can you find these foods in the pictures? Which foods did you eat yesterday?

- | | | |
|-------------------------------|--------------------------|--------------------------|
| ■ milk, cheese, and eggs | ■ fruit and vegetables | ■ meat: beef and chicken |
| ■ seafood: fish and shellfish | ■ bread, rice, and pasta | |

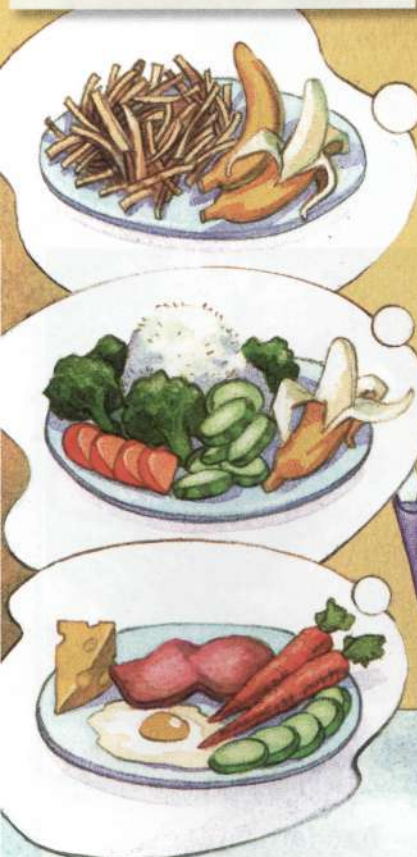
Eating habits

Kayla Hi, Mom and Dad!
I need some help fast!
I invited some friends
for dinner tonight, and I
don't know what to cook.

Andrea's a vegetarian,
so she doesn't eat
meat, fish, cheese,
or eggs. I guess she
just eats a lot of fruit
and vegetables,
and maybe rice.

Colin's on a diet.
He can't eat much
rice, bread, or pasta.
But he eats a lot of
meat, cheese, eggs,
and vegetables, like
carrots and cucumbers.

And James is picky –
I mean, he doesn't
eat many vegetables.
And he's allergic
to milk and shellfish.
But he likes potatoes.
Oh, and bananas.
Please call me! Bye.



1 Getting started

A Listen. Kayla is leaving a phone message for her parents. What is her problem?
Which plate of food is right for Andrea? for Colin? for James?

**Figure
it out**

B Find the food words in Kayla's message. Which are singular? Which are plural?
Write them in the chart.

Singular		
meat		

Plural	
eggs	

**About
you**

C Pair work Which of the foods above do you like? Which don't you like?
Tell your partner.

"I like meat. How about you?"

"Um, I don't eat meat, but I really like fish."

2 Grammar Countable and uncountable nouns

Countable nouns:

Use **a/an** or plural **-s**.

I have **an egg** for breakfast every day.

I don't eat **bananas**.

How many eggs do you eat a week?

I eat **a lot of** eggs.

I don't eat **many** (eggs).

I don't eat **a lot of** eggs.

Examples: vegetables, potatoes

Uncountable nouns:

Don't use a/an or plural -s.

I drink **milk** every morning.

I don't eat **seafood**.

How much milk do you drink a day?

I drink **a lot of** milk.

I don't drink **much** (milk).

I don't drink **a lot of** milk.

Examples: cheese, meat, fish

A Circle the correct words in these questions and answers. Then practice with a partner.

- A** How **much** / **many** fruit do you eat a week?

B Well, I have **orange** / **an orange** every day for breakfast, and I eat **a lot of** / **much** fruit after dinner for dessert.
- A** How often do you eat **vegetable** / **vegetables**?

B I usually eat **many** / **a lot of** French fries. Is that a vegetable?
- A** How **much** / **many** times a week do you eat **rice** / **rices**?

B About twice a week. But I eat **potato** / **potatoes** every day.
- A** Do you eat **many** / **a lot of** seafood?

B Well, I eat **much** / **a lot of** fish, but I can't eat **shellfish** / **a shellfish**.
- A** Do you eat **meat** / **meats**?

B Well, I don't eat **beef** / **beefs**, but I eat **many** / **a lot of** chicken.
- A** How **much** / **many** eggs do you eat a week?

B I don't eat **much** / **many**. I don't really like **egg** / **eggs**.

About
you

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

3 Talk about it What's your daily diet?


Group work Discuss the questions. Do you have similar habits? Tell the class one interesting thing about a person in your group.

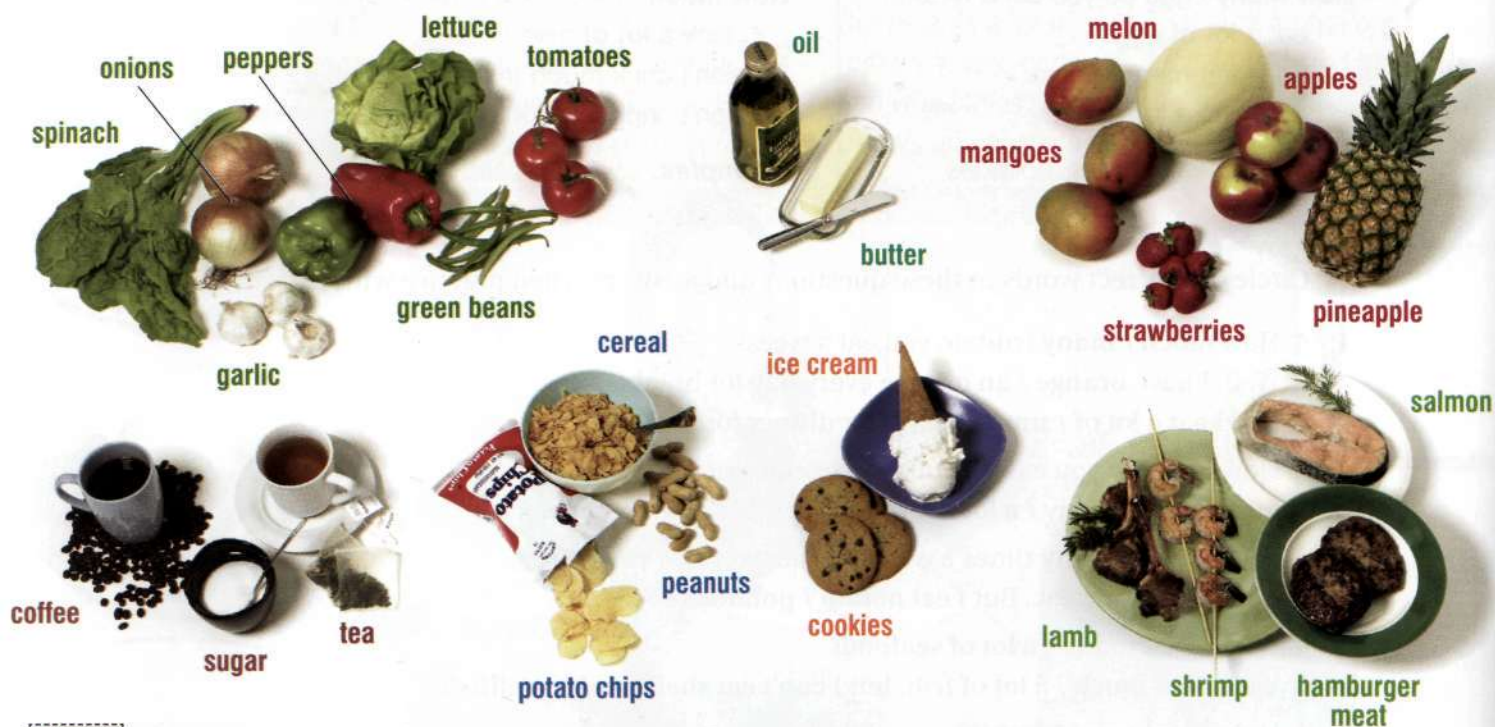
- ▶ Are you a picky eater? What foods do you hate?
- ▶ Are you allergic to any kinds of food? What kinds?
- ▶ Are you on a special diet? What can't you eat?
- ▶ How many times a day do you eat?
Do you ever skip meals?
- ▶ In your opinion, what foods are good for you?
What foods aren't?
- ▶ Do you have any bad eating habits? What are they?



