

CAMBRIDGE

# interchange

FIFTH EDITION

# intro

Student's Book

Jack C. Richards



Experience  
Better  
Learning



# interchange

FIFTH EDITION

Student's Book

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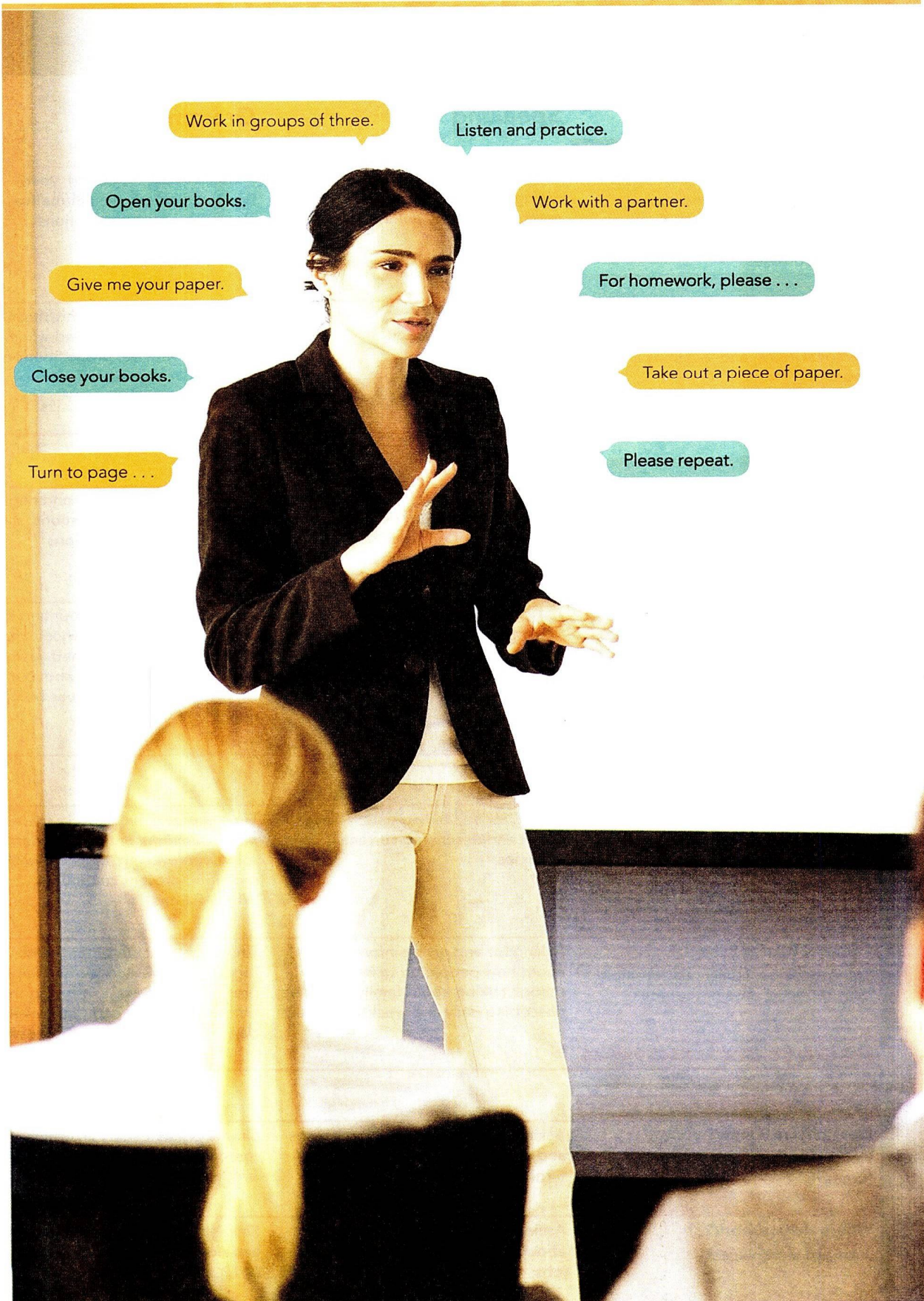
intro



CAMBRIDGE  
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## Classroom Language Teacher instructions



Work in groups of three.

Listen and practice.

Open your books.

Work with a partner.

Give me your paper.

For homework, please . . .

Close your books.

Take out a piece of paper.

Turn to page . . .

Please repeat.



# Plan of Intro Book

Titles/Topics	Speaking	Grammar
 <p><b>UNIT 1</b> PAGES 2–7</p> <p><b>What's your name?</b> Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses</p>	<p>Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers</p>	<p>Possessive adjectives <i>my, your, his, her</i>; the verb <i>be</i>; affirmative statements and contractions</p>
 <p><b>UNIT 2</b> PAGES 8–13</p> <p><b>Where are my keys?</b> Possessions, classroom objects, personal items, and locations in a room</p>	<p>Naming objects; asking for and giving the locations of objects</p>	<p>Articles <i>a, an, and the</i>; <i>this/these, it/they</i>; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i>; prepositions of place: <i>in, in front of, behind, on, next to, and under</i></p>
<b>PROGRESS CHECK</b> PAGES 14–15		
 <p><b>UNIT 3</b> PAGES 16–21</p> <p><b>Where are you from?</b> Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages</p>	<p>Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people</p>	<p>The verb <i>be</i>: affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i>-questions</p>
 <p><b>UNIT 4</b> PAGES 22–27</p> <p><b>Is this coat yours?</b> Clothing; colors; weather and seasons</p>	<p>Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects</p>	<p>Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and, but, and so</i>; placement of adjectives before nouns</p>
<b>PROGRESS CHECK</b> PAGES 28–29		
 <p><b>UNIT 5</b> PAGES 30–35</p> <p><b>What time is it?</b> Clock time; times of the day; everyday activities</p>	<p>Asking for and telling time; asking about and describing current activities</p>	<p>Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i>; present continuous <i>Wh</i>-questions</p>
 <p><b>UNIT 6</b> PAGES 36–41</p> <p><b>I ride my bike to school.</b> Transportation; family relationships; daily routines; days of the week</p>	<p>Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p>	<p>Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and <i>Wh</i>-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i></p>
<b>PROGRESS CHECK</b> PAGES 42–43		
 <p><b>UNIT 7</b> PAGES 44–49</p> <p><b>Does it have a view?</b> Houses and apartments; rooms; furniture</p>	<p>Asking about and describing houses and apartments; talking about the furniture in a room</p>	<p>Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i></p>
 <p><b>UNIT 8</b> PAGES 50–55</p> <p><b>Where do you work?</b> Jobs and workplaces</p>	<p>Asking for and giving information about work; giving opinions about jobs; describing workday routines</p>	<p>Simple present <i>Wh</i>-questions with <i>do</i> and <i>does</i>; placement of adjectives after <i>be</i> and before nouns</p>
<b>PROGRESS CHECK</b> PAGES 56–57		



**Pronunciation/Listening****Writing/Reading****Interchange Activity**

Linked sounds  
Listening for the spelling of names,  
phone numbers, and email addresses

Writing a list of names, phone  
numbers, and email addresses

“Celebrity classmates”: Introducing  
yourself to new people

**PAGE 114**

Plural -s endings  
Listening for the locations of objects

Writing the locations of objects

“Find the differences”: Comparing  
two pictures of a room

**PAGE 115**

Syllable stress  
Listening for countries, cities, and  
languages; listening to descriptions  
of people

Writing questions requesting  
personal information

“Let’s talk!”: Finding out more about  
your classmates

**PAGE 118**

The letters *s* and *sh*  
Listening for descriptions of clothing  
and colors

Writing questions about what people  
are wearing

“Celebrity fashions”: Describing  
celebrities’ clothing

**PAGES 116–117**

Rising and falling intonation  
Listening for times of the day;  
listening to identify people’s actions

Writing times of the day  
“Message Me!”: Reading an online  
chat between two friends

“What’s wrong with this picture?":  
Describing what’s wrong with a  
picture

**PAGE 119**

Third-person singular -s endings  
Listening for activities and days of the  
week

Writing about your weekly routine  
“What’s Your Schedule Like?":  
Reading about someone’s daily  
schedule

“Class survey”: Finding out more  
about classmates’ habits and routines

**PAGE 120**

Words with *th*  
Listening to descriptions of homes;  
listening to people shop for furniture

Writing about your dream home  
“Unique Hotels”: Reading about two  
interesting hotels

“Find the differences”: Comparing  
two apartments

**PAGE 121**

Reduction of *do*  
Listening to people describe their  
jobs

Writing about jobs  
“Dream Jobs”: Reading about two  
unusual jobs

“The perfect job”: Figuring out what  
job is right for you

**PAGE 122**



## Titles/Topics

## Speaking

## Grammar

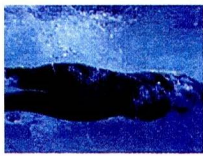


### UNIT 9 PAGES 58–63

**I always eat breakfast.**  
Basic foods; breakfast foods; meals

Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits

Count and noncount nouns; *some* and *any*; adverbs of frequency: *always*, *usually*, *often*, *sometimes*, *hardly ever*, *never*



### UNIT 10 PAGES 64–69

**What sports do you like?**  
Sports; abilities and talents

Asking about free-time activities; asking for and giving information about abilities and talents

Simple present Wh-questions; *can* for ability; *yes/no* and Wh-questions with *can*

### PROGRESS CHECK PAGES 70–71



### UNIT 11 PAGES 72–77

**I'm going to have a party.**  
Months and dates; birthdays, holidays, festivals, and special days

Asking about birthdays; talking about plans for the evening, weekend, and other occasions

The future with *be going to*; *yes/no* and Wh-questions with *be going to*; future time expressions



### UNIT 12 PAGES 78–83

**How do you feel?**  
Parts of the body; health problems and advice; medications

Describing health problems; talking about common medications; giving advice for health problems

*Have* + noun; *feel* + adjective; negative and positive adjectives; imperatives

### PROGRESS CHECK PAGES 84–85



### UNIT 13 PAGES 86–91

**How do I get there?**  
Stores and things you can buy there; tourist attractions

Talking about stores and other places; asking for and giving directions

Prepositions of place: *on*, *on the corner of*, *across from*, *next to*, *between*; giving directions with imperatives



### UNIT 14 PAGES 92–97

**I had a good time.**  
Weekends; chores and fun activities; vacations; summer activities

Asking for and giving information about weekend and vacation activities

Simple past statements with regular and irregular verbs; simple past *yes/no* questions and short answers

### PROGRESS CHECK PAGES 98–99



### UNIT 15 PAGES 100–105

**Where were you born?**  
Biographical information; years; school days

Asking for and giving information about date and place of birth; describing school experiences and memories

Statements and questions with the past of *be*; Wh-questions with *did*, *was*, and *were*



### UNIT 16 PAGES 106–111

**Can I take a message?**  
Locations; telephone calls; invitations; going out with friends

Describing people's locations; making, accepting, and declining invitations; making excuses

Prepositional phrases; subject and object pronouns; invitations with *Do you want to...?* and *Would you like to...?*; verb + *to*

### PROGRESS CHECK PAGES 112–113

### GRAMMAR PLUS PAGES 132–150



## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

Sentence stress

Listening for people's food preferences

Writing about mealtime habits

"It's a Food Festival!": Reading about foods people celebrate

"Planning a party": Choose snacks for a party and compare answers

**PAGE 123**

Pronunciation of *can* and *can't*

Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports

"Awesome Sports Records": Reading about fitness records from around the world

"Hidden talents": Finding out more about your classmates' hidden talents

**PAGE 124**

Reduction of *going to*

Listening to people talk about their holiday plans

Writing about weekend plans

"Happy Birthday to You!": Reading about birthday customs in different places

"Take a guess": Making guesses about a classmate's plans

**PAGE 125**

Sentence intonation

Listening to people talk about health problems; listening for medications

Writing advice for health problems

"Do You Know Your Body?": Reading interesting facts about your body

"Problems, problems": Giving advice for some common problems

**PAGE 126**

Compound nouns

Listening to people talk about shopping; listening to directions

Writing directions

"A Tour of Palermo, Buenos Aires": Reading about popular tourist attractions in Buenos Aires, Argentina

"Giving directions": Asking for directions in a neighborhood

**PAGE 127, 128**

Simple past *-ed* endings

Listening to people talk about their past summer activities

Writing about last weekend

"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past activities": Comparing your classmates' childhoods

**PAGE 129**

Negative contractions

Listening for places and dates of birth

Writing questions about a person's life

"Who is Marina Chapman?": Reading about a woman's life

"This is your life": Finding out more about your classmates' lives

**PAGE 130**

Reduction of *want to* and *have to*  
Listening to phone conversations about making and changing plans

Writing about weekend plans

"Austin City Limits!": Reading about events at a festival

"The perfect weekend": Making plans with your classmates

**PAGE 131**



# 1

# What's your name?

- ▶ Say hello and make introductions
- ▶ Say good-bye and exchange contact information

## 1 CONVERSATION My name is Joshua Brown.

▶ A Listen and practice.

- Joshua** Hello. My name is Joshua Brown.
- Isabella** Hi. My name is Isabella Martins.
- Joshua** It's nice to meet you, Isabella.
- Isabella** Nice to meet you, too.
- Joshua** I'm sorry. What's your last name again?
- Isabella** It's Martins.

First names	Last names
Joshua	Brown
Isabella	Martins



B **PAIR WORK** Introduce yourself to your partner.

## 2 SNAPSHOT

▶ Listen and practice.



Nicholas Hoult

### Names and nicknames

Nicholas (Nick)

Madison (Maddie)

Jennifer (Jen)

Emily (Em)

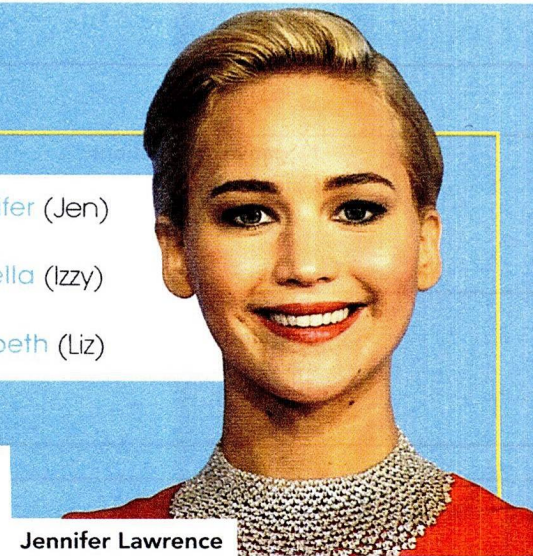
Joshua (Josh)

Isabella (Izzy)

Michael (Mike)

William (Will)

Elizabeth (Liz)



Jennifer Lawrence

What are some popular names and nicknames in your country?  
Do you have a nickname? What is it?



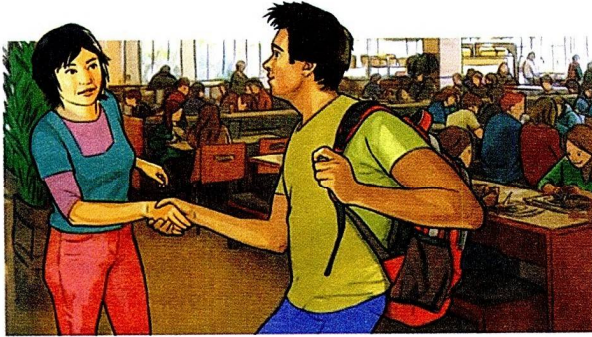
### 3 GRAMMAR FOCUS

▶ *My, you, his, her*

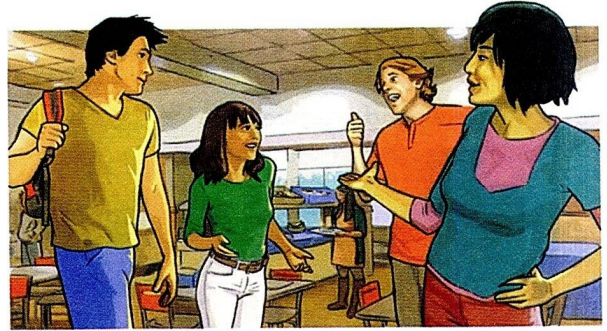
What's <b>your</b> name?	<b>My</b> name's Carlos.	What's = What is
What's <b>his</b> name?	<b>His</b> name's Joshua.	
What's <b>her</b> name?	<b>Her</b> name's Isabella.	

GRAMMAR PLUS see page 132

A Complete the conversations. Use *my, your, his, or her*.



1. A: Hello. What's your name?  
 B: Hi. My name is Carlos.  
 What's your name?  
 A: My name is Akina.



2. A: What's your name?  
 B: My name is Ethan.  
 A: And what's your name?  
 B: My name is Caroline.

B **PAIR WORK** Practice the conversations with a partner.

### 4 SPEAKING Spelling names

▶ A Listen and practice.



▶ B **CLASS ACTIVITY** Listen and practice. Then practice with your own names.  
 Make a list of your classmates' names.

- A: What's your name?  
 B: My name is Akina Hayashi.  
 A: Is that A-K-I-N-A?  
 B: Yes, that's right.  
 A: How do you spell your last name? H-A-Y-A-S-H-I?  
 B: No, it's H-A-Y-A-S-H-I.

<b>My classmates</b>
Akina Hayashi
Ethan Reed

### 5 LISTENING Your name, please?

▶ How do you spell the names? Listen and check (✓) the correct answers.

1.  Kate                      2.  Erick                      3.  Sophia                      4.  Zackary  
 Cate                               Eric                               Sofia                               Zachary



## 6 WORD POWER Titles

**A** Listen and practice.

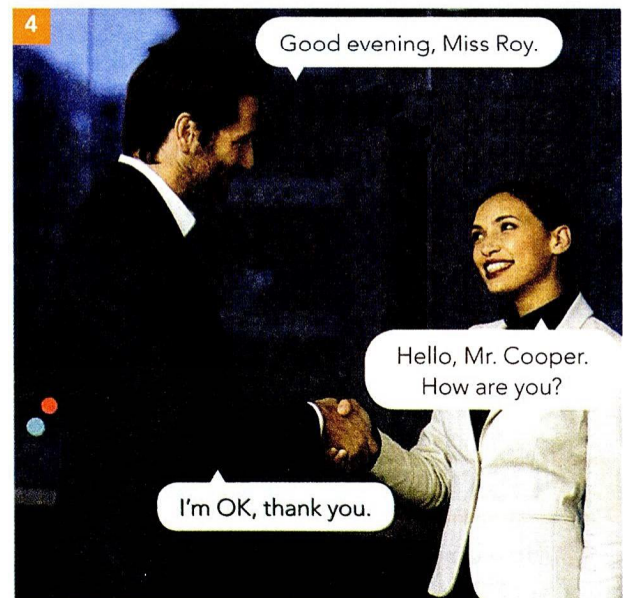
**Miss** Kato (single females)    **Ms.** Yong (single or married females)  
**Mrs.** Jones (married females)    **Mr.** Rodriguez (single or married males)

**B** Listen and write the titles.

1. \_\_\_\_\_ Santos    2. \_\_\_\_\_ Wilson    3. \_\_\_\_\_ Park    4. \_\_\_\_\_ Rossi

## 7 SPEAKING Saying hello

**A** Listen and practice.



**B CLASS ACTIVITY** Go around the class. Greet your classmates formally (with titles) and informally (without titles).



## 8 CONVERSATION Are you Andrea Clark?

A Listen and practice.

Daniel

Excuse me. Are you Andrea Clark?

Sheila

No, I'm not. She's over there.

Daniel

Oh, I'm sorry.

Lena

Matt? This is your book.

Matt

Oh, thank you. You're in my math class, right?

Lena

Yes, I am. I'm Lena Garza.

Jack

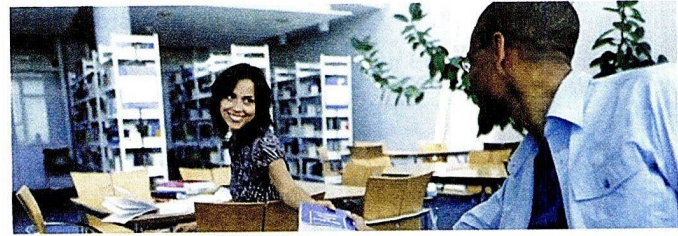
Hey, Christy, this is Ben. He's in our history class.

Christy

Hi, Ben.

Ben

Hi, Christy. Nice to meet you.



B **GROUP WORK** Greet a classmate. Then introduce him or her to another classmate.

"Hey, Eduardo, this is . . ."

## 9 GRAMMAR FOCUS

The verb *be*

**I'm** Lena Garza.  
**You're** in my class.  
**She's** over there. (**Andrea is** over there.)  
**He's** in our class. (**Ben is** in our class.)  
**It's** Garza. (**My last name is** Garza.)

**Are you** Andrea Clark?  
 Yes, **I am**. (Yes, **I'm**.)  
 No, **I'm not**.  
 How **are you**?  
**I'm** fine, thanks.

**I'm** = I am  
**You're** = You are  
**He's** = He is  
**She's** = She is  
**It's** = It is

GRAMMAR PLUS see page 132

A Complete the conversation with the correct words in parentheses. Then practice with a partner.

- Ben** Hello, Christy. How are (are / is) you?  
**Christy** \_\_\_\_\_ (I'm / It's) fine, thanks. \_\_\_\_\_ (I'm / It's) sorry – what's your name again?  
**Ben** \_\_\_\_\_ (Is / It's) Ben – Ben Durant.  
**Christy** That's right! Ben, this \_\_\_\_\_ (is / it's) Joshua Brown. \_\_\_\_\_ (He's / She's) in our history class.  
**Ben** \_\_\_\_\_ (I'm / It's) nice to meet you.  
**Joshua** Hi, Ben. I think \_\_\_\_\_ (I'm / you're) in my English class, too.  
**Ben** Oh, right! Yes, I \_\_\_\_\_ (am / 'm).



**B** Complete the conversations. Then practice in groups.

**Cara** Excuse me. Are you Alex Lane?

**James** No, \_\_\_\_\_ not. My name \_\_\_\_\_  
James Harris. Alex \_\_\_\_\_ over there.

**Cara** Oh, sorry.

**Cara** \_\_\_\_\_ you Alex Lane?

**Alex** Yes, I \_\_\_\_\_.

**Cara** Hi. \_\_\_\_\_ Cara Ruiz.

**Alex** Oh, \_\_\_\_\_ in my history class, right?

**Cara** Yes, I \_\_\_\_\_.

**Alex** \_\_\_\_\_ nice to meet you, Cara.

**C CLASS ACTIVITY** Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

**A:** Excuse me. Are you Min-ji Cho?

**B:** No, I'm not. She's over there.

**A:** Hi. Are you Min-ji Cho?

**C:** Yes, I am.



## 10 PRONUNCIATION Linked sounds

▶ Listen and practice. Notice the linked sounds.

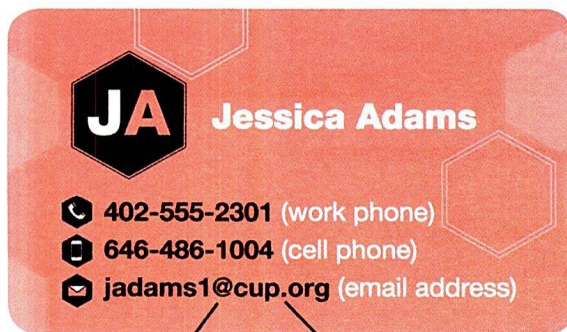
I'm Isabella. She's over there. You're in my class.

## 11 SPEAKING Personal information

▶ **A** Listen and practice.

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

▶ **B PAIR WORK** Practice these phone numbers and email addresses. Then listen and check your answers.



at dot



dash underscore

"Her name is Jessica Adams. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."



## 12 LISTENING Contact information

- A** Isabella and Joshua are making a list of classmates' phone numbers and email addresses. Listen and complete the list.



- B CLASS ACTIVITY** Make a list of your classmates' names, phone numbers, and email addresses.

**A:** What's your name?  
**B:** I'm Maria Ventura.

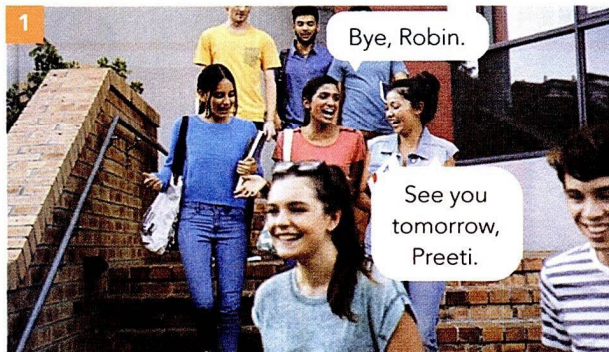
**A:** And what's your phone number?  
**B:** It's 323-555-7392.

## 13 INTERCHANGE 1 Celebrity classmates

Meet some "famous classmates." Go to Interchange 1 on page 114.

## 14 SPEAKING Saying good-bye

- A** Listen and practice.



- B CLASS ACTIVITY** Go around the room. Say good-bye to your classmates and teacher.



# 2

# Where are my keys?

- ▶ Identify and discuss personal and classroom objects
- ▶ Discuss the location of items

## 1 SNAPSHOT

▶ Listen and practice.

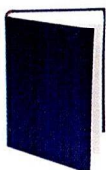
### WHAT'S IN YOUR BAG?

a laptop  
 a cell phone  
 a wallet  
 an umbrella  
 keys  
 sunglasses  
 an energy bar  
 a hairbrush

Check (✓) the things in your bag.  
What is one other thing in your bag?

## 2 ARTICLES Classroom objects

▶ **A** Listen. Complete the sentences with a or an.



1. This is \_\_\_\_\_ book.



4. This is \_\_\_\_\_ notebook.



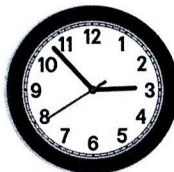
2. This is \_\_\_\_\_ English book.



5. This is \_\_\_\_\_ pen.



3. This is \_\_\_\_\_ eraser.



6. This is \_\_\_\_\_ clock.

### articles

- an + vowel sound
- a + consonant sound

**B PAIR WORK** Find and spell these things in your classroom.

- |          |       |        |      |             |
|----------|-------|--------|------|-------------|
| backpack | chair | eraser | pen  | notebook    |
| board    | desk  | pencil | wall | wastebasket |
| poster   | door  | outlet | book | window      |

**A:** This is a chair.

**B:** How do you spell *chair*?

**A:** C-H-A-I-R.



### 3 CONVERSATION What are these?

▶ Listen and practice.

**Brandon** Excuse me. What are these?

**Christina** They're flash drives.

**Brandon** Oh, they're cool. And what's this?

**Christina** It's a tablet.

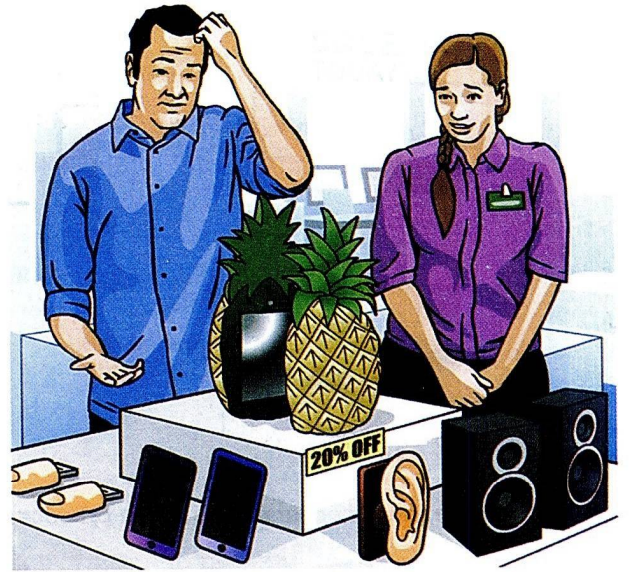
**Brandon** A tablet? Really? Wow! It's great!

**Christina** Yes, it is. It's a new model.

**Brandon** Huh . . . and what's this?

**Christina** It's a tablet case.

**Brandon** Oh. It's . . . interesting . . . and different.



### 4 PRONUNCIATION Plural -s endings

▶ A Listen and practice. Notice the pronunciation of the plural -s endings.

s = /z/

flash drive flash drives  
cell phone cell phones  
pencil pencils

s = /s/

desk desks  
laptop laptops  
backpack backpacks

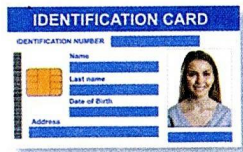
(e)s = /ɪz/

tablet case tablet cases  
class classes  
hairbrush hairbrushes

B Say the plural form of these nouns. Then complete the chart.



phone case



student ID



paper clip



newspaper



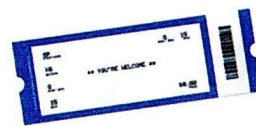
purse



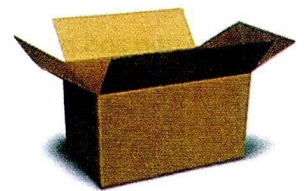
tablet



television



ticket



box





/z/	/s/	/ɪz/
		phone cases

▶ C Listen and check your answers.



# 5 GRAMMAR FOCUS

## ▶ This/these, it/they; plurals

	<b>This is</b> a laptop.		What's <b>this</b> ? <b>It's</b> a flash drive.	It's = It is They're = They are
	<b>These are</b> laptops.		What <b>are these</b> ? <b>They're</b> flash drives.	

**GRAMMAR PLUS** see page 133

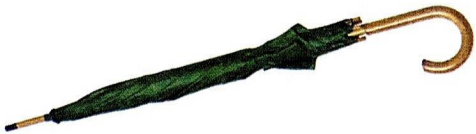
Complete these conversations. Then practice with a partner.



1. A: What are these ?  
B: \_\_\_\_\_



2. A: What \_\_\_\_\_ ?  
B: \_\_\_\_\_



3. A: What \_\_\_\_\_ ?  
B: \_\_\_\_\_



4. A: What \_\_\_\_\_ ?  
B: \_\_\_\_\_



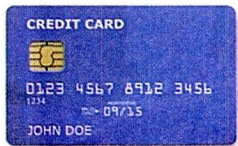
5. A: What \_\_\_\_\_ ?  
B: \_\_\_\_\_



6. A: What \_\_\_\_\_ ?  
B: \_\_\_\_\_

## 6 SPEAKING What's this called?

▶ A Listen and practice.



A: What's this called in English?  
B: I don't know.  
C: It's a credit card.  
A: How do you spell that?  
C: C-R-E-D-I-T C-A-R-D.



A: What are these called in English?  
B: I think they're called headphones.  
A: How do you spell that?  
B: H-E-A-D-P-H-O-N-E-S.

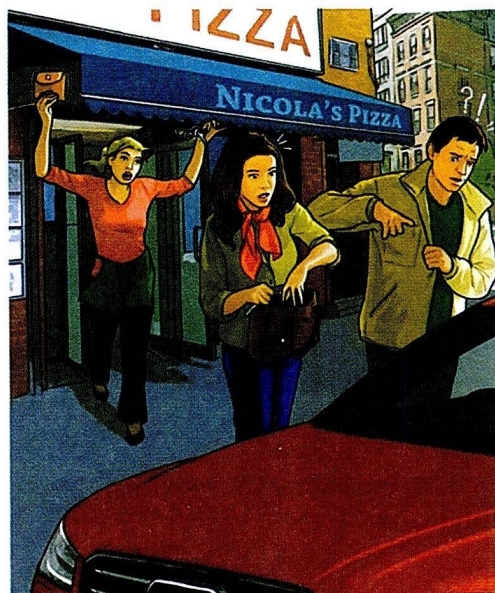
**B GROUP WORK** Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.



## 7 CONVERSATION Where are my car keys?

▶ Listen and practice.

- Lauren** Oh, no! Where are my car keys?
- Matt** I don't know. Are they in your purse?
- Lauren** No, they're not.
- Matt** Maybe they're on the table in the restaurant.
- Server** Excuse me. Are these your keys?
- Lauren** Yes, they are. Thank you!
- Server** You're welcome. And is this your wallet?
- Lauren** Hmm. No, it's not. Where's your wallet, Matthew?
- Matt** It's in my pocket. . . . Wait a minute! That is my wallet!



## 8 GRAMMAR FOCUS

▶ Yes/No and *where* questions with *be*

**Is this** your wallet?

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

**Are these** your keys?

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

**Where's** your wallet?

**It's** in my pocket.

**Where are** my keys?

**They're** on the table.

GRAMMAR PLUS see page 133

**A** Complete these conversations. Then practice with a partner.

1. **A:** \_\_\_\_\_ is this your cell phone?

**B:** No, \_\_\_\_\_ not.

**A:** \_\_\_\_\_ these your car keys?

**B:** Yes, \_\_\_\_\_ are. Thanks!

2. **A:** Where \_\_\_\_\_ my glasses?

**B:** Are \_\_\_\_\_ your glasses?

**A:** No, they're \_\_\_\_\_.

**B:** Look! \_\_\_\_\_ they in your pocket?

**A:** Yes, \_\_\_\_\_. Thanks!

3. **A:** Where \_\_\_\_\_ your headphones?

**B:** \_\_\_\_\_ on the table.

**A:** No, \_\_\_\_\_ not. They're my headphones!

**B:** You're right. My headphones \_\_\_\_\_ in my backpack.

4. **A:** \_\_\_\_\_ this my umbrella?

**B:** No, \_\_\_\_\_ not. It's my umbrella.

**A:** Sorry. \_\_\_\_\_ is my umbrella?

**B:** \_\_\_\_\_ on your chair.

**A:** Oh, you're right!

**B GROUP WORK** Choose one of your things and put it in a bag. Then choose something from the bag that is not your object. Find the owner of this object.

**A:** Is this your pen, Akiko?

**B:** No, it's not.

**C:** Are these your keys, Marcos?

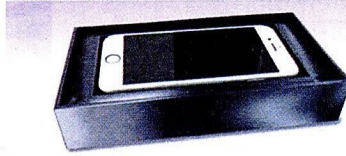
**D:** Let me see. Yes, they are.



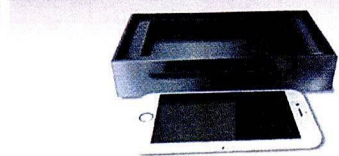
## 9 WORD POWER Prepositions; article the

**A** Listen and practice.

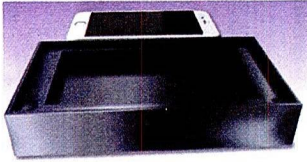
Where is **the** cell phone?  
**The** cell phone is **in** the box.



in



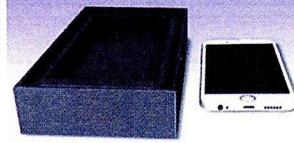
in front of



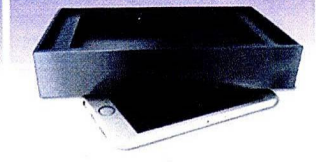
behind



on

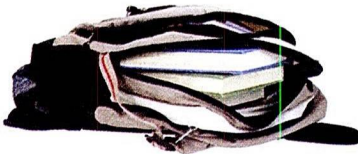


next to

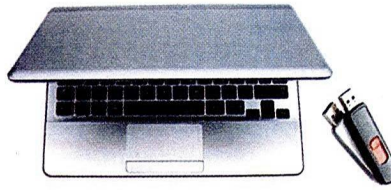


under

**B** Complete these sentences. Then listen and check your answers.



1. The books are in the backpack.



2. The flash drives are \_\_\_\_\_.



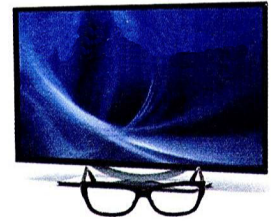
3. The newspaper is \_\_\_\_\_.



4. The chair is \_\_\_\_\_.



5. The wallet is \_\_\_\_\_.



6. The glasses are \_\_\_\_\_.

**C PAIR WORK** Ask and answer questions about the pictures in part B.

**A:** Where are the books?

**B:** They're in the backpack.

## 10 LISTENING Emily's things

**A** Listen. Where are Emily's things? Check (✓) the correct locations.

1. sunglasses	<input type="checkbox"/> on the table	<input type="checkbox"/> in her purse
2. ID	<input type="checkbox"/> in her wallet	<input type="checkbox"/> in front of the clock
3. headphones	<input type="checkbox"/> on the chair	<input type="checkbox"/> next to the television
4. tablet	<input type="checkbox"/> on the table	<input type="checkbox"/> under the table



## 11 SPEAKING Where are Kevin's things?

**PAIR WORK** Help Kevin find his things. Ask and answer questions.

cell phone   hairbrush   laptop   umbrella   glasses   keys   tablet   credit card

**A:** Where's his cell phone?

**B:** It's under the chair.



## 12 INTERCHANGE 2 Find the differences

Compare two pictures of a room. Go to Interchange 2 on page 115.



# Units 1–2 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . .

Introduce myself and other people (Ex. 1)

Very well

OK

A little

Say hello and good-bye (Ex. 1)

Exchange contact information (Ex. 2)

Understand names for everyday objects and possessions (Ex. 3)

Ask and answer questions about where things are (Ex. 4, 5)

## 1 SPEAKING How are you?

**A** Complete the conversation. Use the sentences and questions in the box.

**Francisco** Hi. How are you? \_\_\_\_\_

**Nicole** I'm fine, thanks. \_\_\_\_\_

**Francisco** Pretty good, thanks. \_\_\_\_\_

**Nicole** And I'm Nicole White.

**Francisco** \_\_\_\_\_

**Nicole** Nice to meet you, too. \_\_\_\_\_

**Francisco** Yes, I am.

**Nicole** \_\_\_\_\_

**Francisco** See you in class.

My name is Francisco Diaz.  
Oh, are you in my English class?  
How about you?  
✓ Hi. How are you?  
It's nice to meet you, Nicole.  
Well, have a good day.

**B PAIR WORK** Practice the conversation from part A. Use your own information. Then introduce your partner to a classmate.

"Monica, this is my friend. His name is Kenta. . . ."

## 2 SPEAKING Is your phone number . . . ?

**CLASS ACTIVITY** Write your phone number on a piece of paper. Then put the papers in a bag. Take a different paper and find the owner. Write his or her name on the paper.

**A:** Kamal, is your phone number 781-555-1532?

**B:** No, it's not. Sorry!

**A:** Bruna, is your . . . ?





### 3 LISTENING What's this? What are these?

▶ Listen to the conversations. Number the pictures from 1 to 6.



### 4 SPEAKING What's wrong with this room?

A What's wrong with this room? Make a list. Find 10 things.



B **PAIR WORK** Ask and answer *Where* questions about the picture.

A: Where's the chair?

B: It's on the desk.

### 5 SPEAKING Yes or No game

Write five yes/no questions about the picture in Exercise 4. Make three questions with "yes" answers and two questions with "no" answers. Then ask a partner the questions.

A: Is the chair behind the clock?

B: No, it isn't.

A: Is the clock in front of the television?

B: Yes, it is.



# 3

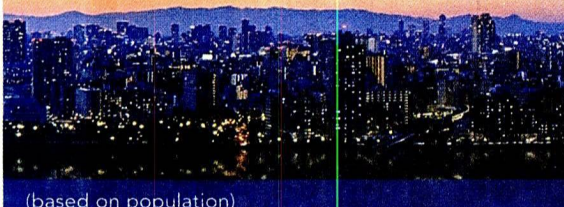
# Where are you from?

- ▶ Discuss cities, countries, nationalities, and languages
- ▶ Discuss people's appearances, personalities, and ages

## 1 SNAPSHOT

▶ Listen and practice.

### THE TEN LARGEST CITIES



(based on population)

CITIES		COUNTRIES
1. Tokyo	6. São Paulo	a. Brazil
2. Delhi	7. Osaka	b. China
3. Shanghai	8. Beijing	c. Egypt
4. Mexico City	9. New York	d. India
5. Mumbai	10. Cairo	e. Japan
		f. Mexico
		g. the U.S.

Answers: 1. e 2. d 3. b 4. f 5. d 6. a 7. e 8. b 9. g 10. c

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

## 2 CONVERSATION Are you from Rio?

▶ A Listen and practice.

**Alexis** Are you from Florida, Felipe?

**Felipe** Well, my family is in Florida now, but we're from Brazil originally.

**Alexis** Really? My father is Brazilian – from Rio de Janeiro!

**Felipe** So, is your first language Portuguese?

**Alexis** No, it's English. Are you from Rio?

**Felipe** No, we're not. We're from São Paulo.



▶ B Listen to Alexis and Felipe talk to Fernando, Nanami, and Sophia. Check (✓) True or False.

	True	False
1. Fernando is from Spain.	<input type="checkbox"/>	<input type="checkbox"/>
2. Nanami is from Japan.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sophia's first language is French.	<input type="checkbox"/>	<input type="checkbox"/>



# 3 GRAMMAR FOCUS

## Negative statements and yes/no questions with be

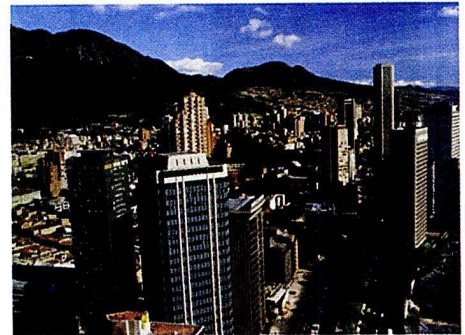
<b>I'm not</b> from Rio.	<b>Are you</b> from São Paulo?	<b>I am.</b>	<b>I'm not.</b>
<b>You're not</b> late.	<b>Am I</b> early?	<b>you are.</b>	<b>you're not.</b>
<b>She's not</b> from Japan.	<b>Is she</b> from the U.S.?	<b>she is.</b>	<b>she's not.</b>
<b>He's not</b> from Chile.	<b>Is he</b> from Mexico?	Yes, <b>he is.</b>	No, <b>he's not.</b>
<b>It's not</b> English.	<b>Is it</b> French?	<b>it is.</b>	<b>it's not.</b>
<b>We're not</b> from China.	<b>Are you</b> from South Korea?	<b>we are.</b>	<b>we're not.</b>
<b>You're not</b> early.	<b>Are we</b> late?	<b>you are.</b>	<b>you're not.</b>
<b>They're not</b> in India.	<b>Are they</b> in Egypt?	<b>they are.</b>	<b>they're not.</b>
<b>We're = we are</b>			

GRAMMAR PLUS see page 134

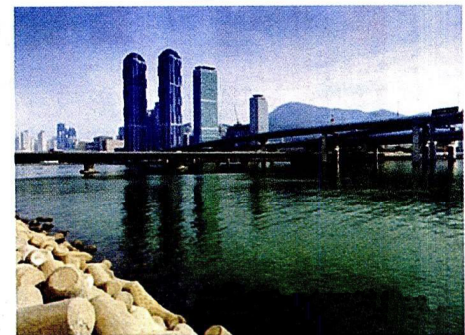
For a list of countries, nationalities, and languages, see the appendix at the back of the book.

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

- A:** Are Diana and Mario from Ecuador?  
**B:** No,                      not.                      from Mexico.  
**A:**                      you from Mexico, too?  
**B:** No,                      not. I'm from Colombia.  
**A:** So,                      your first language Spanish?  
**B:** Yes, it                     .
- A:**                      Meera from England?  
**B:** No,                      not. She's from Australia.  
**A:**                      she from Sydney?  
**B:** Yes, she                     . But her parents are from India.  
                     not from Australia originally.  
**A:**                      Meera's first language Hindi?  
**B:** No,                      not.                      English.
- A:** Ji-hye,                      you and Kwang-ho from South Korea?  
**B:** Yes, we                     .  
**A:** And                      from Seoul?  
**B:** No,                      not.                      from Busan.



Bogotá, Colombia



Busan, South Korea

### B Match the questions with the answers. Then practice with a partner.

- |   |   |
|---|---|
| 1. Are Liam and Grace from England? <u>d</u>      | a. No, he's not. He's from Shanghai.          |
| 2. Is your first language Mandarin? <u>      </u> | b. Yes, she is. She's from London.            |
| 3. Are you Egyptian? <u>      </u>                | c. No, it's not. It's Cantonese.              |
| 4. Is Mr. Lau from Beijing? <u>      </u>         | d. No, they're not. They're from New Zealand. |
| 5. Is your mother from the U.K.? <u>      </u>    | e. Yes, we are. We're from Cairo.             |

### C PAIR WORK Write five questions about your classmates. Then ask and answer your questions with a partner.



## 4 PRONUNCIATION Syllable stress

**A** Listen and practice. Notice the syllable stress.

● ●  
China  
Turkey

\_\_\_\_\_

\_\_\_\_\_

● ● ●  
Brazil  
Japan

\_\_\_\_\_

\_\_\_\_\_

● ● ● ●  
Canada  
Mexico

\_\_\_\_\_

\_\_\_\_\_

● ● ● ●  
Malaysia  
Morocco

\_\_\_\_\_

\_\_\_\_\_

**B** What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English  
Mexican

Spanish  
Honduras

Arabic  
Chinese

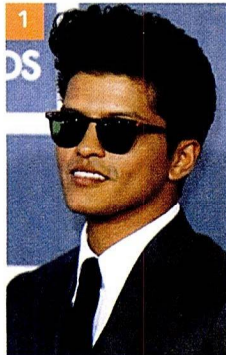
Korean  
Peru

**C GROUP WORK** Are the words in part A countries, nationalities, or languages? Make a chart and add more words.

<u>Countries</u>	<u>Nationalities</u>	<u>Languages</u>
Brazil	Brazilian	Portuguese
Mexico	Mexican	Spanish

## 5 SPEAKING Is Bruno Mars from Italy?

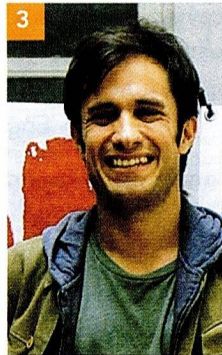
**A** Where are these people from? Check (✓) your guesses.



**Bruno Mars**  
 Italy  
 the Philippines  
 the U.S.



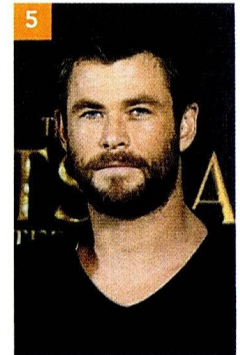
**Morena Baccarin**  
 Argentina  
 Brazil  
 the U.S.



**Gael García Bernal**  
 Brazil  
 Mexico  
 Spain



**Mao Asada**  
 China  
 Japan  
 South Korea



**Chris Hemsworth**  
 Australia  
 Canada  
 England

**B PAIR WORK** Compare your guesses. Then check your answers at the bottom of the page.

**A:** Is Bruno Mars from Italy?

**B:** No, he's not.













**A:** Is he from the Philippines?

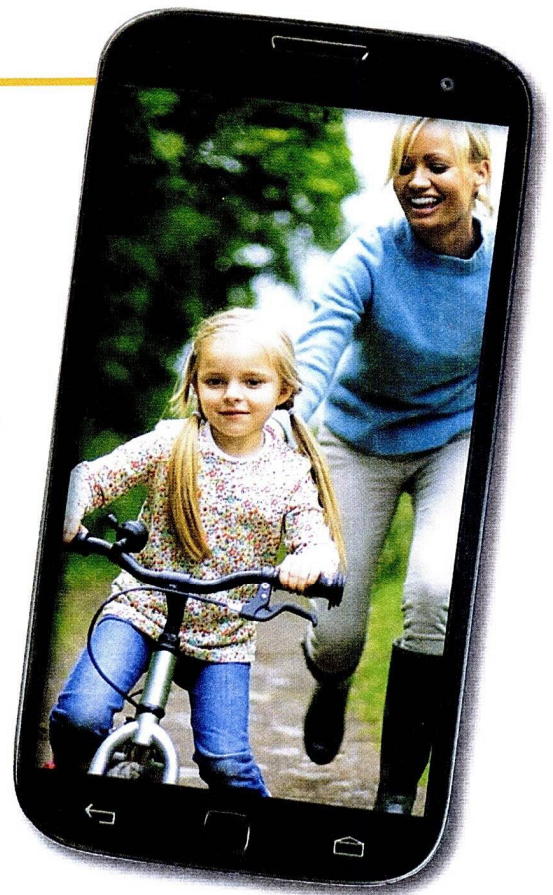
Answers: 1. the U.S. 2. Brazil 3. Mexico 4. Japan 5. Australia



## 6 CONVERSATION Who's that?

**A** Listen and practice.

-  **Nadia** Who's that?
-  **Ben** She's my sister.
-  **Nadia** She's really pretty. What's her name?
-  **Ben** Madison. We call her Maddie.
-  **Nadia** Madison . . . that's a beautiful name. How old is she?
-  **Ben** She's twenty-eight.
-  **Nadia** And what's she like? Is she nice?
-  **Ben** Well, she's shy, but she's really kind.
-  **Nadia** And who's that little girl?
-  **Ben** That's her daughter Mia. She's six years old.
-  **Nadia** She's cute!
-  **Ben** Yes, she is – and she's very smart, too.



## 7 SPEAKING Numbers and ages

**A** Listen and practice.

- |              |                 |                             |
|--------------|-----------------|-----------------------------|
| 11 eleven    | 21 twenty-one   | 40 forty                    |
| 12 twelve    | 22 twenty-two   | 50 fifty                    |
| 13 thirteen  | 23 twenty-three | 60 sixty                    |
| 14 fourteen  | 24 twenty-four  | 70 seventy                  |
| 15 fifteen   | 25 twenty-five  | 80 eighty                   |
| 16 sixteen   | 26 twenty-six   | 90 ninety                   |
| 17 seventeen | 27 twenty-seven | 100 one hundred             |
| 18 eighteen  | 28 twenty-eight | 101 one hundred (and) one   |
| 19 nineteen  | 29 twenty-nine  | 102 one hundred (and) two   |
| 20 twenty    | 30 thirty       | 103 one hundred (and) three |

**B** Listen and practice. Notice the word stress.

-  thirteen – thirty    
  fourteen – forty    
  fifteen – fifty    
  sixteen – sixty

**C PAIR WORK** Look at the people in Ben's family for one minute. How old are they? Close your books and tell your partner.



A. Carol – 76



B. Richard – 50



C. Karen – 49



D. Amber – 17



E. Jay and Joe – 10



# 8 GRAMMAR FOCUS

## ▶ Wh-questions with be

### What's your name?

My name is Sophia.

### Where are you from?

I'm from Canada.

### How are you today?

I'm fine, thanks.

### Who's that?

She's my sister.

### How old is she?

She's twenty-eight.

### What's she like?

She's very nice.

Who's = Who is

### Who are they?

They're my classmates.

### Where are they from?

They're from San Francisco.

### What's San Francisco like?

It's very beautiful.

GRAMMAR PLUS see page 134

**A** Complete the conversations with Wh-questions. Then practice with a partner.

1. **A:** Look! Who's that \_\_\_\_\_?

**B:** Oh, she's a new student.

**A:** \_\_\_\_\_?

**B:** I think her name is Yoo-jin.

**A:** Yoo-jin? \_\_\_\_\_?

**B:** She's from South Korea.

2. **A:** Hi, Brittany. \_\_\_\_\_?

**B:** I'm fine, thanks. My friend Leandro is here this week – from Argentina.

**A:** Oh, cool. \_\_\_\_\_?

**B:** He's really friendly.

**A:** \_\_\_\_\_?

**B:** He's twenty-five years old.

3. **A:** Azra, \_\_\_\_\_?

**B:** I'm from Turkey. From Ankara.

**A:** \_\_\_\_\_?

**B:** Well, Ankara is the capital of Turkey. It's very old.

**A:** \_\_\_\_\_?

**B:** My last name is Ganim.

4. **A:** Good morning, Luke.  
\_\_\_\_\_?

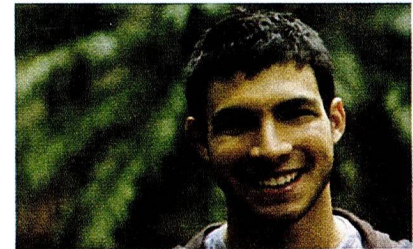
**B:** I'm great, thanks.

**A:** Cool. \_\_\_\_\_?

**B:** They're my friends from school.

**A:** \_\_\_\_\_?

**B:** They're from Miami, like me.



**B PAIR WORK** Write six Wh-questions about your partner and six Wh-questions about your partner's best friend. Then ask and answer the questions.

Your partner

Your partner's best friend

Where are you from?

Who's your best friend?



## 9 WORD POWER Describing people

▶ A Listen and practice.



- |                 |              |            |          |          |
|-----------------|--------------|------------|----------|----------|
| a. pretty       | d. talkative | g. funny   | j. shy   | m. heavy |
| b. handsome     | e. friendly  | h. quiet   | k. short | n. thin  |
| c. good-looking | f. kind      | i. serious | l. tall  |          |

B **PAIR WORK** Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
talkative	pretty
_____	_____
_____	_____
_____	_____

"I'm tall, friendly, and very talkative."

## 10 LISTENING Wow! Who's that?

▶ Listen to three descriptions. Check (✓) the two correct words for each description.

1. Nora is . . .	2. Taylor is . . .	3. Austin is . . .
<input type="checkbox"/> tall	<input type="checkbox"/> funny	<input type="checkbox"/> short
<input type="checkbox"/> pretty	<input type="checkbox"/> pretty	<input type="checkbox"/> serious
<input type="checkbox"/> quiet	<input type="checkbox"/> handsome	<input type="checkbox"/> talkative
<input type="checkbox"/> talkative	<input type="checkbox"/> serious	<input type="checkbox"/> tall

## 11 INTERCHANGE 3 Let's talk!

Talk to your classmates. Go to Interchange 3 on page 118.



# 4

# Is this coat yours?

- ▶ Discuss work and free-time clothes; colors
- ▶ Discuss the weather and what people are wearing

## 1 WORD POWER Clothes

A Listen and practice.



B Complete the chart with words from part A.

### Clothes for warm weather



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Clothes for cold weather



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and . . ."



## 2 SPEAKING Colors

A Listen and practice.

white	light gray	gray
dark gray	beige	light brown
brown	dark brown	black



B **GROUP WORK** Ask about favorite colors.

A: What are your favorite colors?

B: My favorite colors are orange and dark blue.

C **GROUP WORK** Describe the clothes in Exercise 1.

A: The suit is black.

B: The socks are dark blue.

## 3 PRONUNCIATION The letters **s** and **sh**

A Listen and practice. Notice the pronunciation of **s** and **sh**.

suit	socks	swimsuit
shirt	shorts	shoes

B Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

1. This is Joshua's new **suit**.

2. These are Sarah's purple **shoes**!

3. Where are my **shoes** and **socks**?

4. My **shorts** and T-**shirts** are blue!

## CONVERSATION Whose jeans are these?

A Listen and practice.

**Ashley** Great! Our clothes are dry.

Hey, where is my new blouse?

**Ashley** What color is your blouse?

Is this yours?

No, this blouse is blue. Mine is white. Wait! It is mine. My white blouse is . . . blue!

**Ashley** Oh, no! Look. It's a disaster!

All our clothes are blue . . .

Here's the problem. It's these blue jeans. Whose jeans are these? Are they yours?

**Ashley** Uh, yes, they're mine. Sorry.





# 5 GRAMMAR FOCUS

## Possessives

Adjectives	Pronouns	Names
<b>my</b>	<b>mine.</b>	<b>Jack's</b> tie. s = /s/
<b>your</b>	<b>yours.</b>	<b>Taylor's</b> shoes. s = /z/
These are <b>his</b> shoes.	These shoes are <b>his.</b>	<b>Alex's</b> coat. s = /ɪz/
<b>her</b>	<b>hers.</b>	<b>Whose</b> tie is this? It's <b>Greg's.</b>
<b>our</b>	<b>ours.</b>	<b>Whose</b> shoes are these? They're <b>Taylor's.</b>
<b>their</b>	<b>theirs.</b>	

GRAMMAR PLUS see page 135

**A** Complete the conversations with the correct words in parentheses. Then practice with a partner.

- A:** This isn't \_\_\_\_\_ my \_\_\_\_\_ (my / mine) raincoat. Is it \_\_\_\_\_ (your / yours)?

**B:** No, it's not \_\_\_\_\_ (my / mine). Ask Emma. Maybe it's \_\_\_\_\_ (her / hers).
- A:** Hey! These aren't \_\_\_\_\_ (our / ours) sneakers!

**B:** You're right. \_\_\_\_\_ (Our / Ours) are over there.
- A:** Are these \_\_\_\_\_ (your / yours) gloves, Erin?

**B:** No, they're not \_\_\_\_\_ (my / mine). Maybe they are Logan's. \_\_\_\_\_ (His / Your) gloves are gray.
- A:** \_\_\_\_\_ (Whose / Yours) T-shirts are these? Are they Hayley's and Brad's?

**B:** No, they're not \_\_\_\_\_ (their / theirs) T-shirts. \_\_\_\_\_ (Their / Theirs) are white, not blue.

**B CLASS ACTIVITY** Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

- A:** Laura, are these sunglasses yours?      **C:** Wei, is this your pen?  
**B:** No, they're not mine. Maybe they're Joon-ho's.      **D:** Yes, it is.

## 6 LISTENING Her sneakers are purple.

**A** Listen to someone describe six people. Number the pictures from 1 to 6 in the order you hear them.

Alicia       1 Sarah       Andrea       Amanda       Cody       Kyle

**B PAIR WORK** Now talk about the people. What colors are their clothes?

- A:** What color is Alicia's jacket?  
**B:** It's beige.



## 7 SNAPSHOT

▶ Listen and practice.

### WEATHER AND SEASONS AROUND THE WORLD

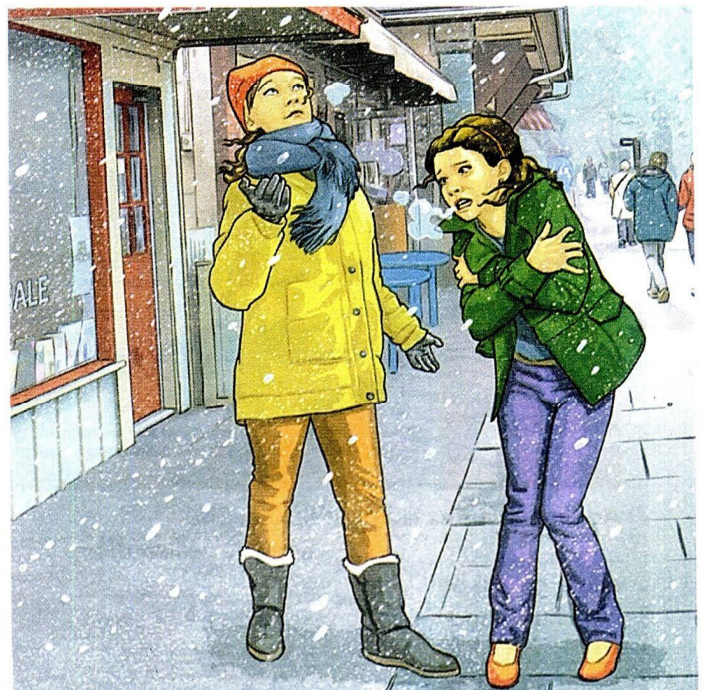
<p>It's spring in São Paulo, Brazil. It's warm. It's very sunny.</p>	<p>It's summer in Seoul, South Korea. It's raining. It's hot and humid.</p>
<p>It's fall in Chicago in the U.S. It's cool. It's cloudy and windy.</p>	<p>It's winter in Toronto, Canada. It's snowing. It's very cold.</p>

What season is it now in your town or city? What's the weather like today?  
What's your favorite season?

## 8 CONVERSATION Are you wearing your gloves?

▶ Listen and practice.

- Ashley** Oh, no!
- Jessica** What's the matter?
- Ashley** It's snowing! Wow, it's so cold and windy!
- Jessica** Are you wearing your gloves?
- Ashley** No, I'm not. They're at home.
- Jessica** What about your scarf?
- Ashley** It's at home, too.
- Jessica** Well, you're wearing your coat.
- Ashley** But my coat isn't very warm. And I'm not wearing boots!
- Jessica** OK. Let's take a taxi.
- Ashley** Good idea!





# 9 GRAMMAR FOCUS

## Present continuous statements; conjunctions

I'm	I'm not	OR:
You're	You're not	You aren't
She's wearing shoes.	She's not	She isn't wearing boots.
We're	We're not	We aren't
They're	They're not	They aren't
It's snowing.	It's not	It isn't raining.

### Conjunctions

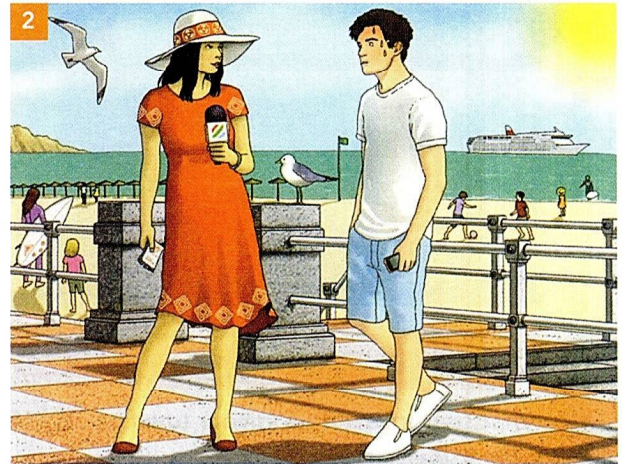
It's snowing, **and** it's windy.  
 It's sunny, **but** it's cold.  
 It's windy, **so** it's very cold.

GRAMMAR PLUS see page 135

**A** Complete these sentences from a travel show on TV. Then compare with a partner.



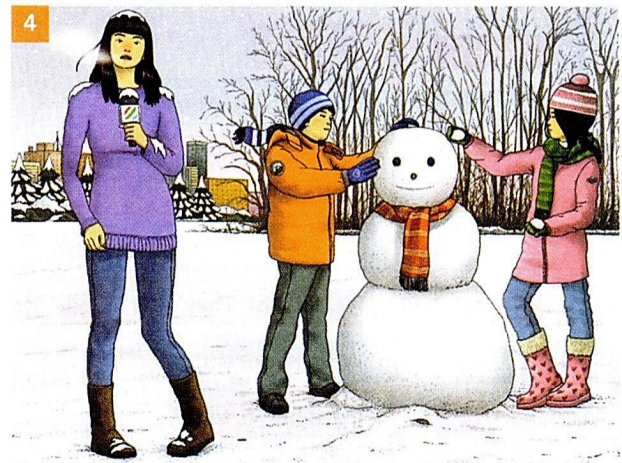
My name is Dylan Jones. I'm wearing \_\_\_\_\_ a new gray suit. I \_\_\_\_\_ new black shoes, too. It's raining, but I \_\_\_\_\_ a raincoat.



It's very hot and sunny today. Michael \_\_\_\_\_ light blue shorts and white sneakers. He \_\_\_\_\_ a white T-shirt, but he \_\_\_\_\_ a cap.



Adriana Fuentes is from Mexico. She \_\_\_\_\_ a pretty yellow dress and a brown belt. She \_\_\_\_\_ high heels and a light brown jacket, but she \_\_\_\_\_ a coat. Wow, it's really windy!



Hee-sun and Kun-woo are here with me today. They're 10 years old. It's really cold, so they \_\_\_\_\_ winter clothes. They \_\_\_\_\_ boots, gloves, hats, and scarves. And they \_\_\_\_\_ heavy coats!



▶ Present continuous yes/no questions

Are you <b>wearing</b> gloves?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
Is she <b>wearing</b> boots?	Yes, she <b>is</b> .	No, she's <b>not</b> ./No, she <b>isn't</b> .
Are they <b>wearing</b> sunglasses?	Yes, they <b>are</b> .	No, they're <b>not</b> ./No, they <b>aren't</b> .

**B PAIR WORK** Ask and answer these questions about the people in part A.

- |                                  |  |
|----------------------------------|--|
| 1. Is Dylan wearing a gray suit? | 7. Is Adriana wearing a skirt?                 |
| 2. Is he wearing a raincoat?     | 8. Is she wearing a jacket?                    |
| 3. Is he wearing black shoes?    | 9. Is she wearing high heels?                  |
| 4. Is Michael wearing jeans?     | 10. Are Hee-sun and Kun-woo wearing swimsuits? |
| 5. Is he wearing a T-shirt?      | 11. Are they wearing gloves and hats?          |
| 6. Is he wearing a cap?          | 12. Are they wearing sneakers?                 |

**A:** Is Dylan wearing a gray suit?  
**B:** Yes, he is. Is he wearing a raincoat?  
**A:** No, he's not. OR No, he isn't.

adjective + noun

My suit is **black**.  
 I'm wearing a **black suit**.

**C** Write four more questions about the people in part A. Then ask a partner the questions.

**10 LISTENING** You look great in pink.

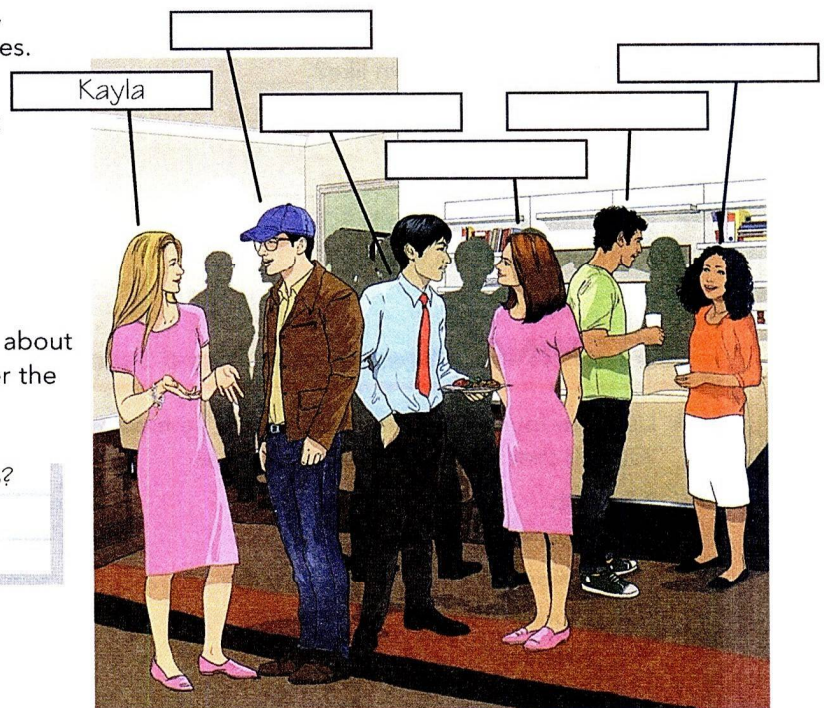
▶ **A** Listen. What are their names? Write the names **Brittany, Ryan, John, Robert, Kayla, and Amber** in the correct boxes.

**B GROUP WORK** Ask questions about the people in the picture.

**A:** Is John wearing a brown jacket?  
**B:** Yes, he is.  
**C:** Is he wearing a cap?

**C GROUP WORK** Write five questions about your classmates. Then ask and answer the questions.

Are Maria and Bruno wearing jeans?  
 Is Bruno wearing a red shirt?



**11 INTERCHANGE 4** Celebrity fashions

What are your favorite celebrities wearing? Go to Interchange 4 on pages 116–117.



# Units 3–4 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . .

Ask and answer questions about countries of origin, nationalities, and languages (Ex. 1)

Understand descriptions of people (Ex. 2)

Ask and answer questions about people's appearance and personality (Ex. 2, 5)

Ask and answer questions about people's possessions (Ex. 3)

Talk and write about my and other people's favorite things (Ex. 4)

Ask and answer questions about what people are wearing (Ex. 5)

Very well

OK

A little



















## 1 SPEAKING Interview with my classmates

Match the questions with the answers. Then ask and answer the questions with a partner. Answer with your own information.

- |  |                                   |
|--|-----------------------------------|
| 1. Are you from Argentina? <u>h</u>          | a. It's very beautiful.           |
| 2. Where are you and your family from? _____ | b. Yes, she is.                   |
| 3. What is your hometown like? _____         | c. We're from Montevideo.         |
| 4. Is English your first language? _____     | d. My best friend is Takuya.      |
| 5. Who is your best friend? _____            | e. Yes, they are.                 |
| 6. How old is your best friend? _____        | f. No, it's not. It's Spanish.    |
| 7. Is our teacher from the U.S.? _____       | g. He's nineteen.                 |
| 8. Are our classmates friendly? _____        | h. No, I'm not. I'm from Uruguay. |

## 2 LISTENING Where's your friend Jacob?

- A** Listen to four conversations. Check (✓) the correct description for each person. You will check more than one adjective.

1. Jacob

- tall
- short
- funny
- serious
- nice
- shy

2. Monica

- tall
- talkative
- pretty
- shy
- nice
- friendly

3. Hannah

- thin
- short
- quiet
- shy
- serious
- funny

4. Ki-nam

- tall
- short
- funny
- friendly
- talkative
- quiet

- B** Write five yes/no questions about the people in part A. Then ask a partner the questions.

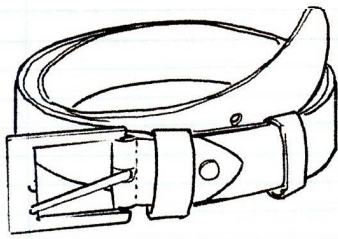
Is Jacob tall?

Is Monica thin?



### 3 SPEAKING Are these your clothes?

**CLASS ACTIVITY** Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



**A:** Anna, is this your belt?

**B:** No, it's not mine. Maybe it's Miki's.

**A:** Ji-hun, are these your sneakers?

**C:** Yes, they're mine. Thanks!

### 4 SPEAKING Similar or different?

**A** Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season		
2. color		
3. clothes		

**B** Compare answers. What's the same? What's different? Write sentences.

Spring is my favorite season, and it's Mariana's favorite season. That's the same.

My favorite color is green, but Mariana's favorite color is red, so that's different.

### 5 SPEAKING I'm thinking of . . .

**GROUP WORK** Think of a student in the class. Your classmates ask yes/no questions to guess the student.

**A:** I'm thinking of a student in this class.

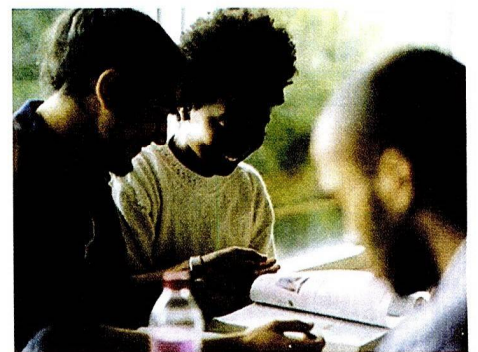
**B:** Is it a woman?

**A:** Yes, it is.

**C:** Is she short?

**A:** No, she isn't.

**D:** Is she wearing blue jeans?



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# 5

# What time is it?

- ▶ Discuss cities and time zones
- ▶ Discuss people's activities

## 1 SNAPSHOT

- ▶ Listen and practice.

Time Zones

Mexico City 10:00 A.M.      New York 11:00 A.M.      Dubai 7:00 P.M.      Seoul 12:00 A.M.

Is your city or town in the same time zone as one of these cities?  
 What other events or shows are on television in different time zones?

## 2 CONVERSATION It's two o'clock in the morning!

- ▶ A Listen and practice.

**Amar** Hello?

**Brian** Hi, Amar! This is Brian. I'm calling from New York.

**Amar** Brian? Wait. . . Where are you?

**Brian** I'm home on vacation, remember? I'm calling about the soccer game. Great game!

**Amar** Oh, that's good. But what time is it there?

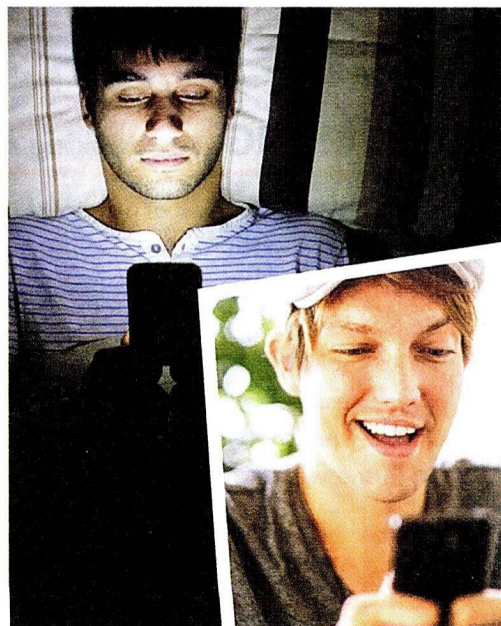
**Brian** It's 2:00 P.M. And it's two o'clock in Australia, too. Right?

**Amar** That's right -- it's two o'clock in the morning!

**Brian** 2:00 A.M.? Oh, of course! I'm really sorry.

**Amar** That's OK. Congratulations on the game!

2:00 A.M. ▼





### 3 GRAMMAR FOCUS

#### ▶ What time is it?



It's two **o'clock**.



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



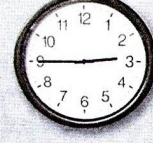
It's two-fifteen.  
It's a **quarter after** two.



It's two-thirty.



It's two-forty.  
It's twenty **to** three.



It's two forty-five.  
It's a **quarter to** three.

GRAMMAR PLUS see page 136

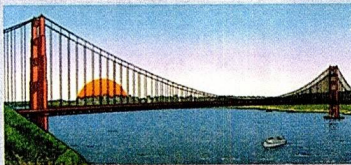
#### A PAIR WORK Look at these clocks. What time is it?



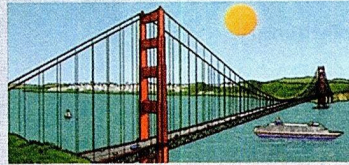
A: What time is it?

B: It's ten after ten. OR It's ten-ten.

#### ▶ Is it A.M. or P.M.?



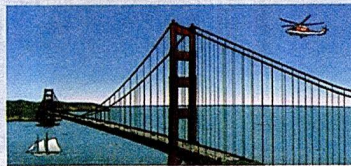
It's six (o'clock) **in the morning**.  
It's 6:00 A.M.



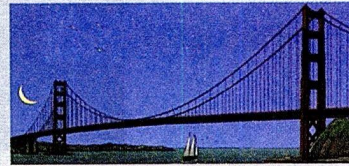
It's twelve (o'clock).  
It's 12:00 P.M.  
It's **noon**.



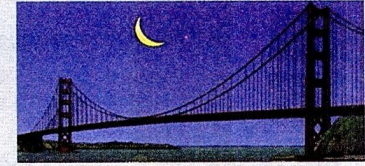
It's four (o'clock) **in the afternoon**.  
It's 4:00 P.M.



It's six (o'clock) **in the evening**.  
It's 6:00 P.M.



It's nine (o'clock) **at night**.  
It's 9:00 P.M.



It's twelve (o'clock) **at night**.  
It's 12:00 A.M.  
It's **midnight**.

GRAMMAR PLUS see page 136

#### B PAIR WORK Say each time a different way.

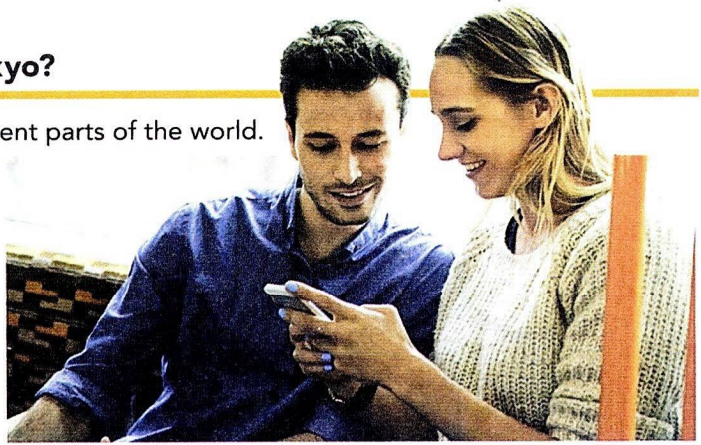
1. It's eight o'clock in the morning. "It's 8:00 A.M."
2. It's three o'clock in the afternoon.
3. It's six o'clock in the evening.
4. It's twelve o'clock at night.
5. It's 10:00 A.M.
6. It's 4:00 P.M.
7. It's 7:00 P.M.
8. It's 12:00 P.M.



## 4 LISTENING What time is it in Tokyo?

- ▶ **A** Lauren and John are calling friends in different parts of the world. Listen. What time is it in these cities?

City	Time
Vancouver	4:00 P.M.
Bangkok	
London	
Tokyo	
São Paulo	



- ▶ **B** Listen again. Check (✓) the correct answers.

- |                     |   |  |                                       |
|---------------------|---|--|---------------------------------------|
| 1. Tanawat is . . . | <input type="checkbox"/> getting married. | <input type="checkbox"/> in São Paulo. | <input type="checkbox"/> sleeping.    |
| 2. Richard is . . . | <input type="checkbox"/> in London.       | <input type="checkbox"/> in Bangkok.   | <input type="checkbox"/> late.        |
| 3. Misaki is . . .  | <input type="checkbox"/> in Tokyo.        | <input type="checkbox"/> in Vancouver. | <input type="checkbox"/> watching TV. |

## 5 CONVERSATION What are you doing?

- ▶ Listen and practice.



**JAY** Hey, Kate!



**KATE** What are you doing?



**JAY** I'm cooking.



**KATE** I know, but why are you cooking now? It's three o'clock in the morning!



**JAY** I'm sorry, but I'm really hungry.



**KATE** Hmm . . . What are you making?



**JAY** Spaghetti.



**KATE** With tomato sauce?



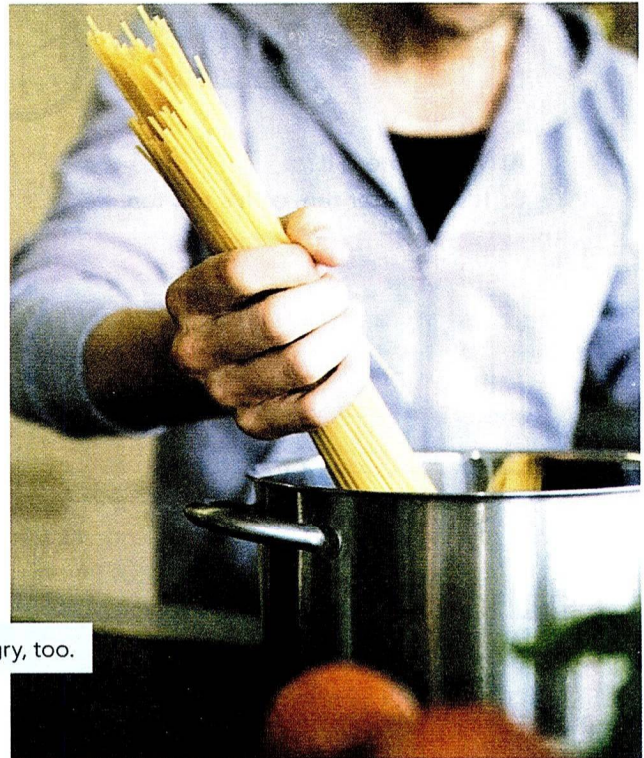
**JAY** With tomato sauce and cheese.



**KATE** I love spaghetti! Uh . . . I'm getting hungry, too.



**JAY** Good. Let's eat!



## 6 PRONUNCIATION Rising and falling intonation

- ▶ **A** Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is he cooking?	What's he making?
Are they sleeping?	What are they doing?

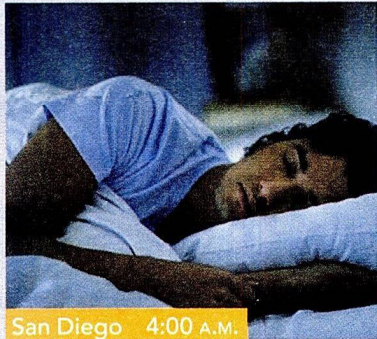
- ▶ **B** Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

1. 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



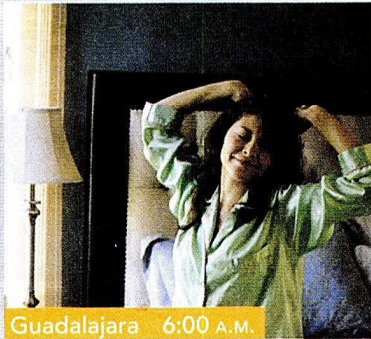
# 7 GRAMMAR FOCUS

## Present continuous Wh-questions



San Diego 4:00 A.M.

**What's Daniel doing?**  
He's **sleeping** right now.



Guadalajara 6:00 A.M.

**What's Leticia doing?**  
It's 6:00 A.M., so she's **getting up**.



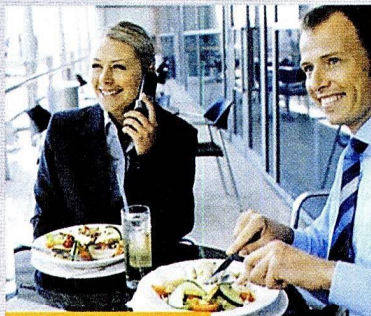
Washington, D.C. 7:00 A.M.

**What are Lya and Erin doing?**  
They're **having** breakfast.



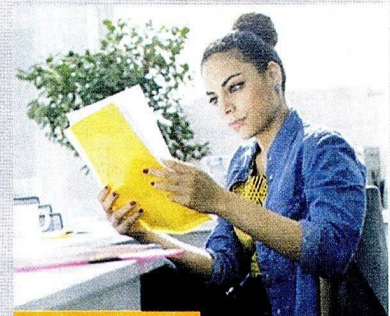
Brasilia 9:00 A.M.

**What's Tiago doing?**  
He's **going** to work.



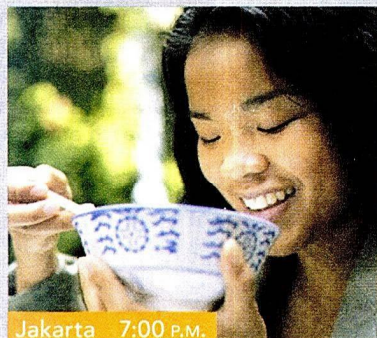
Edinburgh noon

**What are Kim and Paul doing?**  
It's noon, so they're **eating** lunch.



Cairo 3:00 P.M.

**What's Amina doing?**  
She's **working**.



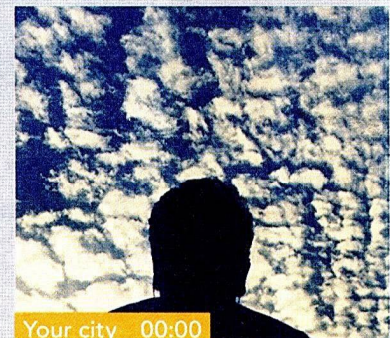
Jakarta 7:00 P.M.

**What's Tamara doing?**  
She's **eating** dinner right now.



Osaka 9:00 P.M.

**What's Kento doing?**  
He's **checking** his messages.



Your city 00:00

**What are you doing?**  
It's ... I'm ...

GRAMMAR PLUS see page 136

**A PAIR WORK** Ask and answer the questions about the pictures.

- Who's having breakfast?
- Who's eating dinner?
- Where's Amina working?
- Where's Kento checking his messages?
- What's Daniel doing?
- What's Tiago wearing?
- Why is Leticia getting up?
- Why are Kim and Paul having lunch?

**B GROUP WORK** Write five more questions about the pictures. Then ask and answer your questions in groups.

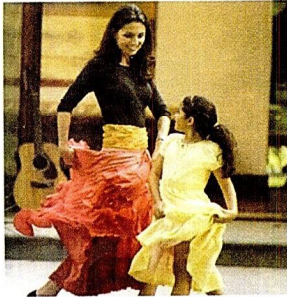
### spelling

sleep → **sleeping**  
get → **getting** (+ t)  
have → **having** (- e)

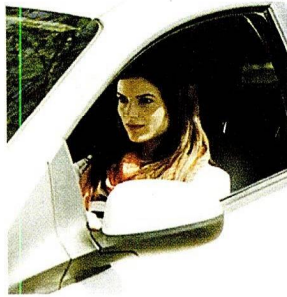


## 8 WORD POWER What are they doing?

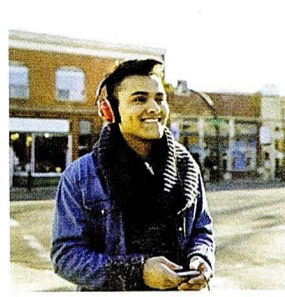
**A** Listen and practice. "They're dancing."



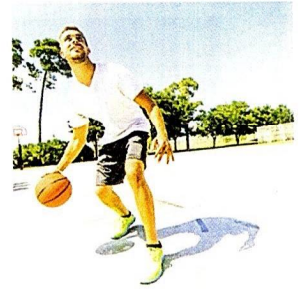
dance



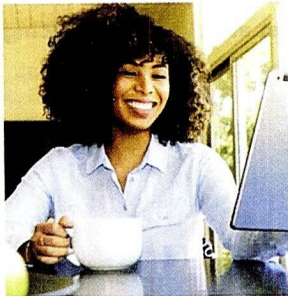
drive



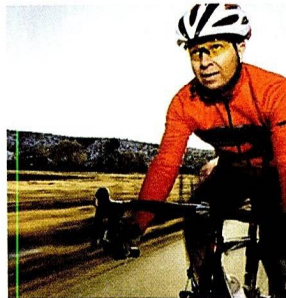
listen to music



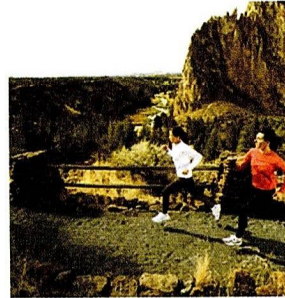
play basketball



read



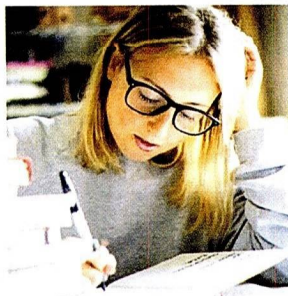
ride a bike



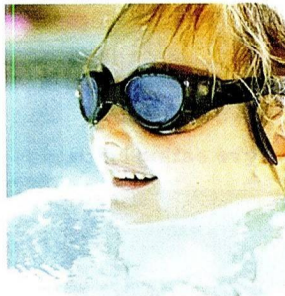
run



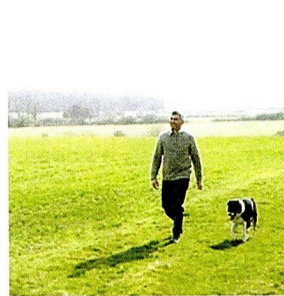
shop



study



swim



take a walk



watch a movie

**B PAIR WORK** Ask and answer questions about the pictures in part A.

**A:** Are they running?

**A:** What are they doing?

**B:** No, they're not.

**B:** They're dancing.

**C GROUP WORK** Make two teams. Write an activity on a piece of paper. Give the paper to the other team. Two members act out each activity. Their team guesses. Can they guess the activity?

**A:** Are you running?

**C:** Are you riding bikes?

**B:** No, we're not.

**D:** Yes, we are!

riding bikes

## 9 INTERCHANGE 5 What's wrong with this picture?

What's wrong with this picture? Go to Interchange 5 on page 119.



# 10 READING

**A** Skim the conversation. Write the name of the correct person on each picture.



**MESSAGE ME!**

Eva and Pam are friends. They message on social media every day. Pam lives in Atlanta, in the United States. Eva is visiting friends in Puebla, Mexico.

**Eva35** Hey! How are you today, Pam?

**PamL** Hi, Eva! I'm fine, thanks. What are you doing?

**Eva35** I'm sitting on the couch watching a movie. It's great!

**PamL** Lucky you! I'm writing a report. It's for my job.

**Eva35** Oh, really? Are you at your office?

**PamL** Yeah. My friend Lety is making me coffee. She's helping me with the report.

**Eva35** Cool. I'm . . . Oh, wait. My cell phone is ringing. Be right back. Sorry. It's my friend, Paul. He's making lunch.

**PamL** Right. I have to go, Eva. Sorry. My boss is calling me.

**Eva35** OK. Good luck with the report! Have a good evening!

**PamL** Thanks, Eva. Enjoy your movie!

**B** Read the conversation. Who is doing these things? Choose the correct answers.

- |         |            |   |
|---------|------------|---|
| 1. Pam  | Eva        | . . . is watching a movie.              |
| 2. Eva  | Pam        | . . . is visiting friends.              |
| 3. Pam  | Eva        | . . . is working in an office.          |
| 4. Lety | Paul       | . . . is making coffee.                 |
| 5. Paul | Pam        | . . . is calling Eva on her cell phone. |
| 6. Eva  | Pam's boss | . . . is calling Pam.                   |

**C PAIR WORK** Think about online conversations you have with friends. What do you say? What do you ask about? Write a short conversation.



# 6

# I ride my bike to school.

- ▶ Discuss transportation and family
- ▶ Discuss daily and weekly routines

## 1 SNAPSHOT

▶ Listen and practice.

### Getting Around in the City



Check (✓) the kinds of transportation you use.  
What are some other kinds of transportation?

## 2 CONVERSATION They use public transportation.

▶ Listen and practice.

**Yuto** Nice car, Austin! Is it yours?

**Austin** No, it's my sister's. She has a new job and she drives to work.

**Yuto** Is her job here in the suburbs?

**Austin** No, it's downtown.

**Yuto** My parents work downtown, but they don't drive to work. They use public transportation.

**Austin** The bus or the train?

**Yuto** The bus doesn't stop near our house, so they take the train.

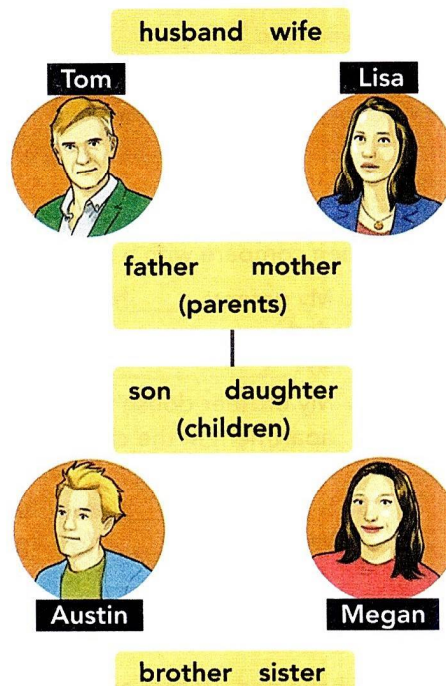


### 3 WORD POWER Family members

**A PAIR WORK** Complete the sentences about the Mitchell family. Then listen and check your answers.

- Lisa is Tom's wife.
- Megan and Austin are their \_\_\_\_\_.
- Tom is Lisa's \_\_\_\_\_.
- Austin is Lisa's \_\_\_\_\_.
- Megan is Tom's \_\_\_\_\_.
- Austin is Megan's \_\_\_\_\_.
- Megan is Austin's \_\_\_\_\_.
- Tom and Lisa are Austin's \_\_\_\_\_.

kids = children  
mom = mother  
dad = father



**B PAIR WORK** Who are the people in your family? What are their names?

"My father's name is Arthur. My sisters' names are Emilia and Sabrina."

### 4 GRAMMAR FOCUS

#### Simple present statements

I <b>walk</b> to school.	I <b>don't live</b> far from here.	<b>don't</b> = do not <b>doesn't</b> = does not
You <b>ride</b> your bike to school.	You <b>don't live</b> near here.	
He <b>works</b> near here.	He <b>doesn't work</b> downtown.	
She <b>takes</b> the bus to work.	She <b>doesn't drive</b> to work.	
We <b>live</b> with our parents.	We <b>don't live</b> alone.	
They <b>use</b> public transportation.	They <b>don't need</b> a car.	

GRAMMAR PLUS see page 137

**A** Tom Mitchell is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

- My family and I live (live / lives) in the suburbs. My wife and I \_\_\_\_\_ (work / works) near here, so we \_\_\_\_\_ (walk / walks) to work. Our daughter Megan \_\_\_\_\_ (work / works) downtown, so she \_\_\_\_\_ (drive / drives) to work. Our son \_\_\_\_\_ (don't / doesn't) drive. He \_\_\_\_\_ (ride / rides) his bike to school.
- My parents \_\_\_\_\_ (live / lives) in the city. My mother \_\_\_\_\_ (take / takes) the subway to work. My father is retired, so he \_\_\_\_\_ (don't / doesn't) work now. He also \_\_\_\_\_ (use / uses) public transportation, so they \_\_\_\_\_ (don't / doesn't) need a car.

#### verb endings: he, she, it

walk → walks  
ride → rides  
study → studies  
watch → watches



▶ Simple present statements with irregular verbs

**I/you/we/they**

I **have** a bike.  
We **do** our homework every day.  
My parents **go** to work by train.

**he/she/it**

My mother **has** a car.  
My father **does** a lot of work at home.  
The train **goes** downtown.

GRAMMAR PLUS see page 137

**B** Yuto is talking about his family and his friend Austin. Complete the sentences. Then compare with a partner.

1. My parents have (have / has) a house in the suburbs. My mom and dad \_\_\_\_\_ (go / goes) downtown to work. My parents are very busy, so I \_\_\_\_\_ (do / does) a lot of work at home.
2. My brother doesn't live with us. He \_\_\_\_\_ (have / has) an apartment in the city. He \_\_\_\_\_ (go / goes) to school all day, and he \_\_\_\_\_ (do / does) his homework at night.
3. I \_\_\_\_\_ (have / has) a new friend. His name is Austin. We \_\_\_\_\_ (go / goes) to the same school, and sometimes we \_\_\_\_\_ (do / does) our homework together.

**C PAIR WORK** Tell your partner about your family.

"I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work."

**5 PRONUNCIATION** Third-person singular **-s** endings

▶ Listen and practice. Notice the pronunciation of the **-s** endings.

<i>s</i> = /s/	<i>s</i> = /z/	( <i>e</i> ) <i>s</i> = /ɪz/	<i>irregular</i>
take takes	drive drives	dance dances	do does
sleep sleeps	study studies	watch watches	have has

**6 CONVERSATION** What time do you get up?

▶ Listen and practice.