What's for dinner?

1 Building vocabulary

A  Listen and say the words. Which foods do you like? Which don't you like? Tell the class.




Word
sort

B What foods do you regularly buy? Complete the chart. Compare with a partner.

We buy a lot of ...		We don't buy much ...		We don't buy many ...		We never buy ...	
melon							

2 Building language

 Listen. What does Dan want for dinner?
Practice the conversation.

Kathy What do you want for dinner tonight?

Dan I don't know. Would you like to go out?

Kathy No, we eat out all the time. I'd like to stay home tonight.

Dan OK. Um ... I think I'd like some chicken.
Do we have any in the freezer?

Kathy Uh ... no, we need to get some. And we don't have any vegetables, either.

Dan So, I guess we have to go to the grocery store.

Kathy Hmm. I have another idea. Let's just go out for dinner!



3 Grammar *Would like; some and any*

Would you like to go out?

No, I'd like to stay home.

What **would you like**?

I'd like some chicken.

Would you like some tea?

Yes, please. / No, thanks.

Do we have **any** chicken?

Yes, we have **some** (chicken).

No, we don't have **any** (chicken).

Do we have **any** vegetables?

Yes, we have **some** (vegetables).

No, we don't have **any** (vegetables).

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 questions and answers with *some* or *any*. Then practice with a partner.

- A I'm sleepy. Would you like to get _____ coffee after class?
B I just had _____ before class, but I can go with you and get something else.
- A I'm hungry. Do you have _____ chocolate or candy with you?
B No, but I have _____ peanuts. Would you like _____?
- A How many snacks do you eat a day?
B Actually, I don't eat _____. I don't eat between meals.
- A I have _____ cookies in my backpack. Would you like _____?
B No, thanks. I don't want _____ right now. But can I have _____ later?

About you

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

A I'm sleepy. Would you like to get some coffee after class?

B Sure. Where would you like to go?

4 Speaking naturally *Would you ... ?*

What **would you** like?

Would you like a snack?

Would you like to have dinner?

A Listen and repeat the questions above. Notice the pronunciation of *Would you ... ?*

B Listen and complete the questions. Then use the questions to make dinner plans with a partner.

- What would you like to _____?
- Would you like to _____?
- Would you like to _____?
- Where would you like to _____?
- What would you like to _____?

5 Vocabulary notebook *I love to eat!*

See page 126 for a new way to log and learn vocabulary.



Let's take a break for lunch.

1 Conversation strategy *or something and or anything*

A Can you use *or something* and *or anything* to complete these sentences?

A What do you want for lunch? I'd just like a snack _____.

B Me too. I don't want a big meal _____.



Now listen. What do Emily and Matt decide to do for lunch?

Emily Let's take a break for lunch.

Matt Sure. Would you like to go out or ... ?

Emily Well, I just want a sandwich or something.

Matt OK. I don't want a big meal or anything, either. But I'd like something hot.

Emily Well, there's a new Spanish place near here, and they have good soup.

Matt That sounds good.

Emily OK. And I can have a sandwich or a salad or something like that.

Matt Great. So let's go there.

Notice how Emily and Matt 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 don't want a big meal or anything."

B Complete the questions and answers with *or something* and *or anything*. Then practice with a partner.

① A Do you eat lunch every day?

B Yeah, I usually have a salad _____ and some fruit.

② A What do you have for breakfast usually?

B Oh, I have some yogurt and a banana _____.

A You don't have eggs _____?

③ A Do you have any water _____? I'm thirsty.

B No, but would you like to go out for a soda _____?

A Yeah, we can get a muffin or a cookie _____, too.

About you

C 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.

Would you like to go out or ... ?



Well, I just want a sandwich or something.

About you

Pair work Check (✓) the questions you can end with *or ...*. Then ask and answer all of the questions.

In conversation ...

Or is one of the top 50 words.

- ☒ 1. Do you go out for lunch every day *or ...* ?
- ☐ 2. Which restaurants around here are good for lunch _____ ?
- ☐ 3. Do you like to have something light _____ ?
- ☐ 4. What did you have for lunch yesterday _____ ?
- ☐ 5. Do you like to have lunch alone _____ ?
- ☐ 6. Who do you usually have lunch with _____ ?
- ☐ 7. Do you ever make your own lunch _____ ?
- ☐ 8. Do you usually have lunch around 1:00 _____ ?

A *Do you go out for lunch every day or ... ?*

B *Well, I usually bring my lunch, but today I didn't.*



3 Listening and speaking Lunchtime

A Listen to the conversations, and match the two parts of each sentence.

- | | |
|----------------|----------------------------------|
| 1. Rex _____ | a. doesn't want anything to eat. |
| 2. Amy _____ | b. wants a big meal. |
| 3. Omar _____ | c. would like something hot. |
| 4. Gemma _____ | d. just wants a drink. |

B Listen again. Do you agree with the last thing each person says? Circle *I agree* or *I don't agree*, and complete each sentence to give your view.

- 1. I agree / I don't agree. I like to _____.
- 2. I agree / I don't agree. I think _____.
- 3. I agree / I don't agree. I usually _____.
- 4. I agree / I don't agree. I guess _____.

C Pair work Make up your own conversation about lunch plans. Act out your conversation for the class.



4 Free talk Do you live to eat or eat to live?

See **Free talk 12** for more speaking practice.



1 Reading

A What makes a good restaurant? Check (✓) the three things that are most important to you when you go out to eat. Tell the class.

- A good restaurant has . . .
- | | |
|---|--|
| <input type="checkbox"/> a nice atmosphere. | <input type="checkbox"/> low prices. |
| <input type="checkbox"/> live music. | <input type="checkbox"/> good service. |
| <input type="checkbox"/> excellent food. | <input type="checkbox"/> wonderful desserts. |

B Read the restaurant guide. Choose a restaurant you would like to try. Tell a partner why you'd like to go there.

★★★★★ RESTAURANT GUIDE

International Restaurants 25

EL PATIO

Enjoy a Latin American night out – a fiesta of fun, music, and authentic Mexican food. We recommend the great seafood and chicken dishes. Ask to sit on the patio under the stars, and listen to a mariachi band while you eat.

Food: ★★★★★ Service: ★★ Price: \$\$

MAMMA MIA

If you'd like a cheap night out, then this is a great Italian place for pasta, pizza, and salad. Try their delicious home-made ice cream. But don't come here looking for a quiet place to talk – it's a very popular place for students to hang out on the weekends.

Food: ★★ Service: ★ Price: \$

MEKONG

Would you like to try something different? Try the menu at this busy little Vietnamese restaurant. We recommend the sticky rice and beef.

Food: ★★★★★ Service: ★★ Price: \$\$

PARIS

If you're planning a quiet dinner for two in a romantic atmosphere, try Paris. This restaurant has fantastic French cuisine – expensive but great for special occasions.

Food: ★★★★★ Service: ★★★★★ Price: \$\$\$\$

SAKURA

This quiet and friendly restaurant serves the best sushi in town. The service is excellent, and you can watch the chef prepare your meal.

Food: ★★★ Service: ★★★★★ Price: \$\$\$

STIR CRAZY

Here's something new! At Stir Crazy, you make your own dinner. Fill a bowl with vegetables, tofu, rice, or noodles, and add some shrimp, beef, or chicken. Then cook it at your table. All you can eat for \$10.

Food: ★★ Service: Price: \$

SYLVESTER'S STEAK HOUSE

It's noisy, expensive, and crowded, but Sylvester's is the place to go for steak. We recommend it!


Food: ★★★ Service: ★ Price: \$\$\$

C Read the article again, and answer these questions. Compare your answers with a partner.

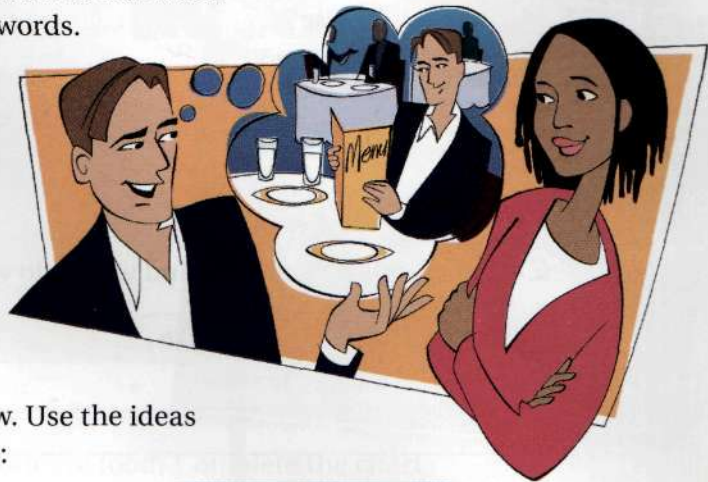
Which restaurant do you think . . .

- has the best atmosphere?
- sounds like fun?
- sounds like a good place for a special dinner?
- sounds like a place to “hang out” with your friends?
- you would like to go to with your family?
- is not worth trying?

2 Listening and writing Do you recommend it?

A  Listen to Dave talk about a restaurant he went to last week. What do you find out about it? Circle the correct words.

1. The restaurant was **Italian** / **Indian**.
2. They have great **seafood** / **chicken**.
3. It's **good** / **not good** for vegetarians.
4. He had a **steak** / **some fish**.
5. The service was **friendly** / **slow**.
6. The atmosphere was **formal** / **fun**.
7. He **recommends it** / **doesn't recommend it**.



B Write a review of a restaurant or café you know. Use the ideas above to help you. You can start and end like this:

THE GARLIC POT

Last week I went to a great restaurant. It was called The Garlic Pot. They serve excellent seafood and steaks, and every dish has garlic in it. . . .

. . . 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.

C 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. Do you have similar tastes?

- ▶ How often do you eat in restaurants?
- ▶ What kinds of restaurants do you go to?
- ▶ Do you have a favorite restaurant? Where is it? Why do you like it?
- ▶ What's the best restaurant in your neighborhood?
- ▶ Where can you get good, cheap food?
- ▶ 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.

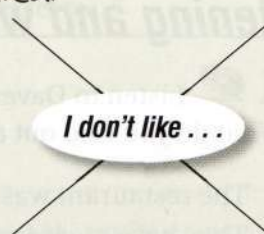
fish



I like ...

✓cereal
✓fish
fruit
meat
milk and cheese
pasta and bread
shellfish
vegetables

cereal



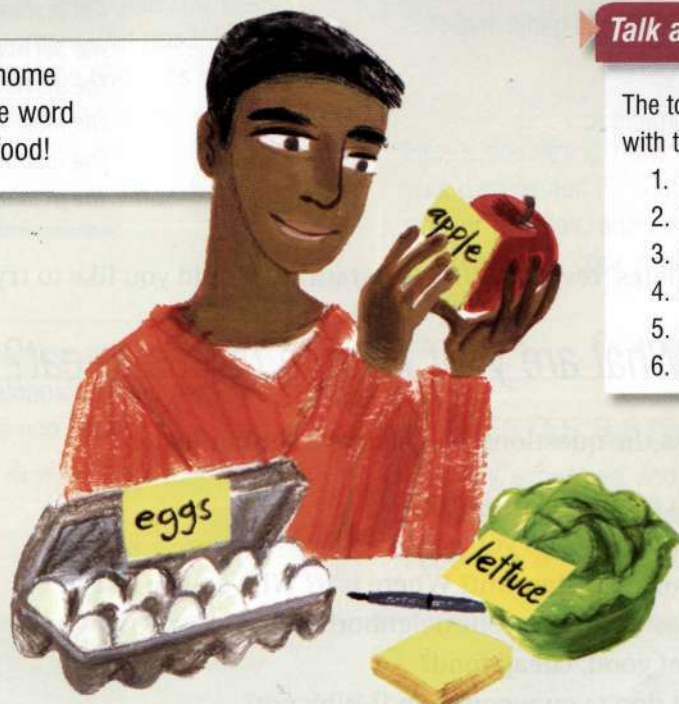
I don't like ...

- 2** What foods do you love, and which do you hate? Complete the chart.

<i>I love ...</i>	<i>I like ...</i>	<i>I don't like ...</i>	<i>I can't stand ...</i>
			onions

On your own

Label your food at home
in English. Learn the word
before you eat the food!



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 |

1 What's the question?

Complete the conversation with information questions. Then practice with a partner.

- A So, what did you do last night?
 B Last night? Oh, I went to see a band.
 A You did? _____?
 B The Travelers. They're a new band.
 A Yeah? _____?
 B They were great. We were there really late.
 A _____?
 B About 2:00 a.m. So anyway, _____?
 A I just went home and made dinner. The usual.
 B Well, let's go out tonight or something.
 A Oh, OK. _____?
 B Well, I'd like to see The Travelers again.
 A OK. But let's leave before midnight.
 B Sure. Then we can go see the midnight movie!



2 Do you have a balanced diet?

A How many words do you know for these categories of food? Complete the chart.

meat	seafood	vegetables	fruit	dairy	snacks
chicken				milk	

B Pair work Talk about the kinds of food you ate last week. Ask and answer questions with *How much*, *How many*, *some*, or *any*.

"How much meat did you eat last week?"

"Not much. I ate some chicken. Did you eat any meat?"

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* . . .

- What did you do last summer? I mean, did you go away or . . . ?
- What would you like to do this summer? I mean, _____?
- What did you do on your last birthday? I mean, _____?
- How many times a week do you exercise? I mean, _____?

B Pair work Ask and answer the questions. After you answer a question, ask a similar one.

A *What did you do last summer? I mean, did you go away or* . . . ?

B *No, I didn't. I didn't take any vacation. Did you do anything special?*

4 What's the right expression?

Complete the conversation with these expressions. (Use *anyway* twice.)

Then practice with a partner.

or something	good luck	anyway	Good for you	You did
✓or anything	thank goodness	I know	Congratulations	You poor thing

Bryan How was your weekend? Did you go away or anything ?

Julia No, but I went to a karaoke club.

Bryan _____ ? So, how was it?

Julia Great! I sang in a contest and won fifty dollars.

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.

Julia _____ ! You need to go out more.

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 _____ on a nice trip.
- I _____ some new clothes.
- I _____ someone famous.
- I _____ an international phone call.
- I _____ to a great party.
- I _____ Italian food.
- I _____ in the ocean.
- I _____ English with a tourist.
- I _____ some money.
- I _____ lost in the city.

I went on a nice trip last month.

B Pair work Take turns telling a partner your sentences. Respond with *You did?* and ask questions.

A I went on a nice trip last month.

B You did? Where did you go? . . .