**Paige** Let's go to the park Sunday morning.

**Adam** Good idea, but let's go in the afternoon. I sleep late on weekends.

**Paige** What time do you get up?

**Adam** I get up at noon.

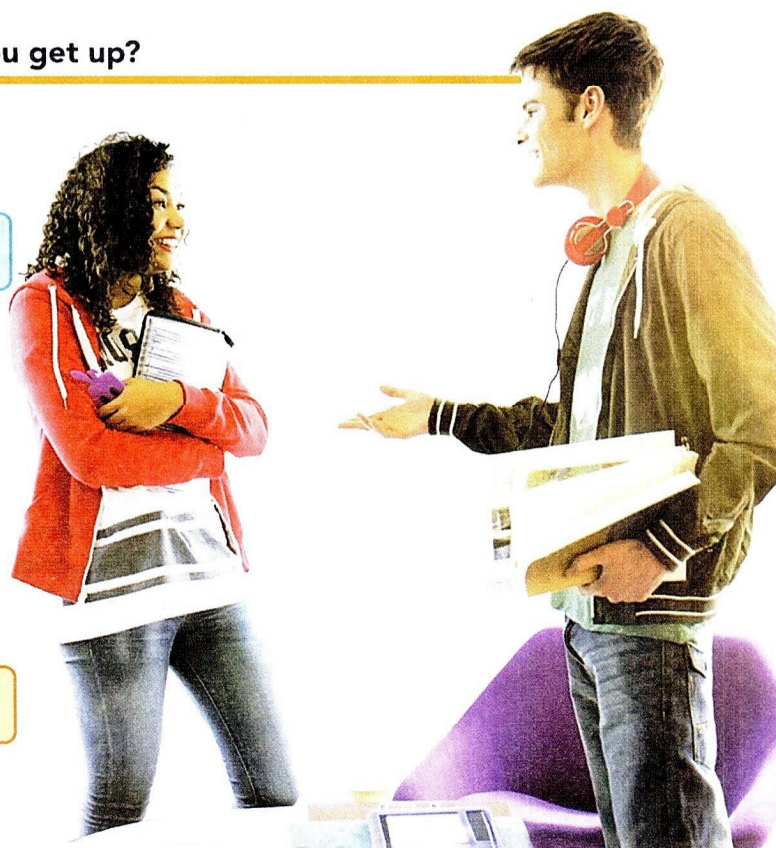
**Paige** Really? That's late. Do you eat breakfast at noon?

**Adam** Yeah. What time do you get up?

**Paige** At ten o'clock.

**Adam** Oh, that's early for a Sunday.

**Paige** Hey, I have an idea! Let's eat at Park Café. They serve breakfast all day!





# 7 GRAMMAR FOCUS

## Simple present questions

Do you **get up** early on Sundays?

No, I **get up** late.

Does he **eat** breakfast at seven o'clock?

No, he **eats** breakfast at seven-thirty.

Do they **take** a taxi to class?

No, they **take** the bus.

What time do you **get up**?

At noon.

What time does she have dinner?

At eight o'clock.

When do they **take** the subway?

On Mondays and Wednesdays.

GRAMMAR PLUS see page 137

**A** Complete the questions with *do* or *does*.

1. Do you get up late on Sundays?
2. \_\_\_\_\_ you have lunch at home every day?
3. What time \_\_\_\_\_ your father leave work on Fridays?
4. \_\_\_\_\_ your mother cook on weekdays?
5. \_\_\_\_\_ your father shop on Saturdays?
6. \_\_\_\_\_ you take a walk in the evening?
7. When \_\_\_\_\_ you listen to music?
8. What time \_\_\_\_\_ you check your email?
9. What time \_\_\_\_\_ your parents have dinner?
10. When \_\_\_\_\_ you study English?
11. \_\_\_\_\_ your best friend ride a bike on weekends?
12. \_\_\_\_\_ your father drive to work every morning?

**B PAIR WORK** Ask and answer the questions from part A. Use time expressions from the box.

**A:** Do you get up late on Sundays?

**B:** No, I don't. I get up at eight o'clock. I play basketball on Sunday mornings.

**C** Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

1. **A:** What time do you eat dinner \_\_\_\_\_ ?  
you / what time / dinner / do / eat  
**B:** At 7:00 P.M.
2. **A:** \_\_\_\_\_ ?  
you / every morning / check your messages / do  
**B:** Yes, I check my messages on the bus every morning.
3. **A:** \_\_\_\_\_ ?  
at / start / does / seven o'clock / this class  
**B:** No, this class starts at eight o'clock.
4. **A:** \_\_\_\_\_ ?  
listen to music / you / do / when  
**B:** I listen to music in the evening.
5. **A:** \_\_\_\_\_ ?  
on weekends / you and your friends / do / play sports  
**B:** Yes, we play volleyball on Saturdays.

### time expressions

early	in the morning
late	in the afternoon
every day	in the evening
at 9:00	on Sundays
at noon/midnight	on weekdays
at night	on weekends





## 8 LISTENING Kayla's weekly routine

▶ Listen to Kayla talk about her weekly routine. Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dinner with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9 SPEAKING My weekly routine

A What do you do every week? Write your routine in the chart.

Calendar

Day Week Month Year

March 2016 < This week >

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

B **GROUP WORK** Discuss your weekly routines.

Ask and answer questions.

**A:** I play tennis on Sunday mornings.

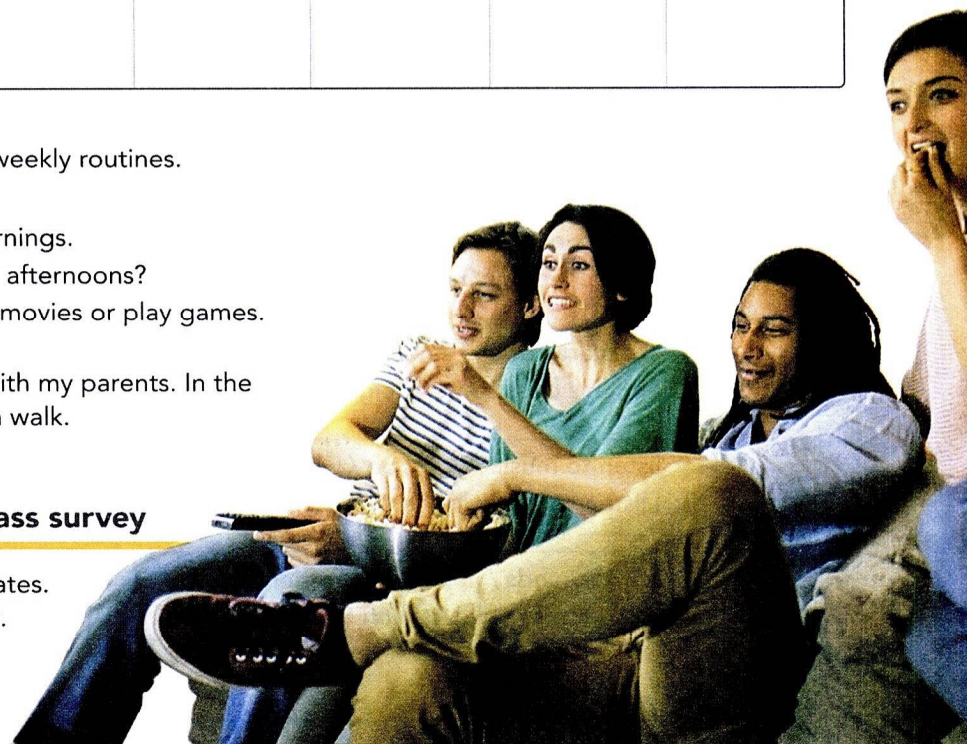
**B:** What do you do on Sunday afternoons?

**A:** I see my friends. We watch movies or play games.  
What about you?

**C:** On Sundays, I have lunch with my parents. In the afternoon, we talk or take a walk.

## 10 INTERCHANGE 6 Class survey

Find out more about your classmates.  
Go to Interchange 6 on page 120.





A Scan the interview. What's unusual about Mike's job?

What's your

# schedule like?

Every week, we interview someone with an unusual schedule. In this week's interview, we meet Mike Watts, a professional "sleeper." Yes, that's correct. Mike's job pays him to sleep! Here, Mike talks to us about his schedule.

News Now: Hi Mike, thanks for talking to us. What's your schedule like?

**Mike:** Hi there! My schedule's strange, but I love it. I go to bed at 10:00 P.M. in a different hotel room every night.

News Now: Wow! That's cool! Do you get up early?

**Mike:** Yes, I get up at 6:00 A.M. I'm an early bird! I like the morning. At 8:00 A.M., I have a big breakfast in the hotel restaurant.

News Now: So, who pays you to do that?

**Mike:** I work for a travel blog. They pay me to stay in different hotels and write about them. People read the blog and go to the hotels. Right now, I'm at a hotel in Finland, Hotel Finn.

News Now: And what do you do before you go to bed?

**Mike:** Every afternoon, from 2:00 P.M. to 4:00 P.M., I write about each room. I talk about the bed, the lights, the noise . . .

News Now: Who reads the blog?

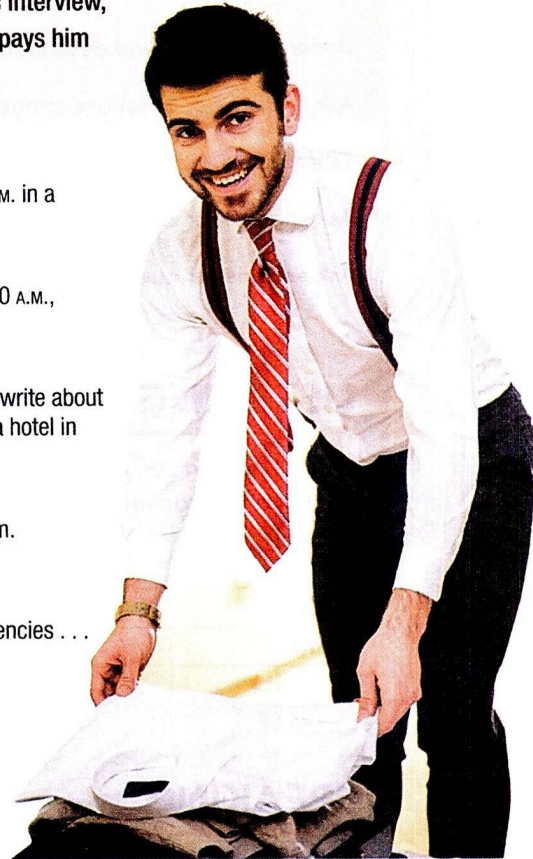
**Mike:** Lots of different people read it. Business people, tourists, travel agencies . . . people who want to know about hotels, really!

News Now: What do you do in the evening?

**Mike:** At 7:00 P.M., I talk to the hotel manager. Then I go to my new room and go to bed.

News Now: Do you like sleeping?

**Mike:** Yes, I do! I'm very good at it!

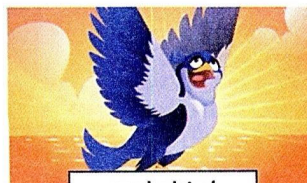


B Read the article. Number the activities in Mike's schedule from 1 to 5. Then answer the questions. Write the times.

- |   |                                   |
|---|-----------------------------------|
| _____ a. Mike writes about each room.   | _____ d. He goes to his new room. |
| <u>  1  </u> b. He gets up.             | _____ e. He has a big breakfast.  |
| _____ c. He talks to the hotel manager. |                                   |

1. What time does Mike write about each room? \_\_\_\_\_
2. What time does he get up? \_\_\_\_\_
3. What time does he talk to the hotel manager? \_\_\_\_\_
4. What time does he go to bed? \_\_\_\_\_
5. What time does he have breakfast? \_\_\_\_\_

C Are you an "early bird," like Mike? Or are you a "night owl"? Write five sentences about your schedule. Compare with a partner.



early bird



night owl



# Units 5–6 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Understand times and descriptions of activities (Ex. 1)

Ask and answer questions about present activities (Ex. 2)

Talk about personal routines (Ex. 3)

Ask and answer questions about routines (Ex. 4)

Ask and answer questions about celebrities' appearances and activities (Ex. 5)

Very well

OK

A little
















## 1 LISTENING I'm calling from Los Angeles.

- ▶ It's 9:00 A.M. in Los Angeles. Stephanie is calling friends around the world. Listen to the conversations and complete the chart.

	1. Chelsea	2. Carlos	3. Nicholas
City	New York		
Time			
Activity			

## 2 SPEAKING We're on vacation!

**Student A:** Imagine your classmates are on vacation. Student B calls you. Ask questions about your classmates.

**Student B:** Imagine you are on vacation with your classmates. Call Student A. Answer Student A's questions about your classmates.

**A:** Hello?

**B:** Hi, it's . . . . I'm on vacation in . . .

**A:** In . . . ? Wow! What are you doing?

**B:** . . .

**A:** Who are you with?

**B:** . . .

**A:** What's he/she doing?

**B:** . . .

**A:** Well, have fun. Bye!





### 3 SPEAKING One day in my week

- A** Choose one day of the week and write it in the blank.  
What do you do on this day? Complete the chart.

	Day:
In the morning	
In the afternoon	
In the evening	
At night	

- B PAIR WORK** Tell your partner about your routine on the day from part A.

**A:** On Saturdays, I exercise in the morning. I run in the park with my friends.

**B:** What time do you run?

**A:** We run at 9:00.

### 4 SPEAKING Lifestyle survey

- A** Answer the questions in the chart. Check (✓) Yes or No.

	Yes	No	Name
1. Do you live with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do both your parents work?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do you play video games at night?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do you eat dinner with your family?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do you stay at home on weekends?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do you work on Saturdays?	<input type="checkbox"/>	<input type="checkbox"/>	

- B CLASS ACTIVITY** Go around the class and find classmates with the same answers.  
Write their names in the chart. Try to write a different name on each line.

### 5 SPEAKING Guess who!

**GROUP WORK** Think of a famous person. Your classmates ask yes/no questions to guess the person.

Is it a man? a woman?

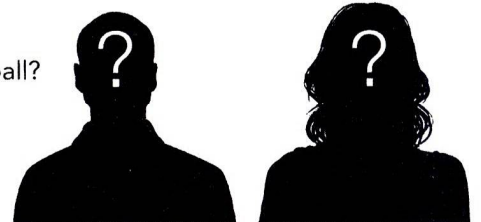
Does he/she speak English?

Does he/she live in . . . ?

Does he/she play soccer? basketball?

Is he/she a singer? an actor?

Does he/she wear glasses?



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# Does it have a view?

- ▶ Describe houses and apartments
- ▶ Discuss furniture and dream homes

## 1 SNAPSHOT

▶ Listen and practice.

### Home Sweet Home

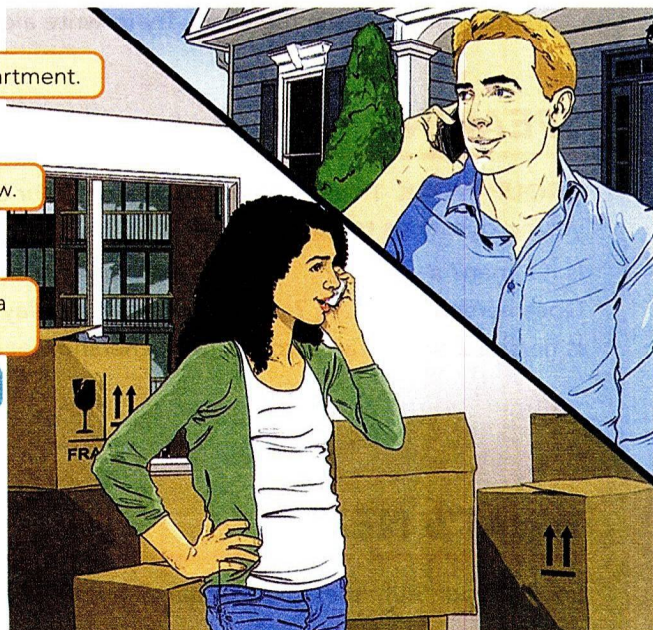


What rooms are in houses in your country? What rooms are in apartments?  
 What rooms are in your house or apartment? What is your favorite room?

## 2 CONVERSATION Do you live downtown?

▶ Listen and practice.

- Julia** Hi Ethan. Guess what! I have a new apartment.
- Ethan** Hey! Cool! Do you live downtown?
- Julia** No, I don't. I live near the university now.
- Ethan** That's great! What's it like?
- Julia** It's really nice. It has a big living room, a bedroom, a bathroom, and a kitchen.
- Ethan** Awesome! Does it have an elevator?
- Julia** Yes, it does.
- Ethan** And does it have a nice view?
- Julia** No, it doesn't. It has a view of another apartment building!





### 3 GRAMMAR FOCUS

#### Simple present short answers

**Do you live** in an apartment?

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

**Do the bedrooms have** closets?

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

**Does Ethan live** in a house?

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

**Does the house have** a yard?

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

**GRAMMAR PLUS** see page 138

**A** Complete the conversation. Then practice with a partner.

**Julia** Do you live in an apartment?

**Ethan** No, I                     . I                      in a house.

**Julia**                      it                      a yard?

**Ethan** Yes, it                     .

**Julia** That sounds nice.                      you                      alone?

**Ethan** No, I                     . I                      with my family.

**Julia**                      you                      any brothers or sisters?

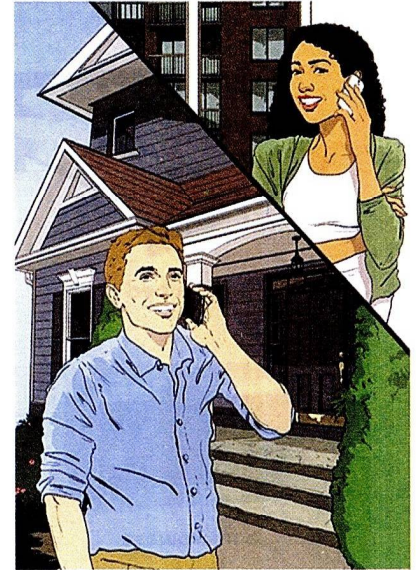
**Ethan** Yes, I                     . I                      four sisters.

**Julia** Really?                      your house                      many bedrooms?

**Ethan** Yes, it                     . It                      four.

**Julia**                      you                      your own bedroom?

**Ethan** Yes, I                     . I'm really lucky.



**B PAIR WORK** Read the conversation in part A again. Ask and answer these questions about Ethan.

1. Does he live in an apartment?

3. Does he live alone?

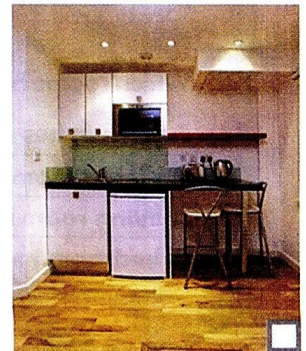
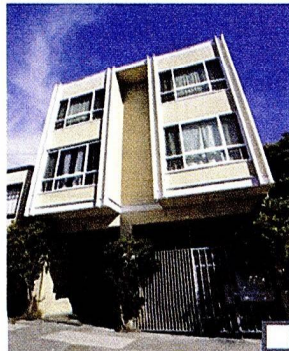
2. Does his house have a yard?

4. Does he have his own room?

**C PAIR WORK** Write five questions to ask your partner about his or her home. Then ask and answer the questions.

### 4 LISTENING We have a nice yard.

Listen to four people describe their homes. Number the pictures from 1 to 4.





# 5 WORD POWER Furniture and appliances

**A** Listen and practice.



an armchair



a stove



curtains



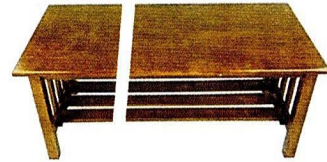
pictures



a bed



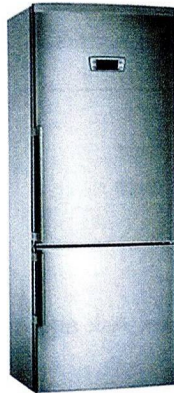
a table



a coffee table



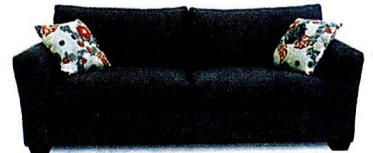
a microwave



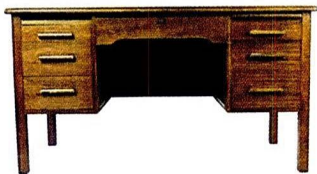
a refrigerator



lamps



a sofa



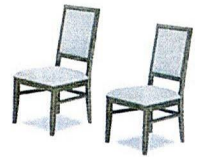
a desk



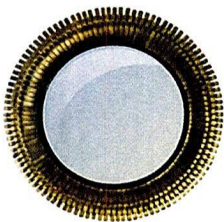
a coffee maker



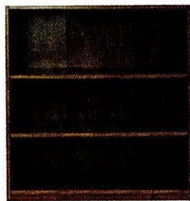
a dresser



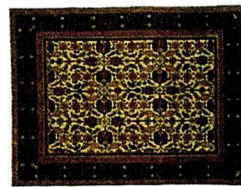
chairs



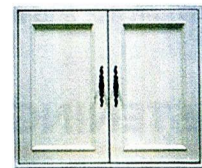
a mirror



a bookcase



a rug



cupboards

**B** Which rooms have the things in part A? Complete the chart.

A kitchen has . . .	a table a stove
A dining room has . . .	a table
A living room has . . .	
A bedroom has . . .	

**C GROUP WORK** What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a bookcase, and a rug . . ."



## 6 CONVERSATION I really need some furniture.

▶ Listen and practice.

Eric

This apartment is great, Lara.

Lara

Thanks. I love it, but I really need some furniture.

Eric

What do you need?

Lara

Oh, lots of things. For example, there are some chairs in the kitchen, but there isn't a table.

Eric

That's true. And there's no sofa in the living room.

Lara

And there aren't any armchairs, there isn't a rug... There's only this lamp!

Eric

So let's go shopping next weekend!



## 7 GRAMMAR FOCUS

▶ *There is, there are*

**There's a** bed in the bedroom.

**There are some** chairs in the kitchen.

There's = There is

**There's no** sofa in the bedroom.

**There are no** chairs in the living room.

**There isn't a** table in the kitchen.

**There aren't any** chairs in the living room.

GRAMMAR PLUS see page 138

A Look at the picture of Ann's apartment. Complete the sentences. Then practice with a partner.

1. There's no dresser in the bedroom.
2. \_\_\_\_\_ chairs in the kitchen.
3. \_\_\_\_\_ lamp in the living room.
4. \_\_\_\_\_ refrigerator.
5. \_\_\_\_\_ rugs on the floor.
6. \_\_\_\_\_ curtains on the windows.
7. \_\_\_\_\_ armchair in the bedroom.
8. \_\_\_\_\_ books in the bookcase.



B Write five sentences about things you have or don't have in your home. Then compare with a partner.

There are two sofas in my living room.

## 8 INTERCHANGE 7 Find the differences

Compare two apartments. Go to Interchange 7 on page 121.



## 9 PRONUNCIATION Words with th

- A** Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/      /θ/      /ð/      /ð/      /θ/      /θ/

There are **thirteen** rooms in **this** house. **The** house has **three** bathrooms.

- B PAIR WORK** List other words with /θ/ and /ð/. Then use them to write two sentences. Read them aloud.

There are thirty-three books on their bookcase.

## 10 LISTENING A furniture website

- A** Listen to Jacob and Courtney talk about furniture on a website. What does Courtney like? What doesn't she like? Choose 😊 (likes) or 😞 (doesn't like).

😊 😞 armchairs

😊 😞 a sofa

😊 😞 a rug

😊 😞 lamps

😊 😞 a bookcase

😊 😞 a mirror

😊 😞 a coffee table

😊 😞 curtains

## 11 SPEAKING My dream home

- A** Write a description of your dream home.

What is your dream home?

Where is it?

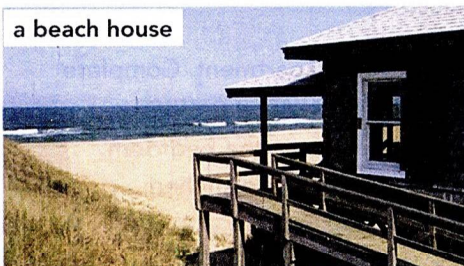
What rooms does it have?

What things are in the rooms?

Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and ...

a beach house



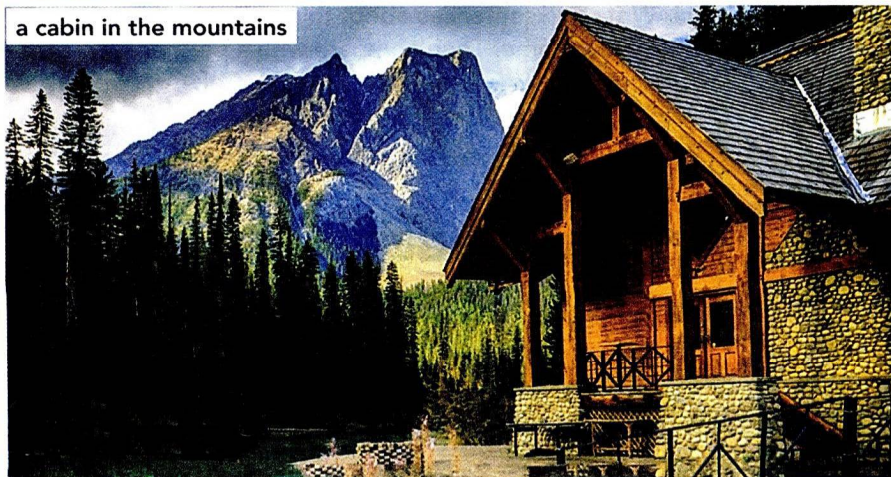
a loft in a big city



a country villa



a cabin in the mountains



- B PAIR WORK** Ask your partner about his or her dream home.

**A:** What is your dream home?

**B:** My dream home is a loft in a big city.

**A:** What rooms does it have?

**B:** Well, there is a big living room, a small kitchen ...



A Scan the article. Which hotel has a room that looks like a dessert?

## Unique Hotels

Which do you like – the world of science or the world of fiction? In this week’s vacation post, we discover a hotel made for fans of nature and another hotel for fans of stories.



Bubble Hotel, Allauch, France

4 new 

Just imagine sleeping in a giant, clear bubble in a forest. That’s exactly what happens here. At night, hotel guests lie in bed and watch the stars and moon. Each bubble has a comfortable bed and a nice bathroom with a shower. There’s also an air-conditioner to keep the room cool in summer and a heater to keep it warm when it’s cold outside.

Each bubble room is different. Guests choose the “Zen” bubble if they want to feel relaxed. Or they stay in the “Love Nature” bubble for a beautiful view. Sometimes there are rabbits and squirrels playing outside. Is there anything missing? Well, yes, there isn’t a TV because no one needs a TV in a bubble!

The Roxbury, New York, the United States

4 new 

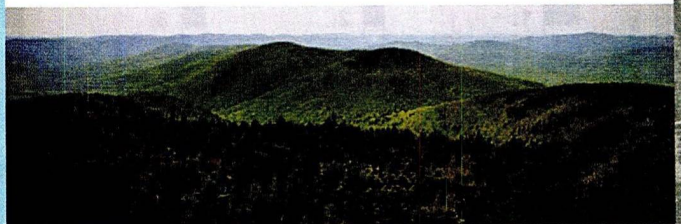
In the mountains near New York City, there’s a very unusual hotel. Its name is the Roxbury. It has many rooms, but every single room is different. There’s the Wizard’s Emeralds room, for example. It has a yellow “road” in the middle – just like in *The Wizard of Oz*. There’s a green shower in the bathroom with big red flowers on the walls.

Do you like sweet things?

Maryann’s Coconut Cream Pie room looks just like a dessert – good enough to eat! The bed is round like a pie, and the ceiling looks like whipped cream.

How about space?

When you walk into George’s Spacepad, you see an enormous red bathtub. It glows in the dark! There isn’t a shower, but there are silver curtains, crazy lights, and two cozy sofas. It’s really out of this world!



B Read the article. What’s in each hotel? Complete the sentences.

sofas	animals	moon	round bed	✓ yellow road
stars	bathhtub	TV	shower	air-conditioner

### At The Roxbury

1. In the Wizard’s Emeralds room, there is a yellow road.
2. There is a \_\_\_\_\_ in Maryann’s Coconut Cream Pie room.
3. In George’s Spacepad, there are two \_\_\_\_\_. There is a red \_\_\_\_\_, but there isn’t a \_\_\_\_\_.

### At the Bubble Hotel

4. There is a view of the \_\_\_\_\_ and the \_\_\_\_\_.
5. There is an \_\_\_\_\_ to keep the room cool.
6. There are sometimes \_\_\_\_\_ playing outside.
7. There isn’t a \_\_\_\_\_.

C **GROUP WORK** Talk about these questions.

1. Which hotel do you like? Why?
2. Imagine you have a hotel. What do you do to make it interesting?



# Where do you work?

- ▶ Discuss jobs and workplaces using simple present Wh-questions
- ▶ Discuss opinions about jobs using *be* + adjective and adjective + noun

## 1 WORD POWER Jobs

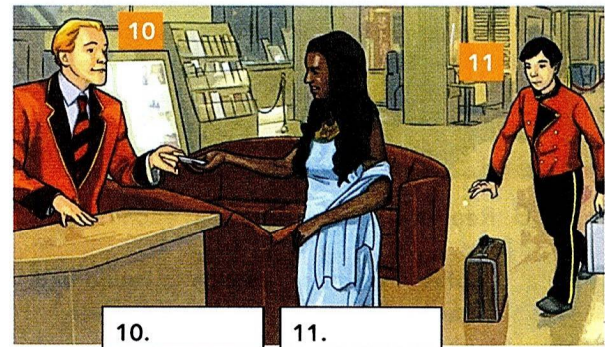
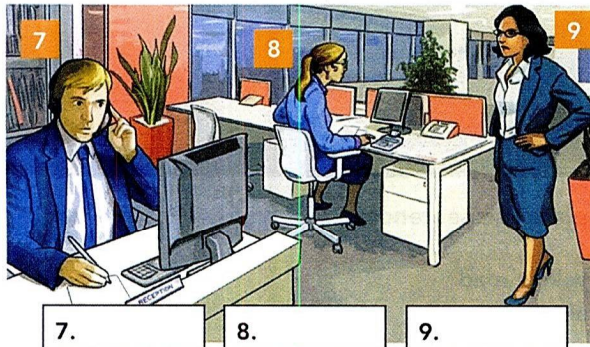
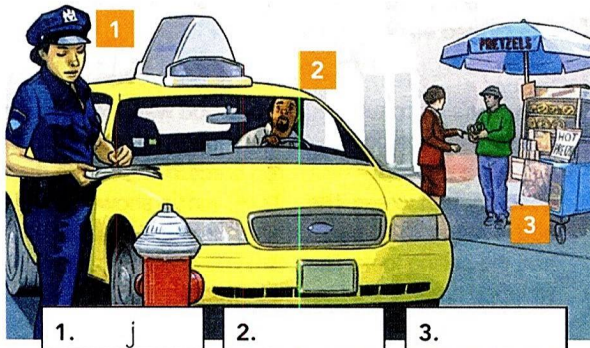
**A** Match the jobs with the pictures. Then listen and practice.

- a. accountant
- b. bellhop
- c. cashier
- d. chef

- e. doctor
- f. front desk clerk
- g. host
- h. nurse

- i. office manager
- ✓ j. police officer
- k. receptionist
- l. salesperson

- m. security guard
- n. server
- o. taxi driver
- p. vendor



**B PAIR WORK** Ask questions about the people in part A. What are their jobs?

**A:** What does she do?

**B:** She's a police officer.







## 2 SPEAKING Workplaces

**A PAIR WORK** Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

**A:** A doctor works in a hospital.

**B:** A nurse works in a hospital, too.

			
<b>IN A HOSPITAL</b>	<b>IN AN OFFICE</b>	<b>IN A STORE</b>	<b>IN A HOTEL</b>
a doctor a nurse _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

**B CLASS ACTIVITY** Ask and answer *Who* questions about jobs. Use these words.

wears a uniform    sits all day    stands all day    works with a team  
 talks to people    works hard    works at night    makes a lot of money

**A:** Who wears a uniform?

**B:** A police officer wears a uniform.

**C:** A security guard wears a uniform, too.

## 3 CONVERSATION What does he do?

▶ Listen and practice.



**JORDAN** Where does your brother work?



**ALICIA** In a hotel.



**JORDAN** Oh, really? My brother works in a hotel, too. He's an accountant.



**ALICIA** How does he like it?



**JORDAN** He hates it. He doesn't like the manager.



**ALICIA** That's too bad. What hotel does he work for?



**JORDAN** The Plaza.



**ALICIA** That's funny. My brother works there, too.



**JORDAN** Oh, that's interesting. What does he do?



**ALICIA** Actually, he's the manager!





# 4 GRAMMAR FOCUS

## Simple present Wh-questions

**Where do you work?**

In a hospital.

**What do you do?**

I'm a doctor.

**How do you like it?**

I really like it.

**Where does he work?**

In a hotel.

**What does he do?**

He's a manager.

**How does he like it?**

It's OK.

**Where do they work?**

In an office.

**What do they do?**

They're accountants.

**How do they like it?**

They hate it.

GRAMMAR PLUS see page 139

**A** Complete these conversations. Then practice with a partner.

1. **A:** What does your sister do?

**B:** My sister? She's a teacher.

**A:** \_\_\_\_\_ does she \_\_\_\_\_ it?

**B:** It's difficult, but she loves it.

2. **A:** \_\_\_\_\_ does your brother \_\_\_\_\_?

**B:** In an office. He's an accountant.

**A:** Oh? \_\_\_\_\_ does he \_\_\_\_\_ it?

**B:** He doesn't really like it.

3. **A:** \_\_\_\_\_ do your parents \_\_\_\_\_ their jobs?

**B:** Oh, I guess they like them.

**A:** I don't remember. \_\_\_\_\_ do they \_\_\_\_\_?

**B:** In a big hospital. They're doctors.

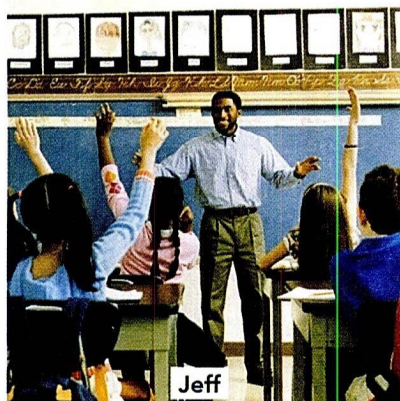
4. **A:** \_\_\_\_\_ do you \_\_\_\_\_?

**B:** I'm a student.

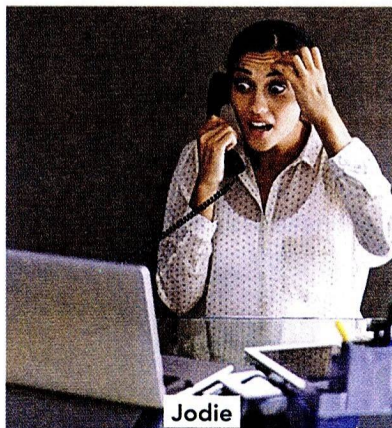
**A:** I see. \_\_\_\_\_ do you \_\_\_\_\_ your classes?

**B:** They're great. I like them a lot.

**B PAIR WORK** Ask questions about these people. Where do they work? What do they do? How do they like it?



Jeff



Jodie



Chad and Tracy

**A:** Where does Chad work?

**B:** He works in . . .

# 5 PRONUNCIATION Reduction of do

Listen and practice. Notice the reduction of **do**.

Where **do you** work?

What **do you** do?

Where **do they** work?

What **do they** do?



## 6 SNAPSHOT

▶ Listen and practice.

# WHAT'S YOUR JOB LIKE?

I'm a lawyer at a big law firm. It's difficult and really stressful. I don't like my job much. - **Lena**

I'm a photographer for a local newspaper. I love my job. It's not easy, but it's fun! - **Melanie**

I'm a software engineer. My job is OK. It's easy and pretty relaxing, but it isn't boring. - **Martin**

I'm a pilot for a small airline. It's a little dangerous but very exciting. I like my job a lot. - **Jeremy**

Who likes his or her job? Who doesn't? Why? Why not?

What jobs do you think are interesting? What jobs are not very interesting?

## 7 CONVERSATION It's a dangerous job.

▶ Listen and practice.



**JACK** Hey, Paula. I hear you have a new job.



**PAULA** Yes. I'm teaching math at Lincoln High School.



**JACK** How do you like it?



**PAULA** It's difficult, but the students are terrific. How are things with you?



**JACK** Not bad. Guess what! I'm a firefighter now.



**PAULA** Really? Wow! How do you like it?



**JACK** It's a dangerous job, but it's really interesting. I love it!



**PAULA** OK, but please be careful!



## 8 LISTENING Is your job interesting?

▶ Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

	What do they do?	What's it like?
1. Yasmin		
2. Kana		
3. Luke		
4. Brandon		



# 9 GRAMMAR FOCUS

## Placement of adjectives

### be + adjective

A doctor's job **is stressful**.

A firefighter's job **is dangerous**.

### adjective + noun

A doctor has **a stressful job**.

A firefighter has **a dangerous job**.

GRAMMAR PLUS see page 139

**A** Write each sentence a different way. Then compare with a partner.

1. A photographer's job is interesting. A photographer has an interesting job.
2. A pilot's job is exciting. \_\_\_\_\_
3. A teacher's job is stressful. \_\_\_\_\_
4. A cashier has a boring job. \_\_\_\_\_
5. An accountant has a difficult job. \_\_\_\_\_
6. A receptionist has an easy job. \_\_\_\_\_

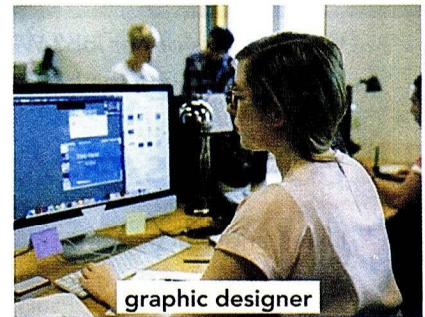
**B GROUP WORK** Write one job for each adjective. Do your classmates agree?

- |                    |             |                   |
|--------------------|-------------|-------------------|
| 1. easy _____      | actor _____ | 4. boring _____   |
| 2. difficult _____ | _____       | 5. exciting _____ |
| 3. dangerous _____ | _____       | 6. relaxing _____ |

**A:** A graphic designer has an easy job.

**B:** I don't agree. A graphic designer's job is difficult.

**C:** I think . . .



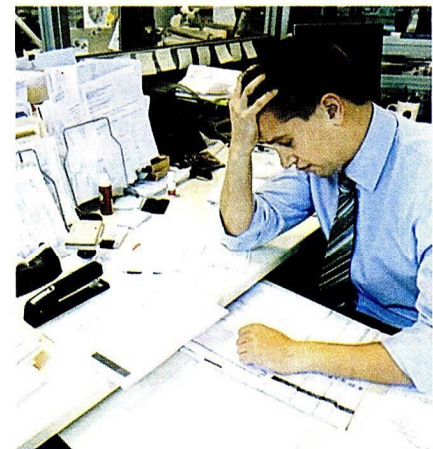
# 10 INTERCHANGE 8 The perfect job

What do you want in a job? Go to Interchange 8 on page 122.

# 11 SPEAKING Workday routines

**GROUP WORK** Ask three classmates about their jobs (or their friends' or family members' jobs). Then tell the class.

Ask about a classmate	Ask about a classmate's friend or family member
Do you have a job?	Tell me about your . . .
Where do you work?	Where does he/she work?
What do you do, exactly?	What does he/she do, exactly?
Is your job interesting?	Is his/her job difficult?
What time do you start work?	What time does he/she start work?
When do you finish work?	When does he/she finish work?
Do you like your job?	Does he/she like his/her job?
What do you do after work?	What does he/she do after work?





A Do you think all jobs are boring? Think again! Look at the photos. What do these people do?



The screenshot shows a website with a dark blue header containing navigation links for 'Home', 'Posts', and 'Archives'. The main title 'Dream Jobs' is in large white letters on a blue background. Below the title, there are two article cards. The first card is for 'Crocodile Researcher' and includes a paragraph of text and a photo of a person in a dark jacket and green pants standing on a rocky shore, looking out over a river with a forested background. The second card is for 'Ice Cream Flavor Expert' and includes a paragraph of text and a photo of a man in a white shirt and black apron holding a chocolate ice cream cone with yellow toppings. At the bottom right of the website screenshot, there is a 'Subscribe to our site' section with an input field for an email address and a 'Sign up' button.

B Read the article. Check (✓) True or False.

1. Both people have jobs they do outside.
2. The crocodile researcher studies what crocodiles eat.
3. The crocodile researcher watches the crocodiles at night.
4. The ice cream flavor expert tastes each flavor three times.
5. Ice cream flavor experts don't look at the ice cream.

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"/>

C What's your dream job? Why? Write a short description. Compare with a partner.



# Units 7–8 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Ask and answer questions about living spaces (Ex. 1)

Talk about rooms and furniture (Ex. 1)

Ask and answer questions about work (Ex. 2)

Understand descriptions of jobs (Ex. 3)

Give and respond to opinions about jobs (Ex. 4)

Very well

OK

A little
















## 1 SPEAKING A new apartment

**A** Imagine you are moving into this apartment. What things are in the rooms?  
Draw pictures. Use the furniture in the box and your own ideas.

bed chairs desk dresser lamp mirror sofa table

**B PAIR WORK** Ask questions about your partner's apartment.

**A:** I'm moving into a new apartment!

**B:** That's great! Where is it?

**A:** ...

**B:** What's it like? Does it have many rooms?

**A:** Well, it has ...

**B:** Does the ... have ...?

**A:** ...

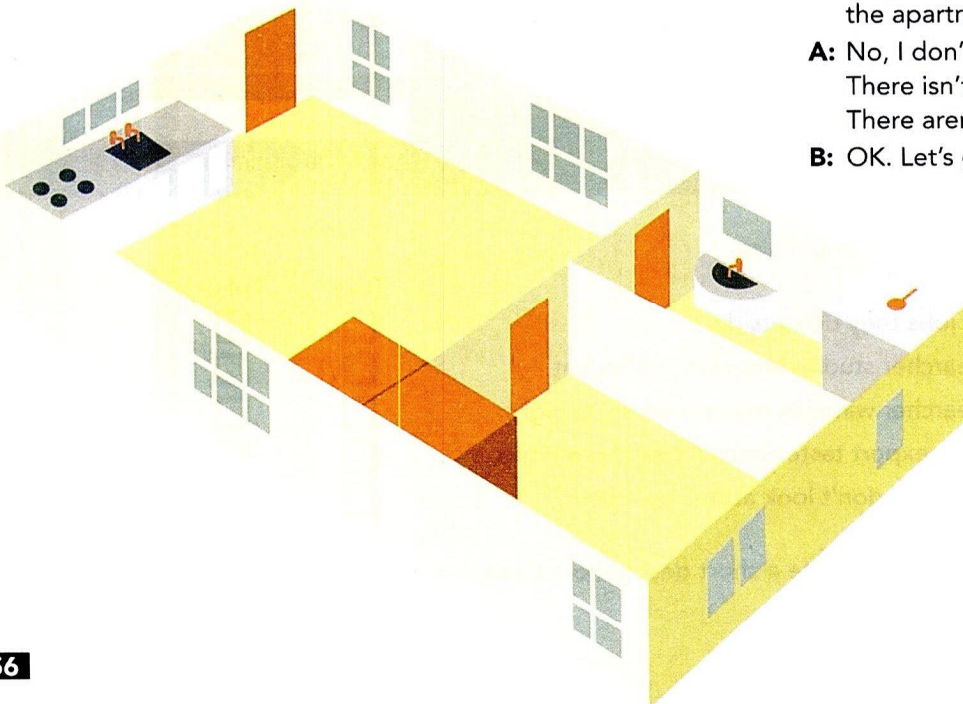
**B:** Do you have a lot of furniture?

**A:** Well, there's ... in the ...  
There are some ... in the ...

**B:** Do you have everything you need for the apartment?

**A:** No, I don't. There's no ...  
There isn't any ...  
There aren't any ...

**B:** OK. Let's go shopping this weekend!





## 2 SPEAKING What does he do?

A Complete the conversations with Wh-questions.

1. A: Where does your father work ?

B: My father? He works in a store.

A: \_\_\_\_\_ ?

B: He's a salesperson.

A: \_\_\_\_\_ ?

B: He likes his job a lot!

2. A: \_\_\_\_\_ ?

B: I'm an accountant.

A: \_\_\_\_\_ ?

B: I work in an office.

A: \_\_\_\_\_ ?

B: It's OK. I guess I like it.

B **PAIR WORK** Your partner asks the questions in part A. Answer with your own information.

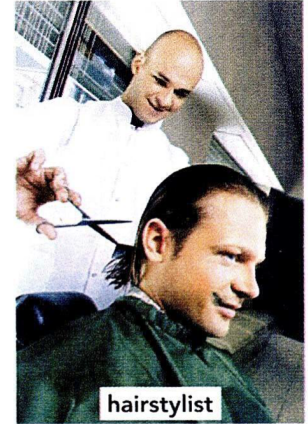
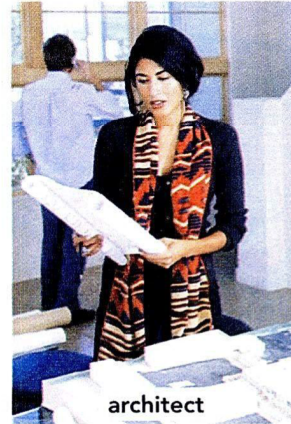
## 3 LISTENING How do you like your job?

▶ Listen to Rachel, Daniel, and Mai talk about their jobs. Check (✓) the correct answers.

	Where do they work?		What do they do?	
1. Rachel	<input type="checkbox"/> office	<input type="checkbox"/> store	<input type="checkbox"/> receptionist	<input type="checkbox"/> doctor
2. Daniel	<input type="checkbox"/> hospital	<input type="checkbox"/> school	<input type="checkbox"/> nurse	<input type="checkbox"/> teacher
3. Mai	<input type="checkbox"/> hotel	<input type="checkbox"/> office	<input type="checkbox"/> manager	<input type="checkbox"/> front desk clerk

## 4 SPEAKING Boring or interesting?

**GROUP WORK** What do you think of these jobs? Give your opinions.



A: I think a veterinarian has a stressful job.

B: I don't really agree. I think a veterinarian's job is relaxing.

C: Well, I think a veterinarian's job is difficult. . . .

## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# I always eat breakfast.

- ▶ Discuss food
- ▶ Describe eating habits

## 1 WORD POWER Foods

A Listen and practice.

### GOOD FOOD FOR GOOD HEALTH

**FRUIT AND VEGETABLES**

- blueberries
- tomatoes
- apples
- lemons
- oranges
- lettuce
- bananas
- onions
- carrots
- kiwis
- broccoli
- potatoes

**GRAINS**

- noodles
- rice
- bread
- cereal
- crackers
- pasta

**MEAT AND OTHER PROTEINS**

- nuts
- chicken
- eggs
- fish
- beans
- beef

**DAIRY**

- milk
- cheese
- yogurt

**FATS AND OILS**

- oil
- butter
- mayonnaise
- cream

For good health, eat a lot of fruits, vegetables, and grains. Eat some dairy, meat, and other protein. Eat healthy fats and oils.

**B PAIR WORK** What foods do you like? What don't you like? Make a list. Then tell a partner.

**A:** I like chicken, potatoes, and apples. I don't like beef, broccoli, or onions.

**B:** I like . . .

I like	I don't like
chicken	beef
potatoes	broccoli
apples	onions



## 2 CONVERSATION Let's get some lettuce and some tomatoes.

▶ Listen and practice.

**Keith** Do we need any lettuce for the sandwiches?

**Jane**

Good idea. Let's get some lettuce and some tomatoes.