Self-check

How sure are you about these areas?
Circle the percentages.

grammar

20% 40% 60% 80% 100%

vocabulary

20% 40% 60% 80% 100%

conversation strategies

20% 40% 60% 80% 100%

Study plan

What do you want to review?
Circle the lessons.

grammar

10A 10B 11A 11B 12A 12B

vocabulary

10A 10B 11A 11B 12A 12B

conversation strategies

10C 11C 12C

Free talk 1

Meet a celebrity.

1 Imagine you are a famous person. Make a name card. Invent an e-mail address and phone number.

Name: Salma Hayek
E-mail address: salmah@cup.org
Telephone number: 885-555-7171

Name: _____
E-mail address: _____
Telephone number: _____

2 Class activity Now take turns introducing yourselves. Find three famous people you like, and complete a name card for each one.

Name: _____
E-mail address: _____
Telephone number: _____

Name: _____
E-mail address: _____
Telephone number: _____

Name: _____
E-mail address: _____
Telephone number: _____



A Hello. I'm Salma Hayek.

B Oh, nice to meet you. I'm Ichiro Suzuki.

A I'm sorry. What's your name again?

Free talk 2

What do you remember?

1 Look at the things in this room. You have two minutes to memorize where things are.



2 Pair work Now close your books. What do you remember? Make a list of things and where they are. Then open your books, and check your answers.

1. VCR - on the table
2. videos - on the VCR

A The VCR is on the table.

B Yes. And the videos are on the VCR.

Free talk 3

Talk about your favorite people.

1 Think of your favorite people. Write their names in the chart.

a TV star	an actor	a band	a family member
a friend	a singer	a writer	a sports star

2 **Pair work** Can you say three things about each person? Score one point for each piece of information. Take turns.

- A **Who's your favorite TV star?**
 B **It's Jennifer Aniston. Her show is very funny. She's very smart.**
 A **OK, that's two points for you. Now it's my turn.**



Scorecard		
	Me	My partner
a TV star		
an actor		
a band		
a family member		
a friend		
a singer		
a writer		
a sports star		
TOTAL		

Free talk 4

Interesting facts

Class survey Read the facts about the average New Yorker. Then ask three classmates if they have the same habits. Write Y (yes) or N (no) in each box. Who is like a New Yorker?

What is the average New Yorker like?



Who is like a New Yorker?

Student 1	Student 2	Student 3

70% of New Yorkers drink orange juice every day. Do you drink orange juice every day?

53% read their horoscope every day. _____

90% use an alarm clock. _____

50% take their own food into the movie theater. _____

80% sing in the car. _____

78% eat lunch every day. _____

66% eat cereal every week. _____

71% listen to other people's conversations. _____

- A **Do you drink orange juice every day?**
 B **No, I don't. I don't like orange juice.**
 A **OK. Do you read your horoscope every day?**

1 Put a marker – an eraser, for example – on the start box.



Take turns tossing a coin.



Heads =
Move one space.



Tails =
Move two spaces.

3 Move around the board. Answer the questions and follow the instructions. Who gets to Hawaii first?

A You go first, OK?

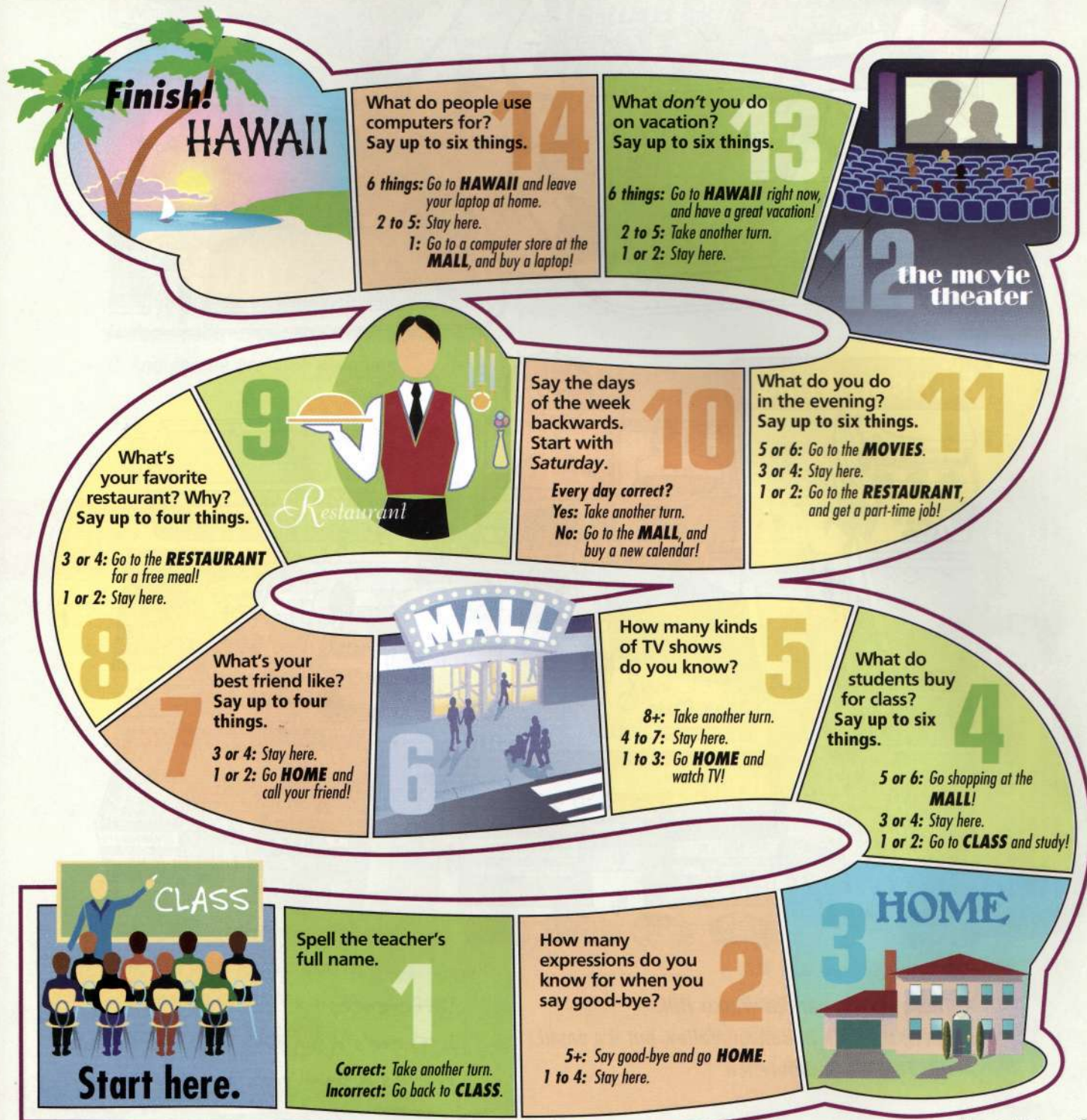
B Thanks. . . Heads. I move one space.

A OK. Spell the teacher's full name.

A It's J-O-H-N E-V-A-N-S.

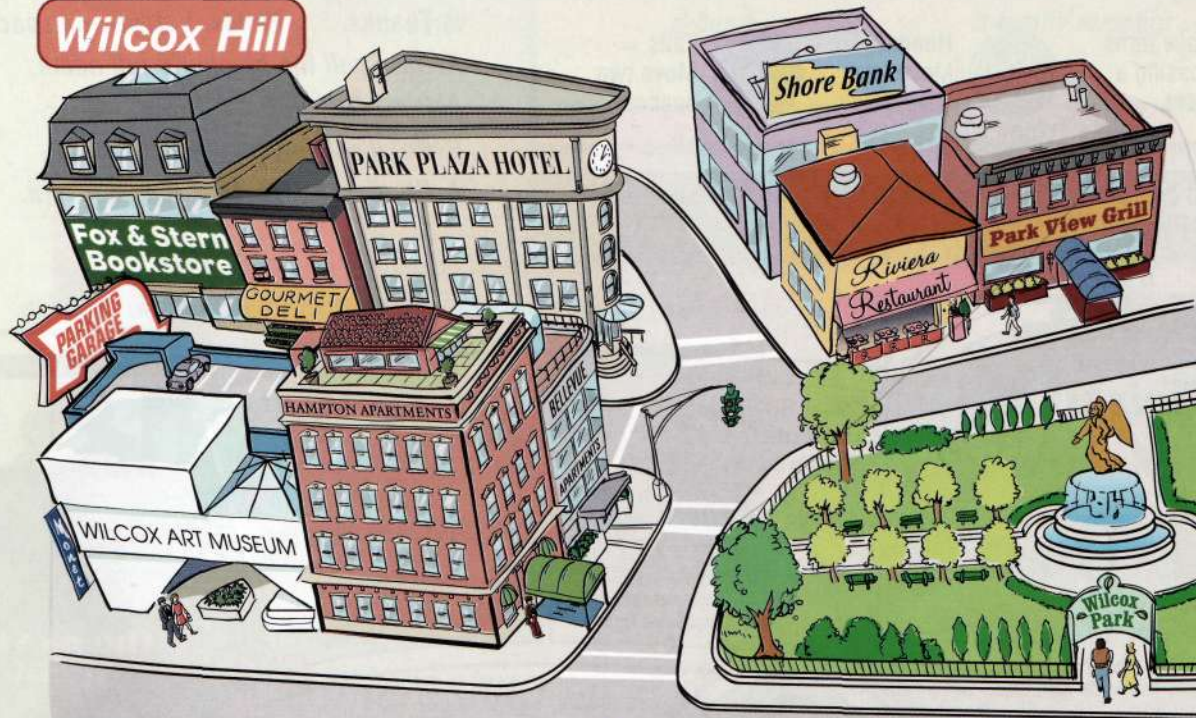
B No, it's J-O-N. Go back to class!

A Oh, no! . . . OK. Now it's your turn.

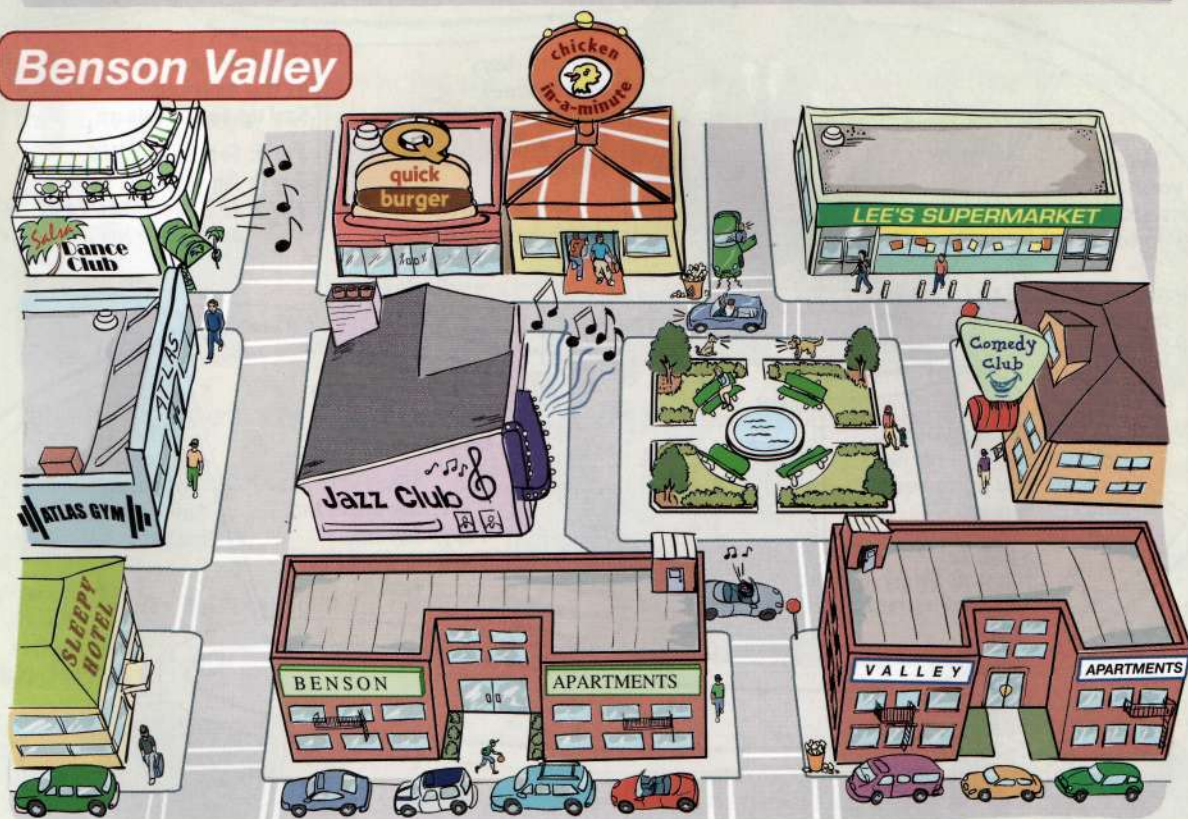


Pair work Look at the two neighborhoods below. How many differences do you see? Make a list.

Wilcox Hill



Benson Valley



A There's a big park in Wilcox Hill.

B There's a park in Benson Valley, but it's small.

A OK. That's one difference.

Differences

1. There's a big park in Wilcox Hill, but there's a small park in Benson Valley.

Free talk 7

What's hot? What's not?

Group work Discuss these questions. Can you agree on three answers for each one? Then compare with another group.

	Answer 1	Answer 2	Answer 3
What TV shows are popular right now? What is everybody watching?			
What bands are "hot"? Who are you and your friends listening to these days?			
What movies are playing this month? What movie stars are people talking about?			
What sports stars are in the news? Why? What are they doing?			
Where are all the cool people "hanging out" on weekends?			
What's happening in the news? What are people talking about?			

A I think everybody is watching reality shows.

B Yes, reality shows are very popular.

C And people are also watching . . .

Free talk 8

How do you like to dress?

Class activity Find classmates who answer yes to the questions. Write their names on the chart.

Find someone who . . .

is wearing his or her favorite color.
likes to "dress up" in nice clothes.
hates to wear high heels.
wears black all the time.
hates to wear a tie.
always wears a belt.
usually wears jewelry (rings, bracelets, etc.).
likes to wear leather jackets, skirts, or pants.
is wearing interesting socks.
loves to shop for clothes.

Name



A Are you wearing your favorite color?

B Yes. I'm wearing a purple shirt, and purple is my favorite color.

Pair work Where in the world can you do these things? Think of a different country or city for each activity.



Where can you . . .

Name of country or city

ride an elephant or a camel?

Thailand, Egypt

climb a very high mountain?

go snorkeling on a coral reef?

go on a safari?

visit several islands?

take photos of amazing landscapes?

see buildings over 500 years old?

see a pyramid?

go on a tour of a palace or a castle?

take a cable car ride?

hear traditional music?

see traditional dance?

eat very spicy food?



A Where can you ride an elephant?

B Let me think. I think you can ride elephants in Thailand.

A Right. Where can you ride a camel?

1 Student A: Imagine that this is how your apartment looked this morning. What did you do yesterday? Study the picture for one minute, and try to remember.