**Keith**

Do we have any bread?

**Jane**

No, we need some. And we don't have any cheese.

**Keith**

Let's get some cheese, then. And some chicken, too.

**Jane**

We have some chicken at home.

**Keith**

Oh, all right. How about some potato salad?

**Jane**

Sure. I love potato salad.

**Keith**

Great! Let's buy some.



## 3 GRAMMAR FOCUS

▶ Count and noncount nouns; some and any

### Count nouns

an egg → eggs

a potato → potatoes

Do we need **any** potatoes?

Yes. Let's get **some** (potatoes).

No. We don't need **any** (potatoes).

### Noncount nouns

bread

lettuce

Do we need **any** lettuce?

Yes. Let's get **some** (lettuce).

No. We don't need **any** (lettuce).

GRAMMAR PLUS see page 140

**A** Complete the conversation with *some* or *any*.

**Keith** Oh, they don't have \_\_\_\_\_ *any* \_\_\_\_\_ potato salad.

**Jane** But we have lots of potatoes at home. Let's make \_\_\_\_\_.

**Keith** Great. Do we have \_\_\_\_\_ mayonnaise?

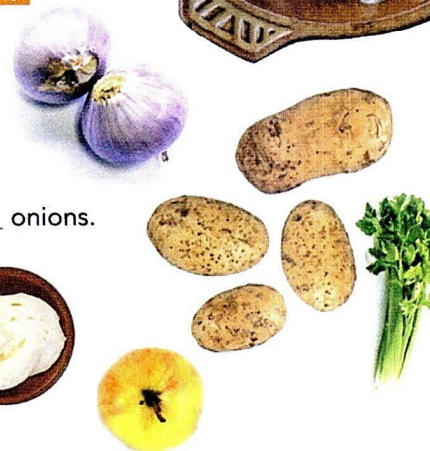
**Jane** No. We need to buy \_\_\_\_\_. And we need \_\_\_\_\_ onions.

**Keith** Oh, no, I don't want \_\_\_\_\_ onions in the salad.

**Jane** OK, don't worry. Let's get \_\_\_\_\_ celery, then.

**Keith** No, I don't want \_\_\_\_\_ celery. I have an idea. Let's put \_\_\_\_\_ apples in it.

**Jane** Are you serious? Apples in potato salad? Well, OK . . .



**B** Complete the chart with foods from Exercise 1. Then compare with a partner.

Count		Noncount	
crackers		bread	



## 4 PRONUNCIATION Sentence stress

**A** Listen and practice. Notice the stressed words.

**A:** Do we need any beans?

**A:** Do we need any rice?

**B:** Yes. We need some beans.

**B:** No. We don't need any rice.

**B PAIR WORK** Ask *Do we need . . . ?* questions about the food in the picture. Then look at the shopping list and answer.



**A:** Do we need any apples?

**B:** Yes. We need some apples. Do we need any blueberries?

**A:** Let's see . . . No, we don't need any blueberries.

## 5 SNAPSHOT

**A** Listen and practice.

←
BREAKFAST AROUND THE WORLD
→

 <div style="background-color: #f9e79f; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">THE UNITED STATES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> cereal with milk</li> <li><input type="checkbox"/> fresh fruit</li> <li><input type="checkbox"/> orange juice</li> <li><input type="checkbox"/> coffee</li> <li><input type="checkbox"/> pastries</li> </ul> </div>	 <div style="background-color: #e79f9f; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">JAPAN</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fish</li> <li><input type="checkbox"/> rice</li> <li><input type="checkbox"/> soup</li> <li><input type="checkbox"/> pickles</li> <li><input type="checkbox"/> green tea</li> </ul> </div>	 <div style="background-color: #9fe79f; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">COSTA RICA</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rice and beans</li> <li><input type="checkbox"/> eggs</li> <li><input type="checkbox"/> red peppers</li> <li><input type="checkbox"/> bananas</li> <li><input type="checkbox"/> coffee with milk</li> </ul> </div>
---	---	---

What do you have for breakfast? Check (✓) the foods and drinks.  
What else do you have for breakfast?



## 6 CONVERSATION We always have green tea.

▶ Listen and practice.

- Eva** What is a typical Japanese breakfast, Kaito?
- Kaito** Well, we usually have fish, rice, and soup.
- Eva** Fish for breakfast? That's interesting.
- Kaito** Oh, it's really good. Sometimes we have a salad, too. But we never have coffee.
- Eva** Really? What do you have?
- Kaito** We always have green tea.
- Eva** I love green tea!
- Kaito** Listen, my family usually has a Japanese-style breakfast on weekends. Why don't you come to my house on Sunday?
- Eva** That's very nice of you. Thanks!



## 7 GRAMMAR FOCUS

▶ Adverbs of frequency

**always**  
**usually**  
**often**  
 I **sometimes** eat breakfast.  
**hardly ever**  
**never**  
**Sometimes** I eat breakfast.

Do you **ever** have fish for breakfast?  
 Yes, I **always** do.  
**Sometimes** I do.  
 No, I **never** do.

100% **always**  
**usually**  
**often**  
**sometimes**  
**hardly ever**  
 0% **never**

GRAMMAR PLUS see page 140

A Put the adverbs in the correct places. Then practice with a partner.

usually

- A:** Do you have a big breakfast? (usually)  
**B:** Well, on Sunday I have a big breakfast with my friends. (always)  
**A:** Do you eat breakfast at work on weekdays? (ever)  
**B:** Yes, I have breakfast at the office restaurant. (sometimes)  
**A:** Do you eat breakfast at your desk? (often)  
**B:** No, I eat breakfast at my desk. (hardly ever)

B Unscramble the sentences.

- I / have / hardly ever / beef / for lunch I hardly ever have beef for lunch.
- when I watch TV / I / snacks / eat / never \_\_\_\_\_
- eat / for / eggs / breakfast / sometimes / I \_\_\_\_\_
- have / I / dinner / with / usually / family / my \_\_\_\_\_

C Rewrite the sentences from part B with your own information.

Then compare with a partner.

- A:** I usually have beef or chicken for lunch.  
**B:** I never have beef. I don't like it. I often have fish and a salad for lunch.

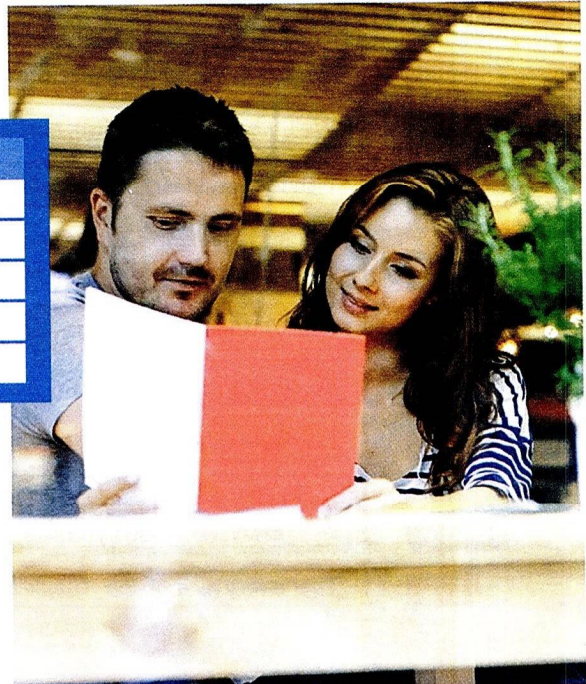




## 8 LISTENING Carrots are my favorite!

- ▶ **A** Devon and Victoria are talking about food. How often does Victoria eat these foods? Listen and check (✓) Often, Sometimes, or Never.

	OFTEN	SOMETIMES	NEVER
noodles	✓		
chicken			
fish			
eggs			
carrots			



- B GROUP WORK** Do you ever eat the foods in part A? Tell your classmates.

**A:** I often eat noodles.

**B:** Really? I never eat noodles.

**C:** Well, I . . .

## 9 SPEAKING Mealtime survey

- A** Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. Do you always have a big breakfast?		
2. What time do you usually have lunch?		
3. What do you usually have for lunch?		
4. Do you often have snacks in the afternoon?		
5. Do you ever go to a restaurant for dinner?		
6. What's something you never eat for dinner?		
7. _____?		
8. _____?		

**A:** Pedro, do you always have a big breakfast?

**B:** No, I hardly ever do. I have coffee and milk. Sometimes I eat bread or crackers.

- B CLASS ACTIVITY** Tell your classmates about your partners' mealtime habits.

"Pedro hardly ever has a big breakfast. But he always eats lunch and dinner . . ."

## 10 INTERCHANGE 9 Planning a party

Decide what food and drinks to serve at a party. Go to Interchange 9 on page 123.



A Look at the pictures. Which foods do you like?



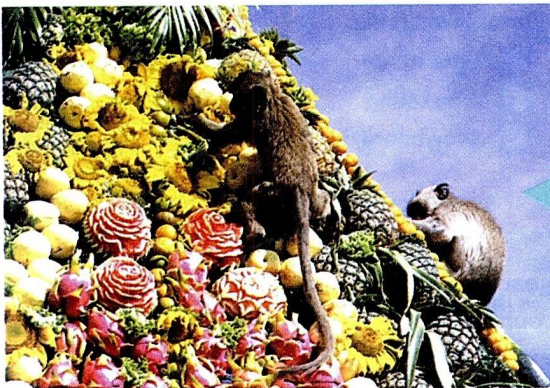
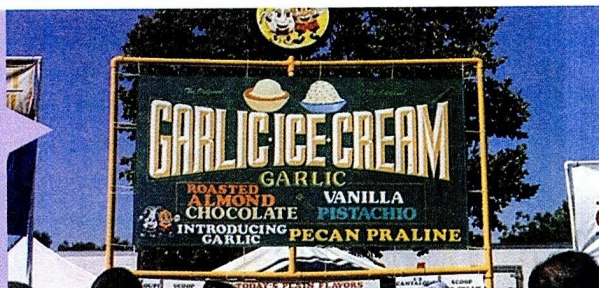
IT'S A FOOD  
**Festival!**

**LA TOMATINA**

People usually eat tomatoes. But once a year, in Buñol, Spain, people just throw them! Yes, that's correct. The whole town of Buñol has a giant tomato fight! It's very messy. By the end of the day, there are squashed tomatoes all over town. In fact, there are 120 tons of squashed tomatoes!

**GARLIC FESTIVAL**

All over the world, people use garlic in their cooking. Some people in California, in the U.S., really like garlic. They like it so much that every year they celebrate it with a garlic festival. You can taste garlic in everything you can think of. There's even garlic ice cream and garlic popcorn.



**MONKEY BUFFET FESTIVAL**

There's something very interesting about this food festival. It's not for people, it's for monkeys! In Lopburi, Thailand, people bring all kinds of different fruits and leave them out for the monkeys to eat. They bring pineapples, apples, mangoes . . . and bananas, of course. It's the people's way of saying thank you to the monkeys. That's because tourists come to see the monkeys, and that helps the people's businesses. Isn't that cool?

**BREAD FOR THE DAY OF THE DEAD**

The Day of the Dead is a very important day in Mexico. Many people celebrate their family members and friends by baking special bread. They make bread in the shape of humans, flowers, bones, and animals. The bread is sweet, and sometimes it has anise seeds or orange in it.



B Read the article. Then correct these sentences.

Spain

1. There's a big tomato fight in Mexico once a year.
2. People in California don't like garlic.
3. Some people in the U.S. use tomatoes to make ice cream and popcorn.
4. The Monkey Buffet Festival happens in Spain.
5. In Thailand, people give fruit to the tourists.
6. Some Mexicans make bread in the shape of houses and other buildings.

C **GROUP WORK** Do you eat any special food at celebrations in your country? What do you celebrate and which foods do you eat? Tell your classmates.





# 10

# What sports do you like?

- ▶ Discuss sports to watch and play
- ▶ Discuss skills, abilities, and talents

## 1 SNAPSHOT

▶ Listen and practice.

## SPORTS QUIZ

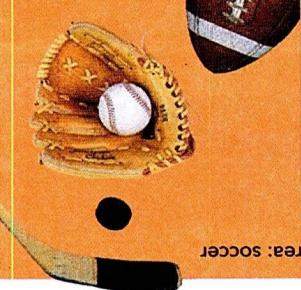


**Brazil's favorite sport is soccer. Their second favorite is . . .**

- tennis
- volleyball
- swimming

**Mexico's favorite sport is soccer. Their second favorite sport is . . .**

- football
- hockey
- baseball

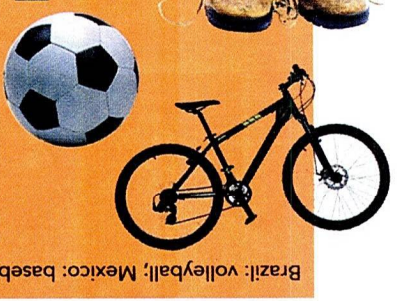



**Canada's favorite sport is ice hockey. Their second favorite sport is . . .**

- basketball
- ice-skating
- snowboarding

**South Korea's favorite sport is basketball. Their second favorite sport is . . .**

- bike riding
- hiking
- soccer





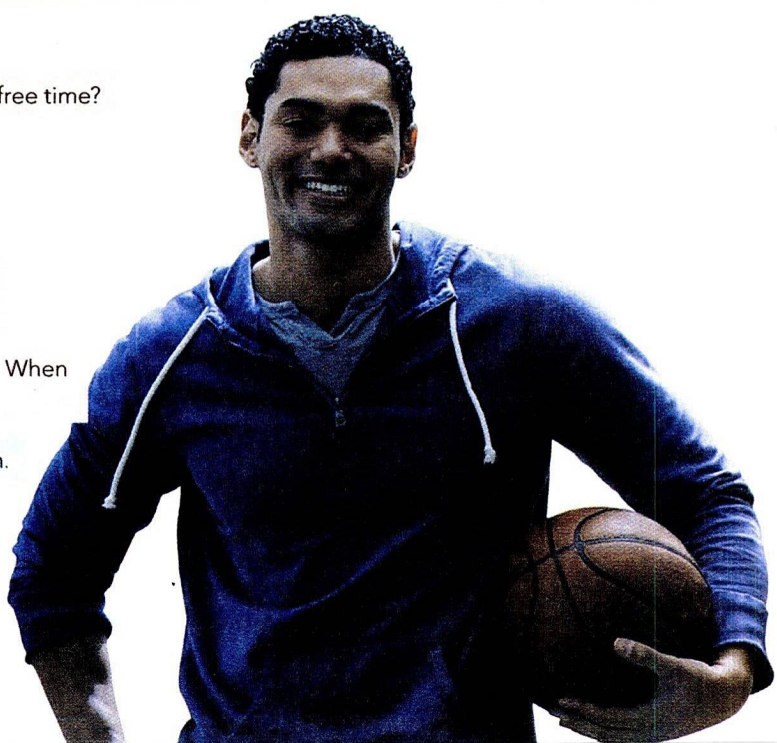
Brazil: volleyball; Mexico: baseball; South Korea: soccer; Canada: basketball; Mexico: soccer; South Korea: soccer

Can you guess what sports are the second favorite in each country? Check (✓) the sports. Do you like sports? What sports are popular in your country?

## 2 CONVERSATION When do you play all these sports?

▶ Listen and practice.

-  **TARA** So, Victor, what do you do in your free time?
-  **VICTOR** Well, I really like sports.
-  **TARA** Cool! What sports do you like?
-  **VICTOR** My favorite sports are basketball, soccer, and tennis.
-  **TARA** Wow! You're a really good athlete. When do you play all these sports?
-  **VICTOR** Oh . . . I don't play them very often.
-  **TARA** What do you mean?
-  **VICTOR** I just watch them on TV!





### 3 GRAMMAR FOCUS

#### Simple present Wh-questions

<b>What sports do you play?</b>	I play <b>soccer and basketball</b> .
<b>Who do you play basketball with?</b>	I play <b>with some friends from work</b> .
<b>Where do you play?</b>	We play <b>at a gym near the office</b> .
<b>How often do you practice?</b>	We practice <b>twice a week</b> .
<b>When do you practice?</b>	We practice <b>on Tuesdays and Thursdays</b> .
<b>What time do you start?</b>	We start <b>at six in the evening</b> .

GRAMMAR PLUS see page 141

**A** Complete the conversations with the correct Wh-question words. Then practice with a partner.

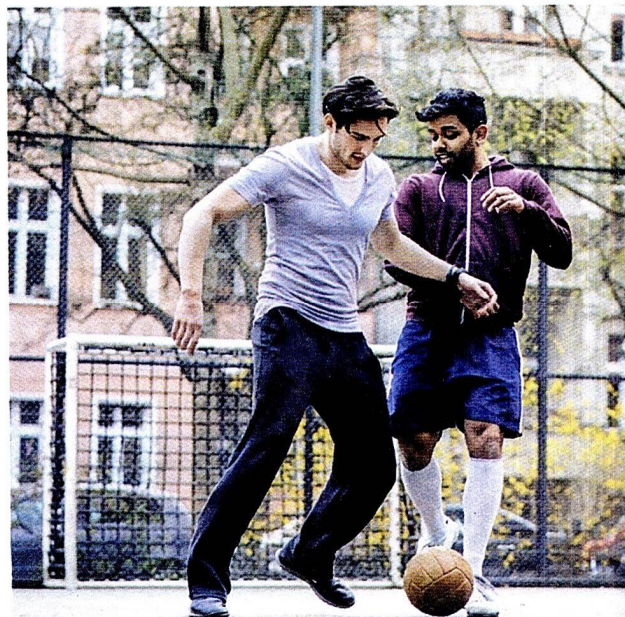
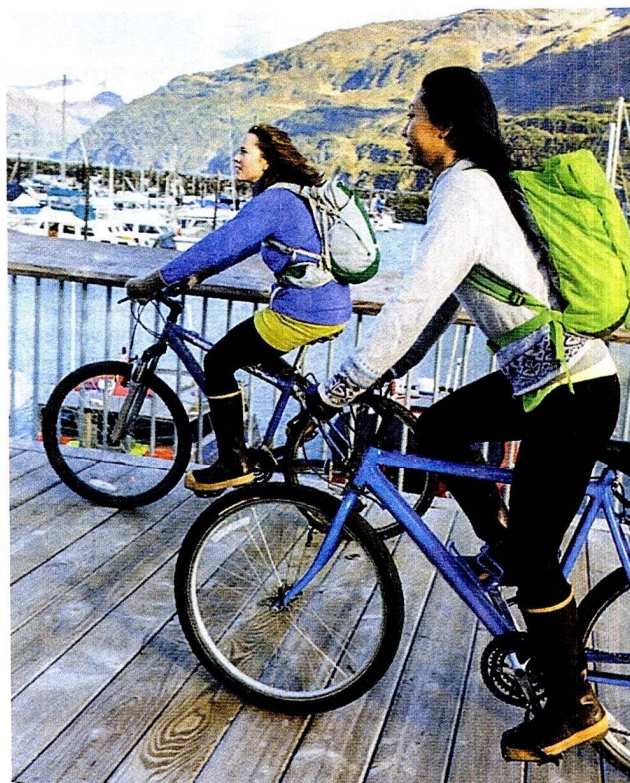
- A:** How often do you go bike riding?  
**B:** Oh, about once or twice a week.  
**A:** I love to go bike riding. I go every Sunday.  
**B:** Really? \_\_\_\_\_ do you go?  
**A:** Usually at about ten in the morning.  
**B:** Oh, yeah? \_\_\_\_\_ do you go with?  
**A:** A group of friends. Come with us next time!
- A:** I watch sports on TV every weekend.  
**B:** Really? \_\_\_\_\_ do you like to watch?  
**A:** Soccer. It's my favorite!  
**B:** \_\_\_\_\_ do you usually watch soccer?  
**A:** In the evening or on weekends.  
**B:** And \_\_\_\_\_ do you usually watch it?  
     At home?  
**A:** No, at my brother's house. He has a home theater!

**B** Complete the conversation with Wh-questions. Then compare with a partner.

- A:** What sports do you like \_\_\_\_\_ ?  
**B:** I like a lot of sports, but I really love volleyball!  
**A:** \_\_\_\_\_ ?  
**B:** I usually play with my sister and some friends.  
**A:** \_\_\_\_\_ ?  
**B:** We practice on Saturdays.  
**A:** \_\_\_\_\_ ?  
**B:** We start at about noon.  
**A:** \_\_\_\_\_ ?  
**B:** We usually play at a sports club, but sometimes we play on the beach.

**C PAIR WORK** Ask your partner five questions about sports or other activities. Then tell the class.

- A:** What sports do you like?  
**B:** I don't like sports very much.  
**A:** Oh? What do you like to do in your free time?





## 4 LISTENING What do you think of sports?

▶ Listen to the conversations about sports. Complete the chart.

	Favorite sport	Do they play or watch it?	
		Play	Watch
1. James	football	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Brianna	_____	<input type="checkbox"/>	<input type="checkbox"/>
3. Matthew	_____	<input type="checkbox"/>	<input type="checkbox"/>
4. Nicole	_____	<input type="checkbox"/>	<input type="checkbox"/>



## 5 SPEAKING Free-time activities

A Add one more question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. What sports do you like to watch or play?		
2. What do you do on the weekends?		
3. What do you like to do when the weather is nice?		
4. What do you like to do when it's raining?		
5. How often do you play video games?		
6. _____?		

A: Soo-hyun, what sports do you like?

B: I like a lot of sports. My favorites are soccer and baseball.

B **CLASS ACTIVITY** Tell your classmates about your partners' free-time activities.

## 6 CONVERSATION What can I do?

▶ Listen and practice.

- Dylan** Look! There's a talent show audition on Friday. Let's enter.
- Becky** Oh, I can't enter a talent show. What can I do?
- Dylan** You can sing very well.
- Becky** Really? Thanks!
- Dylan** I can't sing at all, but I can play the piano, so . . .
- Becky** So maybe we can enter the contest.
- Dylan** Of course we can. Let's do it!
- Becky** OK. We can practice tomorrow!





# 7 GRAMMAR FOCUS

## ▶ Can for ability

I	you	I	What <b>can</b> I do?
You	I	you	You <b>can</b> sing.
She <b>can</b> sing very well.	<b>Can</b> she sing?	Yes, she <b>can</b> .	Who <b>can</b> sing? Becky <b>can</b> .
He <b>can't</b> sing at all.	he	No, he <b>can't</b> .	
We	we	we	
They	they	they	

GRAMMAR PLUS see page 141

**A** Six people are talking about things they can and can't do. Complete these sentences.



Ben

1. I \_\_\_\_\_ **can** \_\_\_\_\_ swim.



Sara

2. I \_\_\_\_\_ fix cars.



Diane

3. I \_\_\_\_\_ sing.



Jeff

4. I \_\_\_\_\_ ice-skate.



Lisa

5. I \_\_\_\_\_ play  
the piano.



Megan

6. I \_\_\_\_\_ cook.

**B PAIR WORK** Ask and answer questions about the pictures in part A.

**A:** Can Ben swim?

**B:** Yes, he can.

**C GROUP WORK** Can your classmates do the things in part A? Ask and answer questions.

"Can you swim, Diego?"

# 8 PRONUNCIATION *Can* and *can't*

▶ **A** Listen and practice. Notice the pronunciation of **can** and **can't**.

/kən/

I **can** play the piano.

/kænt/

I **can't** sing at all.

**B PAIR WORK** Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1.  I can cook.

I can't cook.

2.  I can drive.

I can't drive.

3.  I can swim.

I can't swim.

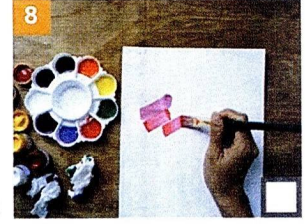
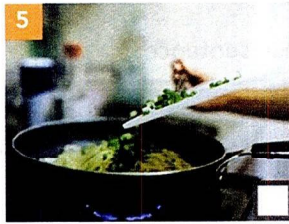
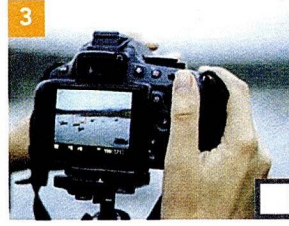
4.  I can dance.

I can't dance.



## 9 LISTENING Are you good at sports?

- ▶ Listen to three people talk about their abilities. Write J (Joshua), M (Monica), or A (Anthony) on the things they can do well.



## 10 WORD POWER Talents and abilities

- ▶ **A** Complete the word map with talents and abilities from the list. Then listen and practice.

- ✓ bake cookies
- build a robot
- design a website
- do math in your head
- edit a video
- fix a computer
- make electronic music
- play chess
- ride a horse
- run a marathon
- skateboard
- take good photos
- tell good jokes



- B GROUP WORK** Who can do the things in part A? Make a list of guesses about your classmates.

- A:** Who can bake cookies?  
**B:** I think Melanie can.  
**C:** Who can design . . . ?

bake cookies - Melanie
design a website

- C CLASS ACTIVITY** Go around the room and check your guesses.

- A:** Melanie, can you bake cookies?  
**B:** Yes, I can.

## 11 INTERCHANGE 10 Hidden talents and abilities

Learn more about your classmates' hidden talents and abilities. Go to Interchange 10 on page 124.



A Some people like to set world records. Why do you think they like to do that?

# Awesome Sports Records



base jumping

### Base jumping is a dangerous sport.

People jump off buildings, bridges, and other high places. The Burj Khalifa tower in Dubai, United Arab Emirates, is 824 meters (2,717 feet) tall. That's a very scary jump. But Fred Fugen and Vince Reffet of France can jump it! They also enjoy skydiving and parachuting.

**Do you know what a unicycle is?** It's a bicycle with just one wheel. David Weichenberger of Austria has the world record for longest jump on a unicycle. He can jump 2.95 meters (about 10 feet).

### Kalamandalam Hemalatha of India

has an amazing marathon record, but it's not for running. She can dance, and dance, and dance! In fact, Kalamandalam can dance for 123 hours and 15 minutes. That's the longest dance marathon on record. Kalamandalam's special dance is from India. It's called the Mohiniyattam dance.



Mohiniyattam dance



Otto the skateboarding dog

### Do you know about Otto?

Otto likes surfing, skateboarding, and playing soccer. Otto is a champion skateboarder, but he's a dog from Lima, Peru! Otto has the record for skateboarding through the legs of 30 people!

### Can you squash an apple?

Can you squash it using just the muscles in your arms? One woman can! Her name is Linsey Lindberg. Linsey is from Texas, in the U.S. In one minute, she can squash 10 apples. That's one apple every six seconds.

B Read the records. Then check (✓) the correct answers to the questions.

- What's special about a unicycle?
 

<input type="checkbox"/> a. It has no wheels.	<input type="checkbox"/> b. It has one wheel, not two.
---	--
- Who likes base jumping?
 

<input type="checkbox"/> a. David Weichenberger	<input type="checkbox"/> b. Fred Fugen
---	--
- What sort of marathon can Kalamandalam do?
 

<input type="checkbox"/> a. a dance marathon	<input type="checkbox"/> b. a running marathon
--	--
- How does Linsey Lindberg squash apples?
 

<input type="checkbox"/> a. with her hands	<input type="checkbox"/> b. with her arm muscles
--	--
- What is one sport that Otto plays?
 

<input type="checkbox"/> a. basketball	<input type="checkbox"/> b. soccer
--	------------------------------------

C **GROUP WORK** Do you think it's fun to set world records? Why or why not? What other world records do you know about? Tell your classmates.



# Units 9–10 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Make and respond to suggestions (Ex. 1)

Talk about food and drink (Ex. 1, 2)

Ask and answer questions about eating habits (Ex. 2)

Understand descriptions of sporting activities (Ex. 3)

Ask and answer questions about likes and dislikes (Ex. 4)

Talk about job abilities (Ex. 5)

	Very well	OK	A little
Make and respond to suggestions (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about food and drink (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about eating habits (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of sporting activities (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about likes and dislikes (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about job abilities (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SPEAKING Planning a class party

**A GROUP WORK** Plan a class party. Choose two main dishes, two salads, two drinks, and two desserts. Then tell the class.

Main dishes		
Salads		
Drinks		
Desserts		

### useful expressions

Do we want any ... ?  
 Let's get/make some ...  
 I don't want/like ...  
 Everybody likes ...

## 2 SPEAKING Movie snacks

**PAIR WORK** Does your partner ever have these snacks at the movies? Add one more snack to the chart. Ask questions and complete the survey.

	Always	Usually	Sometimes	Hardly ever	Never
1. candy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. pizza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. popcorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. soda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A:** Do you ever have candy at the movies?

**B:** Yes, I sometimes have candy.



### 3 LISTENING Do you play any sports?

▶ Listen to Stephanie ask Raymond about sports. Check (✓) Raymond's answers.

- |   |   |   |
|---|---|---|
| 1. <input type="checkbox"/> I play football.<br><input type="checkbox"/> I play soccer.                   | 3. <input type="checkbox"/> At 6:00 A.M.<br><input type="checkbox"/> At 6:00 P.M. | 5. <input type="checkbox"/> On the weekends.<br><input type="checkbox"/> In the afternoons. |
| 2. <input type="checkbox"/> Some friends from school.<br><input type="checkbox"/> Some friends from work. | 4. <input type="checkbox"/> Every day.<br><input type="checkbox"/> Every week.    | 6. <input type="checkbox"/> At the park.<br><input type="checkbox"/> In the yard.           |

### 4 SPEAKING My favorite things

A Complete the chart with things you love, like, and don't like.

	I love ...	I like ...	I don't like ...
Sports			
Other activities			
Foods			
Clothes			

B **PAIR WORK** Find out what your partner loves, likes, and doesn't like. Then ask more questions with *who*, *where*, *how often*, or *when*.

A: What sports do you love?

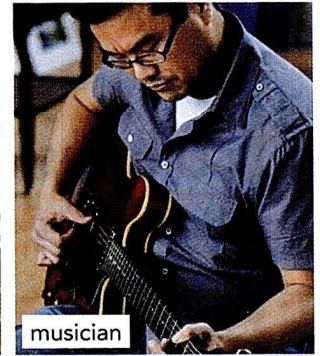
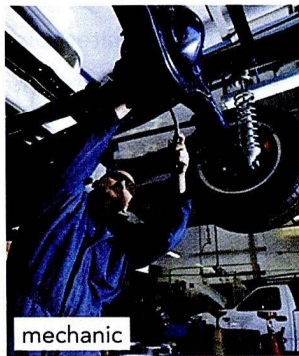
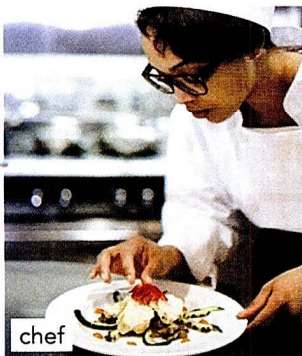
A: Who do you usually go bike riding with?

B: I love bike riding.

B: I usually go with my brother and sister.

### 5 SPEAKING Talents and abilities

**GROUP WORK** What can these people do well? Make a list. Use the abilities in the box and your own ideas. Then tell the class.



A: A chef can cook very well.

B: A chef can also bake things, like cakes and cookies.

A: Also, a chef can . . .

bake	fix a motorcycle
cook	paint
draw	play the guitar
fix a car	read music

### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# I'm going to have a party.

- ▶ Discuss evening, weekend, and birthday plans
- ▶ Discuss plans to celebrate holidays, special occasions, and festivals

## 1 WORD POWER Months and dates

**A** Listen and practice the months of the year.

Months						
January	February	March	April	May	June	
July	August	September	October	November	December	

**B** Complete the dates. Then listen and practice.

Dates					
1st	first	11th	eleventh	21st	twenty-first
2nd	second		twelfth		twenty-second
	third	13th	thirteenth	23rd	twenty-third
4th	fourth	14th	fourteenth		twenty-fourth
5th	fifth		fifteenth	25th	twenty-fifth
	sixth	16th	sixteenth		twenty-sixth
7th	seventh	17th	seventeenth	27th	twenty-seventh
8th	eighth	18th	eighteenth		twenty-eighth
9th	ninth		nineteenth	29th	twenty-ninth
	tenth	20th	twentieth		thirtieth
					thirty-first

**C CLASS ACTIVITY** Go around the room. Ask for your classmates' birthdays.

**A:** When's your birthday?

**B:** It's November eighteenth. When's yours?

## 2 CONVERSATION Is she going to bake a cake?

**A** Listen and practice.



**AVA** Are you going to do anything exciting this weekend?



**MARTIN** Well, I'm going to celebrate my birthday.



**AVA** Oh, happy birthday! When is it, exactly?



**MARTIN** It's April twenty-first – Sunday.



**AVA** So what are your plans?



**MARTIN** I'm going to go to my friend Rosa's house. She's going to cook a special dinner for me.



**AVA** Nice! Is Rosa going to bake a birthday cake for you, too?



**MARTIN** A cake for me? Mmm . . . I hope so!





### 3 GRAMMAR FOCUS

▶ The future with *be going to*

Are you **going to do** anything this weekend?

Yes, I am. I'm **going to celebrate** my birthday.

No, I'm not. I'm **going to stay** home.

Is Rosa **going to cook** dinner for you?

Yes, she is. She's **going to cook** a special dinner.

No, she's not. She's **going to order** takeout.

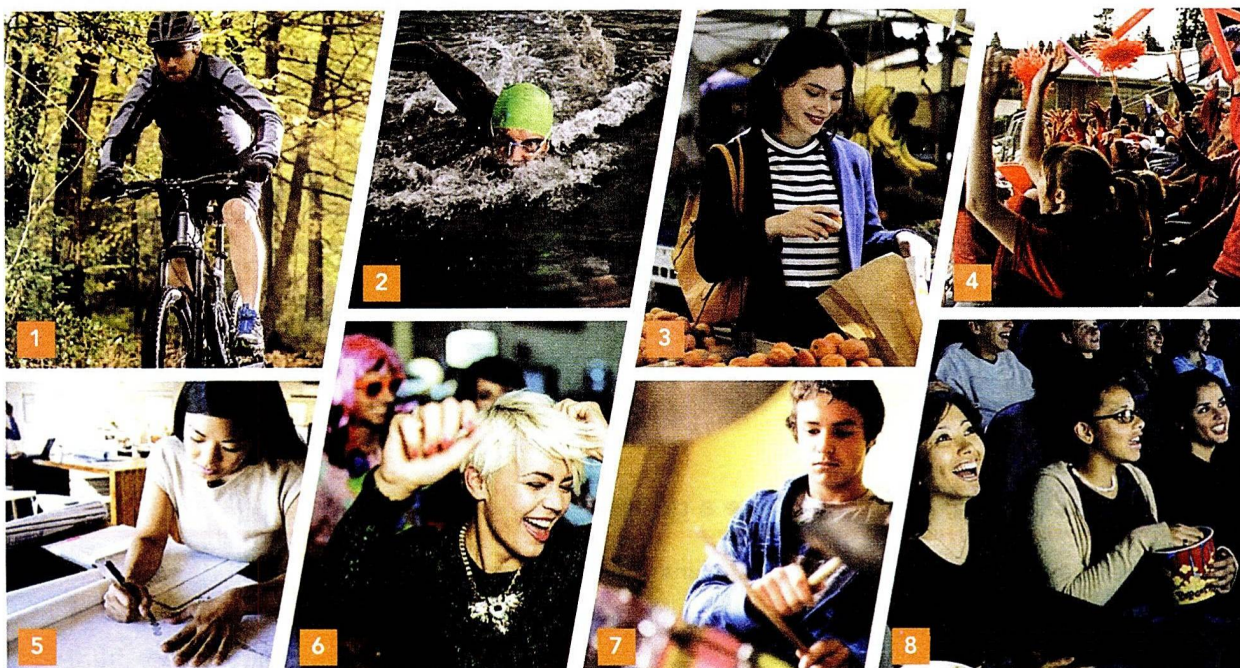
Are your friends **going to be** there?

Yes, they are. They're **going to stop** by after dinner.

No, they're not. They're **going to be** away all weekend.

GRAMMAR PLUS see page 142

**A** What are these people going to do this weekend? Write sentences. Then compare with a partner.



1. He's going to go biking.

**B PAIR WORK** Is your partner going to do the things in part A this weekend? Ask and answer questions.

"Are you going to go biking this weekend?"

### 4 PRONUNCIATION Reduction of *going to*

▶ **A** Listen and practice. Notice the reduction of **going to** to /gənə/.

**A:** Are you **going to** go to the game?

**A:** Are you **going to** go to a restaurant?

**B:** No. I'm **going to** study for a test.

**B:** Yes. We're **going to** go to Nick's Café.

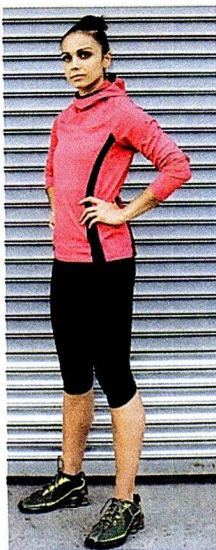
**B PAIR WORK** Ask your partner about his or her evening plans. Try to reduce **going to**.



## 5 LISTENING Holiday plans

**A** What are these people's plans for a Monday holiday? Write your guesses in the chart.

**B** Listen to the interview. What are the people really going to do on Monday? Complete the chart.



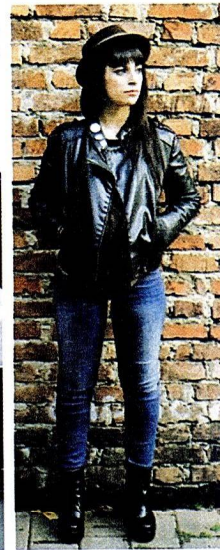
Morgan



Isaac



Brian



Lauren

	Your guess	What they're really going to do
Morgan	Morgan is going to go to the gym.	
Isaac		
Brian		
Lauren		

## 6 INTERCHANGE 11 Take a guess

Make guesses about your classmates' plans. Go to Interchange 11 on page 125.

## 7 SNAPSHOT

▶ Listen and practice.

### Celebrating Holidays in the U.S.



**New Year's Eve**



**Valentine's Day**



**Independence Day**



**Halloween**



**Thanksgiving**



**Christmas**

Do you celebrate any of these holidays? Do any of your friends celebrate them?  
What are some holidays in your country? What's your favorite holiday?



## 8 CONVERSATION We're going to go dancing.

▶ Listen and practice.

- ALLIE** So, Jim, do you have any plans for Valentine's Day?
- JIM** I sure do. I'm going to take Marissa out for dinner.
- ALLIE** Oh, really? Where are you going to eat?
- JIM** At the Red Rose. They have great desserts.
- ALLIE** Wow! That sounds really nice!
- JIM** Yeah! How about you? What are you and Matt going to do?
- ALLIE** Well, we're not going to go to a fancy restaurant. We're going to go dancing.
- JIM** Sounds like fun, too.



## 9 GRAMMAR FOCUS

▶ Wh-questions with *be going to*

**What are you going to do** for Valentine's Day?

**I'm going to go** to a dance club.

**How is Allie going to get** to the dance club?

**I'm not going to go** to a restaurant.

**She's going to drive.**

**Where are Jim and his girlfriend going to eat?**

**She's not going to take** the bus.

**They're going to eat** at the Red Rose.

**They're not going to eat** at Nick's Café.

GRAMMAR PLUS see page 142

**A** Complete these conversations with the correct form of *be going to*. Then practice with a partner.

- A:** Where are you going to spend (spend) Thanksgiving?  
**B:** My parents and I visit (visit) my grandparents.
- A:** Who invite (invite) you to your Independence Day picnic?  
**B:** I ask (ask) my family and some good friends.
- A:** What do (do) you do (do) for New Year's Day?  
**B:** I don't know. I do (not do) anything special.
- A:** How celebrate (celebrate) your children celebrate (celebrate) Halloween?  
**B:** They go (go) to their school's party.
- A:** What do (do) your sister do (do) for Valentine's Day?  
**B:** Her boyfriend take (take) her out to dinner.

**B GROUP WORK** Ask your classmates about their plans. Use the names of holidays and the time expressions in the box.

- A:** What are you going to do tonight?  
**B:** I'm going to go to a party.  
**C:** Oh, really? Who's going to be there?  
**B:** Well, Chris and Sam are going to come. . . .

### time expressions

tonight	next week
tomorrow	next month
tomorrow afternoon	next summer
tomorrow night	next year

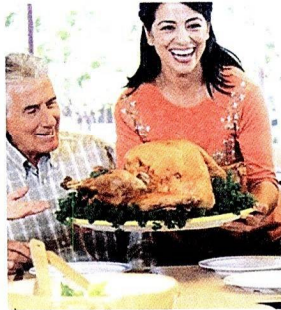


## 10 WORD POWER Let's celebrate!

**A** Listen and practice.



wear special clothes



eat special food



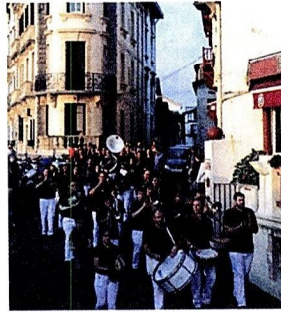
decorate



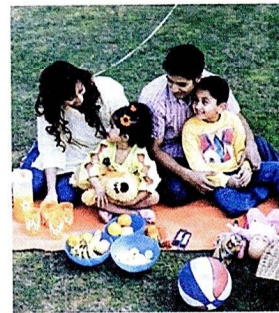
give gifts



play music



go to a parade



go on a picnic



watch fireworks

**B PAIR WORK** Are you going to celebrate a special day this year? Are you (or is someone you know) going to do any of the things in part A?

**A:** I'm going to go to a wedding next month. I'm going to wear special clothes.

**B:** Is it a family member's wedding?

## 11 SPEAKING Holidays and festivals

**A PAIR WORK** Choose any holiday or festival. Then ask and answer these questions.

What is the holiday or festival?

When is it?

What are you going to do?

Where are you going to go?

Who's going to be there?

When are you going to go?

How are you going to get there?

**A:** What is the holiday or festival?

**B:** It's my city's Cherry Blossom Festival.

**A:** When is it?

**B:** It's on March twenty-third.

**A:** What are you going to do?

**B:** I'm going to go to the park. . . .

**B CLASS ACTIVITY** Tell the class about your partner's plans.



Carnival, Brazil



Cherry Blossom Festival, Japan




A Scan the blog post. Who sends a letter when people are 100 years old?



Home Posts Archives Follow

## HAPPY BIRTHDAY TO YOU!

In this week's blog, we look at some birthday customs around the world.



**Harry Baker, Perth, Australia**  
 It's my birthday next Wednesday. I'm going to be 10 years old. In my country, we always eat fairy bread on our birthdays. My mom's going to make me a huge plate of fairy bread. It's a snack. We make it with bread, butter, and colorful sugar called "hundreds and thousands."

**Jim Dixon, Montego Bay, Jamaica**  
 I love birthdays! They're a lot of fun. Here in Jamaica, we have an old custom. We like to surprise people on their birthday. Guess what we do? We throw flour at our friends! It's my best friend's birthday tomorrow. I'm going to go to the store soon. I'm going to buy a lot of flour to throw at him.





**Victoria Smith, London, UK**  
 My grandmother is going to be 100 years old in June. She's very excited because she's going to get a special letter from the Queen. The Queen sends a letter to every person who reaches 100. It's a tradition that makes people very happy.

**Jiang Li, Beijing, China**  
 In my country, we celebrate birthdays with a special type of food. Noodles are a sign of a long life for us. This year, I'm going to make some "long life noodles" for all my friends. We're going to eat them together and have a great evening!



B Read the questions. Write short answers.

1. Which two countries celebrate birthdays with food?
2. Why is Jim going to the store?
3. What three things do you need to make fairy bread?
4. What do noodles mean in China?

---



---



---



---

C **GROUP WORK** How do people usually celebrate birthdays in your country? Do you have plans for your next birthday? How about the birthday of a friend or a family member? What are you going to do? Tell your classmates.



# How do you feel?

- ▶ Discuss the body and common ailments
- ▶ Discuss common remedies and give health advice

## 1 WORD POWER Parts of the body

▶ A Listen and practice.



**B GROUP WORK** Say a sentence with a body part. Take turns repeating the sentence and keep adding body parts. The group with the last student to say a correct sentence wins.

**A:** I have one head.

**C:** I have one head, two eyes, and one nose.

**B:** I have one head and two eyes.

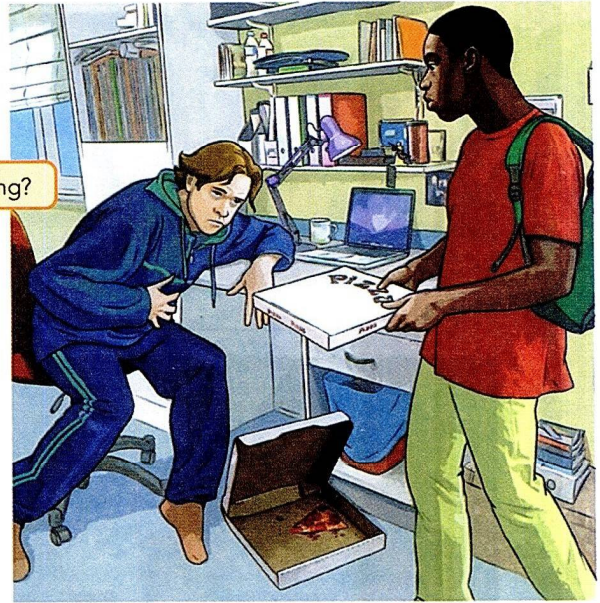
**D:** I have one head, two eyes, one nose, and . . .



## 2 CONVERSATION Do you want some tea?

▶ Listen and practice.

- Craig** Hi, Nathan. How's it going?
- Nathan** Oh, hi, Craig. Not so well, actually. I don't feel well.
- Craig** Yeah, you don't look so good. What's wrong?
- Nathan** I don't know. I have a stomachache.
- Craig** That's too bad. Do you have the flu?
- Nathan** No, I just feel really sick.
- Craig** Well, can I get you anything? Do you want some tea?
- Nathan** No, but thanks anyway.
- Craig** Well, I'm going to have some pizza. Is that OK? Call me if you need me.



## 3 GRAMMAR FOCUS

▶ Have + noun; feel + adjective

What's the matter?

What's wrong?

**I have a stomachache.**

**I have a headache.**

**I have the flu.**

How are you?

How do you feel?

**I feel sick.**

**I feel better.**

**I don't feel well.**

Negative adjectives

horrible

awful

terrible

miserable

Positive adjectives

fine

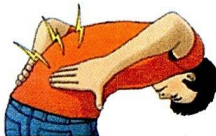
great

terrific

fantastic

GRAMMAR PLUS see page 143

▶ A Listen and practice. "He has a backache."



a backache



an earache



a headache



a stomachache



a toothache



a cold



a cough



a fever



the flu



a sore throat

**B CLASS ACTIVITY** Imagine you don't feel well today. Go around the class. Find out what's wrong with your classmates.

**A:** How are you today, Paul?

**B:** I feel terrible. I have a backache.

**A:** I'm sorry to hear that.

**B:** How do you feel?

useful expressions

That's good.

I'm glad to hear that.

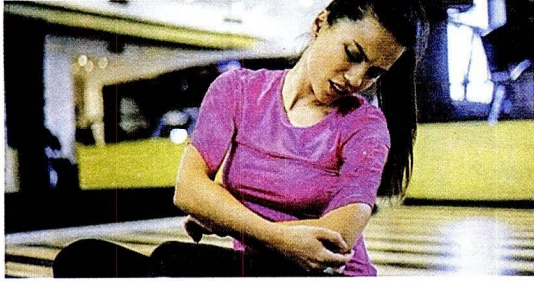
That's too bad.