2 Pair work Now close your book, and make a list of the things you did yesterday. Tell your partner. How many things can you remember? Then change roles. Look at **Free talk 10B**, and check your partner's answers.

1. made a cake

You *I made a cake.*

Your partner *That's right. What else?*

Free talk 11

Guess where I went on vacation.

1 Choose a beautiful or exciting city or country, and imagine you went there on vacation. Think of answers to these questions.

- How did you get there? Did you fly?
- Did you take a train or bus? Did you drive?
- How long did the trip take?
- What time of year was it?
- What language did they speak there?
- What was the weather like?
- What did you do there?
- What kind of food did you eat?
- What kinds of clothes did you wear?
- What kinds of souvenirs did you buy?

2 Group work Try to guess where each person went on vacation. Ask questions like the ones above (but don't ask *Where did you go?*). How many questions do you need to ask before you guess the city or country?

A *So, how did you get there? Did you fly?*

B *No, I took a bus.*

C *How long . . . ?*



1 Student B: Imagine that this is how your apartment looked this morning. What did you do yesterday? Study the picture for one minute, and try to remember.



2 Pair work Now close your book, and make a list of the things you did yesterday. Tell your partner. How many things can you remember? Then change roles. Look at **Free talk 10A**, and check your partner's answers.

1. had coffee

You *I had coffee.*

Your partner *That's right. What else?*

Free talk 12

Do you live to eat or eat to live?

Class activity Ask your classmates questions about their eating habits. Write their names in the chart. Write down any interesting information.

Find someone who . . .

didn't have breakfast this morning.
needs to drink coffee every morning.
had a delicious dinner last night.
doesn't eat rice, bread, or pasta.
eats a lot of garlic or hot pepper.
can't eat shellfish.
thinks chocolate is good for your health.
was a picky eater as a child.
is or was a vegetarian.
would like to eat something right now!

Name

Notes

Paula

doesn't like to eat in the morning

A *Paula, did you have breakfast this morning?*

B *No, I didn't. I don't like to eat in the morning.*

Unit 1

A Track 1 Listen to the conversation on page 8. Alicia starts a conversation with Adam in the park.

B Track 2 Listen to the rest of their conversation. Make these sentences true for Alicia and Adam. Circle the correct words.

Alicia:

1. "My name is Alicia, or **Ally** / **Alice**."
2. "My last name is **Jones** / **Smith**."
3. "My middle name is **Katherine** / **Alicia**."

Adam:

4. "My favorite name is **Alicia** / **Katherine**."
5. "I'm **on vacation** / **not on vacation**."
6. "I'm **a music** / **an English** student."



Unit 2

A Track 3 Listen to the conversation on page 18. Ming-wei and Sonia are in English class.

B Track 4 Listen to the rest of the conversation. Who asks these questions? Check (✓) the name.

	Ming-wei	Sonia	The teacher
1. "Can I borrow your dictionary, please?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. "Where's my bag?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. "What's the answer, please?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. "Can you repeat the question, please?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "How do you spell calendar ?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. "Where's my dictionary?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Unit 3

A Track 5 Listen to the conversation on page 28. Mark and Eve talk about Eve's friend Natasha.

B Track 6 Listen to the rest of their conversation. Complete the sentences with *is* or *isn't*.

1. Mark says Natasha's painting _____ interesting.
2. Natasha _____ very outgoing.
3. Eve _____ 22 years old.
4. Natasha _____ Eve's best friend.
5. Eve's brother _____ in a band with Natasha's boyfriend.
6. Mark _____ pleased about Natasha's boyfriend.



Unit 4

A Track 7 Listen to the conversation on page 38. Tina starts a conversation with Ray in a coffee shop.

B Track 8 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

	True	False
1. Tina really likes Laguna Beach.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tina's house is near the beach.	<input type="checkbox"/>	<input type="checkbox"/>
3. Tina goes to the beach on Saturdays.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ray plays on a softball team.	<input type="checkbox"/>	<input type="checkbox"/>
5. Tina plays softball at a park near the coffee shop.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ten guys play on Tina's softball team.	<input type="checkbox"/>	<input type="checkbox"/>



Unit 5

A Track 9 Listen to the conversation on page 48. Adam and Lori are talking after class.

B Track 10 Listen to the rest of their conversation. Choose the right answer. Circle **a** or **b**.

- What does Lori say about Fabio's?
 - It's always very busy.
 - The food is really bad.
- When is Adam usually free?
 - On Mondays and Thursdays.
 - On Tuesdays and Wednesdays.
- Why is Adam so busy?
 - He goes out with his friends a lot.
 - He has a job and goes to school.
- Why does Adam say "Oh, no!" to Lori?
 - He doesn't go out on Thursdays.
 - He doesn't want dinner at Fabio's.



Unit 6

A Track 11 Listen to the conversation on page 58. Jessica and Ben are hungry.

B Track 12 Listen to the rest of their conversation. Circle the correct words.

- There are some restaurants **at the mall** / **near the park**.
- Ben **has** / **doesn't have** a lot of money today.
- Ben doesn't want **French food** / **fast food** today.
- Ben's** / **Jessica's** neighborhood is thirty minutes away.
- The French restaurant is **fifteen** / **fifty** minutes away.
- Jessica wants a snack **before** / **after** lunch.
- Jessica usually eats lunch at **noon** / **2:30**.



Unit 7

A Track 13 Listen to the conversation on page 70. Kate, Ray, and Tina are at a barbecue.

B Track 14 Listen to the rest of the conversation. Check (✓) true or false for each sentence.

- Ray hates the beach.
- Ray is a good swimmer.
- Ray is giving Tina swimming lessons.
- Ray practices swimming every day.
- People from the softball team are at the barbecue.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Unit 8

A Track 15 Listen to the conversation on page 80. Sarah is talking to a clerk.

B Track 16 Listen to the rest of the conversation. Circle the correct words.

- Sarah wants to pay for the bracelet with **cash** / **a credit card**.
- The necklaces cost **\$70** / **\$17**.
- The clerk says the **necklaces** / **earrings** are beautiful on Sarah.
- Sarah thinks the earrings **are cheap** / **are expensive**.
- Sarah **needs** / **doesn't need** new earrings.
- Sarah **uses** / **doesn't use** her credit card to pay for the jewelry.



Unit 9

A Track 17 Listen to the conversation on page 90. Yuki and Adam are ordering food at a coffee shop.

B Track 18 Listen to the rest of the conversation. Choose the right answer. Circle **a** or **b**.

1. What's a smoothie?
 - a. It's a kind of drink.
 - b. It's a kind of ice cream.
2. What are smoothies like?
 - a. They're like coffee with milk.
 - b. They're like a milk shake with fruit.
3. Why does Yuki call the server?
 - a. She wants a smoothie.
 - b. She wants some sprinkles.
4. What's the problem with the order?
 - a. Yuki doesn't understand the server.
 - b. The server doesn't understand Yuki.



Unit 10

A Track 19 Listen to the conversation on page 102. Eve is telling Mark about her busy week.

B Track 20 Listen to the rest of their conversation. Complete the sentences. Choose **a** or **b**.

1. Mark tells Eve that _____.
 - a. he didn't have a very busy week
 - b. he did a lot this week
2. Eve is happy about Mark's new computer because _____.
 - a. she needs to borrow it
 - b. Mark doesn't need to borrow her laptop now
3. Mark wrote his last history paper _____.
 - a. with his new computer
 - b. with Eve's laptop
4. This week Mark _____ on his new computer.
 - a. watched DVDs
 - b. wrote a paper



Unit 11

A Track 21 Listen to the conversation on page 112. Jessica and Ben are talking about their weekend.

B Track 22 Listen to the rest of their conversation. Answer the questions.