I'm sorry to hear that.



## 4 LISTENING Are you OK?

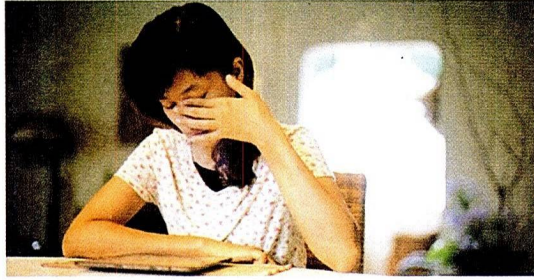
A Where do these people hurt? Guess. Write down the parts of the body.



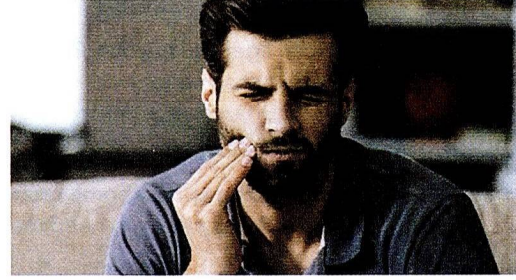
1. Amber \_\_\_\_\_



2. David \_\_\_\_\_



3. Alyssa \_\_\_\_\_



4. Nicholas \_\_\_\_\_

B Listen to the conversations. Check your guesses.

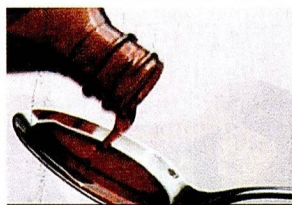
## 5 SNAPSHOT

Listen and practice.

### Common Remedies



chamomile tea



cough syrup



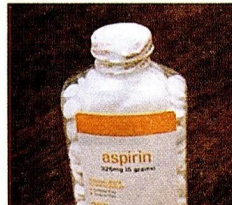
chicken soup



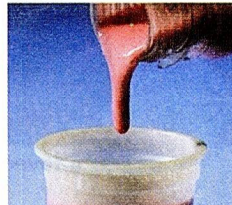
cold medicine



eye drops



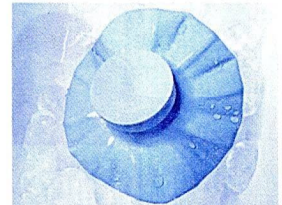
aspirin



antacid



nasal spray



ice pack

What medications or home remedies do you use when you're sick?

What remedies are good, in your opinion? What remedies aren't good?



## 6 CONVERSATION Try to relax.

▶ Listen and practice.

- Dr. Yun** Hello, Ms. Lake. How are you today?
- Ms. Lake** Not so good.
- Dr. Yun** What's wrong, exactly?
- Ms. Lake** I'm exhausted!
- Dr. Yun** Hmm. Why are you so tired?
- Ms. Lake** I don't know. I just can't sleep at night.
- Dr. Yun** OK. Let's take a look at you.

A few minutes later . . .

- Dr. Yun** I'm going to give you some pills. Take one pill every evening after dinner.
- Ms. Lake** OK.
- Dr. Yun** And don't drink coffee, tea, or soda.
- Ms. Lake** Anything else?
- Dr. Yun** Yes. Try to relax.
- Ms. Lake** All right. Thanks, Dr. Yun.



## 7 LISTENING I think I have a cold.

▶ Listen to Dr. Yun talk to four other patients. What does she give them? Check (✓) the correct medications.

	Cough syrup	Aspirin	Cold medicine	Eye drops	Nasal spray	Ice packs
1. Roberto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Courtney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ryan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Samantha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8 PRONUNCIATION Sentence intonation

▶ **A** Listen and practice. Notice the intonation in these sentences.

Take these pills.

Don't take cough syrup.

Drink some tea.

Don't drink coffee.

Try to relax.

Don't work too hard.

**B PAIRWORK** Practice the conversation in Exercise 6 again. Pay attention to the sentence intonation.



# 9 GRAMMAR FOCUS

## ▶ Imperatives

**Get** some rest.

**Drink** lots of juice.

**Take** one pill every evening.

**Don't stay** up late.

**Don't drink** soda.

**Don't work** too hard.

GRAMMAR PLUS see page 143

Complete these sentences. Use the correct forms of the words in the box.

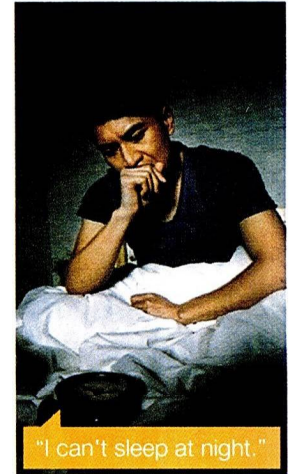
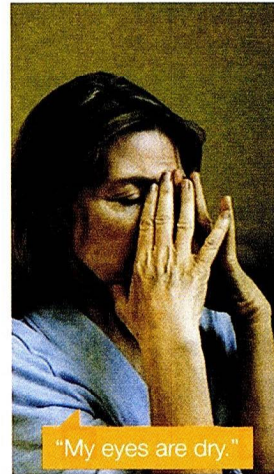
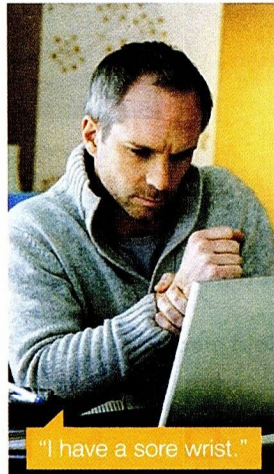
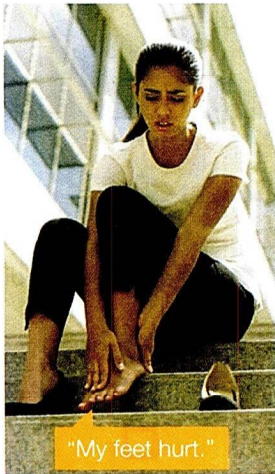
✓ call	stay	not go	not drink
see	take	✓ not worry	not eat

- \_\_\_\_\_ Call \_\_\_\_\_ a dentist.
- \_\_\_\_\_ Don't worry \_\_\_\_\_ too much.
- \_\_\_\_\_ \_\_\_\_\_ a hot bath.
- \_\_\_\_\_ \_\_\_\_\_ to school.

- \_\_\_\_\_ \_\_\_\_\_ in bed.
- \_\_\_\_\_ \_\_\_\_\_ a doctor.
- \_\_\_\_\_ \_\_\_\_\_ coffee.
- \_\_\_\_\_ \_\_\_\_\_ any candy.

# 10 SPEAKING Good advice?

A Write two pieces of advice for each problem.



- |                            |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. _____<br>_____<br>_____ | 2. _____<br>_____<br>_____ | 3. _____<br>_____<br>_____ | 4. _____<br>_____<br>_____ |
|----------------------------|----------------------------|----------------------------|----------------------------|

B **GROUP WORK** Act out the problems from part A. Your classmates give advice.

A: I don't feel well.

A: My feet hurt.

B: What's the matter?

B: I have an idea. Take a hot bath. And don't . . .

# 11 INTERCHANGE 12 Problems, problems

Give advice for common problems. Go to Interchange 12 on page 126.



**A** What does your body do to keep you alive? Take the quiz to find out!

DO YOU KNOW

# YOUR BODY?

**1** The human heart beats about 200 times a minute.  
 True     False

**8** Your brain makes electricity.  
 True     False

**10** Some bacteria (small living things) in your body help you live.  
 True     False

**2** Your body loses about 40,000 tiny pieces of skin an hour.  
 True     False

**9** Your natural smell changes as you age.  
 True     False

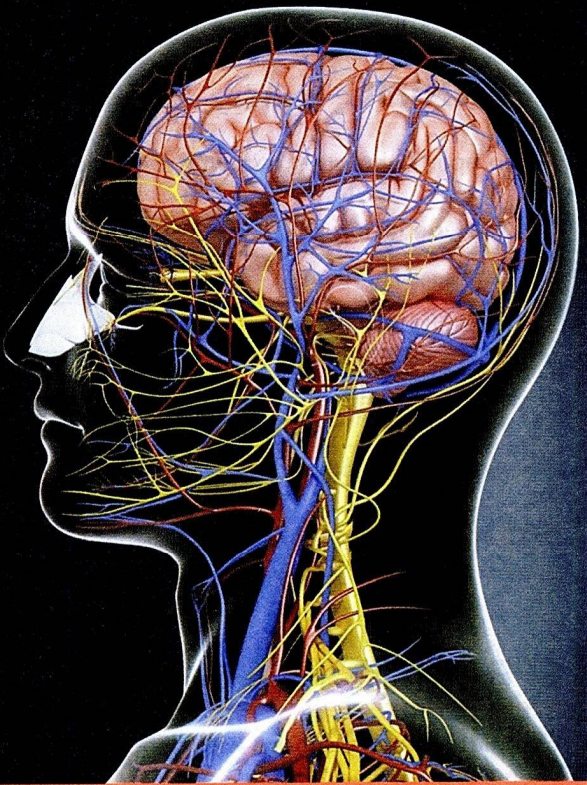
**3** Your brain sends billions of signals every minute.  
 True     False

**4** Your brain stops working when you're asleep.  
 True     False

**5** 140 million cells in your eyes help to tell you what you can see.  
 True     False

**6** Brain cells do not live in the stomach.  
 True     False

**7** Women's hearts beat faster than men's hearts.  
 True     False



1. False 2. True 3. True 4. False 5. True 6. False 7. True 8. True 9. True 10. True

**B** Read and answer the quiz. Check your answers. Then answer the questions.

1. What does your body lose every hour? \_\_\_\_\_
2. What part of the body sends signals and makes electricity? \_\_\_\_\_
3. What is one thing that changes as you age? \_\_\_\_\_
4. What cells live in the stomach? \_\_\_\_\_
5. What's another name for small living things? \_\_\_\_\_

**C** **GROUP WORK** What information in the quiz is most surprising? What else do you know about the human body? Tell your classmates.



# Units 11–12 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Talk about ways to celebrate holidays (Ex. 1)

Use future time expressions (Ex. 1, 2)

Understand conversations about problems (Ex. 3)

Talk about problems (Ex. 4)

Ask how people are and give advice (Ex. 4)

Very well

OK

A little

## 1 SPEAKING Holiday customs

**A** Complete the questions with names of different holidays.

Are you going to ... ?	Name
eat special food on	
give gifts on	
have a party on	
play music on	
wear special clothes on	

**B CLASS ACTIVITY** Are your classmates going to do the things in part A? Go around the class and find out. Try to write a different person's name on each line.

## 2 SPEAKING Future plans

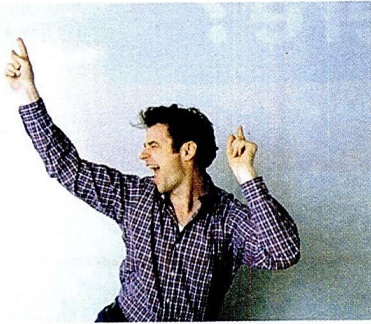
Complete these questions with different time expressions. Add one more question. Then ask a partner the questions.

1. How are you going to get home tonight?
2. What time are you going to go to bed \_\_\_\_\_?
3. Where are you going to go \_\_\_\_\_?
4. What are you going to do \_\_\_\_\_?
5. Who are you going to eat dinner with \_\_\_\_\_?
6. \_\_\_\_\_?

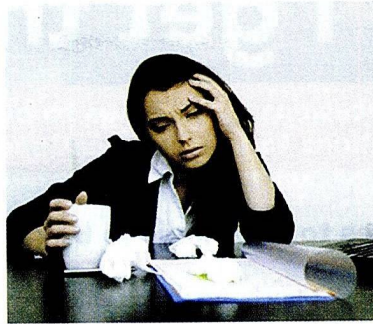


### 3 LISTENING Everyone has problems.

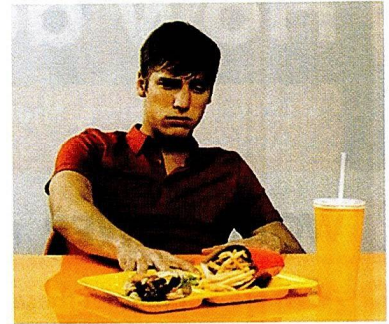
▶ Listen to six conversations. Number the pictures from 1 to 6.



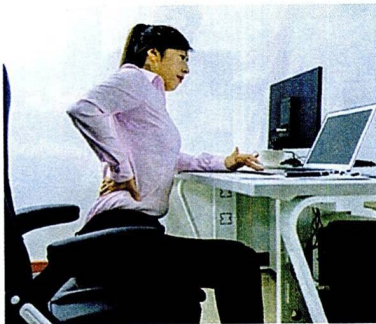
This person can't dance very well.



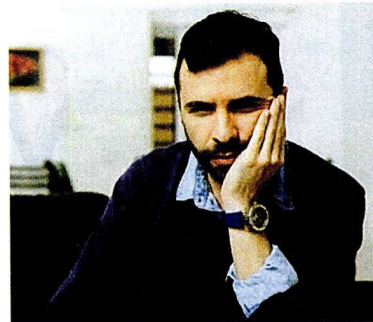
This person has the flu.



This person needs some ketchup.



This person has a backache.



This person doesn't want to go to the dentist.



1 This person feels sad.

### 4 SPEAKING Thanks for the advice!

**A** Write a problem on a piece of paper. Then write advice for the problem on a different piece of paper.

I have a toothache.

Call your dentist.

**B CLASS ACTIVITY** Put the papers with problems and the papers with advice in two different boxes. Then take a new paper from each box. Go around the class and find the right advice for your problem.

**A:** I feel terrible.

**B:** What's the matter?

**A:** I have a toothache.

**B:** I can help. Drink some tea.

**A:** Er . . . I don't know. But thanks, anyway.

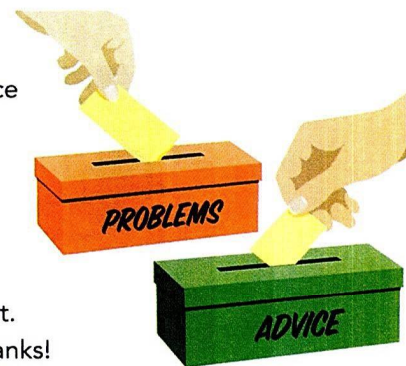
**A:** I feel awful.

**C:** Why? What's wrong?

**A:** I have a toothache.

**C:** I know! Call your dentist.

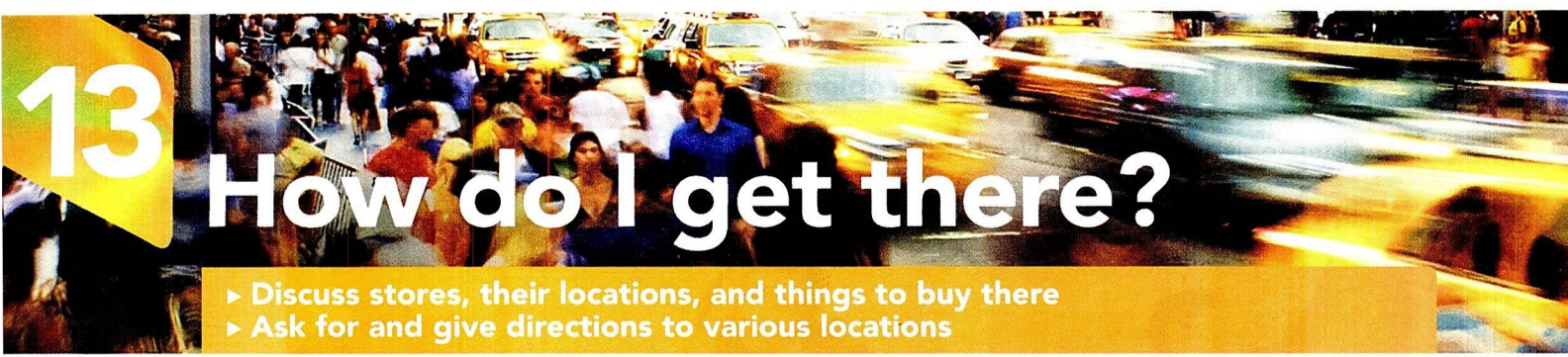
**A:** That's great advice. Thanks!



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?





# 13

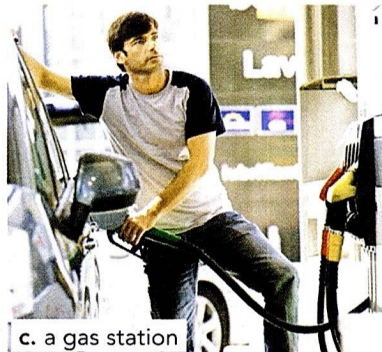
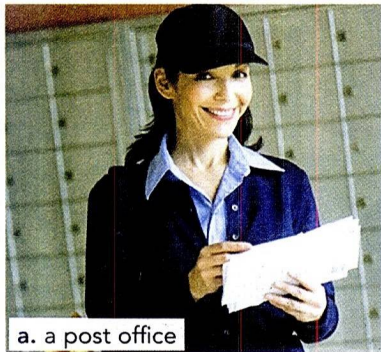
# How do I get there?

- ▶ Discuss stores, their locations, and things to buy there
- ▶ Ask for and give directions to various locations

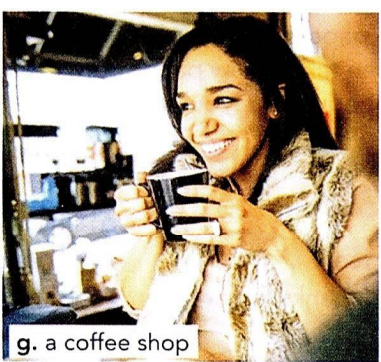
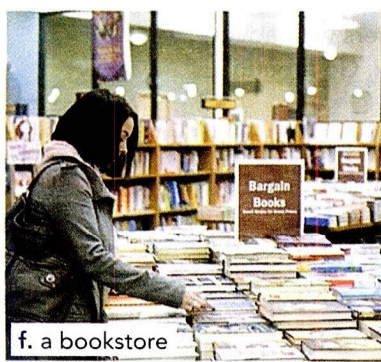
## 1 WORD POWER Places to go, things to buy

**A** Where can you get these things? Match the things with the places. Then listen and practice.

*"You can buy a backpack at a department store."*



- 1. a backpack        d
- 2. cold medicine      \_\_\_\_\_
- 3. a debit card      \_\_\_\_\_
- 4. eggs      \_\_\_\_\_
- 5. an espresso      \_\_\_\_\_
- 6. gasoline      \_\_\_\_\_
- 7. a magazine      \_\_\_\_\_
- 8. stamps      \_\_\_\_\_



**B PAIR WORK** What else can you get or do in the places in part A?

- A:** You can send packages at a post office.
- B:** And you get cereal and milk at a supermarket.



## 2 LISTENING I can't find my cell phone.

- A** Vanessa is looking for her cell phone with her friend Tom. What does Tom need? Where is he going to get the things? Complete the chart.

	What does Tom need?	Where is he going to get it?
1.		
2.		
3.		
4.		

- B PAIR WORK** What do you need? Where are you going to get it? Tell your partner.  
 "I need some gas, so I'm going to go to the gas station. . . ."

## 3 CONVERSATION Excuse me. Can you help me?

- A** Listen and practice.

**Mother** Excuse me. Can you help me? Is there a public restroom around here?

**Passer-by** A public restroom? Hmm. I'm sorry. I don't think so.

**Mother** Oh, no. My son needs a restroom – now. It's an emergency!

**Passer-by** Hmm . . . Let's see . . . Oh, there's a restroom in the department store on Third Avenue.

**Mother** Where on Third Avenue?

**Passer-by** It's on the corner of Third Avenue and Market Street.

**Mother** On the corner of Third and Market?

**Passer-by** Yes, it's across from the park. You can't miss it.

**Mother** Thanks a lot.



## 4 PRONUNCIATION Compound nouns

- A** Listen and practice. Notice the stress in these compound nouns.

● bookstore	● department store	● gas station	● post office
● coffee shop	● drugstore	● restroom	● supermarket

- B PAIR WORK** Practice these sentences. Pay attention to the stress in the compound nouns.

There's a bookstore in the gas station.  
 There's a coffee shop in the supermarket.

There isn't a post office in the supermarket.  
 There aren't restrooms in the drugstore.



# 5 GRAMMAR FOCUS

## ▶ Prepositions of place



on



on the corner of



across from



next to



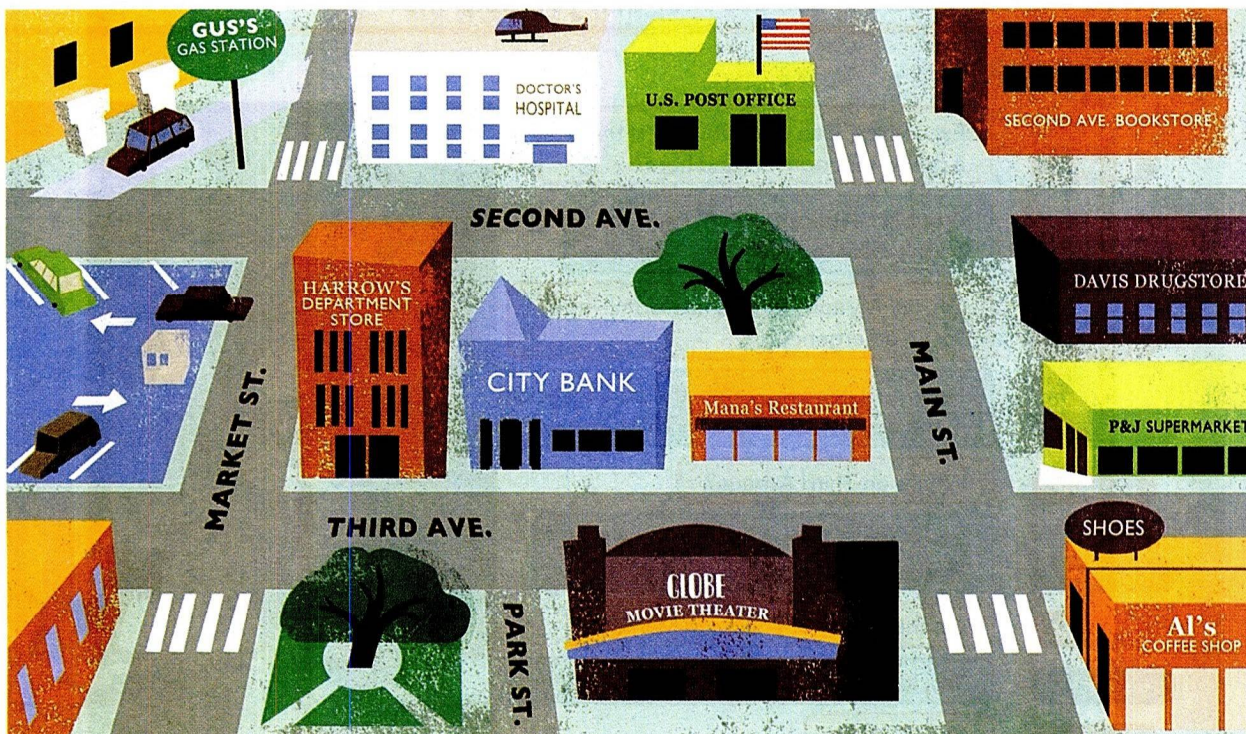
between

The department store is **on** Third Avenue.  
It's **on the corner of** Third and Market.  
It's **across from** the park.

It's **next to** the bank.  
The bank is **between** the department store  
**and** the restaurant.

GRAMMAR PLUS see page 144

**A** Look at the map and complete the sentences. Then compare with a partner.



- The coffee shop is on Main Street. It's \_\_\_\_\_ the shoe store.
- The movie theater is \_\_\_\_\_ Park and Third. It's \_\_\_\_\_ the park.
- The gas station is \_\_\_\_\_ the parking lot. It's \_\_\_\_\_ Second and Market.
- The post office is \_\_\_\_\_ Main and Second. It's \_\_\_\_\_ the hospital.
- The bank is \_\_\_\_\_ the restaurant and the department store.  
It's \_\_\_\_\_ Third Avenue.

**B PAIR WORK** Where are these places on the map? Ask and answer questions.

the park   the drugstore   the bookstore   the hospital   the shoe store

**A:** Where is the park?

**B:** It's between Park and Market, across from the department store.



## 6 LISTENING I think it's on Main Street.

- ▶ Look at the map in Exercise 5. Listen to four conversations. Where are the people going? Number the places from 1 to 4.

the hospital

the bank

the gas station

the coffee shop

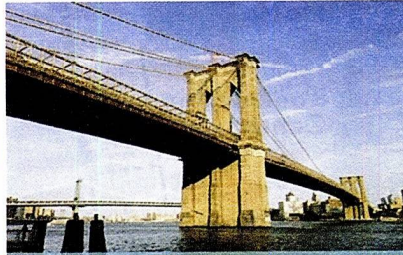
## 7 SNAPSHOT

- ▶ Listen and practice.

### NEW YORK CITY'S Tourist Attractions ▼



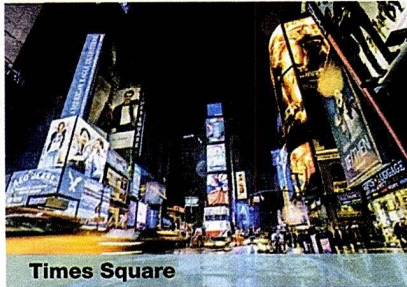
The Empire State Building



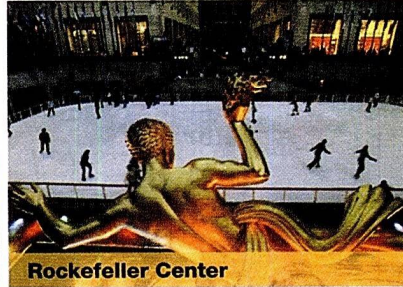
Brooklyn Bridge



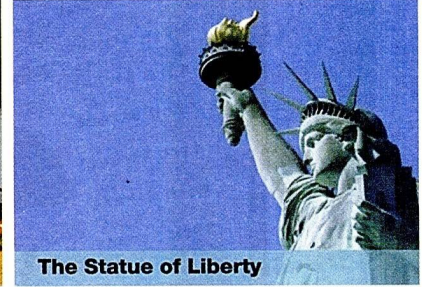
Central Park



Times Square



Rockefeller Center



The Statue of Liberty

What do you know about these places? What makes them popular?

What are some popular tourist attractions in your country? What are your top five attractions?

## 8 CONVERSATION How do I get to Rockefeller Center?

- ▶ Listen and practice.

**Tourist**

Excuse me, sir. Can you help me? How do I get to Rockefeller Center?

**Man**

Just walk up Sixth Avenue to 49th Street. Rockefeller Center is on the right.

**Tourist**

Is it near Radio City Music Hall?

**Man**

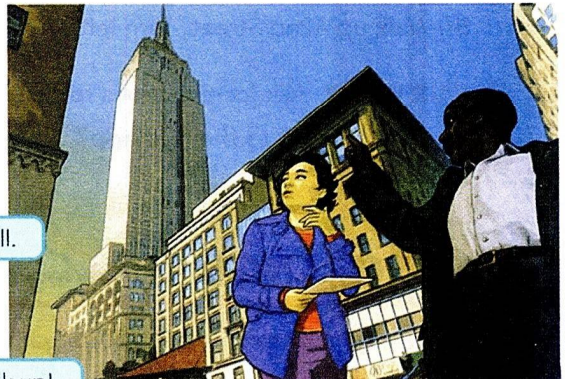
Yes, it's right across from Radio City Music Hall.

**Tourist**

Thank you. And where is the Empire State Building? Is it far from here?

**Man**

It's right behind you. Just turn around and look up!





# 9 GRAMMAR FOCUS

## ▶ Directions

**How do I get to Rockefeller Center?**

**Walk up/Go up** Fifth Avenue.

**Turn left on** 49th Street.

It's **on the right**.

**How can I get to the New York Public Library?**

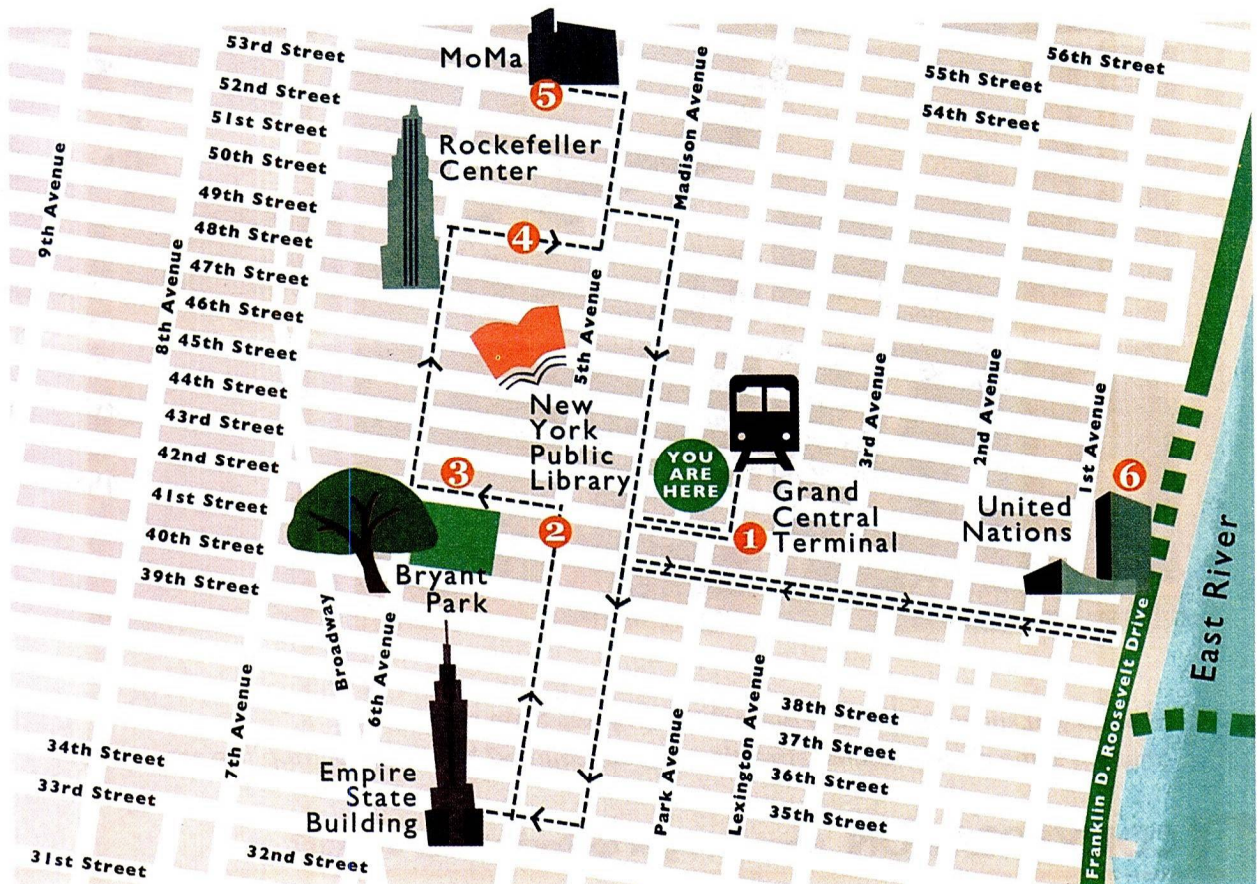
**Walk down/Go down** Fifth Avenue.

**Turn right on** 42nd Street.

It's **on the left**.

GRAMMAR PLUS see page 144

**A PAIR WORK** Imagine you are tourists at Grand Central Terminal. Ask for directions. Follow the arrows.



**A:** Excuse me. How do I get to the Empire State Building?

**B:** Walk up 42nd Street. Turn left on . . .

**B PAIR WORK** Ask for directions to places near your school.

**A:** How do I get to the bus stop?

**B:** Walk . . .

# 10 INTERCHANGE 13 Giving directions

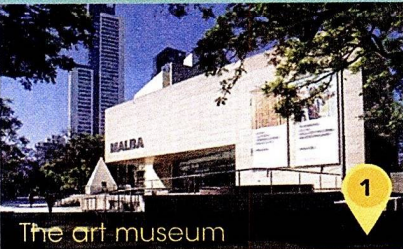
Student A, go to Interchange 13A on page 127; Student B, go to Interchange 13B on page 128.



# 11 READING

**A** Skim the guide. Where can you have some tea?

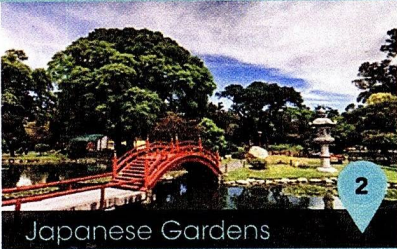
## A Tour of Palermo, Buenos Aires



**1**

**The art museum**


Why not start at MALBA, the art museum on Avenida Figuero Alcorta? There are some fantastic sculptures and paintings there.



**2**

**Japanese Gardens**


Next, walk up to the park, turn left, and get a taste of Japan in Argentina. You can visit the Japanese Gardens and see about 150 different types of plants from Japan. Don't forget to taste some Japanese tea before you leave.



**3**

**Galileo Galilei planetarium**

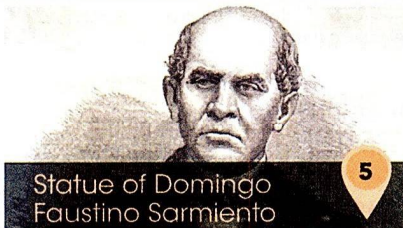
Then turn right on Avenida Sarmiento and head over to the Galileo Galilei planetarium. There, you can see a piece of rock from the moon. There's a telescope you can look at the sky through, too.



**4**

**The Spanish Monument**


Across the park from the planetarium, you can see the Spanish Monument. It's a huge statue. It's a gift from the Spanish people to the Argentinian people.




**5**

**Statue of Domingo Faustino Sarmiento**

Turn right to see another big statue. That's the statue of Domingo Faustino Sarmiento. He was a writer and a president of Argentina. Auguste Rodin, a famous French artist, made the statue.





**6**

**Campo Argentino del Polo**

End your tour at the Campo Argentino del Polo. That's where people play a sport named polo, on horseback. The biggest polo competition in the world takes place there!

**B** Read the information in the guide. Where can you . . . ?

1. see horses \_\_\_\_\_
2. look at the sky \_\_\_\_\_
3. see many types of plants \_\_\_\_\_
4. find a statue of a writer \_\_\_\_\_
5. see some art \_\_\_\_\_

**C PAIR WORK** Think of a place you both know and like. Plan a guide to tell visitors where things are.



# I had a good time.

- ▶ Discuss past weekend activities
- ▶ Discuss past vacation activities

## 1 SNAPSHOT

▶ Listen and practice.

### THINGS TO DO ON THE WEEKEND

			
<input type="checkbox"/> answer email	<input type="checkbox"/> clean the house	<input type="checkbox"/> do the laundry	<input type="checkbox"/> exercise
			
<input type="checkbox"/> go grocery shopping	<input type="checkbox"/> visit relatives	<input type="checkbox"/> wash the car	<input type="checkbox"/> work or study

Check (✓) the activities you usually do on weekends. Do you like doing them? Why or why not? What other activities do you do on the weekends?

## 2 CONVERSATION Did you have a good weekend?

▶ Listen and practice.

**Shaun** Hi, Yuna. Did you have a good weekend?

**Yuna** Well, I had a busy weekend, so I'm a little tired.

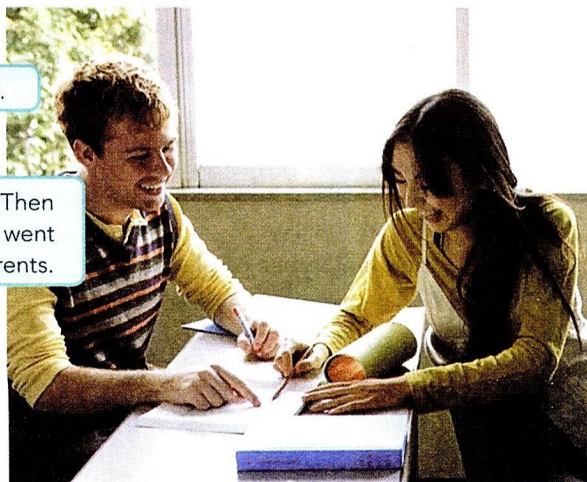
**Shaun** Really? Why?

**Yuna** Well, on Saturday, I exercised in the morning. Then I cleaned the apartment, did the laundry, and went shopping. And in the evening, I visited my parents.

**Shaun** And what did you do on Sunday?

**Yuna** I studied for our test all day.

**Shaun** Oh, no! I didn't study for the test! I just watched TV shows all weekend!





### 3 GRAMMAR FOCUS

#### ▶ Simple past statements; regular verbs

I <b>stayed</b> home.	I <b>didn't stay</b> home.
You <b>watched</b> a TV show.	You <b>didn't watch</b> a game.
She <b>exercised</b> on Saturday.	She <b>didn't exercise</b> on Sunday.
We <b>studied</b> English.	We <b>didn't study</b> math.
They <b>shopped</b> for groceries.	They <b>didn't shop</b> for clothes.

didn't = did **not**

#### Spelling

stay	→	stayed
watch	→	watched
exercise	→	exercised
study	→	studied
shop	→	shopped

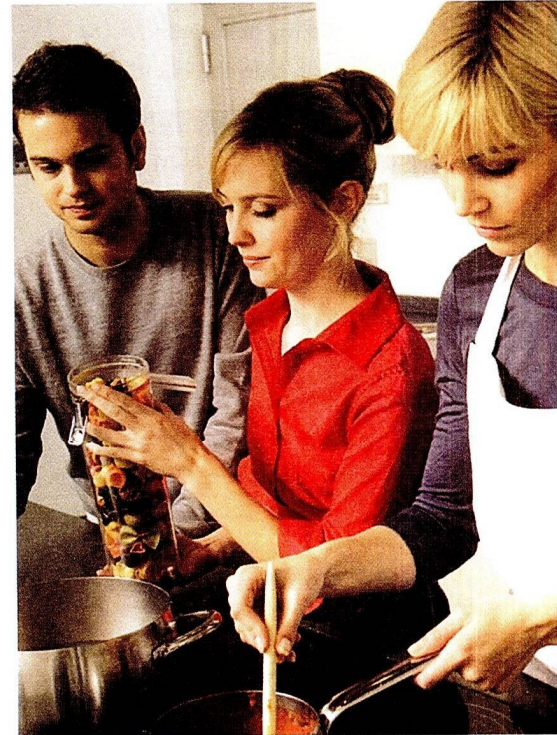
GRAMMAR PLUS see page 145

**A** Ray is talking about his weekend. Complete the sentences. Then compare with a partner.

On Friday night, I wanted (want) to go out, but my friends \_\_\_\_\_ (not call). I \_\_\_\_\_ (decide) to stay home, and I \_\_\_\_\_ (play) video games. On Saturday, I \_\_\_\_\_ (visit) my friend Pablo. We \_\_\_\_\_ (talk) and \_\_\_\_\_ (listen) to music. In the evening, he \_\_\_\_\_ (invite) some friends over, and we \_\_\_\_\_ (cook) a great meal. I \_\_\_\_\_ (not work) very hard on Sunday. I \_\_\_\_\_ (not study) at all. I just \_\_\_\_\_ (walk) to the mall and \_\_\_\_\_ (shop).

**B** Complete the sentences. Use your own information. Then compare with a partner.

1. Yesterday, I \_\_\_\_\_ (watch) a basketball game.
2. Last night, I \_\_\_\_\_ (stay) home.
3. Last week, I \_\_\_\_\_ (clean) the house.
4. Last month, I \_\_\_\_\_ (shop) for clothes.
5. Last year, I \_\_\_\_\_ (visit) a different country.



### 4 PRONUNCIATION Simple past -ed endings.

▶ **A** Listen and practice. Notice the pronunciation of -ed.

/t/	/d/	/ɪd/
worked	cleaned	wanted
watched	stayed	visited

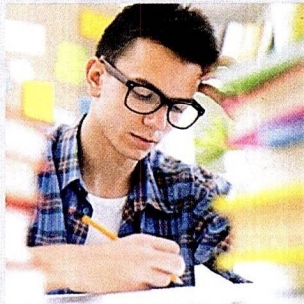
▶ **B** Listen and write these verbs under the correct sounds.

cooked    decided    exercised    invited    listened    shopped



# 5 GRAMMAR FOCUS

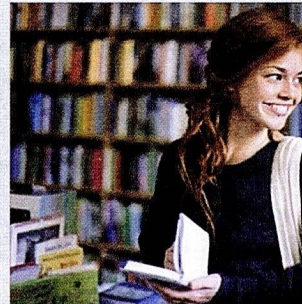
## Simple past statements: irregular verbs



I **did** my homework.  
I **didn't do** the laundry.



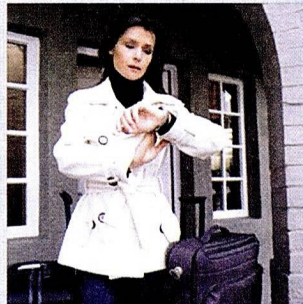
You **got up** at noon.  
You **didn't get up** at 8:00.



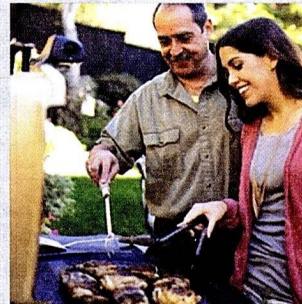
She **went** to the bookstore.  
She **didn't go** to the library.



We **met** our classmates.  
We **didn't meet** our teacher.



You **came** home late.  
You **didn't come** home early.



They **had** a barbecue.  
They **didn't have** a picnic.

GRAMMAR PLUS see page 145

### A Complete the chart. Then listen and check.

Present	Past	Present	Past	Present	Past
_____	bought	_____	made	_____	saw
_____	ate	_____	read /rɛd/	_____	sat
_____	felt	_____	rode	_____	took

### B PAIR WORK Did you do the things in the pictures yesterday? Tell your partner.

"Yesterday, I didn't do my homework. But I did the laundry. . . ."

# 6 SPEAKING Last weekend

A Write five things you did and five things you didn't do last weekend.

B **GROUP WORK** Tell your classmates about your weekend.

A: I went to a party last weekend.

B: I didn't go to a party. But I met my friends.

C: I met my friends, too! We went . . .

#### Things I did

I went to a party.

I danced a lot.

I . . .

#### Things I didn't do

I didn't clean the house.

I didn't see a movie.

I didn't . . .



## 7 CONVERSATION Did you have fun?

▶ Listen and practice.



**KIM** Hi, Martin! Welcome back! So, did you go to Montreal?



**MARTIN** No, I didn't. I went to Sydney with my sister.



**KIM** Really? Did you like it?



**MARTIN** Yeah, we loved it! We visited the Opera House and went to Bondi Beach.



**KIM** Did you go surfing?



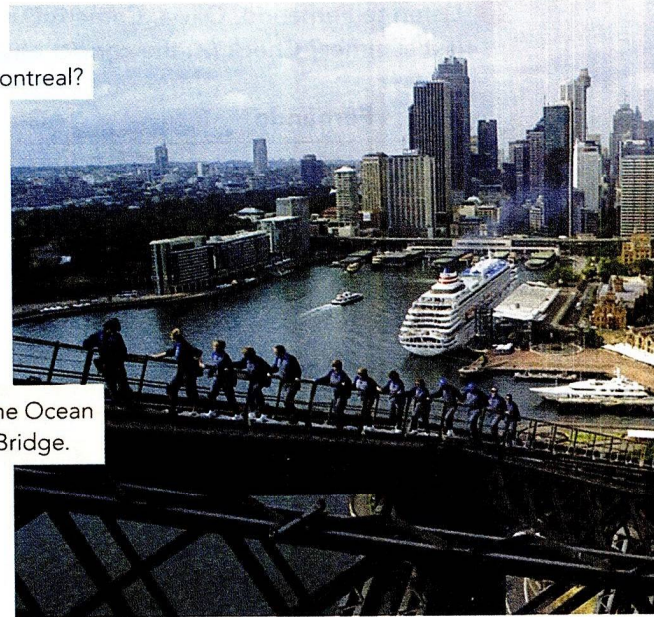
**MARTIN** No, we didn't. Actually, we went swimming in the Ocean Pool. And one day we climbed Sydney Harbor Bridge.



**KIM** Wow! Did you have fun?



**MARTIN** Yes, I did. But my sister didn't like climbing very much. She got really tired.



## 8 GRAMMAR FOCUS

▶ Simple past yes/no questions

**Did you have** a good summer?  
Yes, I **did**. I **had** a great summer.

**Did Martin like** his vacation?  
Yes, he **did**. He **liked** it a lot.

**Did you go** surfing?  
No, I **didn't**. I **went** swimming.

**Did Martin and his sister go** to Montreal?  
No, they **didn't**. They **went** to Sydney.

**GRAMMAR PLUS** see page 145

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

- A:** \_\_\_\_\_ *Did* \_\_\_\_\_ you \_\_\_\_\_ *have* \_\_\_\_\_ (have) a good summer?  
**B:** Yes, I \_\_\_\_\_. I \_\_\_\_\_ (have) a great summer.  
I \_\_\_\_\_ (go) out with my friends a lot.
- A:** \_\_\_\_\_ you \_\_\_\_\_ (go) anywhere last summer?  
**B:** No, I \_\_\_\_\_. I \_\_\_\_\_ (stay) here.  
I \_\_\_\_\_ (get) a part-time job, so I \_\_\_\_\_ (make) some extra money.
- A:** \_\_\_\_\_ you \_\_\_\_\_ (take) any classes last summer?  
**B:** Yes, I \_\_\_\_\_. I \_\_\_\_\_ (take) tennis lessons, and I \_\_\_\_\_ (play) tennis every day!
- A:** \_\_\_\_\_ you \_\_\_\_\_ (speak) English last summer?  
**B:** No, I \_\_\_\_\_. But I \_\_\_\_\_ (read) blogs in English, and I \_\_\_\_\_ (watch) English movies.

**B PAIR WORK** Ask the questions from part A. Answer with your own information.

**A:** Did you have a good summer?

**B:** Yes, I did. I went to the beach every day.





## 9 LISTENING Did you have a good summer?

- ▶ Listen to Fernando, Olivia, Cameron, and Abigail. What did they do last summer? Check (✓) the correct answers.

Fernando	Olivia	Cameron	Abigail
<input type="checkbox"/> stayed home	<input type="checkbox"/> watched videos	<input type="checkbox"/> went bike riding	<input type="checkbox"/> worked in the yard
<input type="checkbox"/> visited his brother	<input type="checkbox"/> read books	<input type="checkbox"/> went swimming	<input type="checkbox"/> got a job
<input type="checkbox"/> went to the beach	<input type="checkbox"/> watched TV	<input type="checkbox"/> played baseball	<input type="checkbox"/> painted the house

## 10 WORD POWER Summer activities

- ▶ **A** Find two words from the list that go with each verb in the chart. Then listen and check.

- |                  |                |
|------------------|----------------|
| a barbecue       | a picnic       |
| beach volleyball | soccer         |
| camping          | a summer class |
| ✓ a new bike     | swimming       |
| new people       | a trip         |
| old friends      | ✓ up late      |

get	<u>a new bike</u>	<u>up late</u>
go	_____	_____
have	_____	_____
meet	_____	_____
play	_____	_____
take	_____	_____

- B PAIR WORK** Add two activities to the list. Check (✓) six things to ask your partner. Then ask and answer questions.