1. Why did Ben have a party? _____
2. Why didn't Jessica go to his party? _____
3. Why didn't Jessica get Ben's e-mail? _____
4. What happened on Jessica's bike trip? _____
5. What does Jessica want to do for Ben's birthday? _____



Unit 12

A Track 23 Listen to the conversation on page 122. Emily and Matt are talking about lunch.

B Track 24 Now listen to Emily and Matt's conversation in the restaurant. They're ordering lunch. Complete the sentences. Choose **a** or **b**.

1. Matt thinks that the restaurant _____.
 - a. has really good food
 - b. has really good service
2. **Gazpacho** is a Spanish soup with _____.
 - a. fish, potatoes, and rice
 - b. tomatoes, cucumbers, and peppers
3. Emily orders _____.
 - a. a sandwich and coffee
 - b. soup and a sandwich
4. Matt wants to start with _____.
 - a. cheesecake
 - b. gazpacho
5. Emily is surprised because _____.
 - a. Matt said he didn't want a big meal
 - b. Matt said he didn't want soup
6. Matt changes his order because _____.
 - a. he doesn't have much money
 - b. he's not very hungry



Unit 1

Adam Your name is Alicia?
 Alicia Yeah, Alicia or Ally.
 Adam Ally?
 Alicia Yeah. Ally Jones.
 Adam Alicia's a nice name.
 Alicia Thank you. Actually, it's my middle name. My first name is Katherine.
 Adam Really? How do you spell it? With a K or a C?
 Alicia With a K. It's K-A-T-H-E-R-I-N-E.
 Adam Huh. My friend's name is Katherine.
 It's my favorite name. So, you're on vacation. . . .
 Alicia Yeah. How about you?
 Adam Uh, I'm a student here, a music student.
 Alicia Oh, right! Sorry. Well, nice meeting you.
 Adam Yeah. So, enjoy the concert.
 Alicia Thanks! You too. Bye.

Unit 2

Ming-wei Sonia . . . Sonia . . . Excuse me, Sonia! Can I borrow your dictionary, please?
 Sonia Sure. It's, um. . . Oh. Where is it?
 Ming-wei I think it's there – in your bag.
 Sonia Oh, thanks. . . Uh, where's my bag?
 Ming-wei On the floor. Look – under your chair.
 Sonia Oh! OK. . . Here.
 Ming-wei Thanks.
 Sonia Sure.
 Ms. Larsen Sonia? Sonia?
 Sonia Uh-oh. . . Yes?
 Ms. Larsen What's the answer, please?
 Sonia I'm sorry. Can you, uh, repeat the question, please?
 Ms. Larsen Sure. How do you spell *calendar*?
 Sonia Oh! It's, um . . . C-A-L, um. . . Sorry. I don't know. . . Excuse me, Ming-wei, where's my dictionary?

Unit 3

Eve What is it? It's a . . . I think it's a . . . hmm. I don't know. But I think it's amazing.
 Mark Yeah, it's, uh, yeah. It's really interesting. So, what's Natasha like?
 Eve She's really nice, but she's shy.
 Mark Really? She's, uh, really good-looking. How old is she?
 Eve Well, we're the same age. So she's 22.
 Mark Oh. So is she your best friend?
 Eve Um . . . no. We're friends because her boyfriend and my brother are in the same band.
 Mark Her . . . boyfriend. Huh.
 Eve Yeah. Her boyfriend's the singer. He's really good. And their new CD is out now. It's great!
 Mark Really? That's, um . . . nice, really nice.

Unit 4

Ray So, how do you like Laguna Beach?
 Tina Oh, it's great. I live right near the beach.
 Ray Nice! . . . By the way, my name is Ray.
 Tina I'm Tina. Nice to meet you.
 Ray Yeah. So, do you go to the beach a lot?
 Tina Yeah, on the weekends. Well, I go every Sunday. I play softball on Saturdays. I'm on a team.
 Ray Really? I play softball, too.
 Tina Oh. Do you play on a team?
 Ray Well, not right now.
 Tina So, come and join our team. We play at a park near here.
 Ray Uh, do guys play on your team?
 Tina Sure they do. We have, uh, ten women and five guys.
 Ray Hmm. Interesting.
 Tina Well, we have practice every Saturday morning. Just come on Saturday, and see how you like it.

Unit 5

Lori You work at Fabio's? Oh! Well, I mean, the service isn't really bad. . . . It's just always, um, very busy.
 Adam That's OK. We *are* really busy.
 Lori Is it a part-time job? I mean, how often do you work there?
 Adam Well, I work every night on the weekends. And sometimes on Tuesdays and Wednesdays.
 Lori Huh. So you don't have a lot of free time.
 Adam No, I don't. I usually just study, go to classes, go to work.
 Lori So what do you do for fun? Do you go out with friends?
 Adam Yeah. Sometimes, but not very often.
 Lori Oh, that's not good. . . . Listen, come and have dinner with me and my friend tonight. I mean, it's Thursday night, so you're free – right?
 Adam Yeah, I am.
 Lori Good. I know a great restaurant. It has really good food, and the service is, uh . . .
 Adam Terrible? You mean Fabio's? Oh, no!

Unit 6

Jessica Well, there are some restaurants at the mall near here.
 Ben Are they cheap? Uh, I don't have a lot of money with me, so . . .
 Jessica You know, they're, like, fast-food places.
 Ben Hmm. I don't really want fast food today. Uh, what about my neighborhood? There are some cheap restaurants there.
 Jessica But, uh, your neighborhood is 30 minutes from here by bus. And I'm really hungry. It's 2:30, you know.
 Ben Right. So, how about, um. . . Oh, I know! There's a little French restaurant near here. It's good and it's not expensive.
 Jessica OK. So let's go there. Is it far?
 Ben It's about 15 minutes from here.
 Jessica Fifteen minutes. Well, OK. But let's get a snack first. Look. There's a supermarket right over there.
 Ben OK. Boy, you *are* hungry!
 Jessica Well, I usually have lunch at noon.

Answer key

Unit 1 1. Ally 2. Jones 3. Alicia 4. Katherine 5. not on vacation
 6. a music
Unit 2 1. Ming-wei 2. Sonia 3. The teacher 4. Sonia 5. The teacher
 6. Sonia
Unit 3 1. is 2. isn't 3. is 4. isn't 5. is 6. isn't

Unit 4 1. True 2. True 3. False 4. False 5. True 6. False
Unit 5 1. a 2. a 3. b 4. b
Unit 6 1. at the mall 2. doesn't have 3. fast food 4. Ben's
 5. fifteen 6. before 7. noon

Unit 7

Kate So, Ray, uh, do you scuba dive?
Ray No, I don't. I love the beach, but, uh, I don't swim.
Kate Huh. . . . Oh, here's Tina.
Tina Hi. Sorry about the phone call. So, what are you guys talking about?
Kate Ray's telling me that he doesn't swim.
Tina Oh, yeah, I know. . . . But he's taking lessons!
Ray Yeah. Tina's my teacher!
Tina Ray's not a bad student, but he hardly ever practices.
Ray Hey! We have a lesson every week!
Tina Oh, look! Some guys from the softball team are here.
Ray Really? Where?
Tina Look over there.
Ray Oh, yeah. Hi, you guys!
Tina Watch out! The pool. Oh, no! . . . Ray, are you OK?
Ray Oh, I'm just fine. But that's enough swimming for this week.