Did you . . . last summer?

- |  |   |
|--|---|
| <input type="checkbox"/> do anything interesting     | <input type="checkbox"/> play any games   |
| <input type="checkbox"/> eat any new foods           | <input type="checkbox"/> read any books   |
| <input type="checkbox"/> see any museum exhibits     | <input type="checkbox"/> see any movies   |
| <input type="checkbox"/> meet any interesting people | <input type="checkbox"/> take any classes |
| <input type="checkbox"/> play any sports             | <input type="checkbox"/> take any trips   |
| <input type="checkbox"/> _____                       | <input type="checkbox"/> _____            |

**A:** Did you do anything interesting last summer?

**B:** Yes, I did. I went white-water rafting.

- C CLASS ACTIVITY** Tell the class about your partner's summer.

"Last summer, Alma went white-water rafting with some friends. They had a lot of fun."



## 11 INTERCHANGE 14 Past activities

Did you and your partner do similar things when you were children? Go to Interchange 14 on page 129.



A Scan the social media posts. Who had a busy weekend? Who saw old friends on the weekend? Who had fun learning something new? Who had a terrible weekend?

SOCIAL

## DID YOU HAVE A GOOD WEEKEND?

**Nick Bond**

I just had the worst weekend ever! It was my best friend Pete's wedding and my car broke down on the drive. I was on a quiet road and suddenly there was a bang. Then the car just didn't move! I missed the wedding and came home on the back of a truck. 😞

♡ like
💬 comment
▶ Share post

**Jessie Taylor**

Hey guys! Guess what? I just got back from my first ever parasailing class! It was amazing! I traveled to a town by the ocean and met my instructor. We went high up above the ocean where people jump off the rocks. It was kind of scary but so exciting. Here's a picture of me. See? That's me!

♡ like
💬 comment
▶ Share post

**Armando Torres**

So . . . on Saturday morning I did chores at home. You know, laundry and stuff. Then I went grocery shopping because . . . well, because there was no food in the house! Sunday morning, I fixed my bike, walked the dog, called my mom, and made lunch. Then I wrote a report for work, cleaned the house, and went to bed.

♡ like
💬 comment
▶ Share post

**Juliette Blum**

Wow. What an awesome weekend. I went running in the park on Saturday evening, and I met someone I knew from school 10 years ago. It was so cool. Her name is Marie and we always hung out together when we were kids. She's married now and has a baby!

♡ like
💬 comment
▶ Share post

B Read the social media posts. Then correct these sentences.

1. Nick got married.	<u>Nick's best friend got married.</u>
2. On the way to the wedding, Nick's truck broke down.	_____
3. Jessie's parasailing class was terrible.	_____
4. It was Jessie's second parasailing class.	_____
5. Armando watched TV on Saturday morning.	_____
6. Armando fixed his car and walked his dog.	_____
7. Juliette went running on Sunday morning.	_____
8. Juliette is married and has a baby.	_____

C **PAIR WORK** How was your weekend? Did you have fun? Why? Why not? Tell your partner.

I had a good time. **97**



# Units 13–14 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Understand conversations about where to get things in a town (Ex. 1)

Ask and answer questions about where places are (Ex. 2)

Ask for and give directions (Ex. 2)

Talk about past activities (Ex. 3, 4)

Ask and answer questions about past activities (Ex. 4)

Very well

OK

A little

## 1 LISTENING What are you looking for?

- ▶ Listen to the conversations. What do the people need?  
Where can they get or find it? Complete the chart.

What?	Where?
1.	
2.	
3.	
4.	

## 2 SPEAKING Is there a . . . near here?

- A PAIR WORK** Are these places near your school? Where are they?  
Ask and answer questions.

bank

coffee shop

hospital

post office

bookstore

department store

park

supermarket

**A:** Is there a bank near here?

**B:** Yes, there's a bank on Second Avenue. It's across from the Korean restaurant.

- B PAIR WORK** Give directions from your school to the places in part A.  
Your partner guesses the place.

**A:** Go out of the school and turn left. Walk for about three minutes.

It's on the right, next to the drugstore.

**B:** It's the coffee shop.

**A:** That's right!



### 3 SPEAKING On my last vacation . . .

**A** Write four statements about your last vacation. Two are true and two are false.

**B PAIR WORK** Read your statements. Your partner says, "I think it's true," or "I think it's false." Who has more correct guesses?

I went to New Zealand.  
 It rained all day, every day.  
 I didn't go to the beach.  
 I read two books.

**A:** On my last vacation, I went to New Zealand.

**B:** I think it's false.

**A:** That's right. It's false. OR Sorry. It's true.



### 4 SPEAKING Did you . . . last weekend?

**A** Check (✓) the things you did last weekend. Then add two more things you did.

Last weekend, I . . .

- |  |  |
|--|--|
| <input type="checkbox"/> ate at a restaurant | <input type="checkbox"/> visited relatives     |
| <input type="checkbox"/> cleaned the house   | <input type="checkbox"/> washed the car        |
| <input type="checkbox"/> did homework        | <input type="checkbox"/> watched a game on TV  |
| <input type="checkbox"/> did the laundry     | <input type="checkbox"/> uploaded photos       |
| <input type="checkbox"/> downloaded movies   | <input type="checkbox"/> went shopping         |
| <input type="checkbox"/> exercised           | <input type="checkbox"/> went out with friends |
| <input type="checkbox"/> played video games  | <input type="checkbox"/> _____                 |
| <input type="checkbox"/> rode my bicycle     | <input type="checkbox"/> _____                 |



**B PAIR WORK** Ask your partner about his or her weekend.

**A:** Did you eat at a restaurant last weekend, Narumi?

**B:** Yes, I did. I ate at a very good Italian restaurant. What about you? Did you eat at a restaurant?

**A:** No, I didn't. . . .

**C GROUP WORK** Join another pair. Tell them about your partner's weekend.

"Narumi ate at a very good Italian restaurant."



## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



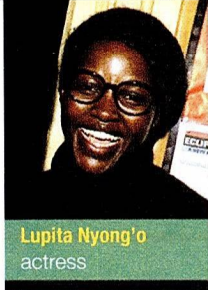
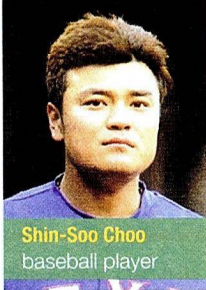
# Where were you born?

- ▶ Discuss family and personal history
- ▶ Discuss school experiences and memories

## 1 SNAPSHOT

▶ Listen and practice.

Where Were They Born?

 <b>Esperanza Spalding</b> musician	 <b>John Oliver</b> comedian	 <b>Lupita Nyong'o</b> actress	 <b>Shin-Soo Choo</b> baseball player	 <b>Shigeru Miyamoto</b> game designer	a. Japan b. Mexico c. South Korea d. the U.K. e. the U.S.
--	---	---	---	---	---

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

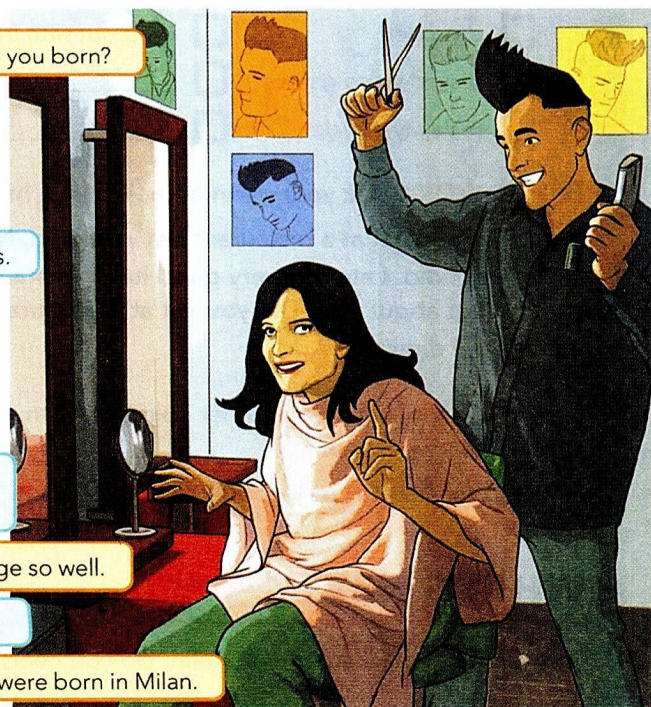
Answers: 1.e 2.d 3.b 4.c 5.a

Match the people with the countries where they were born. Then check your answers.  
What famous people were born in your country? What do they do?

## 2 CONVERSATION I was born in Brazil.

▶ Listen and practice.

- Mario** Bianca. That's a nice name. Where were you born?
- Bianca** I was born in Brazil.
- Mario** Oh! So you weren't born in the U.S. Your English is really good.
- Bianca** Thanks. I studied English for many years.
- Mario** Did you study English in Brazil?
- Bianca** Yeah, I started when I was seven.
- Mario** You were pretty young.
- Bianca** Yes, I went to a bilingual school. I had classes in English and in Portuguese.
- Mario** You were lucky to learn another language so well.
- Bianca** Do you speak a second language, too?
- Mario** Well, I speak a little Italian. My parents were born in Milan.









## 4 PRONUNCIATION Negative contractions

▶ A Listen and practice.

one syllable		two syllables	
aren't	don't	isn't	doesn't
weren't	can't	wasn't	didn't

▶ B Listen and practice.

They **didn't** like the comedy because it **wasn't** funny.

I **don't** like coffee, and she **doesn't** like tea.

This **isn't** my book. I **can't** read French.

They **weren't** in class yesterday, and they **aren't** in class today.

C Write four sentences with negative contractions.

Then read them to a partner.

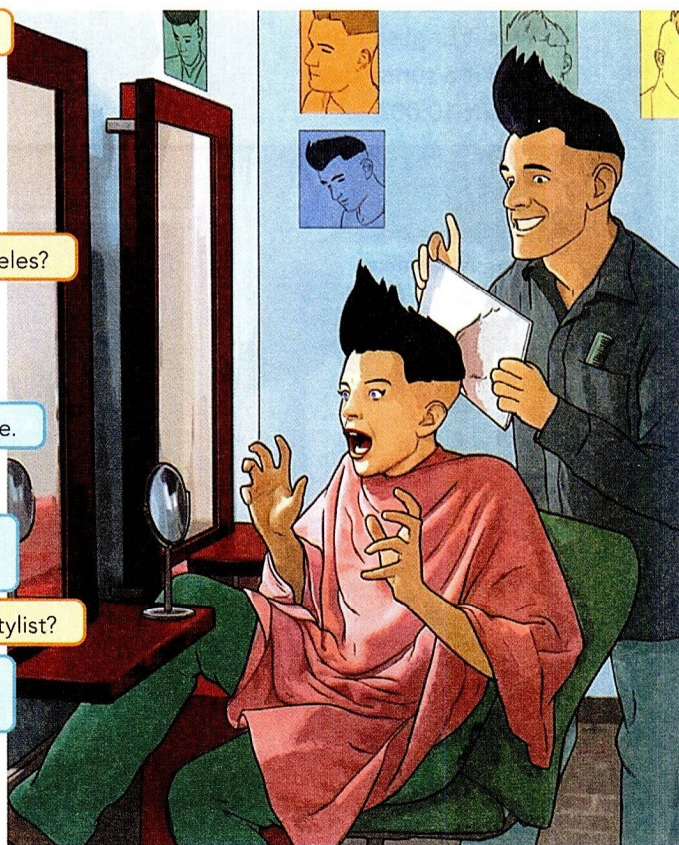
I *didn't* go to the party because  
my friends *weren't* there.



## 5 CONVERSATION I grew up in New York.

▶ Listen and practice.

- Bianca** So, Mario, where did you grow up?
- Mario** I grew up in New York.
- Bianca** Were you born there?
- Mario** Yeah. I was born in Brooklyn.
- Bianca** And when did you come to Los Angeles?
- Mario** In 2008.
- Bianca** How old were you then?
- Mario** I was eighteen. I went to college here.
- Bianca** Oh. What was your major?
- Mario** Photography. I was a photographer for five years after college.
- Bianca** Really? Why did you become a hairstylist?
- Mario** Because I needed the money. And I love it. So, what do you think?
- Bianca** Well, uh . . .





## 6 GRAMMAR FOCUS

### ▶ Wh-questions with *did*, *was*, and *were*

Where **did** you **grow up**?

What **did** your father **do** there?

When **did** you **come** to Los Angeles?

Why **did** you **become** a hairstylist?

Where **were** you **born**?

When **were** you **born**?

How old **were** you in 2008?

What **was** your major in college?

I **grew up** in New York.

He **worked** in a department store.

I **came** to Los Angeles in 2008.

Because I **needed** the money.

I **was born** in Brooklyn.

I **was born** in 1990.

I **was** eighteen.

Photography. I **was** a photographer for five years.

GRAMMAR PLUS see page 146

**A** Match the questions with the answers. Then compare with a partner.

- |  |                                    |
|--|------------------------------------|
| 1. Where were you born? <u>e</u>             | a. His name was Akio.              |
| 2. Where did you grow up? _____              | b. He was really friendly.         |
| 3. How was your first day of school? _____   | c. I wanted to improve my English. |
| 4. Who was your best friend in school? _____ | d. I grew up in Tokyo.             |
| 5. What was he like? _____                   | e. In Kyoto, Japan.                |
| 6. Why did you take this class? _____        | f. It was a little scary.          |

**B PAIR WORK** Ask and answer the questions in part A. Use your own information and make the necessary changes.

**C GROUP WORK** Ask the questions. Use a year in your answers.

1. When were you born?
2. When was your father born?
3. When was your mother born?
4. When did you turn 13?
5. When did you start high school?
6. When did you begin to study English?

#### saying years

1900 = nineteen hundred

1906 = nineteen oh six

1995 = nineteen ninety-five

2000 = two thousand

2007 = two thousand (and) seven

2015 = two thousand (and) fifteen  
OR twenty-fifteen

## 7 LISTENING I wasn't born here.

▶ **A** Listen. What year were these people born? Complete the sentences.

- |                               |                              |
|-------------------------------|------------------------------|
| 1. Melissa was born in _____. | 3. Kumiko was born in _____. |
| 2. Colin was born in _____.   | 4. Omar was born in _____.   |

▶ **B** Listen again. Where did these people grow up? Complete the sentences.

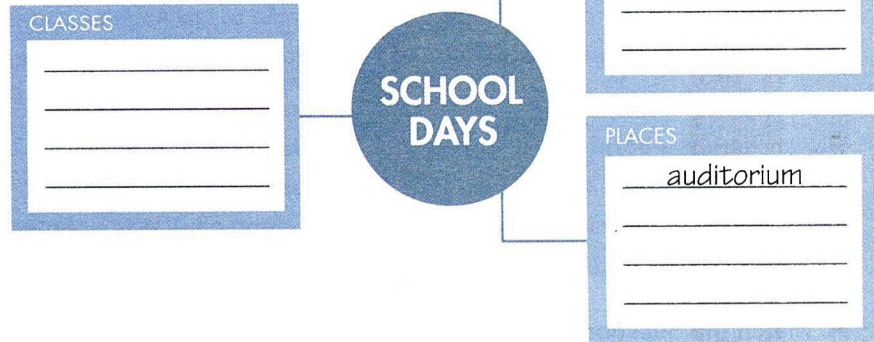
- |                              |                             |
|------------------------------|-----------------------------|
| 1. Melissa grew up in _____. | 3. Kumiko grew up in _____. |
| 2. Colin grew up in _____.   | 4. Omar grew up in _____.   |



## 8 WORD POWER School days

**A** Complete the word map with words from the list. Then listen and check.

- ✓ auditorium
- cafeteria
- college
- computer lab
- elementary school
- geography
- high school
- history
- library
- middle school
- physical education
- science



**B PAIR WORK** Find out about your partner's elementary, middle, or high school days. Ask these questions. Then tell the class.

- |  |  |
|--|--|
| What classes did you take?             | Who was your favorite teacher? Why?      |
| What was your favorite class? Why?     | Where did you spend your free time? Why? |
| What classes didn't you like? Why not? | What was a typical day of school like?   |
| Who was your best friend?              | What didn't you like about school?       |

"In high school, Julian's favorite class was physical education because he liked to play sports . . ."

## 9 SPEAKING Can you remember . . . ?

**A GROUP WORK** How often do you have English class? What do you remember from your last class? Ask and answer these questions.

1. Who was in class? Who wasn't there?
2. Who was late that day?
3. Who was very tired?
4. What color were your teacher's shoes?
5. What were your teacher's first words?
6. Did all the students bring their books?
7. What did you learn?
8. What did you do after class?

**B CLASS ACTIVITY** What does your group remember? Tell the class.



## 10 INTERCHANGE 15 This is your life.

Did you and your partner do similar things when you were children? Go to Interchange 15 on page 130.



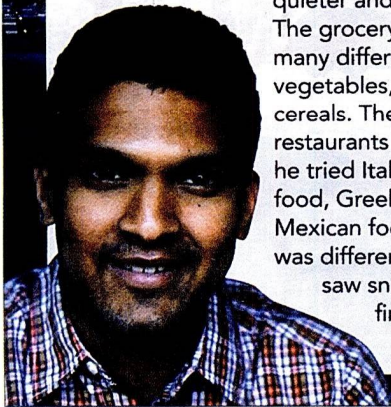
A Scan the article. What is a “third culture kid?” Do you know anyone who moved to another country?

## THE STORY OF A THIRD CULTURE KID

Tommy was born in Colombo, the largest city in the island country of Sri Lanka. The streets of Colombo were busy, and Tommy loved the colors, sights, and smells. He played on sandy beaches with his friends. He spoke Sinhalese with his friends and family and learned English at school. He loved visiting the neighborhood markets with his family to buy fresh fruits and vegetables. Typical Sri Lankan dishes made with coconuts and rice were some of his favorite foods.

When he was six, Tommy moved with his parents to a small town near New York City. His parents both had new jobs there. For Tommy, life in his new town was a big surprise. Everything was different! The streets were

quieter and less colorful. The grocery stores sold so many different types of fruits, vegetables, cheeses, and cereals. There were so many restaurants in his new town – he tried Italian food, Chinese food, Greek food, and Mexican food. The weather was different, too. Tommy saw snow for the very first time!



Looking back, Tommy remembers learning that the culture in the United States was different from the culture in Sri Lanka. Not better, not worse, just different. Tommy learned new things every day. He learned Spanish in school. He also learned ways that people in the U.S. communicate with each other. Tommy remembers everyone saying “How are you doing?” but it wasn’t a question. It was like saying “Hi!”

Tommy was a “third culture kid.” That means he was raised in a different country than his parents. Many third culture kids believe that they are lucky. They know and understand more than one culture, and they often speak more than one language. Tommy went to college in Los Angeles and studied languages. Now he works for a big charity that helps children around the world get a good education.

Sometimes it’s hard to learn a whole new way of life, but Tommy says it’s the best thing that ever happened. He calls Sri Lanka “home” and the U.S. “home,” too!



B Read the article. Check (✓) True or False.

1. Tommy lived in Sri Lanka most of his life.
2. He was born in Sri Lanka.
3. Tommy liked traditional Sri Lankan food.
4. He didn’t learn any new languages in the U.S.
5. In the U.S., Tommy ate mostly at Sri Lankan restaurants.
6. Tommy is happy to be a third culture kid.

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"/>
<input type="checkbox"/>	<input type="checkbox"/>

C Number these events in Tommy’s life from 1 (first) to 8 (last).

- |   |   |
|---|---|
| ___ a. Tommy saw snow for the first time.         | ___ e. He learned a new language in the U.S.          |
| ___ b. Tommy went to college.                     | 1   f. Tommy was born on an island.                   |
| ___ c. Tommy moved to the U.S.                    | ___ g. In Sri Lanka, Tommy studied English in school. |
| ___ d. As a small boy, Tommy played on the beach. | ___ h. He works for a charity in the U.S.             |

D **GROUP WORK** Tommy thinks living in another culture is a good thing. Why do you think he says that? Do you agree? Tell your classmates.



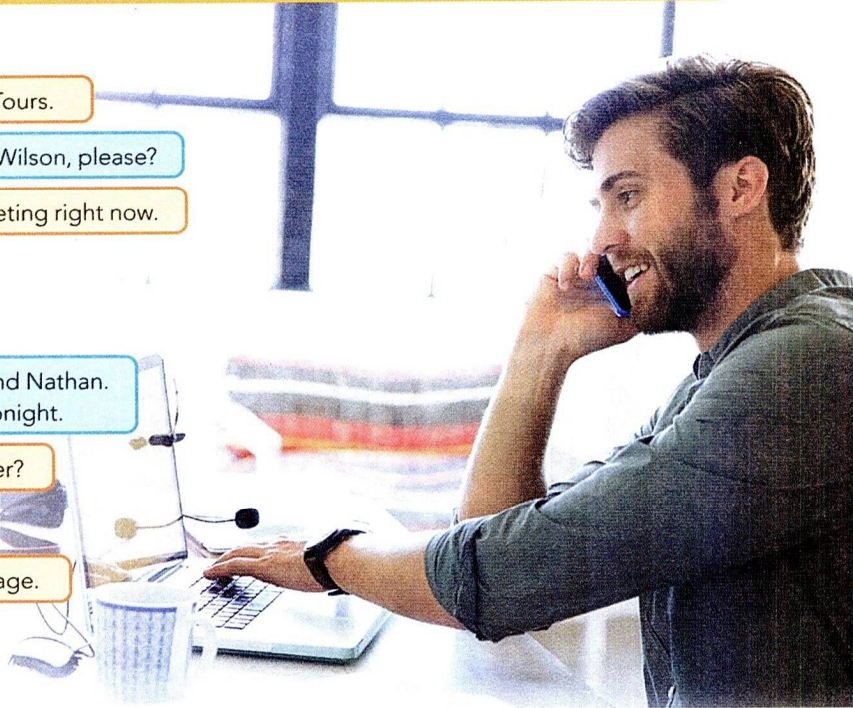
# Can I take a message?

- ▶ Make phone calls and leave messages
- ▶ Make, accept, and decline invitations

## 1 CONVERSATION Please ask her to call me.

▶ Listen and practice.

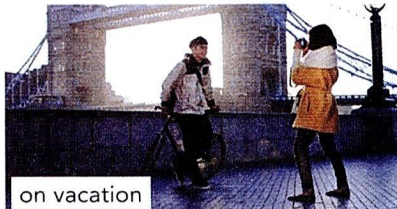
- Receptionist** Good morning – Creative Tours.
- Nathan** Hello. Can I speak to Julie Wilson, please?
- Receptionist** I'm sorry, but she's in a meeting right now.
- Nathan** Oh, OK.
- Receptionist** Can I take a message?
- Nathan** Yes, thanks. This is her friend Nathan. Please ask her to call me tonight.
- Receptionist** Does she have your number?
- Nathan** Yes, she does.
- Receptionist** OK. I'll give her your message.
- Nathan** Thank you so much.



## 2 WORD POWER Prepositional phrases

▶ A Listen and practice.

- |                  |                       |                  |                        |                         |
|------------------|-----------------------|------------------|------------------------|-------------------------|
| <b>at home</b>   | <b>at the mall</b>    | <b>in bed</b>    | <b>in the shower</b>   | <b>on vacation</b>      |
| <b>at work</b>   | <b>at the library</b> | <b>in class</b>  | <b>in the hospital</b> | <b>on a trip</b>        |
| <b>at school</b> | <b>at the beach</b>   | <b>in Mexico</b> | <b>in a meeting</b>    | <b>on his/her break</b> |



**B PAIR WORK** Make a list of five friends and family members. Give it to your partner. Where are these people right now? Ask and answer questions.

**A:** Where's your brother right now?

**B:** He's on vacation. He's in India.



### 3 LISTENING Sorry I missed your call.

**A** Listen to Nathan return three phone calls. Why did he miss each call? Check (✓) the correct answers.

- |                 |                                    |   |                                      |
|-----------------|------------------------------------|---|--------------------------------------|
| 1. He was . . . | <input type="checkbox"/> shopping. | <input type="checkbox"/> in the shower. | <input type="checkbox"/> at a party. |
| 2. He was . . . | <input type="checkbox"/> studying. | <input type="checkbox"/> at the mall.   | <input type="checkbox"/> sick.       |
| 3. He was . . . | <input type="checkbox"/> in class. | <input type="checkbox"/> sleeping.      | <input type="checkbox"/> at work.    |

**B** Listen again. Why did they call Nathan? Correct the sentences.

- Hannah called Nathan because he is having a party.
- Andrea called Nathan because she needs to see Nathan's textbook.
- Alexis called Nathan because Sam can come in to work on Saturday.

### 4 GRAMMAR FOCUS

**Subject and object pronouns**

#### Subjects

**I**  
**You**  
**He**  
**She** got Nathan's message.  
**We**  
**They**

#### Objects

**me**  
**you**  
**him**  
 Nathan left **her** a message.  
**us**  
**them**

GRAMMAR PLUS see page 147



**A** Complete the phone conversations with the correct pronouns. Then practice with a partner.

- A:** Can \_\_\_\_\_ | \_\_\_\_\_ speak with Ms. Murphy, please?  
**B:** \_\_\_\_\_'s not here. But maybe \_\_\_\_\_ can help you.  
**A:** Please give \_\_\_\_\_ my new cell number. It's 555-2981.
- A:** Hi, this is Colin Shaw. Is Mr. Kerr there?  
**B:** \_\_\_\_\_'m sorry, but \_\_\_\_\_'s not here right now. Do you want to leave a message?  
**A:** Yes. Please tell \_\_\_\_\_ to call me at work.
- A:** Hello, this is Carol's Café. Are Lauren and Matt in?  
**B:** No, \_\_\_\_\_'re not. I'm their son. Can I help \_\_\_\_\_?  
**A:** \_\_\_\_\_ found their keys. \_\_\_\_\_ left \_\_\_\_\_ on the table.  
**B:** Just bring \_\_\_\_\_ the keys. I can give \_\_\_\_\_ to my parents.  
**A:** I'm sorry, but \_\_\_\_\_ can't. Can your mom or dad call \_\_\_\_\_?  
**B:** OK.

**B PAIR WORK** Role-play this phone conversation.

**Student A:** "Call" your business partner Robert White's office. You want a meeting on Monday at 4:00 P.M.

**Student B:** You are Robert White's assistant. Answer the phone. Mr. White is not in. Take a message.

**C PAIR WORK** Change roles. This time you want a meeting on Tuesday at 2:00 P.M.



## 5 SNAPSHOT

▶ Listen and practice.

### Popular Activities in the U.S.



go camping



go to an amusement park



go to a street fair



go to a concert



have a barbecue



see a play or musical


Check (✓) the activities that are popular in your country.

What other activities are popular in your country?

What are your favorite activities? Are there any activities you don't like? Why?

## 6 CONVERSATION Do you want to see a movie?

▶ Listen and practice.

-  **NATHAN** Hello?
-  **JULIE** Hi, Nathan. I got your message.
-  **NATHAN** Hi. Thanks for calling me back. Sorry I called you at work.
-  **JULIE** Oh, that's OK. I was in a meeting, so I turned my cell phone off. What's up?
-  **NATHAN** Well, do you want to see a movie with me tonight?
-  **JULIE** Tonight? I'm sorry, but I can't. I have to work late tonight.
-  **NATHAN** Oh, that's too bad. How about tomorrow night?
-  **JULIE** Sure, I'd love to. What time do you want to meet?
-  **NATHAN** How about around seven o'clock at the Astoria on Pratt Avenue?
-  **JULIE** Terrific! Text me when you leave your office, OK?





## 7 PRONUNCIATION Reduction of *want to* and *have to*

- ▶ A Listen and practice. Notice the reduction of **want to** and **have to**.

/wənə/

A: Do you **want to** go to dinner with me tonight?

/hæftə/

B: I'm sorry, but I can't. I **have to** study for a test.

- B **PAIR WORK** Practice the conversation in Exercise 6 again. Try to reduce **want to** and **have to**.



## 8 GRAMMAR FOCUS

### ▶ Invitations; verb + to

**Do you want to see** a play with me tonight?

Sure. I'd really **like to** see a good play.

I'd **like to** (see a play), but I **have to** work late.

I'd = I would

**Would you like to go** to an amusement park?

Yes, I'd **love to** (go to an amusement park)!

I'd **like to** (go), but I **need to** study.

GRAMMAR PLUS see page 147

- A Complete the invitations. Then match them with the responses.

#### Invitations

1. Would you like to go to an art festival this weekend? d
2. Do you \_\_\_\_\_ go to a volleyball game tomorrow night? \_\_\_\_\_
3. Would you \_\_\_\_\_ see a comedy tonight? \_\_\_\_\_
4. Do you \_\_\_\_\_ go swimming on Saturday? \_\_\_\_\_
5. Do you \_\_\_\_\_ play soccer after school today? \_\_\_\_\_
6. Would you \_\_\_\_\_ go to a hip-hop concert on Saturday night? \_\_\_\_\_

#### Responses

- a. I'd like to, but I don't have a swimsuit!
- b. I'm sorry, but I have to talk to the teacher after school.
- c. I don't really like volleyball. Do you want to do something else?
- d. I'd like to, but I can't. I'm going to go on a trip this weekend.
- e. Yes, I'd love to. It's my favorite type of music.
- f. Tonight? I can't. I need to help my parents.

- B **PAIR WORK** Practice the invitations from part A. Respond with your own information.

A: Would you like to go to an art festival this weekend?

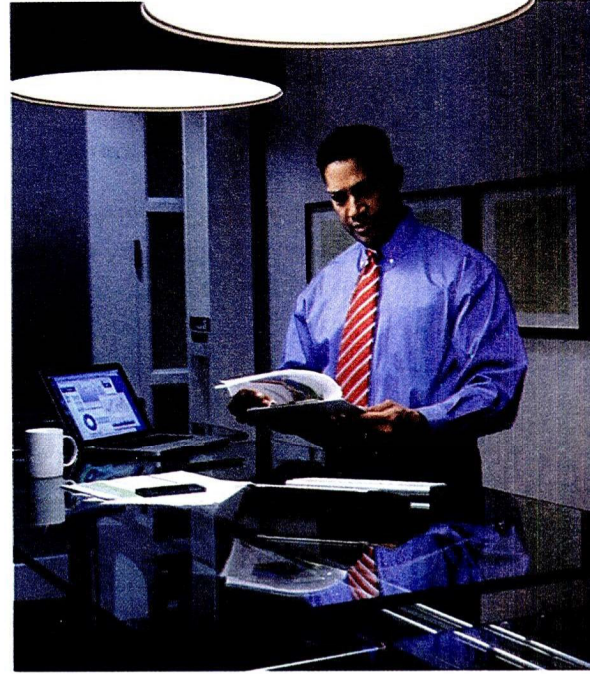
B: I'd like to, but I can't. I have to . . .



## 9 SPEAKING What is your excuse?

**A** Do you ever use these excuses? Check (✓) Often, Sometimes, or Never. Add your own excuse, and then compare with a partner.

	Often	Sometimes	Never
I have to work late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a headache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have to babysit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to do the laundry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to go to bed early.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to study for a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to visit my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm not feeling well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I already have plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B** Write down three things you want to do this weekend.

I want to go to the street fair on Saturday.

**C CLASS ACTIVITY** Go around the class and invite your classmates to do the things from part B. Your classmates respond with excuses.

**A:** Would you like to go to a concert tonight?

**B:** I'm sorry, but I can't. I have to work late tonight.

## 10 LISTENING I'll see you then!

**A** These four people need to change their plans. Listen to their phone calls. Who will be late? Who can't come? Check (✓) the correct answers.

	Will be late	Can't come
1. Jason	<input type="checkbox"/>	<input type="checkbox"/>
2. Jessica	<input type="checkbox"/>	<input type="checkbox"/>
3. Christian	<input type="checkbox"/>	<input type="checkbox"/>
4. Danielle	<input type="checkbox"/>	<input type="checkbox"/>

**B** Listen again. Which two people can't come? Write their first names and their excuses.

First name	Excuse
_____	_____
_____	_____



## 11 INTERCHANGE 16 The perfect weekend

Make plans with your classmates. Go to Interchange 16 on page 131.



A Look at the guide. What type of festival is Austin City Limits?

# AUSTIN CITY LIMITS!

## Where to start

Some people call Austin the “Live Music Capital of the World.” Every year, it hosts Austin City Limits. About 195,000 people go to this amazing festival. Most years, there are around 130 different bands that play. That’s a lot of cool music to listen to!

### Where’s the music?

Check out the AMD stage and the Austin Ventures stage. These stages are where many musicians perform, but there are eight stages in total, so continue exploring. If you’re lucky, you might hear Kendrick Lamar or Florence and the Machine! Sometimes musicians even play on a bridge.

### Autograph hunters: this way!

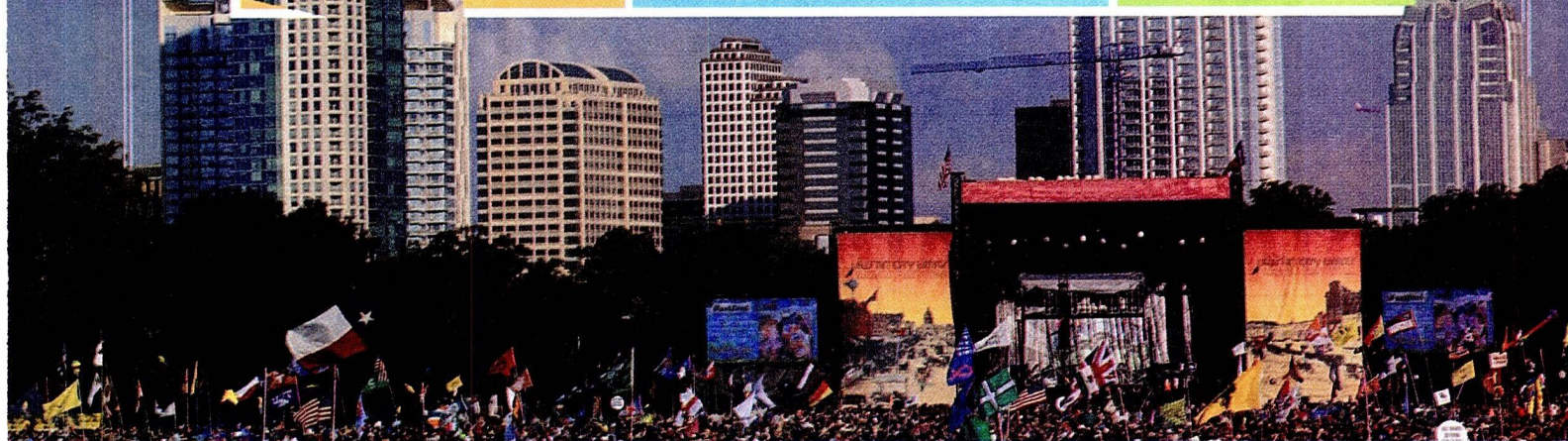
Do you want a famous person’s autograph? Look for the autograph booth. Maybe your favorite band member is there. Don’t forget to take a poster or a T-shirt for the band to sign.

### Snack attack

When you get hungry or thirsty, walk over to ACL Eats. It’s a big food court. Local restaurants serve up delicious local food from the state of Texas. You can get salads, tacos, pizza, hot dogs, hamburgers, and drinks there. There’s something for everyone.

### Where to shop

Do you like to shop? Go straight to the art market – right next to the shopping center. There’s a lot there – from cell phone cases to handmade African clothes. You can buy hats, photographs, books, paintings, and . . . guess what? You can even buy a guitar!



B Read the website. Check (✓) True or False.

1. About 130,000 people go to enjoy the festival.
2. There are eight stages for musicians.
3. You can buy food at the festival, but you can’t buy clothes.
4. ACL Eats is the name of a stage.
5. The art market is near the shopping center.
6. It’s possible to get an autograph at the festival.

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"/>
<input type="checkbox"/>	<input type="checkbox"/>

C **GROUP WORK** What events do you like to go to? Is there a special event in your city or town? Tell your classmates.



# Units 15–16 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Talk about my past (Ex. 1)

Ask about famous people using simple past yes/no questions (Ex. 2)

Ask and answer questions about someone's past (Ex. 2)

Understand phone calls and leave or pass on messages (Ex. 3)

Ask and answer questions about things I want, need, and have to do (Ex. 4)

Make and respond to invitations (Ex. 5)

Very well

OK

A little



















## 1 SPEAKING Interview

**A PAIR WORK** Write three years in the first line of the chart and add your question. Ask your partner four questions about his or her life in these years and complete the chart.

	20 ____	20 ____	20 ____
How old were you in ...?			
Who was your best friend in ...?			
What were you like in ...?			
_____ were / was _____ in ...?			

**B CLASS ACTIVITY** Tell the class about your partner's life.

"In 2001, Leo was two. He ..."

## 2 SPEAKING Who were they?

**GROUP WORK** Think of a famous person from the past. Your classmates ask yes/no questions to guess the person.

Was he/she born in ...?

Was he/she a singer? an actor? a politician?

Was he/she tall? heavy? good-looking?

**A:** I'm thinking of a famous man from the past.

**B:** Was he born in the U.S.?

**A:** No, he wasn't.

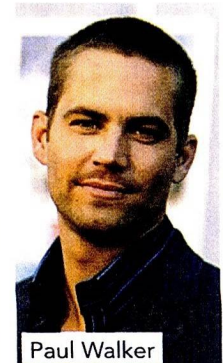
**C:** Was he ...?



Audrey Hepburn



Nelson Mandela



Paul Walker



### 3 LISTENING Give me a call!

▶ Listen and check (✓) the best response.

- |  |   |
|--|---|
| <p>1. <input type="checkbox"/> Yes. Please tell her to call me.<br/> <input type="checkbox"/> Yes. Please tell him to call me.</p> <p>2. <input type="checkbox"/> Sure. Does he have your number?<br/> <input type="checkbox"/> No, sorry. He's not here right now.</p> <p>3. <input type="checkbox"/> Yes, you do.<br/> <input type="checkbox"/> No, I don't.</p> | <p>4. <input type="checkbox"/> I have to babysit.<br/> <input type="checkbox"/> I had a terrible headache.</p> <p>5. <input type="checkbox"/> I'd love to, but I can't.<br/> <input type="checkbox"/> No, I didn't go. I was at work.</p> <p>6. <input type="checkbox"/> I'm sorry. He's not here right now.<br/> <input type="checkbox"/> No, Amanda is at work right now.</p> |
|--|---|

### 4 SPEAKING Find someone who . . .

**A CLASS ACTIVITY** Go around the class. Ask questions to complete the chart. Try to write a different name on each line.

Find someone who . . .	Name
has to babysit this weekend	
needs to do the laundry tomorrow	
wants to go home early	
wants to go shopping on Saturday	
wants to see a movie tonight	
has to go to the doctor this week	
needs to work this weekend	
doesn't want to do homework tonight	

**A:** Ayumi, do you have to babysit this weekend?

**B:** Yes, I do. I have to babysit my little sister.

**B PAIR WORK** Share your answers with a partner.



### 5 SPEAKING Would you like to . . . ?

**A** Make a list of five things you want to do this weekend.

**B CLASS ACTIVITY** Go around the class. Invite your classmates to do the things from part A. Your classmates accept or refuse the invitations.

**A:** Would you like to go to the Natural History Museum this weekend?

**B:** I'm sorry, but I can't. I have to . . .

**C:** Do you want to go to a soccer match on Sunday?

**D:** Sure, I'd love to! When would you like to . . . ?

## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# Interchange activities

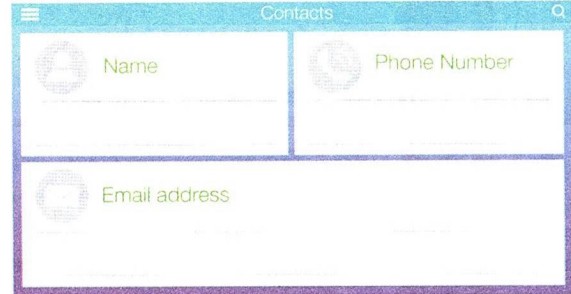
## INTERCHANGE 1 Celebrity classmates

**A** Imagine you are a celebrity. Write your name, phone number, and email address on the screens.



Contacts

Name	Phone Number
Usain Bolt	646-555-0831
Email address	
usainbolt_87@cup.org	



Contacts

Name	Phone Number
Email address	

**B CLASS ACTIVITY** Go around the class. Introduce yourself to three "celebrities." Ask and answer questions to complete the screens.

**A:** Hi. My name is Emma Watson.

**B:** I'm Usain Bolt. Nice to meet you, Emma.

**A:** Usain, what's your email address?

**B:** It's U-S-A-I-N-B-O-L-T underscore eight-seven at C-U-P dot O-R-G.

**A:** I'm sorry. Can you repeat that?

### useful expressions

I'm sorry.

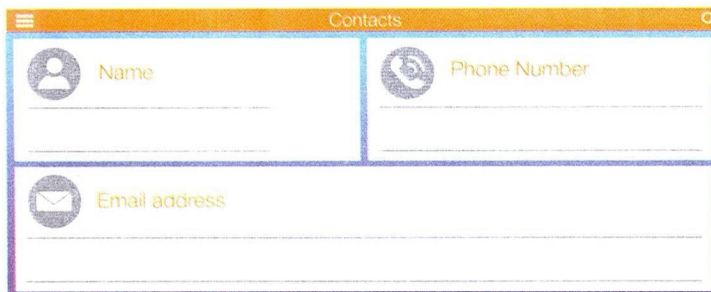
Can you repeat that?

How do you spell that?



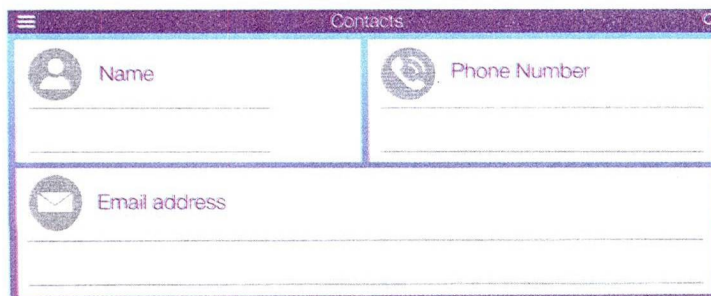
Contacts

Name	Phone Number
Email address	



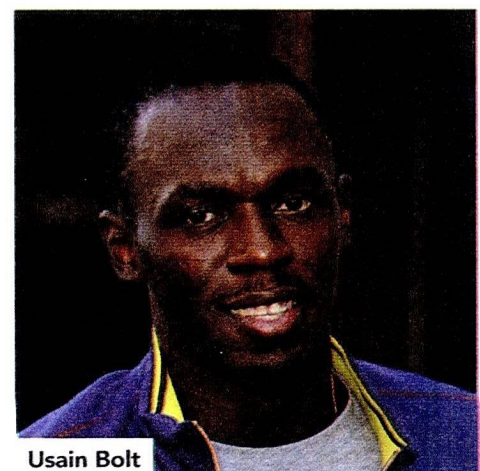
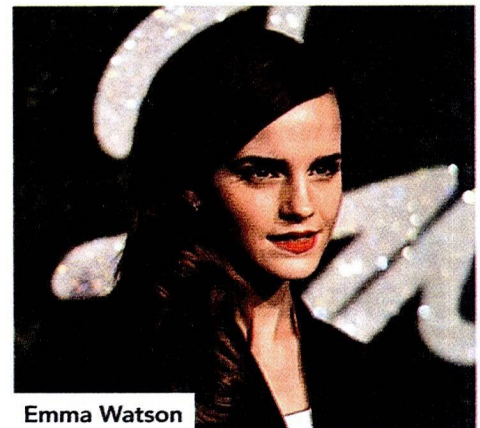
Contacts

Name	Phone Number
Email address	



Contacts

Name	Phone Number
Email address	





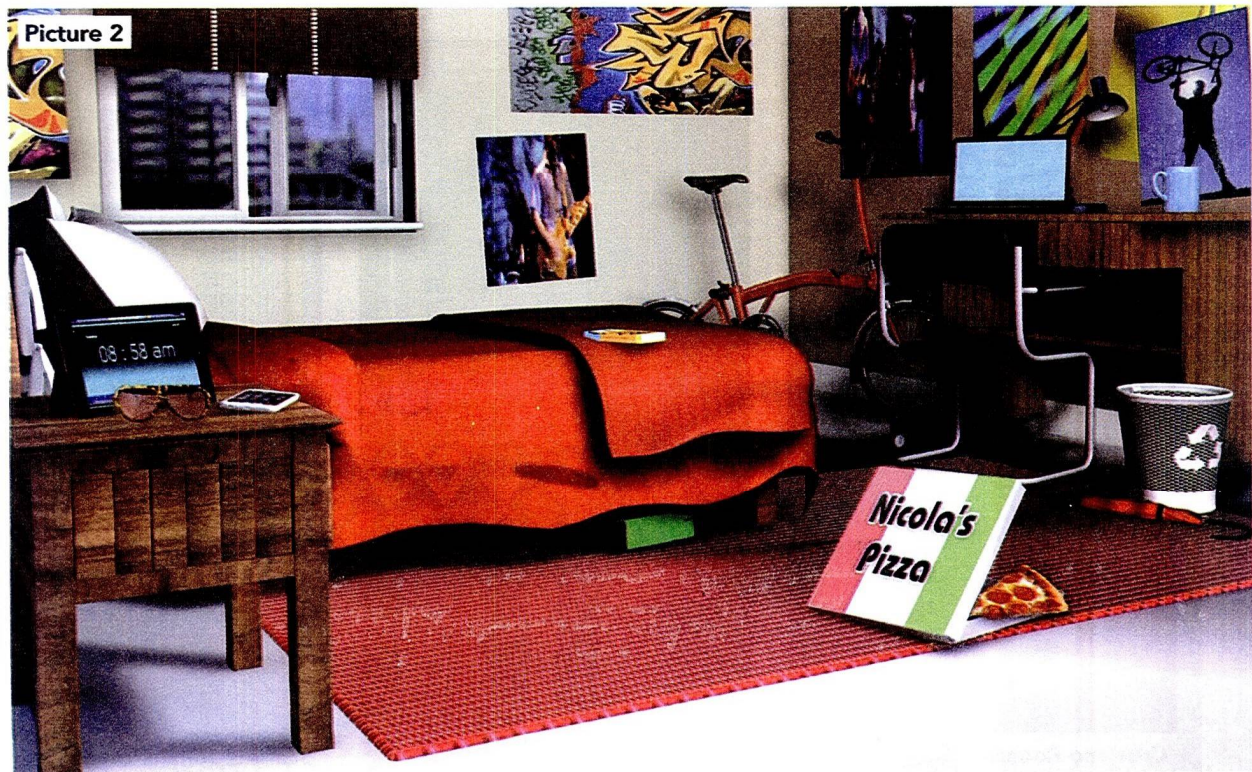
# INTERCHANGE 2 Find the differences

**PAIR WORK** How are the two pictures different? Ask questions to find the differences.

**A:** Where are the sunglasses?

**B:** In picture 1, they're on the bicycle.

**A:** In picture 2, they're on the table.





# INTERCHANGE 4 Celebrity fashions

**GROUP WORK** Describe the people in the pictures. Don't say the person's name.  
Your classmates guess the person.

**A:** He's wearing blue jeans, a beige shirt, and a black jacket. Who is it?

**B:** Is it John Cho?

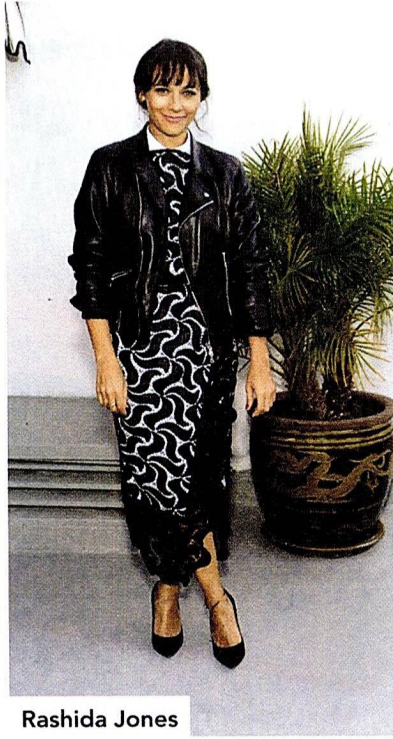
**A:** No, it isn't.

**B:** Is it Liam Hemsworth?

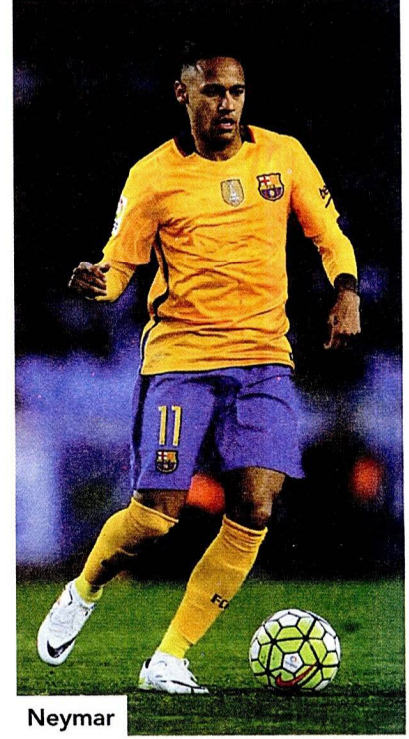
**A:** That's right.



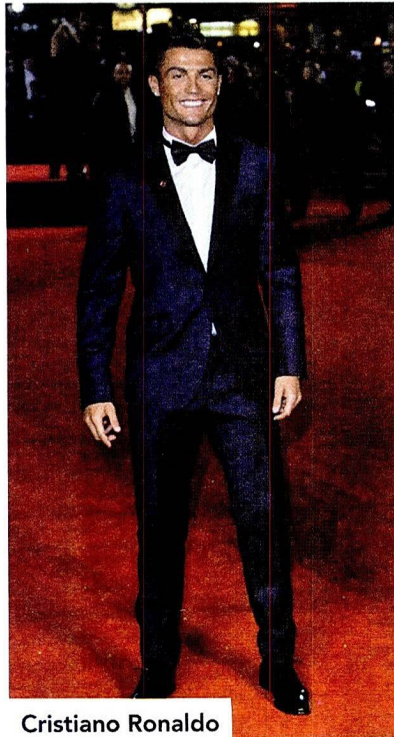
Bradley Cooper



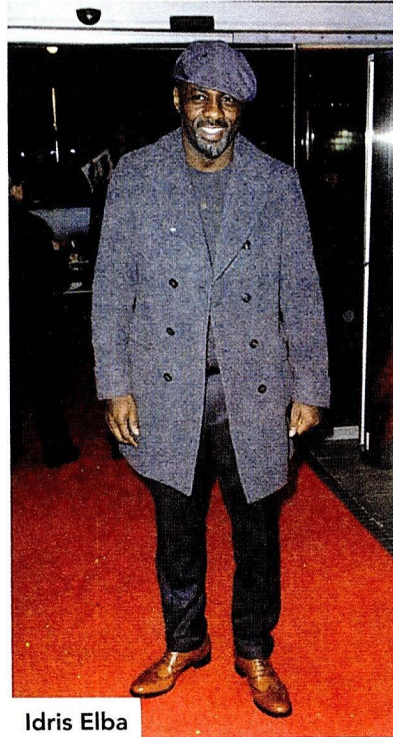
Rashida Jones



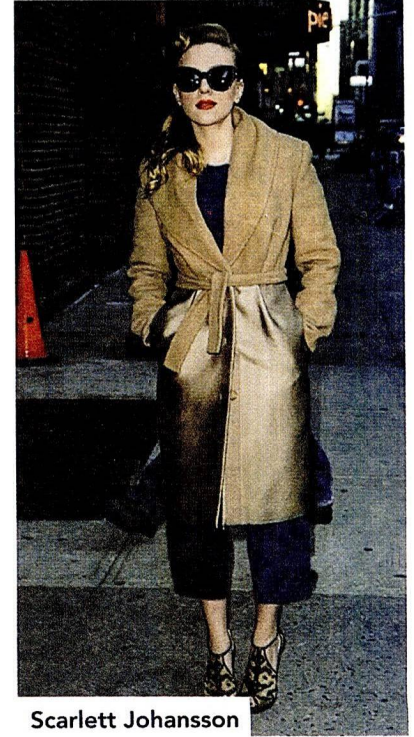
Neymar



Cristiano Ronaldo

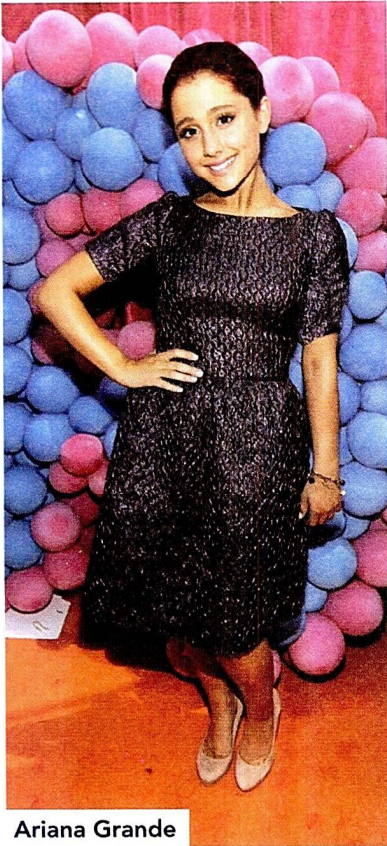


Idris Elba



Scarlett Johansson

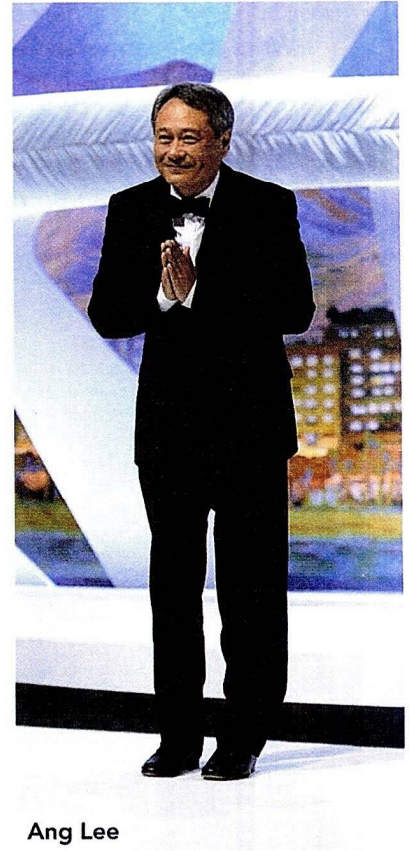




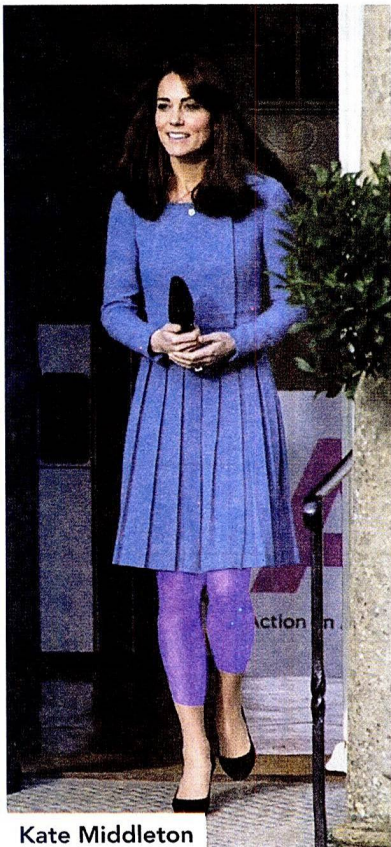
Ariana Grande



John Cho



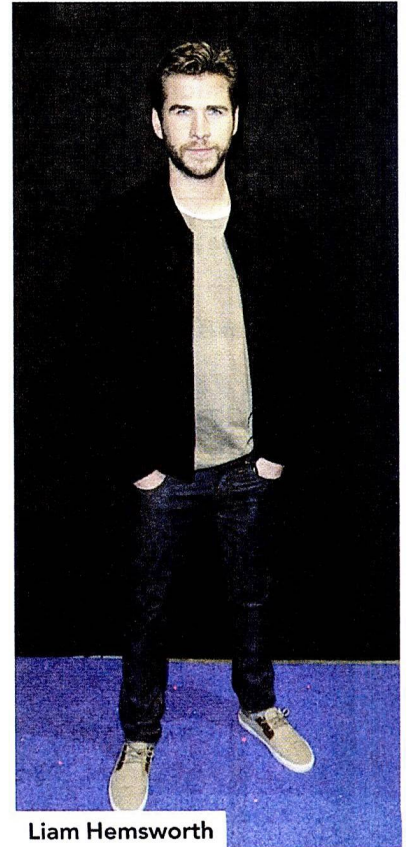
Ang Lee



Kate Middleton



Zoe Saldana



Liam Hemsworth



# INTERCHANGE 3 Let's talk!

**A CLASS ACTIVITY** Talk to your classmates. Ask two different classmates each question. Write their names and answers.



Question	Name:	Name:
What's your last name?		
Where are you from?		
What is your parents' first language?		
How do you spell your best friend's name?		
What's your best friend like?		
What is your email address?		
What is your phone number?		

**B CLASS ACTIVITY** Tell the class two things about your partners.

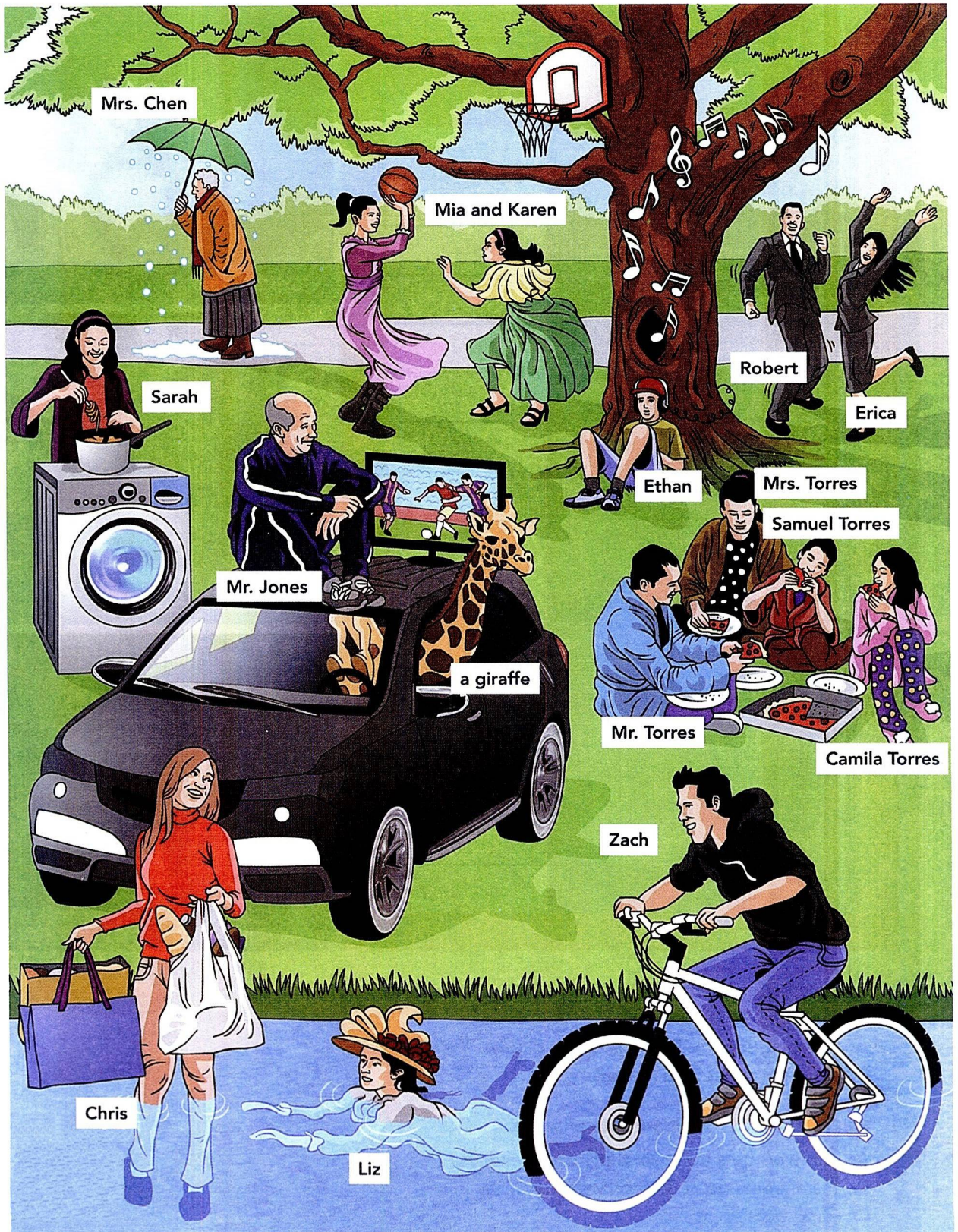
"Yumi's last name is Suzuki. Francisco is from Guatemala."



# INTERCHANGE 5 What's wrong with this picture?

**GROUP WORK** What's wrong with this picture? Tell your classmates.

"Mia and Karen are playing basketball, but they're wearing dresses!"




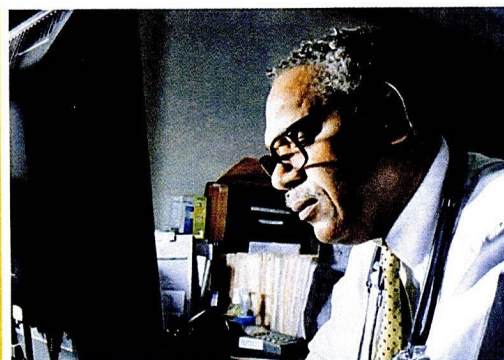


# INTERCHANGE 6 Class survey

**A CLASS ACTIVITY** Go around the class and find this information.  
Try to write a different name on each line.

Find **someone** who ...

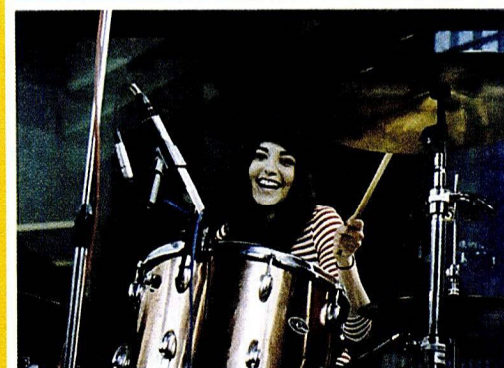
	Name 
gets up at 5:00 A.M. on weekdays	
gets up at noon on Saturdays	
does homework on Sunday night	
works at night	
works on weekends	
has a pet	
dances on Friday night	
lives alone	
takes a bus to class	
rides a motorcycle to class	
cooks on weekends	
plays the drums	
has two brothers	
writes emails every day	
speaks three languages	
doesn't eat breakfast	



work at night



cook on the weekends



play the drums

**A:** Do you get up at 5:00 A.M. on weekdays, Kun-woo?

**B:** No, I get up at six-thirty.

**A:** Do you get up at 5:00 A.M. on weekdays, Yasmin?

**C:** Yes, I get up at 5:00 A.M. every day.

**B GROUP WORK** Compare your answers.

**A:** Kun-woo gets up at six-thirty on weekdays.

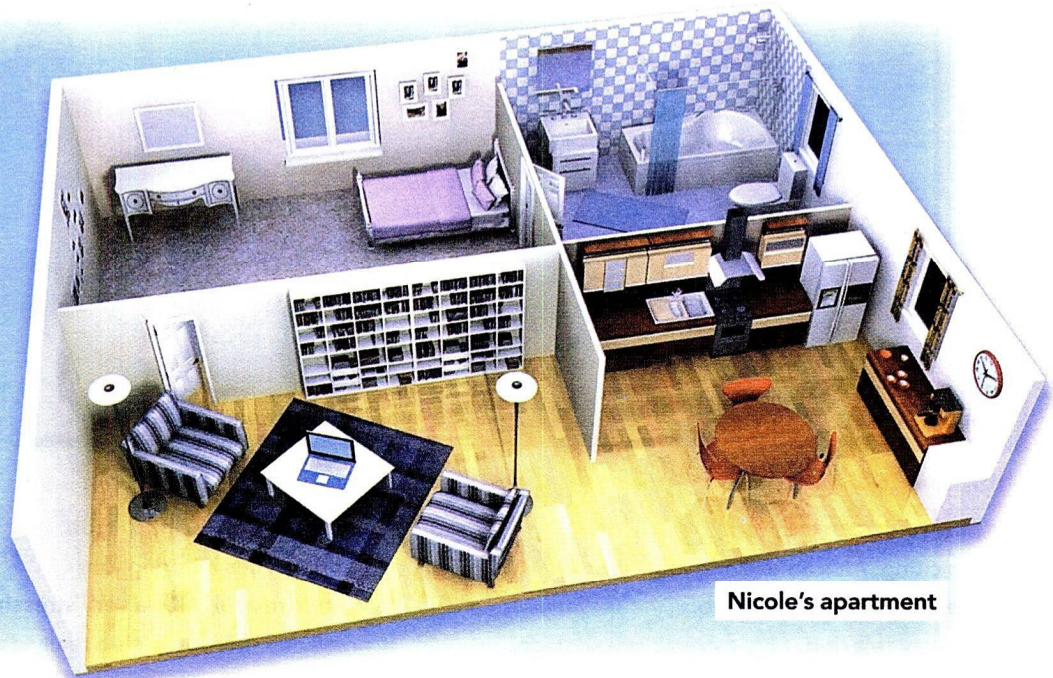
**B:** Yasmin gets up at 5:00 on weekdays.

**C:** Lucas gets up at . . .



# INTERCHANGE 7 Find the differences

**A PAIR WORK** Find the differences between Tony's apartment and Nicole's apartment.



- A:** There are four chairs in Tony's kitchen, but there are three chairs in Nicole's kitchen.
- B:** There is a sofa in Tony's living room, but there is no sofa in Nicole's living room.

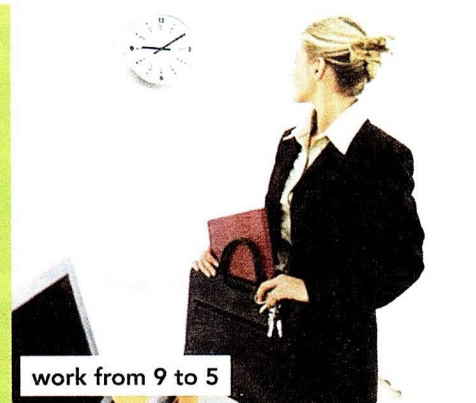
**B GROUP WORK** Compare your answers.



# INTERCHANGE 8 The perfect job

**A PAIR WORK** Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.

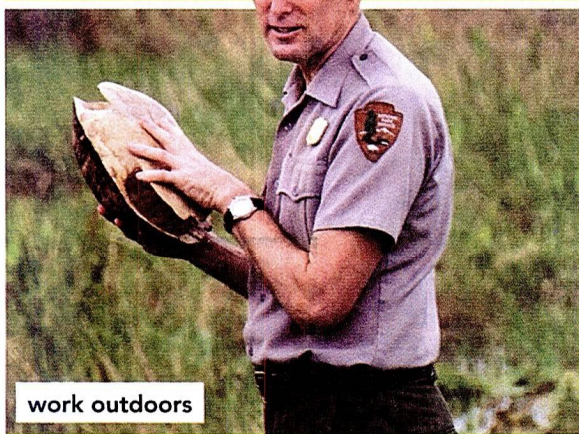
Do you want to . . . ?	Me		My partner	
	Yes	No	Yes	No
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



work from 9 to 5



perform in front of people



work outdoors



work with a team

<p><b>Positive</b></p> <p>It's easy. / It's an easy job.</p> <p>It's exciting. / It's an exciting job.</p> <p>It's terrific. / It's a terrific job.</p> <p>It's pretty relaxing. / It's a pretty relaxing job.</p>	<p><b>Negative</b></p> <p>It's difficult. / It's a difficult job.</p> <p>It's boring. / It's a boring job.</p> <p>It's very stressful. / It's a very stressful job.</p> <p>It's really dangerous. / It's a really dangerous job.</p>
--	--

**B PAIR WORK** Think of a good job for your partner. Go to pages 50 and 53 for ideas.

- A:** You want to travel and use English. Do you want to be a pilot?
- B:** No, a pilot's job is very stressful.
- A:** OK, do you want to be . . . ?



# INTERCHANGE 9 Planning a party

**A** You're planning a small party. Choose two sweet and two salty snacks you want to serve.

			
almonds	vegetables and dip	cake	candy
			
chocolates	cookies	corn chips	grapes
			
hot dogs	ice cream	peanuts	pineapple
			
pizza	popcorn	potato chips	watermelon

**B PAIR WORK** Get together with a partner. Compare your choices and decide on only two sweet and two salty snacks for your party.

**A:** Let's have pizza, popcorn, chocolates, and candy.

**B:** Oh, I never eat pizza and popcorn together. And I hardly ever eat chocolates or candy. Let's have pizza, hot dogs, grapes, and watermelon.

**A:** Well, I like grapes, but I don't like watermelon. Let's have . . .

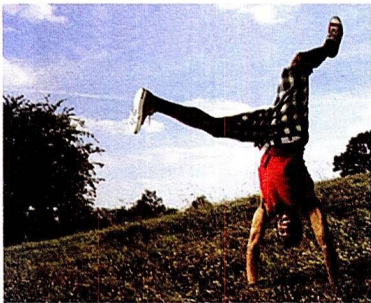
**C GROUP WORK** Present your choices to the other pairs. Can you decide on only four snacks for the class?



# INTERCHANGE 10 Hidden talents and abilities

**A CLASS ACTIVITY** Add two more activities to the list. Then go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

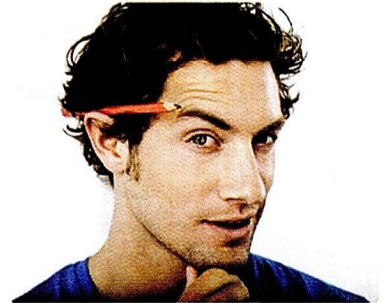
Can you . . . ?	Can	Can't
do a handstand		
do yoga		
juggle three balls		
make your own clothes		
play two musical instruments		
raise one eyebrow		
say the alphabet backward		
say "hello" in three languages		
swim underwater		
whistle a song		



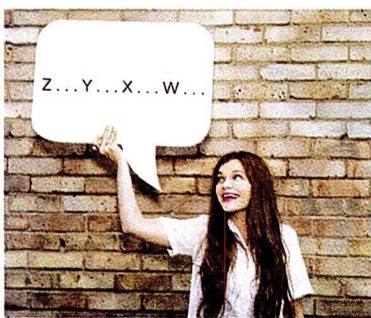
do a handstand



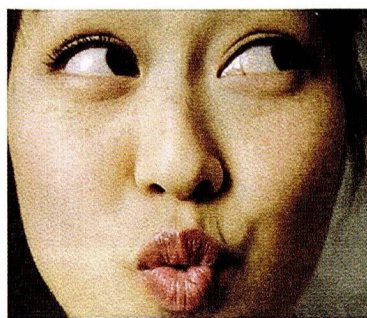
make your own clothes



raise one eyebrow



say the alphabet backward



whistle a song



juggle balls

**A:** Can you do a handstand?

**B:** Yes, I can. OR No, I can't.

**B CLASS ACTIVITY** Share your answers with the class.

"Nick can't do a handstand, but Sylvia can. And Yan-mei can do yoga."

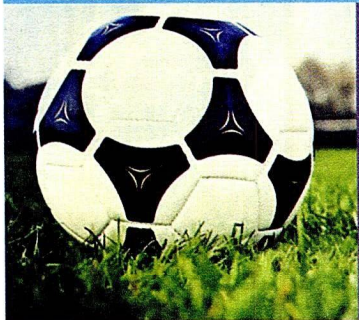
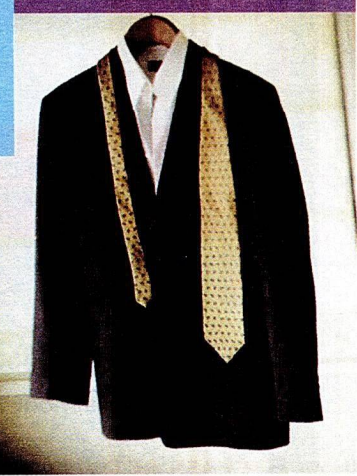
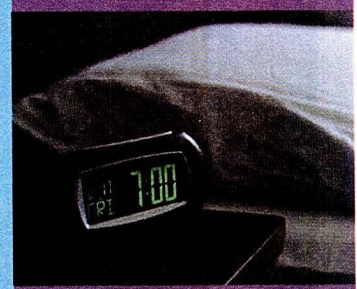
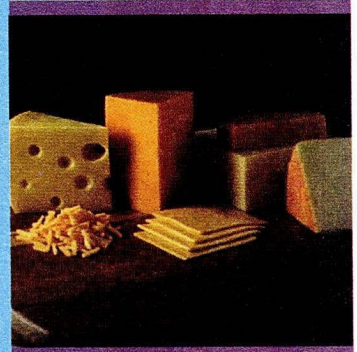
**C** Do you have any other hidden talents or abilities?



# INTERCHANGE 11 Take a guess

**A PAIR WORK** Add one more activity to the list. Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to . . . ?	My guesses		My partner's answers	
	Yes	No	Yes	No
1. play video games tonight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. eat special food this month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. buy some cheese this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. wear a suit this month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. wake up early tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. have a big breakfast on Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. study for a test tomorrow night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. drive a car over the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. get a new apartment next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. watch a soccer game on Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B PAIR WORK** Ask and answer questions to check your guesses.

**A:** Are you going to play video games tonight?

**B:** Yes, I am. I'm going to play my favorite video game.

**C CLASS ACTIVITY** How many of your guesses are correct? Who has the most correct guesses?



# INTERCHANGE 12 Problems, problems

**A PAIR WORK** Imagine you have these problems. Your partner gives advice.

I really want to buy a car, but I can't save any money. I spend every single penny I have.



I can never get up on time in the morning. I'm always late for school.



I'm new in town, and I don't know any people here. How can I make some friends?



I have a big test tomorrow. My family is very noisy, so I can't study!

My job is very stressful. I usually work 10 hours a day.



It's my best friend's birthday, and I don't have a gift for her. All the stores are closed!

**A:** I really want to buy a car, but . . .

**B:** Save some money every month. Don't . . .

**B CLASS ACTIVITY** Think of a problem you have. Then tell the class. Your classmates give advice.

**A:** I don't understand some vocabulary in this unit.

**B:** Review the unit and do your homework.

**C:** Don't worry. Ask the teacher.



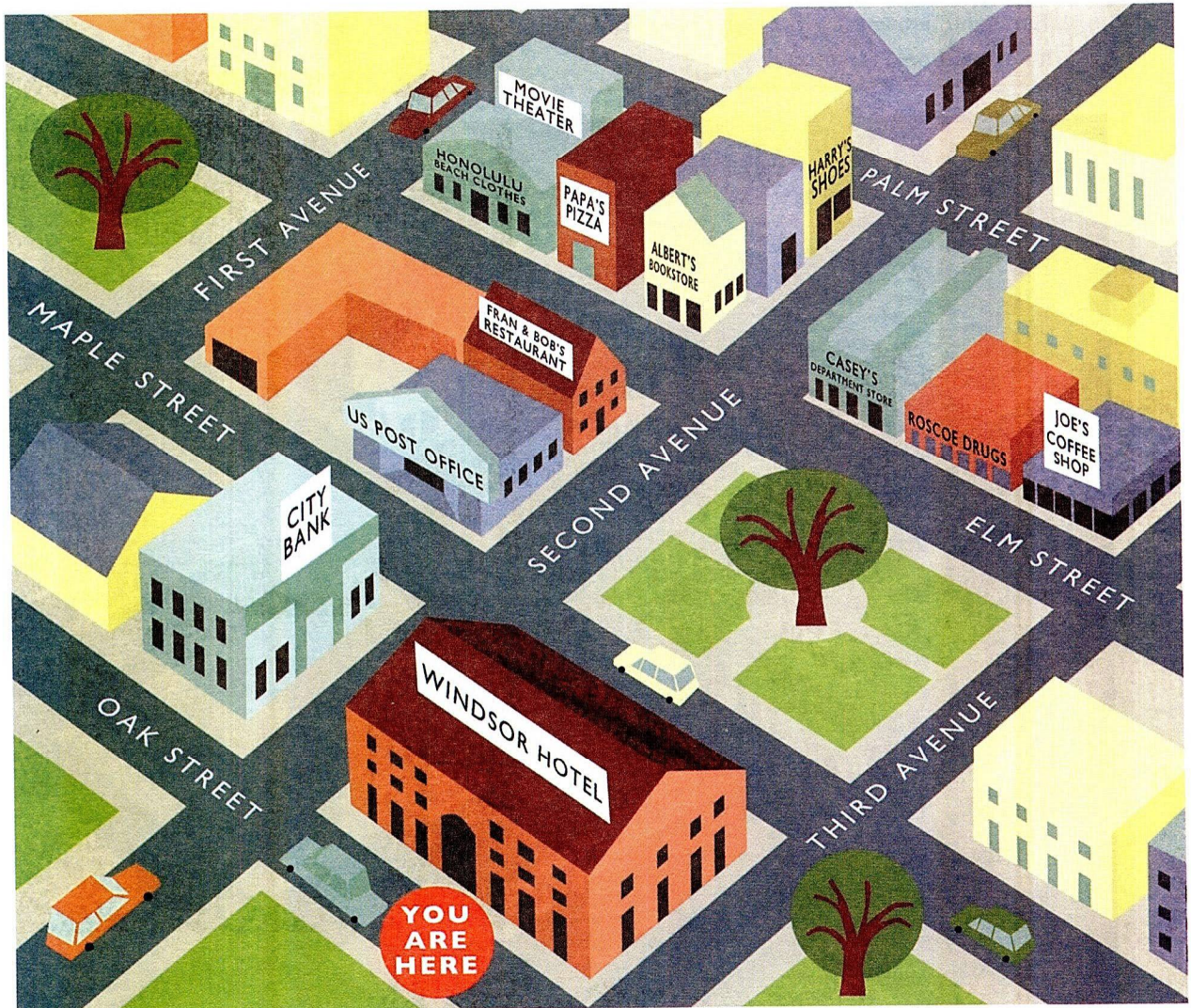
## Student A

**A PAIR WORK** Look at the map. You are outside the Windsor Hotel on Oak Street between Second and Third Avenues. Ask your partner for directions to the three places below. Your map does not have names on these buildings, but your partner's map does. Listen to your partner, find the places on the map, and write their names.

garage    supermarket    flower shop

**A:** Excuse me. How do I get to the garage?

**B:** Walk down Maple Street to First Avenue. Turn . . .



**B PAIR WORK** Your partner asks you for directions to three places. Your partner's map does not have names on these buildings, but your map does. Use the expressions in the box to give directions.

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
It's across from . . .		



# INTERCHANGE 13B Giving directions

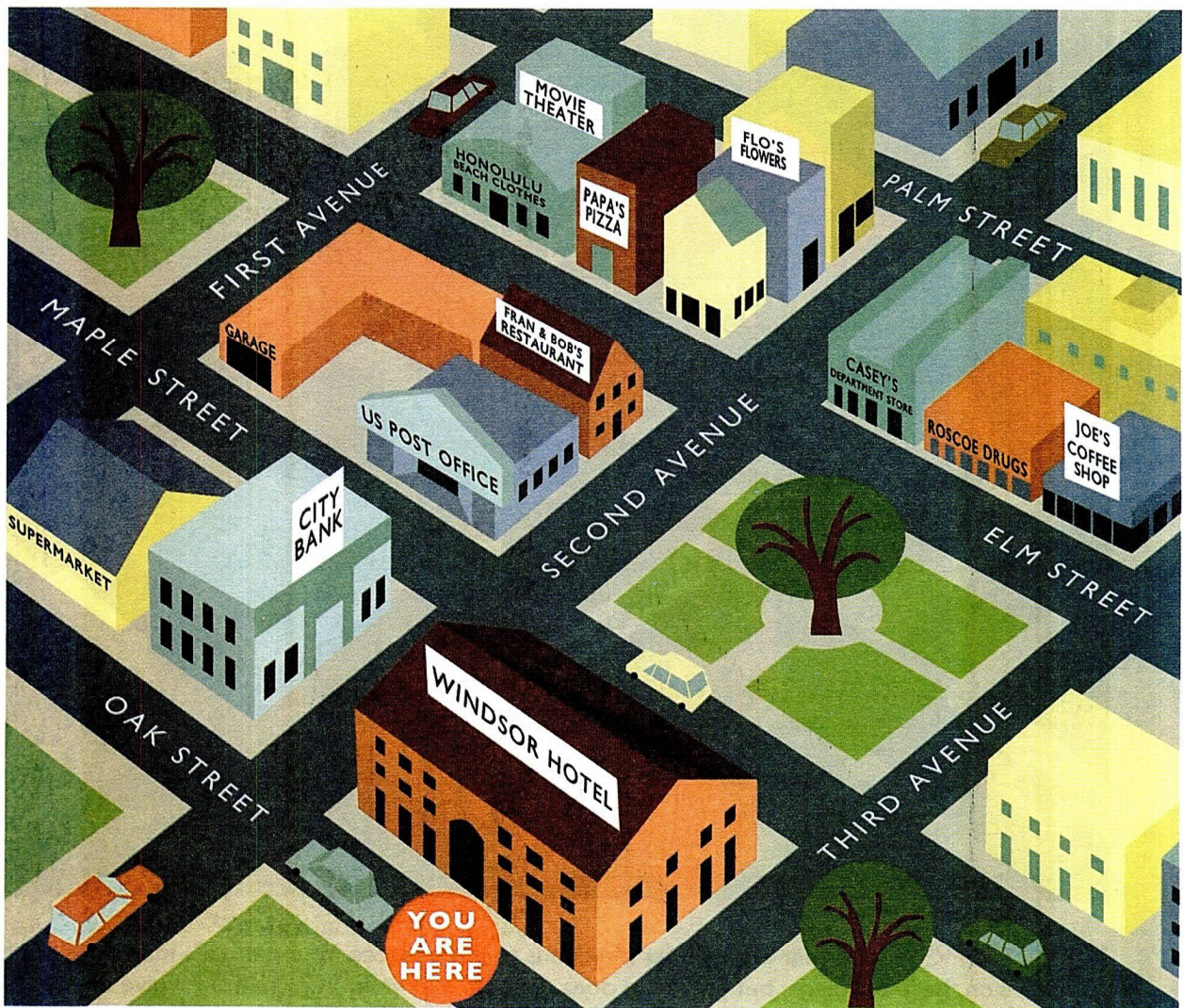
## Student B

**A PAIR WORK** Look at the map. You are outside the Windsor Hotel on Oak Street between Second and Third Avenues. Your partner asks you for directions to three places. Your partner's map does not have names on these buildings, but your map does. Use the expressions in the box to give directions.

**A:** Excuse me. How do I get to the garage?

**B:** Walk down Oak Street to First Avenue. Turn . . .

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
It's across from . . .		



**B PAIR WORK** Ask your partner for directions to the three places below. Your map does not have names on these buildings, but your partner's map does. Listen to your partner, find the places on the map and write their names.

coffee shop   shoe store   bookstore



# INTERCHANGE 14 Past activities

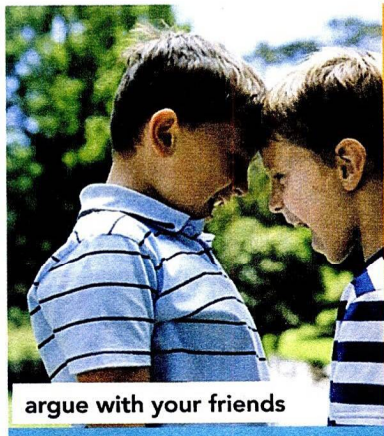
**A PAIR WORK** What did you do when you were a child? First, check (✓) your answers to the questions. Then ask your partner the same questions. Check (✓) your partner's answers.

**A:** Did you argue with your friends as a child?

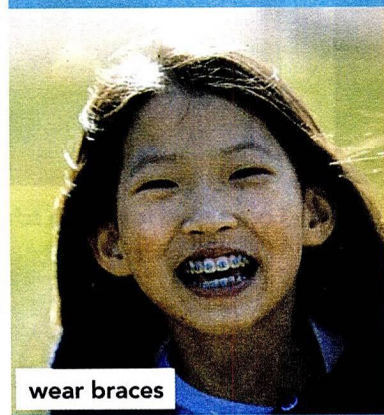
**A:** Did you clean your room?

**B:** Yes, I did. OR No, I didn't.

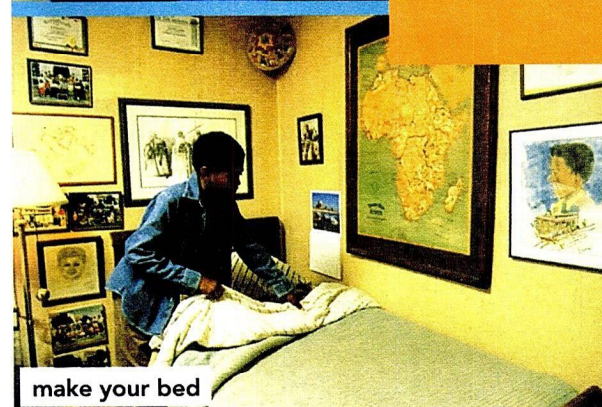
**B:** Yes, I did. OR No, I didn't.



argue with your friends



wear braces



make your bed



play a musical instrument

Did you . . . as a child?	Me		My partner	
	Yes	No	Yes	No
argue with your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make your bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get up early on weekdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleep late on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to rock music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ride a bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear braces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B PAIR WORK** Join another pair. Tell them what your partner did and didn't do as a child.

"Yu-jin didn't argue with her friends as a child. She cleaned her room."



# INTERCHANGE 15 This is your life

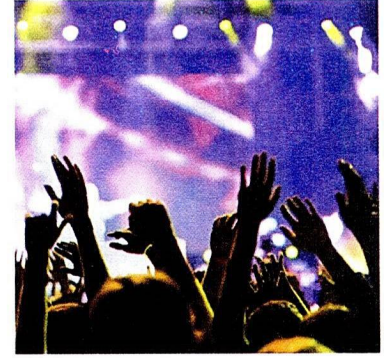
**A** What were five important events in your life? Choose four events and add another important event. Then write the years when these events happened in the box.



I was born in . . .



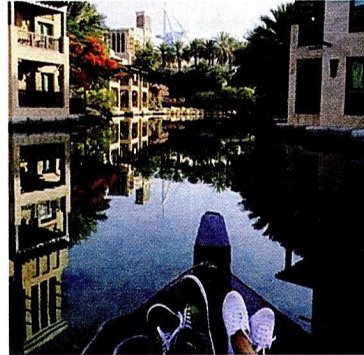
I started elementary school in . . .



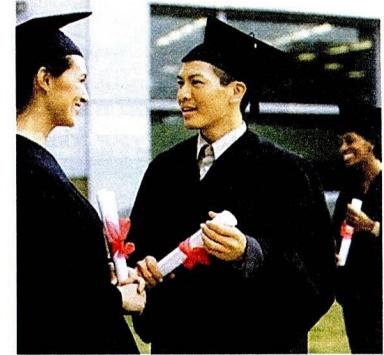
I went to my first musical concert in . . .



I opened my first bank account in . . .



I traveled with friends in . . .



I graduated from high school in . . .



I moved to a new place in . . .



I started learning English in . . .



I . . . in . . .

Years	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**B PAIR WORK** Ask your partner about his or her life events. Your partner will only show you the box with the years.

**A:** What happened in 2002?

**A:** How old were you?

**B:** I started elementary school.

**B:** I was six.



# INTERCHANGE 16 The perfect weekend

**A** You are planning your dream weekend. Write your plans for Saturday and Sunday in the charts. Use these expressions and your own ideas.

go to (the movies/a party)

go (dancing/shopping)

go (on a trip/picnic)

study for (a test/an exam)

go out with (my girlfriend/boyfriend)

play (basketball/video games)

meet (my friend/teacher)

have dinner with (my brother/parents)

visit (my parents/grandparents)

see (the dentist/doctor)

## WEEKEND PLANS

		Saturday	
		Me	My partner
morning		_____	_____
lunch		_____	_____
afternoon		_____	_____
evening		_____	_____
dinner		_____	_____
after dinner		_____	_____

## WEEKEND PLANS

		Sunday	
		Me	My partner
morning		_____	_____
lunch		_____	_____
afternoon		_____	_____
evening		_____	_____
dinner		_____	_____
after dinner		_____	_____

**B PAIR WORK** Compare your plans with your partner. Choose activities to do together.

**A:** What do you want to do on Saturday morning?

**B:** Let's go swimming. They opened a new pool at the gym.

**A:** Oh, I can't swim. Sorry. Maybe we can go bike riding . . .

**C GROUP WORK** Join another pair. Can you decide what to do over the weekend together?

**A:** So, would you like to go bike riding on Saturday morning?

**C:** Good idea. And how about a barbecue for lunch?

**B:** Oh, we don't have time for a barbecue. We want to go to an art festival in the afternoon . . .



# Grammar plus

## UNIT 1

### 1 My, your, his, her page 3

- Use *his* with males and *her* with females: **His** name is Travis. (NOT: ~~Her name is Travis.~~)  
**Her** name is Nicole. (NOT: ~~His name is Nicole.~~)

Complete the conversations with *my*, *your*, *his*, or *her*.

- A:** Hello. My name is Carlos.  
**B:** Hi, Carlos. What's                      last name?  
**A:** It's Gonzales.  
**B:** How do you spell                      last name? Is it G-O-N-Z-A-L-E-Z?  
**A:** No, it's G-O-N-Z-A-L-E-S. And what's                      name?  
**B:**                      name is Bill Powers. Nice to meet you.
- A:** What's Ms. Robinson's first name?  
**B:**                      first name is Elizabeth.                      nickname is Liz.  
**A:** I'm sorry. What's                      first name again?  
**B:** It's Elizabeth. And what's Mr. Weber's first name?  
**A:**                      first name is Peter.  
**B:** That's right. And                      nickname is Pete.  
**A:** That's right, too!

### 2 The verb *be* page 5

- In questions, the verb *be* comes before the noun or pronoun: **Are you** Joshua Brown?  
**Is he** in our English class? **Is she** the teacher?
- Don't use contractions in short answers with Yes: Are you in my class?  
Yes, **I am**. (NOT: ~~Yes, I'm.~~)

Complete the conversations with the words in the box.

am	I'm	it's	she's	you're
✓ are	I am	I'm not	you	

- A:** Excuse me. Are you Layla Moore?  
**B:** No,                     .                      over there.  
**A:** OK. Thanks.
- A:** Hi. Are                      Layla Moore?  
**B:** Yes,                     .  
**A:** Nice to meet you.                      Sergio Oliveira.  
                     in my English class.  
**B:** Yes, I                     .                      nice to meet you too, Sergio.



# UNIT 2

## 1 This/these; it/they; plurals page 10

- Don't use a contraction with *What + are*: **What** are these? (NOT: ~~What're these?~~)
- Use *this* with singular nouns: **This** is a laptop. Use *these* with plural nouns: **These** are flash drives.

Choose the correct words.

1. **A:** What's / What are these?  
**B:** It's / They're my flash drive / flash drives.
2. **A:** What's / What are this?  
**B:** It's / They're a / an cell phone.
3. **A:** What's this / these?  
**B:** It's / They're a / an English book.

## 2 Yes/No and where questions with be page 11

- In questions with *where*, the verb comes after *Where*: **Where** is my credit card?  
(NOT: ~~Where my credit card is?~~) **Where** are my sunglasses? (NOT: ~~Where my sunglasses are?~~)

**A** Match the questions with the answers.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. Is that your wallet? <u>C</u> | a. They're in your backpack. |
| 2. Are these your glasses? _____ | b. No, it's not.             |
| 3. Where are my keys? _____      | c. Oh, yes, it is!           |
| 4. Is this your bicycle? _____   | d. It's on my desk.          |
| 5. Where's your tablet? _____    | e. No, they're not.          |

**B** Complete the conversation. Use the words in the box.

are they	it is	they are	where
it	it's	this	✓ where's

**A:** Where's my dictionary?

**B:** I don't know. Is \_\_\_\_\_ in your backpack?

**A:** No, \_\_\_\_\_ not.

**B:** Is \_\_\_\_\_ your dictionary?

**A:** Yes, \_\_\_\_\_ Thanks! Now, \_\_\_\_\_ are my glasses?

**B:** \_\_\_\_\_ on your desk?

**A:** Yes, \_\_\_\_\_. Thank you!



# UNIT 3

## 1 Negative statements and yes/no questions with *be* page 17

- Use *be* + *not* to form negative statements: Ana **isn't** a student. (NOT: ~~Ana no is a student.~~)
- *You* is a singular and a plural pronoun: Are **you** from Rio? Yes, **I** am./Yes, **we** are.

**A** Unscramble the words to write negative statements.

1. is / of Canada / Toronto / the capital / not  
Toronto is not the capital of Canada. \_\_\_\_\_
2. Buenos Aires / not / from / we're  
\_\_\_\_\_
3. not / you and Ashley / in my class / are  
\_\_\_\_\_
4. is / my first language / Korean / not  
\_\_\_\_\_
5. from / my mother / not / is / Italy  
\_\_\_\_\_
6. my parents / not / are / they  
\_\_\_\_\_

**B** Complete the conversations.

1. **A:** Are you and your friend from Costa Rica?  
**B:** No, \_\_\_\_\_ not. \_\_\_\_\_ from the Dominican Republic.
2. **A:** \_\_\_\_\_ your first language Spanish?  
**B:** Yes, it \_\_\_\_\_. My parents \_\_\_\_\_ from Ecuador.
3. **A:** \_\_\_\_\_ Nadia and Rayan Lebanese?  
**B:** Yes, \_\_\_\_\_ are. But \_\_\_\_\_ in France now.
4. **A:** \_\_\_\_\_ my friends and I late?  
**B:** No, \_\_\_\_\_ not. \_\_\_\_\_ early!