Unit 8

Clerk OK. This is a beautiful bracelet. Are you paying cash or with a credit card?
Sarah Um . . . let me see. Um, cash.
Clerk OK. Uh, what about you? Do *you* need anything? We have some new necklaces. They're only \$70.
Sarah Oh, they're really nice, but \$70 is a lot of money.
Clerk Well, what about these earrings? Oh, look – they're beautiful on you.
Sarah Hmm. They really are. How much are they?
Clerk Uh, they're \$99.99. . . . No, wait. They're on sale. 50% off. Uh, they're \$49.99.
Sarah The earrings are on sale? 50% off?
Clerk Uh-huh.
Sarah \$49 isn't bad. And I need some new earrings.
Clerk They *are* very nice.
Sarah Um, well, OK. I guess I'll take them.
Clerk OK. So, that's \$105.94. You're paying cash, right?
Sarah It's \$105.94? Um, well, actually, I think I'll use a credit card.

Unit 9

Yuki What are they called again?
Adam Sprinkles. They're good on ice cream or on a smoothie.
Yuki On a what? A smooth–?
Adam A smoothie.
Yuki A smoothie? What's that? Is it a kind of drink?
Adam Yes, it is.
Yuki So, what's it like? Coffee or an ice-cream soda or . . . ?
Adam It's, um, kind of like a milk shake, but with fruit.
Yuki It sounds good.
Adam Yeah, and smoothies are good for you, too.
Yuki Do they have smoothies here?
Adam Uh, let me see. Um . . . yeah, they do.
Yuki Good. Uh, excuse me?
Server Yes. What can I do for you?
Yuki Can I change my order? I want to try a smoothie.
Server Sure. Blueberry? Banana? Orange? Raspberry?
Yuki Uh, blue . . . ? I'm sorry, can you repeat all that, please?

Unit 10

Eve Thanks. Yeah. I really want to work there. So, how about you? Did you have a busy week?
Mark Um. . . . Well, no. I mean, I didn't do a lot. But I bought a computer.
Eve You did? Thank goodness! Now you don't, uh, need to borrow my laptop. You had it for two weeks last time.
Mark Yeah, sorry about that. I wrote my history paper on it. Thanks again, by the way.
Eve Sure. No problem. So how do you like your computer?
Mark Oh, it's really cool. I use it every day.
Eve Really? Are you using it for class? I mean, you're working on a paper now, right?
Mark Uh, yeah, I am. But I don't use it for class.
Eve So, what do you use it for?
Mark Um, actually, I just watched DVDs on it all week!

Unit 11

Jessica Wait, Ben. Did you say you had a party Saturday?
Ben Yeah. You didn't know about it? It was my birthday.
Jessica No, I didn't.
Ben Yeah, I invited you. I sent you an e-mail last week.
Jessica Are you sure? I didn't get it. . . . Oh, you know what? I didn't tell you. I have a new e-mail address. Oh, I'm sorry.
Ben Oh, that's OK. But I was, uh, kind of upset that you weren't there.
Jessica Really? I'm upset, too. And that bike trip was just awful. We got lost . . . for four hours!
Ben Oh, that's terrible.
Jessica Listen, let's go out for lunch together this week. I want to do something for your birthday.
Ben Oh, you don't have to do anything.
Jessica I know, but I want to.
Ben OK. That's really nice of you. Really. . . . So, anyway, I have to go now. I have a meeting at 9:30.
Jessica OK, see you later. And, uh, happy birthday!

Unit 12

Matt Hey, this is a great menu.
Emily Yeah, I know. So, do you want soup or . . . ?
Matt I don't know. There are a lot of interesting fish dishes.
Emily Well, they have some of that Spanish soup – *gazpacho*.
Matt What's it called? Gazpacho?
Emily Yeah. It's a kind of cold soup with tomatoes, cucumbers, and peppers. It comes with bread.
Matt Hmm. Well, it's not hot, but it sounds good.
Server So, can I take your order? What would you like?
Emily I'll have a chicken sandwich and some coffee.
Matt And I'd like to start with some gazpacho. . . .
And then I want that fish with rice, some potato salad, uh, iced tea. . . . And some cheesecake.
Emily Hey, you said you didn't want a big meal.
Matt I did, but everything looks so good. . . . Wait, where's my wallet? . . . Oh, no. I left my wallet at the office! I only have five dollars in my pocket! . . . Excuse me, sir.
Server Yes. Would you like something else?
Matt Can I change my order? I'd just like some of that soup – gazpacho – with, uh, a lot of bread and butter.

Answer key

Unit 7 1. False 2. False 3. False 4. False 5. True

Unit 8 1. cash 2. \$70 3. earrings 4. are cheap
5. needs 6. uses

Unit 9 1. a 2. b 3. a 4. a

Unit 10 1. a 2. b 3. b 4. a

Unit 11 1. It was his birthday. 2. She didn't get Ben's e-mail.
3. She has a new e-mail address. 4. She got lost for four hours.
5. She wants to go out for lunch with Ben.

Unit 12 1. a 2. b 3. a 4. b 5. a 6. a

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How can I use the Self-study Audio CD/CD-ROM?

You can use it in two ways: ① as an Audio CD or ② as a CD-ROM. Just follow the instructions below. With a CD player, you can listen to the two parts of the conversation from the Conversation Strategy section and complete the Self-study listening exercise at the back of the book. You can practice the conversation by pausing your CD player. You can do the same listening practice with a computer. You can also practice the conversation, record it, and listen to it. In addition, you can find a list of all the words and expressions from the book. You can add your own vocabulary to the list and organize the words in different ways.

1

Play the disc on an Audio CD player for extra listening and speaking practice.

LISTEN

- A Go to the Self-study Listening pages at the back of your book.** These pages give CD track numbers, listening exercises, listening scripts, and answer keys.
- B Play the conversation from the Conversation Strategy section of the unit (Part 1).** Read the conversation as you listen, or listen with your book closed.
- C Play the rest of the conversation (Part 2), and do the exercise as you listen.** Use the Self-study Listening Answer Key to check your answers.
- D Listen to the rest of the conversation (Part 2) again** as you read the Self-study Listening Script.

PRACTICE

Practice each line of the conversation. Play Part 1 and Part 2 of the conversation again. Press **Pause** to practice a sentence or line. Then press **Play** and continue. You can read the conversation as you practice or practice with your book closed.

2

Put the disc into a computer for extra practice with listening, speaking, and vocabulary.

LISTEN

- A Listen to Part 1 of the conversation.** Click on **Listen / Part 1**. Then click on **Play**. You can read as you listen or "Hide" the conversation.
- B Listen to Part 2 of the conversation, and do a listening exercise.** Click on **Play** and do the exercise as you listen. "Check" your answers. Then listen to Part 2 again. This time you can read the script or "Hide" the conversation.
- C Listen to Part 1 and Part 2.** You can read the conversation as you listen or "Hide" it.

PRACTICE

Practice each line of the conversation. Click on **Practice** for Part 1 or Part 2. Click on a line to play it. Click on **Record**, say the line, and click on **Stop**. Then "Compare" your line to the original recording.

PLAY A ROLE

Play a role in the conversation. Click on **Play a role** for Part 1, Part 2, or the entire conversation. "Choose" a role. Decide if you want to read your lines or "Hide" them. Then click on **Start**. When it's your turn, click on **Record**, say your line, and click on **Stop**. At the end of the conversation, "Play" your recording.

MY VOCABULARY NOTEBOOK

- A Find words and expressions from the Student's Book.** Click on **My vocabulary notebook**. Search for the vocabulary in a unit, grammar category, or topic / functional category.
- B Write your own notes or example sentences to help you learn new vocabulary.** Just click on a specific word or expression, and complete a chart for it.
- C Add your own vocabulary to the notebook.** Click on **Add word or expression**. You can put your words in categories and write notes and example sentences for them.
- D Print useful vocabulary lists.** Search for a category of vocabulary, and print the list.

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