## 2 Wh-questions with *be* page 20

- Use *what* to ask about things. Use *where* to ask about places. Use *who* to ask about people. Use *What is/are . . . like?* to ask for a description.
- Use *how* to ask for a description: **How are** you today? Use *how old* to ask about age: **How old** is he?
- In answers about age, you can use only the number or the number + years old: He's **18**. OR He's **18 years old**. (NOT: ~~He has 18 years.~~)

Complete the questions with *how*, *what*, *where*, or *who*. Then match the questions with the answers.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. <u>Who</u> is that? <u>d</u>  | a. We're from Japan – from Kyoto. |
| 2. _____ is her name? _____      | b. She's 18.                      |
| 3. _____ is she like? _____      | c. Her name is Hina.              |
| 4. _____ old is she? _____       | d. She's my sister.               |
| 5. _____ your family from? _____ | e. Oh, it's really beautiful.     |
| 6. _____ is Kyoto like? _____    | f. She's very nice and friendly.  |



# UNIT 4

## 1 Possessives page 24

- The noun comes after a possessive adjective: This is **my** T-shirt.
- Don't include the noun after a possessive pronoun: This T-shirt is **mine**.
- *Whose* can be used with singular and plural nouns: **Whose** scarf is this? **Whose** sneakers are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his      mine      my      your      yours      ✓ whose

1. **A:** Whose jacket is this? Is it \_\_\_\_\_, Ethan?  
**B:** No, it's not \_\_\_\_\_. Ask Matt. I think it's \_\_\_\_\_.

her      my      mine      your      yours

2. **A:** These aren't \_\_\_\_\_ gloves. Are they \_\_\_\_\_?  
**B:** No, they're not \_\_\_\_\_. Maybe they are Young-min's.

her      hers      their      theirs      whose

3. **A:** \_\_\_\_\_ sweaters are these? Are they Rachel's?  
**B:** No, they're not \_\_\_\_\_ sweaters. But these shorts are \_\_\_\_\_.

## 2 Present continuous statements; conjunctions page 26

- The present continuous is the present of *be* + verb + *-ing*: **It's raining**. **She's wearing** a raincoat.
- The two negative contractions mean the same: **He's not/He isn't** wearing a coat.  
**We're not/We aren't** wearing gloves.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Liu are wearing green caps. Mr. and Mrs. Liu aren't wearing green caps.
2. It isn't snowing. \_\_\_\_\_
3. I'm wearing a winter coat. \_\_\_\_\_
4. You're wearing David's sunglasses. \_\_\_\_\_
5. Ayumi isn't wearing a scarf. \_\_\_\_\_

## 3 Present continuous yes/no questions; adjective + noun page 26

- In questions, the present continuous is *be* + subject + verb + *-ing*: **Is it raining?** **Are you wearing** a raincoat?
- Adjectives can come before nouns or after the verb *be*: He's wearing **a blue hat**. His hat **is blue**.
- Adjectives don't have a plural form: **a green hat**; two **green hats**.

Write questions using the words in parentheses. Then complete the responses.

1. **A:** Is Mr. Thomas wearing a dark blue coat? (wear, dark blue coat)  
**B:** No, he \_\_\_\_\_.
2. **A:** \_\_\_\_\_ (wear, high heels)  
**B:** No, we \_\_\_\_\_.
3. **A:** \_\_\_\_\_ (wear, a sweater)  
**B:** Yes, I \_\_\_\_\_.
4. **A:** \_\_\_\_\_ (rain)  
**B:** Yes, it \_\_\_\_\_.



# UNIT 5

## 1 What time is it? / Is it A.M. or P.M.? page 31

Remember: You can say times different ways: 1:15 = *one-fifteen* OR *a quarter after one*.

Write each sentence in a different way.

1. It's a quarter to four. It's three forty-five.
2. It's 7:00 P.M. It's seven in the evening.
3. It's six-fifteen. \_\_\_\_\_
4. It's 10 o'clock at night. \_\_\_\_\_
5. It's three-oh-five. \_\_\_\_\_
6. It's twenty-five to eleven. \_\_\_\_\_
7. It's one o'clock in the morning. \_\_\_\_\_
8. It's midnight. \_\_\_\_\_

## 2 Present continuous Wh-questions page 33

- Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? **I'm talking** to you!
- In questions, the *be* verb comes after the question word: What **are** you doing?
- To form the continuous of verbs ending in *-e*, drop the *e* and add *-ing*: have → having.
- For verbs ending in vowel + consonant, double the consonant and add *-ing*: get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

1. **A:** What's Matt doing? (Matt)  
**B:** He's swimming. (swim)
2. **A:** \_\_\_\_\_ (Jon and Megan)  
**B:** \_\_\_\_\_ (shop)
3. **A:** \_\_\_\_\_ (you)  
**B:** \_\_\_\_\_ (write a message)
4. **A:** \_\_\_\_\_ (Chris)  
**B:** \_\_\_\_\_ (cook dinner)
5. **A:** \_\_\_\_\_ (you and Tyler)  
**B:** \_\_\_\_\_ (watch a movie)
6. **A:** \_\_\_\_\_ (Sara)  
**B:** \_\_\_\_\_ (have pizza)
7. **A:** \_\_\_\_\_ (you and Joseph)  
**B:** \_\_\_\_\_ (study for the test)
8. **A:** \_\_\_\_\_ (Laura and Paulo)  
**B:** \_\_\_\_\_ (chat online)



# UNIT 6

## 1 Simple present statements page 37 and Simple present statements with irregular verbs page 38

- In affirmative statements, verbs with *he/she/it* end in *-s*: He/She **walks** to school. BUT I/You/We/They **walk** to school.
- In negative statements, use *doesn't* with *he/she/it* and *don't* with all the others: He/She/It **doesn't** live here. I/You/We/They **don't** live here.
- Don't add *-s* to the verb: She **doesn't live** here. (NOT: ~~She doesn't lives here.~~)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I live (live) in the city. We \_\_\_\_\_ (have) an apartment on First Avenue. My sister \_\_\_\_\_ (go) to school near our apartment, so she \_\_\_\_\_ (walk) to school. My father \_\_\_\_\_ (work) in the suburbs, so he \_\_\_\_\_ (drive) to his job. My mother \_\_\_\_\_ (use) public transportation – she \_\_\_\_\_ (take) the bus to her office downtown. She \_\_\_\_\_ (have) a new job, but she \_\_\_\_\_ (not like) it very much. And me? Well, I \_\_\_\_\_ (not work) far from our apartment, so I \_\_\_\_\_ (not need) a car or public transportation. I \_\_\_\_\_ (ride) my bike to work!

## 2 Simple present questions page 39

- In questions, use *does* with *he/she/it* and *do* with all the others: **Does** he/she/it get up early? **Do** I/you/we/they get up early?
- Don't add *-s* to the verb: Does she **live** alone? (NOT: ~~Does she lives alone?~~)

**A** Write questions to complete the conversations.

- A:** Do you use public transportation?  
**B:** Yes, I use public transportation.
- A:** \_\_\_\_\_  
**B:** No, my family doesn't eat dinner at 5:00.
- A:** \_\_\_\_\_  
**B:** No, my brother doesn't take the bus to work.
- A:** \_\_\_\_\_  
**B:** No, I don't get up late on weekends.

- Use *in* with *the morning/the afternoon/the evening*. Use *at* with *night*: I go to school **in** the afternoon and work **at** night.
- Use *at* with clock times: She gets up **at** 8:00.
- Use *on* with days: He sleeps late **on** weekends. She has class **on** Mondays.

**B** Complete the conversation with *at*, *in*, or *on*.

- A:** Does your family have breakfast together \_\_\_\_\_ *in* \_\_\_\_\_ the morning?  
**B:** Well, we eat together \_\_\_\_\_ weekends, but \_\_\_\_\_ weekdays we're all busy. My parents go to work early – \_\_\_\_\_ 6:30. But we eat dinner together \_\_\_\_\_ the evening, and we have a big lunch together \_\_\_\_\_ Sundays. We eat \_\_\_\_\_ noon. Then \_\_\_\_\_ the afternoon, we take a walk or go to the movies.



## 1 Simple present short answers page 45

- Remember: I/You/We/They **do/don't**. He/She/It **does/doesn't**.

Choose the correct words.

**A:** **Do / (Does)** your family **live / lives** in an apartment?

**B:** No, we **don't / doesn't**. We **have / has** a house.

**A:** That's nice. **Do / Does** your house have two floors?

**B:** Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.

**A:** And **do / does** you and your family **have / has** a yard?

**B:** Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?

**A:** No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.

**B:** Oh. **Do / Does** you **like / likes** the city?

**A:** Yes, I **do / does**. But my wife **don't / doesn't**.

## 2 There is, there are page 47

- Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.
- Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

Read the information about the Perez family's new house. Write sentences with the phrases in the box.

there's a	there are some
there's no	there are no
there isn't a	there aren't any

- |                                |      |
|--------------------------------|------|
| 1. A living room?              | Yes. |
| 2. A dining room?              | No.  |
| 3. A microwave in the kitchen? | No.  |
| 4. A table in the kitchen?     | Yes. |
| 5. Curtains on the windows?    | Yes. |
| 6. Rugs on the floors?         | No.  |
| 7. Closets in the bedrooms?    | Yes. |
| 8. Bookcases in the bedrooms?  | No.  |

1. There's a living room.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



# UNIT 8

## 1 Simple present Wh-questions page 52

- Use *What* to ask about things: **What do** you do? Use *Where* to ask about places: **Where do** you work? Use *How do/does . . . like . . . ?* to ask for an opinion: **How does** he **like** his job?

Complete the conversations.

1. **A:** *What does your husband do* \_\_\_\_\_ ?  
**B:** My husband? Oh, he's a nurse.  
**A:** Really? Where \_\_\_\_\_ ?  
**B:** He works at Mercy Hospital.
2. **A:** Where \_\_\_\_\_ ?  
**B:** I work in a restaurant.  
**A:** Nice! What \_\_\_\_\_ ?  
**B:** I'm a chef.
3. **A:** How \_\_\_\_\_ ?  
**B:** My job? I don't really like it very much.  
**A:** That's too bad. What \_\_\_\_\_ ?  
**B:** I'm a cashier. I work at a clothing store.
4. **A:** What \_\_\_\_\_ ?  
**B:** My brother is a doctor, and my sister is a lawyer.  
**A:** How \_\_\_\_\_ ?  
**B:** They work very hard, but they love their jobs.

## 2 Placement of adjectives page 54

- Adjectives come after the verb *be*: A doctor's job **is stressful**. Adjectives come before nouns: A police officer has a **dangerous job**. (NOT: ~~A police officer has a job dangerous.~~)
- Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT: . . . have **stressfuls** jobs.)

Use the information to write two sentences.

1. accountant / job / boring  
*An accountant's job is boring.* \_\_\_\_\_  
*An accountant has a boring job.* \_\_\_\_\_
2. salesperson / job / stressful  
\_\_\_\_\_
3. security guard / job / dangerous  
\_\_\_\_\_
4. actor / job / exciting  
\_\_\_\_\_
5. host / job / interesting  
\_\_\_\_\_
6. nurse / job / difficult  
\_\_\_\_\_



## 1 Count and noncount nouns; some and any page 59

- Count nouns name things you can count: *bananas, crackers, carrots*. Count nouns have a singular and plural form: **1 orange, 2 oranges**. Noncount nouns name things you can't count: *milk, oil, rice*.
- Use *some* in affirmative sentences: We have **some** butter. Use *any* in negative sentences and questions: We don't have **any** lettuce. Do we have **any** tomatoes?

Complete the conversations with *some* or *any*.

1. **A:** What do you want for lunch?  
**B:** Let's make some sandwiches.  
**A:** Good idea! We have \_\_\_\_\_ bread. Do we have \_\_\_\_\_ cheese?  
**B:** Yes, I think there's \_\_\_\_\_ in the refrigerator. Let me see. . . .  
 No, I don't see \_\_\_\_\_.  
**A:** Well, let's go to the store. We need \_\_\_\_\_ milk, too.  
 And do we have \_\_\_\_\_ cheese?  
**B:** Yes, we do. There's \_\_\_\_\_ lettuce here, and there are \_\_\_\_\_ tomatoes, too.  
**A:** Do we have \_\_\_\_\_ mayonnaise? I love \_\_\_\_\_ mayonnaise on my sandwiches.  
**B:** Me, too. But there isn't \_\_\_\_\_ here. Let's buy \_\_\_\_\_.
2. **A:** Let's make a big breakfast tomorrow morning.  
**B:** Good idea! What do we need? Are there \_\_\_\_\_ eggs?  
**A:** There are \_\_\_\_\_ but I think we need to buy \_\_\_\_\_ more.  
**B:** OK. And let's get \_\_\_\_\_ cereal, too. We don't have \_\_\_\_\_, and I love cereal for breakfast.  
**A:** Me, too. Do we have \_\_\_\_\_ blueberry yogurt?  
**B:** Yes, there's \_\_\_\_\_ in the refrigerator.  
**A:** Great! So we don't need to buy \_\_\_\_\_ at the store.  
**B:** That's right. Just eggs and cereal!

## 2 Adverbs of frequency page 61

- Adverbs of frequency usually go before the main verb: *always, almost always, usually, often, sometimes, hardly ever, almost never, never*: She **never eats** breakfast. I **almost always have** tea in the morning.  
*Sometimes* can also begin a sentence: **Sometimes** I eat broccoli.

Rewrite the conversation. Add the adverbs in the correct places.

- |   |   |
|---|---|
| <b>A:</b> Where do you have lunch? (usually)      | <u>Where do you usually have lunch?</u> |
| <b>B:</b> I go to a restaurant near work. (often) | _____                                   |
| <b>A:</b> Do you eat at your desk? (ever)         | _____                                   |
| <b>B:</b> No, I stay in for lunch. (hardly ever)  | _____                                   |
| <b>A:</b> And what do you have? (usually)         | _____                                   |
| <b>B:</b> I have soup or a salad. (always)        | _____                                   |
| <b>A:</b> Me, too. I have a big lunch. (never)    | _____                                   |



# UNIT 10

## 1 Simple present Wh-questions page 65

- Remember: *Who* = what person; *where* = what place; *how often* = what frequency; *when* = what days; *what time* = what time of day
- Remember: Use *do* or *does* after the question word.

Complete the questions with the correct question word and *do* or *does*.  
Then match the questions with the answers.

- |   |                                     |
|---|-------------------------------------|
| 1. <u>What</u> sport <u>do</u> you like? <u>c</u> | a. My father and my two brothers.   |
| 2. _____ you go to games with? _____              | b. Usually at four o'clock.         |
| 3. _____ often _____ your team play? _____        | c. Soccer. I love to watch my team. |
| 4. _____ they play? _____                         | d. Once or twice a month.           |
| 5. _____ they play? _____                         | e. On Sunday afternoons.            |
| 6. _____ time _____ the games start? _____        | f. At the Olympic Stadium.          |

## 2 Can for ability page 67

- Use the base form of the verb with *can*. With third-person singular, don't add an *-s* to *can* or to the base form: She **can play** the piano. (NOT: ~~She can plays the piano.~~)

**A** Write sentences about the things people can and can't do. Use *can* or *can't* with *and*, *but*, or *or*. (✓ = can, ✗ = can't)

1. Olivia: ride a bike ✓                      drive a car ✗  
Olivia can ride a bike, but she can't drive a car.
2. Juan: play the piano ✓                      play the violin ✓  
\_\_\_\_\_
3. Matt and Drew: act ✓                      sing ✗  
\_\_\_\_\_
4. Alicia: snowboard ✓                      ice-skate ✗  
\_\_\_\_\_
5. Ben: take good photos ✓                      edit videos ✓  
\_\_\_\_\_
6. Corinne: write poems ✗                      tell good jokes ✓  
\_\_\_\_\_

**B** Look at part A. Answer the questions. Write short sentences.

1. Can Matt and Drew sing? No, they can't.
2. Who can tell good jokes? \_\_\_\_\_
3. Can Olivia drive a car? \_\_\_\_\_
4. Can Juan play the piano? \_\_\_\_\_
5. Who can snowboard? \_\_\_\_\_
6. What can Matt do? \_\_\_\_\_



# UNIT 11

## 1 The future with *be going to* page 73

- Use *am/is/are + going to + base form* for the future: **We're going to have** dinner with my parents tonight.
- In questions with *be going to*, the *be* verb comes before the subject: **Is he going to buy** me a gift?

**A** Complete Matthew's story. Use the correct form of *be going to* and the verbs in parentheses.

Tomorrow is going to be (be) a very exciting day. It's my birthday, and my friends and I celebrate (celebrate). In the morning, Stephen and I drive (drive) to the beach. Our friend Rosa meets (meet) us there. We stay (stay) at the beach for a few hours. Then we have (have) lunch at my favorite restaurant. After lunch, Stephen goes (go) to work, and Rosa and I see (see) a movie. After the movie, we go (go) to our friend Philip's house. He makes (make) his special homemade pizza for Rosa and me.

**B** Write questions. Then look at part A and answer the questions.

1. Matthew / celebrate / with his family?

**Q:** Is Matthew going to celebrate with his family?

**A:** No, he's going to celebrate with his friends.

2. Stephen and Matthew / ride their bikes / to the beach?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

3. the friends / have lunch / at a restaurant?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

4. Rosa and Matthew / go to a museum?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

5. Rosa and Matthew / have pizza / at a restaurant?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

## 2 Wh-questions with *be going to* page 75

- Use *is* in questions with *Who* as the subject: **Who's** going to be there? (NOT: ~~Who are going to be there?~~)

Complete the conversation with the correct form of *be going to*.

**A:** What are you going to do (do) this weekend?

**B:** I have (have) a very busy weekend. My friend Amir visits (visit) me, and we spend (spend) the weekend in the city.

**A:** That's nice. Are you staying (stay) in a hotel?

**B:** No, we are staying (stay) with our friend Lara. And Lara is having (have) a big party on Saturday night.

**A:** Really? And who is going to be (be) at the party? Do you know any of Lara's friends?

**B:** No, I don't. But Amir and I are meeting (meet) everyone on Saturday night.



# UNIT 12

## 1 Have + noun; feel + adjective page 79

- For most health problems, use *a/an*: I have **a** cold. I have **an** earache. With *flu*, use *the*: I have **the** flu. (NOT: I have a flu.)

Complete the conversation. Use the sentences in the box.

I think I have a fever.  
Thanks.  
I feel awful, actually.  
Yes. I'm going to call my doctor in a few minutes.  
Yes, I do. And I have a stomachache, too.  
✓ Hi, Vanessa. How are you?

- A: Hi, Vanessa. How are you?  
B: I'm terrific, thanks. How about you?  
A: \_\_\_\_\_  
B: Oh, no! What's the matter?  
A: \_\_\_\_\_  
B: That's too bad. Do you have a headache?  
A: \_\_\_\_\_  
B: Are you going to see a doctor?  
A: \_\_\_\_\_  
B: Well, feel better soon.  
A: \_\_\_\_\_

## 2 Imperatives page 82

- Use the base form of the verb in affirmative imperatives: **Go** home and **rest**, Ms. Lake.
- Use *don't* + base form of the verb in negative imperatives. The form doesn't change: **Don't go** to work today, Ms. Lake.

Read the situations. Give the people advice. Use the phrases in the box.

✓ drink coffee in the evening  
eat any cold food  
exercise today or tomorrow  
take an antacid  
take two aspirins  
work too hard

1. Dave: "I can't sleep at night." Don't drink coffee in the evening.
2. Corey: "I have a headache." \_\_\_\_\_
3. Lucia: "I work 12 hours a day." \_\_\_\_\_
4. William: "My legs hurt." \_\_\_\_\_
5. Min-ho: "I have a toothache." \_\_\_\_\_
6. Fatima: "I have an awful stomachache." \_\_\_\_\_



## 1 Prepositions of place page 88

- Use **on** with the names of streets and avenues: The bookstore is **on** Center Street. The theater is **on** Park Avenue.
- **Across from** is another way of saying **opposite**: The library is **across from** the theater.  
= The library is **opposite** the theater.

Choose the correct words.

**A:** Excuse me. Is there a post office around here?

**B:** Yes, there is. It's **in / (on)** Maple Street.

**A:** Where on Maple?

**B:** It's **in / on** the corner of Maple Street and Second Avenue.

**A:** Next **from / to** Charlie's Restaurant?

**B:** Yes, that's right. It's across the street **from / to** the Windsor Hotel.

**A:** Thanks. Oh, and where is the bank?

**B:** It's on Oak Street – **between / next to** the hospital and police station.

**A:** Great. Thanks very much.

**B:** You're welcome.

## 2 Directions page 90

- **Walk up/Go up** mean the same thing. **Walk down/Go down** also mean the same thing.

Jenna doesn't know Manhattan at all. Correct Jenna's directions.

Write the opposite of what she says.

1. Cal How do I get to Washington Square Park?

Jenna Walk up Fifth Avenue.

You No, don't walk up Fifth Avenue. Walk down Fifth Avenue.

2. Cal How can I get to the Empire State Building?

Jenna Turn right on 32nd Street.

You \_\_\_\_\_

3. Cal How do I get to Bryant Park from Rockefeller Center?

Jenna Go down Sixth Avenue.

You \_\_\_\_\_

Jenna It's on the left.

You \_\_\_\_\_

4. Cal How do I get to Central Park?

Jenna Walk down Eighth Avenue.

You \_\_\_\_\_



## 1 Simple past statements: regular verbs and irregular verbs page 93-94

- Use simple past verbs to talk about the past. Regular verbs end in **-ed**: I **watched** TV last night. For verbs ending in **-e**, add **-d**: *live* → *lived*. For verbs ending in vowel + consonant, double the consonant and add **-ed**: *shop* → *shopped*.
- Use **didn't** + base form in negative statements. The form doesn't change: He **didn't shop** for groceries yesterday. (NOT: ~~He didn't shopped for groceries yesterday.~~)

Maya wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi!

I didn't do (not do) anything special this weekend, but I \_\_\_\_\_ (have) a lot of fun. I \_\_\_\_\_ (not go) out on Friday night. I \_\_\_\_\_ (stay) home. I \_\_\_\_\_ (clean) my room and \_\_\_\_\_ (do) the laundry. I \_\_\_\_\_ (help) my sister with her homework, and then we \_\_\_\_\_ (watch) our favorite series. On Saturday, my friend Lori \_\_\_\_\_ (come) over. She \_\_\_\_\_ (need) some new shoes, so we \_\_\_\_\_ (take) the bus downtown to Todd's Shoe Store. We \_\_\_\_\_ (shop) for a long time, but Lori \_\_\_\_\_ (not like) any of the shoes at Todd's. She \_\_\_\_\_ (buy) some purple socks, but she \_\_\_\_\_ (not buy) any shoes. On our way back to my house, we \_\_\_\_\_ (stop) at the gym and \_\_\_\_\_ (exercise). We \_\_\_\_\_ (not exercise) very hard. I \_\_\_\_\_ (invite) Lori for dinner, and my dad \_\_\_\_\_ (cook) hamburgers in the yard. After dinner, Lori and I \_\_\_\_\_ (talk) and \_\_\_\_\_ (play) video games. She \_\_\_\_\_ (not stay) very late – my mother \_\_\_\_\_ (drive) her home at around ten. On Sunday, my whole family \_\_\_\_\_ (visit) my mother's best friend and her family. They have a swimming pool, so my sister and I \_\_\_\_\_ (go) swimming all afternoon.

Tell me about your weekend!

Maya

## 2 Simple past yes/no questions page 95

- Use **did** + base form in questions. The form doesn't change: **Did** you **have** fun yesterday? (NOT: ~~Did you had fun yesterday?~~)

Complete the conversation. Use the simple past form of the verbs in parentheses.

**A:** Did you enjoy (enjoy) your vacation?

**B:** Yes, I \_\_\_\_\_. My brother and I \_\_\_\_\_ (have) a great time.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (make) any videos?

**B:** No, we \_\_\_\_\_. But we \_\_\_\_\_ (take) a lot of pictures.

**A:** That's good. \_\_\_\_\_ you \_\_\_\_\_ (see) a lot of interesting things?

**B:** Yes, we \_\_\_\_\_. And we \_\_\_\_\_ (eat) a lot of new foods. How about you? \_\_\_\_\_ you (have) a good summer?

**A:** Well, I \_\_\_\_\_ (not go) anywhere, but I \_\_\_\_\_ (read) a lot of good books and \_\_\_\_\_ (see) some great movies.



# UNIT 15

## 1 Past of be page 101

■ Present		Past
am/is	→	<b>was</b>
are	→	<b>were</b>

Complete the conversations with *was*, *wasn't*, *were*, or *weren't*.

- A:** Were you here yesterday?  
**B:** No, I                     . I                      home in bed.  
**A:** Oh,                      you sick?  
**B:** No. I                      just really tired.
- A:** Where                      you born?  
**B:** I                      born in Mexico City.  
**A:** Really? What about your parents?                      they born here, too?  
**B:** No, they                     . They                      born in Guadalajara.
- A:** Where                      Jamil last week?                      he on vacation?  
**B:** Yes, he                     . He and his best friend                      in Portugal.  
They                      in Oporto.  
**A:**                      it a good trip?  
**B:** Yes, it was. Jamil said it                      a terrific trip!

## 2 Wh-questions with *did*, *was*, and *were* page 101

- Don't use *did* with the past of *be*: Where **were** you last Tuesday? (NOT: ~~Where did you were last Tuesday?~~) Use *did* in simple past questions with other verbs: Where **did** you **go** last Tuesday?
- *Because* answers the question *Why*?

Complete the questions. Use the words in the box.

✓ how	what	where	why
how old	when	who	

- A:** How was your childhood?  
**B:** I had a fantastic childhood!
- A:**                      did you grow up?  
**B:** I grew up in Incheon, a small city in South Korea.
- A:**                      were you when you started school?  
**B:** I think I was five or six.
- A:**                      was your best friend in high school?  
**B:** My best friend was a boy named Joon-ho.
- A:**                      did you leave home?  
**B:** In 2012.
- A:**                      did you leave Incheon?  
**B:** Because I wanted to live in a big city.
- A:**                      was your first job in Seoul?  
**B:** I worked as a server in a restaurant.



# UNIT 16

## 1 Subject and object pronouns page 107

- Subject pronouns usually come before verbs, and object pronouns go after verbs: I saw **him**, but **he** didn't see **me**.

Complete the conversations.

1. **A:** Hello. Is Mr. Chang there?

**B:** No, he's not here right now. Can take a message?

**A:** Yes. Please tell \_\_\_\_\_ to call Todd Harris.

**B:** Does \_\_\_\_\_ have your number?

**A:** No, but please give it to \_\_\_\_\_. It's 555-0987.

2. **A:** Oh, hello, Kimberly!

**A:** Hello, Mrs. Sanchez. Is Veronica home?

**B:** No, \_\_\_\_\_ at the mall with her brother. Their dad drove \_\_\_\_\_ there this morning. Would \_\_\_\_\_ like to come in?

**A:** Thank you, Mrs. Sanchez, but I need to go home. Anyway, my sister and \_\_\_\_\_ are going to an amusement park tomorrow and maybe Veronica can go with \_\_\_\_\_. Is that all right?

**B:** Sure. I can give \_\_\_\_\_ your message, or \_\_\_\_\_ can text her.

**A:** Oh, don't worry, Mrs. Sanchez. I'll text \_\_\_\_\_. Thanks a lot. Bye!

## 2 Invitations; verb + to page 109

- You can use both *Do you want to . . . ?* and *Would you like to . . . ?* to invite a person to do something.
- Don't confuse *would like to* with *like to*. *Would like to* means the same as *want to*.
- *I'd (really) like to* and *I'd love to* both mean the same as *I want to*.

Rewrite the conversations. Write the sentences in a different way.

1. **A:** Do you want to see a movie tonight?

**B:** Oh, I can't. I need to work.

**A:** Would you like to see a movie tonight?

**B:** \_\_\_\_\_

2. **A:** Do you want to play tennis on Saturday?

**B:** I'd love to, but I have to help my parents.

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_

3. **A:** I want a job at Carol's café.

**B:** You need to speak to her.

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_

4. **A:** Would you like to go to a party with me?

**B:** I want to, but I can't. I have to study.

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_



# Grammar plus answer key

## Unit 1

### 1 My, your, his, her

- A: Hello. **My** name is Carlos.  
B: Hi, Carlos. What's **your** last name?  
A: It's Gonzales.  
B: How do you spell **your** last name? Is it G-O-N-Z-A-L-E-Z?  
A: No, it's G-O-N-Z-A-L-E-S. And what's **your** name?  
B: **My** name is Bill Powers. Nice to meet you.
- A: What's Ms. Robinson's first name?  
B: **Her** first name is Elizabeth. **Her** nickname is Liz.  
A: I'm sorry. What's **her** first name again?  
B: It's Elizabeth. And what's Mr. Weber's first name?  
A: **His** first name is Peter.  
B: That's right. And **his** nickname is Pete.  
A: That's right, too!

### 2 The verb be

- A: Excuse me. **Are** you Layla Moore?  
B: No, **I'm not**. **She's** over there.  
A: OK. Thanks.
- A: Hi. **Are you** Layla Moore?  
B: Yes, **I am**.  
A: Nice to meet you. **I'm** Sergio Oliveira. **You're** in my English class.  
B: Yes, **I am**. **It's** nice to meet you too, Sergio.

## Unit 2

### 1 This/These; it/they; plurals

- A: **What are** these?  
B: **They're** my flash drives.
- A: **What's** this?  
B: **It's** a cell phone.
- A: What's **this**?  
B: **It's an** English book.

### 2 Yes/No and where questions with be

- A**
- c 2. e 3. a 4. b 5. d
- B**
- A: **Where's** my dictionary?  
B: I don't know. Is **it** in your backpack?  
A: No, **it's** not.  
B: Is **this** your dictionary?  
A: Yes, **it is**. Thanks! Now, where **are** my glasses?  
B: **Are** they on your desk?  
A: Yes, **they are**. Thank you!

## Unit 3

### 1 Negative statements and yes/no questions with be

- A**
- We're not from Buenos Aires.
  - You and Ashley are not in my class.
  - My first language is not Korean. / Korean is not my first language.
  - My mother is not from Italy.
  - They are not my parents.
- B**
- B: No, **are** not. **We're/We are** from the Dominican Republic.
  - A: **Is** your first language Spanish?  
B: Yes, **it is**. My parents **are** from Ecuador.
  - A: **Are** Nadia and Rayan Lebanese?  
B: Yes, **they are**. But **they're/they are** in France now.
  - A: **Are** my friends and I late?  
B: No, **you're/you are** not. **You're/You are** early!

### 2 Wh-questions with be

- What** is her name? c
- What** is she like? f
- How** old is she? b
- Where** is your family from? a
- What** is Kyoto like? e

## Unit 4

### 1 Possessives

- A: **Whose** jacket is this? Is it **yours**, Ethan?  
B: No, it's not **mine**. Ask Matt. I think it's **his**.
- A: These aren't **my** gloves. Are they **yours**?  
B: No, they're not **mine**. Maybe they are Young-min's.
- A: **Whose** sweaters are these? Are they Rachel's?  
B: No, they're not **her** sweaters. But these shorts are **hers**.

### 2 Present continuous statements; conjunctions

- It's snowing.
- I'm not wearing a winter coat.
- You're not/You aren't wearing David's sunglasses.
- Ayumi is wearing a scarf.

### 3 Present continuous yes/no questions

- B: No, **he's not/he isn't**.
- A: **Are you wearing** high heels?  
B: No, **we're not/we aren't**.
- A: **Are you wearing** a sweater?  
B: Yes, **I am**.
- A: **Is it** raining?  
B: Yes, **it is**.

## Unit 5

### 1 What time is it? / Is it A.M. or P.M.?

- It's a quarter after six.
- It's 10:00 P.M.
- It's five (minutes) after three.
- It's ten thirty-five.
- It's one A.M.
- It's 12:00 A.M./It's twelve (o'clock) at night.

### 2 Present continuous Wh-questions

- A: What are Jon and Megan doing?  
B: They're shopping.
- A: What are you doing?  
B: I'm writing a message.
- A: What's Chris doing?  
B: He's cooking dinner.
- A: What are you and Tyler doing?  
B: We're watching a movie.
- A: What's Sara doing?  
B: She's having pizza.
- A: What are you and Joseph doing?  
B: We're studying for a test.
- A: What are Laura and Paulo doing?  
B: They're chatting online.

## Unit 6

### 1 Simple present statements and Simple present statements with irregular verbs

My family and I **live** in the city. We **have** an apartment on First Avenue. My sister **goes** to school near our apartment, so she **walks** to school. My father **works** in the suburbs, so he **drives** to his job. My mother **uses** public transportation – she **takes** the bus to her office downtown. She **has** a new job, but she **doesn't like** it very much. And me? Well, I **don't work** far from our apartment, so I **don't need** a car or public transportation. I **ride** my bike to work!



## 2 Simple present questions

### A

- A: Does your family eat dinner at 5:00?
- A: Does your brother take the bus to work?
- A: Do you get up late on weekends?

### B

B: Well, we eat together **on** weekends, but **on** weekdays we're all busy. My parents go to work early – **at** 6:30. But we eat dinner together **in** the evening, and we have a big lunch together **on** Sundays. We eat **at** noon. Then **in** the afternoon, we take a walk or go to the movies.

## Unit 7

### 1 Simple present short answers

- A: **Does** your family **live** in an apartment?  
B: No, we **don't**. We **have** a house.  
A: That's nice. **Does** your house have two floors?  
B: Yes, it **does**. It **has** four rooms on the first floor. And we **have** three bedrooms and a bathroom on the second floor.  
A: And **do** you and your family **have** a yard?  
B: Yes, we **do**. And how about you, Tim? **Do** you **live** in a house, too?  
A: No, I **don't**. My wife and I **have** a small apartment in the city.  
B: Oh. **Do** you **like** the city?  
A: Yes, I **do**. But my wife **doesn't**.

### 2 There is, there are

- There's no / There isn't a dining room.
- There's no / There isn't a microwave in the kitchen.
- There's a table in the kitchen.
- There are some curtains on the windows.
- There are no / There aren't any rugs on the floors.
- There are closets in the bedrooms.
- There are no / There aren't any bookcases in the bedroom.

## Unit 8

### 1 Simple present Wh-questions

- A: Really? Where **does he work**?  
A: Where **do you work**?  
B: I work in a restaurant.  
A: Nice! What **do you do**?  
B: I'm a chef.
- A: How **do you like your job**?  
B: My job? I don't really like it very much.  
A: That's too bad. What **do you do**?  
B: I'm a cashier. I work at a clothing store.
- A: What **do your brother and sister do**?  
B: My brother is a doctor, and my sister is a lawyer.  
A: How **do they like their jobs**?  
B: They work very hard, but they love their jobs.

### 2 Placement of adjectives

- A salesperson's job is stressful.  
A salesperson has a stressful job.
- A security guard's job is dangerous.  
A security guard has a dangerous job.
- An actor's job is exciting.  
An actor has an exciting job.
- A host's job is interesting.  
A host has an interesting job.
- A nurse's job is difficult.  
A nurse has a difficult job.

## Unit 9

### 1 Count and noncount nouns; some and any

- A: What do you want for lunch?  
B: Let's make **some** sandwiches.  
A: Good idea! We have **some** bread. Do we have **any** cheese?  
B: Yes, I think there's **some** in the refrigerator. Let me see. . .  
. . . No, I don't see **any**.  
A: Well, let's go to the store. We need **some** milk, too. And do we have **any** cheese?  
B: Yes, we do. There's **some** lettuce here, and there are **some** tomatoes, too.  
A: Do we have **any** mayonnaise? I love **some** mayonnaise on my sandwiches.  
B: Me, too. But there isn't **any** here. Let's buy **some**.

- A: Let's make a big breakfast tomorrow morning.  
B: Good idea! What do we need? Are there **any** eggs?  
A: There are **some** but I think we need to buy **some** more.  
B: OK. And let's get **some** cereal, too. We don't have **any**, and I love cereal for breakfast.  
A: Me, too. Do we have **any** blueberry yogurt?  
B: Yes, there's **some** in the refrigerator.  
A: Great! So we don't need to buy **any** at the store.  
B: That's right. Just eggs and cereal!

### 2 Adverbs of frequency (page 61)

- B: I often go to a restaurant near work.  
A: Do you ever eat at your desk?  
B: No, I hardly ever stay in for lunch.  
A: A: And what do you usually have?  
B: I always have soup or a salad.  
A: Me, too. I never have a big lunch.

## Unit 10

### 1 Simple present Wh-questions

- Who do you go to games with? a
- How often does your team play? d
- When do they play? e or Where do they play? f
- Where do they play? f or When do they play? e
- What time do the games start? b

### 2 Can for ability

#### A

- Juan can play the piano, and he can play the violin.
- Matt and Drew can act, but they can't sing.
- Alicia can snowboard, but she can't ice-skate.
- Ben can take good photos, and he can edit videos.
- Corinne can't write poems but she can tell good jokes.

#### B

- Corinne can.
- Yes, he can.
- He can act.
- No, she can't.
- Alicia can.

## Unit 11

### 1 The future with be going to

- A: Tomorrow **is going to be** a very exciting day. It's my birthday, and my friends and I **are going to celebrate**. In the morning, Stephen and I **are going to drive** to the beach. Our friend Rosa **is going to meet** us there. We're **going to stay** at the beach for a few hours. Then we're **going to have** lunch at my favorite restaurant. After lunch, Stephen **is going to go** to work, and Rosa and I **are going to see** a movie. After the movie, we're **going to go** to our friend Philip's house. He **is going to cook** dinner for Rosa and me.
- B: Q: Are Stephen and Matthew going to ride their bikes to the beach?  
A: No, they're going to drive to the beach.
4. Q: Are the friends going to have lunch at a restaurant?  
A: Yes, they are.
5. Q: Are Rosa and Matthew going to go to a museum?  
A: No, they're not. (They're going to see a movie.)
6. Q: Are Rosa and Matthew going to have dinner at a restaurant?  
A: No, they're not. (They're going to have dinner at Philip's house.)

### 2 Wh-questions with be going to

- A: What **are you going to do** this weekend?  
B: I'm **going to have** a very busy weekend. My friend Amir **is going to visit** me, and we're **going to spend** the weekend in the city.  
A: That's nice. **Are you going to stay** in a hotel?  
B: No, we're **going to stay** with our friend Lara. And Lara **is going to have** a big party on Saturday night.  
A: Really? And who's **going to be** at the party? Do you know any of Lara's friends?  
B: No, I don't. But Amir and I **are going to meet** everyone on Saturday night.



## Unit 12

### 1 Have + noun; feel + adjective

- A: **Hi, Vanessa. How are you?**  
B: I'm terrific, thanks. How about you?  
A: **I feel awful, actually.**  
B: Oh, no! What's the matter?  
A: **I think I have a fever.**  
B: That's too bad. Do you have a headache?  
A: **Yes, I do. And I have a stomachache, too.**  
B: Are you going to see a doctor?  
A: **Yes. I'm going to call my doctor in a few minutes.**  
B: Well, feel better soon.  
A: **Thanks.**

### 2 Imperatives

- Take two aspirins.
- Don't work too hard.
- Don't exercise today or tomorrow.
- Don't eat any cold food.
- Take an antacid.

## Unit 13

### 1 Prepositions of place

- A: Excuse me. Is there a post office around here?  
B: Yes, there is. It's **on** Maple Street.  
A: Where **on** Maple?  
B: It's **on** the corner of Maple Street and Second Avenue.  
A: Next **to** Charlie's Restaurant?  
B: Yes, that's right. It's across the street **from** the Windsor Hotel.  
A: Thanks. Oh, and where is the bank?  
B: It's on Oak Street – **between** the hospital and police station.  
A: Great. Thanks very much.  
B: You're welcome.

### 2 Directions

2. You: No, don't turn right on 32nd Street. Turn left on 32nd Street.  
3. You: No, don't go down Sixth Avenue. Go up First Avenue.  
You: No, it's not on the left. It's on the right.  
4. You: No, don't walk down Eight Avenue. Walk up Eighth Avenue.

## Unit 14

### 1 Simple past statements: regular verbs and irregular verbs

Hi!  
I **didn't do** anything special this weekend, but I **had** a lot of fun. I **didn't go** out on Friday night. I **stayed** home. I **cleaned** my room and **did** laundry. I **helped** my sister with her homework, and then we **watched** our favorite series. On Saturday, my friend Lori **came** over. She **needed** some new shoes, so we **took** the bus downtown to Todd's Shoe Store. We **shopped** for a long time, but Lori **didn't like** any of the shoes at Todd's. She **bought** some purple socks, but she **didn't buy** any shoes. On our way back to my house, we **stopped** at the gym and **exercised**. We **didn't exercise** very hard. I **invited** Lori for dinner, and my dad **cooked** hamburgers in the yard. After dinner, Lori and I **talked** and **played** video games. She **didn't stay** too late – Mom **drove** her home at around ten. On Sunday, my whole family **visited** my mother's best friend and her family. They have a swimming pool, so my sister and I **went** swimming all afternoon.

### 2 Simple past yes/no questions

- A: **Did** you **enjoy** your vacation?  
B: Yes, I **did**. My brother and I **had** a great time.  
A: **Did** you **make** a lot any videos?  
B: No, we **didn't**. But we **took** a lot of pictures.  
A: That's good. **Did** you **see** a lot of interesting things?  
B: Yes, we **did**. And we **ate** a lot of new foods.  
How about you? **Did** you **have** a good summer?  
A: Well, I **didn't go** anywhere, but I **read** a lot of good books and **saw** some great movies.

## Unit 15

### 1 Past of be

1. A: **Were** you here yesterday?  
B: No, I **wasn't**. I **was** home in bed.  
A: Oh, **were** you sick?  
B: No. I **was** just really tired.  
2. A: Where **were** you born?  
B: I **was** born in Mexico City.  
A: Really? What about your parents? **Were** they born here, too?  
B: No, they **weren't**. They **were** born in Guadalajara.  
3. A: Where **was** Jamil last week? **Was** he on vacation?  
B: Yes, he **was**. He and his best friend **were** in Portugal. They **were** in Oporto.  
A: **Was** it a good trip?  
B: Yes, it was. Jamil said it **was** a terrific trip!

### 2 Wh-questions with did, was, and were

1. A: **How** was your childhood?  
B: I had a fantastic childhood!  
2. A: **Where** did you grow up?  
B: I grew up in Incheon, a small city in South Korea.  
3. A: **How old** were you when you started school?  
B: I think I was five or six.  
4. A: **Who** was your best friend in high school?  
B: My best friend was a boy named Joon-ho.  
5. A: **When** did you leave home?  
B: In 2012.  
6. A: **Why** did you leave Incheon?  
B: Because I wanted to live in a big city.  
7. A: **What** was your first job in Seoul?  
B: I worked as a server in a restaurant.

## Unit 16

### 1 Subject and object pronouns

1. A: Hello. Is Mr. Chang there?  
B: No, **he's** not here right now. Can take a message?  
A: Yes. Please tell **him** to call Todd Harris.  
B: Does **he** have your number?  
A: No, but please give it to **him**. It's 555-0987.  
2. A: Oh, hello, Kimberly!  
A: Hello, Mrs. Sanchez. Is Veronica home?  
B: No, **she's** at the mall with her brother. Their dad drove **them** there this morning.  
Would **you** like to come in?  
A: Thank you, Mrs. Sanchez, but I need to go home. Anyway, my sister and I are going to an amusement park tomorrow and maybe Veronica can go with **us**. Is that all right?  
B: Sure. I can give **her** your message, or **you** can text her.  
A: Oh, don't worry, Mrs. Sanchez. I'll text **her**. Thanks a lot. Bye!

### 2 Invitations; verb + to

1. B: Oh, I can't. I **have** to work.  
2. A: **Would you like** to play tennis on Saturday?  
B: **I'd like to**, but I need to help my parents.  
3. A: **I'd like** a job at Carol's café.  
B: You **have** to speak to her.  
4. A: **Do you want** to go to a party with me?  
B: **I'd like to**, but I can't. I **need** to study.



# Appendix

## Countries, nationalities, and languages

This is a partial list of countries, nationalities, and languages, many of which are presented in this book.

Countries	Nationalities
Argentina	Argentine
Australia	Australian
Austria	Austrian
Bolivia	Bolivian
Brazil	Brazilian
Cambodia	Cambodian
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Costa Rica	Costa Rican
Cuba	Cuban
the Dominican Republic	Dominican
Ecuador	Ecuadorian
Egypt	Egyptian
El Salvador	El Salvadoran
England	English
France	French
Germany	German
Ghana	Ghanian
Greece	Greek
Guatemala	Guatemalan

Countries	Nationalities
Haiti	Haitian
Honduras	Honduran
India	Indian
Indonesia	Indonesian
Ireland	Irish
Israel	Israeli
Italy	Italian
Japan	Japanese
Jordan	Jordanian
Laos	Laotian
Lebanon	Lebanese
Malaysia	Malaysian
Mexico	Mexican
Morocco	Moroccan
Nepal	Nepalese
the Netherlands	Dutch
New Zealand	New Zealander
Nicaragua	Nicaraguan
Nigeria	Nigerian
Panama	Panamanian
Paraguay	Paraguayan
Peru	Peruvian

Countries	Nationalities
the Philippines	Filipino
Poland	Polish
Portugal	Portuguese
Puerto Rico	Puerto Rican
Russia	Russian
Saudi Arabia	Saudi Arabian
Singapore	Singaporean
Somalia	Somalian
South Africa	South African
South Korea	Korean
Spain	Spanish
Sudan	Sudanese
Sweden	Swedish
Switzerland	Swiss
Tanzania	Tanzanian
Thailand	Thai
Turkey	Turkish
the United Kingdom (the U.K.)	British
the United States (the U.S.)	American
Uruguay	Uruguayan
Venezuela	Venezuelan
Vietnam	Vietnamese

### Languages

Afrikaans	English	Hebrew	Japanese	Portuguese	Swedish
Arabic	French	Hindi	Korean	Russian	Thai
Chinese	German	Indonesian	Malay	Spanish	Turkish
Dutch	Greek	Italian	Polish	Swahili	Vietnamese

### Irregular verbs

Present	Past	Present	Past	Present	Past
(be) am/is, are	was, were	have	had	sing	sang
become	became	know	knew	sit	sat
buy	bought	leave	left	sleep	slept
come	came	make	made	speak	spoke
do	did	meet	met	swim	swam
drink	drank	pay	paid	take	took
drive	drove	read	read /rɛd/	teach	taught
eat	ate	ride	rode	think	thought
feel	felt	run	ran	wear	wore
get	got	say	said /sɛd/	write	wrote
give	gave	see	saw		
go	went	sell	sold		



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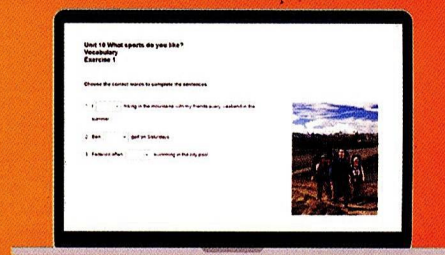
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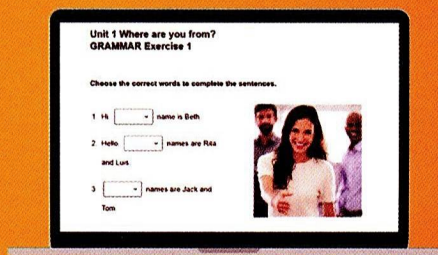
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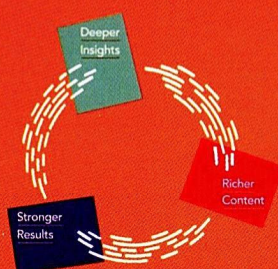
	Intro	Level 1	Level 2	Level 3	Passages 1	Passages 2
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