Connectivity

FOUNDATIONS







Student's Book and Interactive eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity
FOUNDATIONS

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity Foundations
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Joan Saslow

Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are both recipients of the Association of Educational Publishers' Distinguished Achievement Award. Additionally, *Top Notch* third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award. *Summit* third edition is the winner of the same award.

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LEARNING OBJECTIVES

Connectivity Foundations is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **People and Occupations** page 6	• Introduce people • Identify people • Spell names • Describe people	• Subject pronouns • Occupations • The alphabet **VOCABULARY EXPANDER** • More occupations	• Verb be: ○ Singular and plural statements / Contractions ○ Yes / no questions and short answers • Proper nouns and common nouns
2 **Personal Information** page 18	• Describe relationships • Ask for someone's contact information • Find out where people are from • Get to know people	• First and last names • Titles • Contact information • Relationships • Numbers 0–20 • Countries and nationalities **VOCABULARY EXPANDER** • More titles	• Possessive adjectives • Possessive nouns • Be: Information questions with What • Be from / Questions with Where
3 **Neighborhoods** page 30	• Ask about locations • Suggest how to get places • Talk about means of transportation • Describe a neighborhood	• Means of transportation • Places in the neighborhood • Locations • Ways to get places: Imperative verbs • Routine destinations **VOCABULARY EXPANDER** • More places in the neighborhood	• Be: Questions about location with Where • Subject pronoun it • The imperative • By + a means of transportation
4 **Families** page 42	• Comment on family photos • Ask about relatives • Describe appearance • Talk about someone's family	• Family relationships • Adjectives to describe people • Numbers 21–101 • Adjectives to describe hair • The face **VOCABULARY EXPANDER** • More adjectives to describe people	• Be: Questions with Who • Be: With adjectives • Be: Questions with How old • Adverbs very, really, and so • Verb have / has: Affirmative statements • Describing people with be and have
5 **Time and Events** page 54	• Ask about the time of events • Plan to attend an event • Ask about birthdays • Describe a time span	• What time is it? • Late, early, and on time • Events • Days of the week • Ordinal numbers • Months of the year **VOCABULARY EXPANDER** • More events	• Be: Questions with When, What time, What day, and What month • Prepositions in, on, at

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
• Use "too" to reciprocate a greeting • Use "Excuse me" to introduce a question • Say "Thanks" to acknowledge requested information • Say "Excuse me?" if you don't understand	**Listening Tasks** • Identify the correct occupation • Circle or write the correct letter • Circle or write the correct name **Pronunciation** • Syllables	**Reading Texts** • A magazine feature introducing famous people and their occupations • Simple forms and business cards **Writing Task** • Write affirmative and negative statements about people in pictures **GUIDED WRITING** • Write answers to questions about occupations
• When introducing people, describe relationships • Greet the person you're being introduced to • Repeat part of a question to clarify • Repeat information to confirm understanding • Confirm information with "That's right." • Say "Sure" to provide requested information	**Listening Tasks** • Circle and underline the correct information • Write the person's title • Write the people's relationships • Complete the contact information • Choose correct information to complete statements **Pronunciation** • Stress in two-word pairs	**Reading Texts** • Personal information forms • A contact page from a digital address book • An article with simple descriptions of famous people, their occupations, countries, and nationalities **Writing Task** • Write about yourself **GUIDED WRITING** • Answer a series of questions about your personal information
• Ask for additional information with "And what about ___?" • Say "OK" to agree to follow directions • Ask "What about you?" to show interest in another person	**Listening Tasks** • Circle the vehicle you hear • Write the place you hear • Complete the questions • Identify the instructions • Identify the means of transportation and destinations • Complete statements about the people, their neighborhoods, and relationships **Pronunciation** • Falling intonation for questions with Where	**Reading Texts** • Simple street maps • An email describing places in a neighborhood **Writing Task** • Write about your neighborhood **GUIDED WRITING** • Answer questions about locations of places in your neighborhood
• Shift to a new topic with "And . . ." • Say "Tell me about ___" to invite someone to talk about a topic • Use "Well, . . ." to indicate you are deciding how to respond • Show interest with "Really?" • Soften a negative response with "Sorry"	**Listening Tasks** • Identify the person described • Complete statements about people • Choose the correct photo • Match the conversation to the correct family **Pronunciation** • Clarifying numbers	**Reading Texts** • Descriptions of famous actors and their families **Writing Task** • Write about your relatives **GUIDED WRITING** • Answer questions about two of your relatives
• Express worry with "Uh-oh" • Use "Hey" to get someone's attention • Use "Great!" to show enthusiasm for an idea	**Listening Tasks** • Confirm if the people are late, early, or on time • Identify events and circle the correct times • Complete a chart with events, days, and times • Complete statements about events and store hours **Pronunciation** • Sentence rhythm	**Reading Texts** • A party invitation and a community events website • Announcements of neighborhood events **Writing Task** • Write about events in your city or town **GUIDED WRITING** • Write a list with time and place details about specific events.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Clothes** page 66	• Give and accept a compliment • Ask for sizes and colors • Describe clothes • Shop for clothes	• Colors • Clothes • Verbs like, want, need, and have • Clothing sizes • Opposite adjectives to describe clothes **VOCABULARY EXPANDER** • More clothes	• The simple present tense: like, want, need, and have: ○ Affirmative and negative statements ○ Yes / no questions ○ Information questions • Demonstratives this, that, these, and those • Adjective placement / Intensifier too
7 **Free Time and Chores** page 78	• Discuss who does household chores • Talk about free time • Make plans to get together • Describe activities of a typical day	• Activities at home • Household chores • Free-time activities **VOCABULARY EXPANDER** • More household chores	• The simple present tense: ○ Spelling of third-person singular forms ○ Questions with Who ○ Questions with How often • Other time expressions • Frequency adverbs
8 **Houses and Homes** page 90	• Ask about someone's home • Agree and disagree about styles • Talk about where you live, work, or study • Compare people's tastes in housing	• Rooms, furniture, and appliances • Buildings • Parts of a building • Places in and around cities and towns **VOCABULARY EXPANDER** • More house and apartment vocabulary	• There is and There are • Questions with How many • The simple present tense: Questions with Where • Prepositions of place
9 **Activities and Plans** page 102	• Offer to call back later • Ask about future plans • Catch up with an old friend • Talk about activities and plans	• Weather expressions • Clothes for good and bad weather • Time expressions • Outdoor activities **VOCABULARY EXPANDER** • More weather vocabulary • The four seasons	• The present continuous: ○ Statements ○ Yes / no questions ○ For future plans ○ Information questions
10 **Foods and Drinks** page 114	• Discuss ingredients for a recipe • Offer and ask for foods and drinks • Invite someone for a meal • Describe the food in a restaurant	• Foods and drinks • Places to keep things in a kitchen • Containers • Describing taste **VOCABULARY EXPANDER** • More vegetables and fruits	• Any in questions, negative statements, and negative short answers • Count nouns and non-count nouns • How much / Is there any • The simple present tense and the present continuous

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
• Ask for confirmation with "Really?" • Acknowledge a compliment with "Thanks!" • Say "I'm sorry" when presenting disappointing information • Express disappointment with "That's too bad." • Ask "What about you?" to ask for someone's opinion • Use "Well, . . ." to soften a strong opinion	**Listening Tasks** • Identify the clothes you hear • Answer questions about what people want, like, or need **Pronunciation** • Plural nouns	**Reading Texts** • Online clothing ads **Writing Task** • Write sentences about the clothes you like, want, need, and have or don't have **GUIDED WRITING** • Answer questions about your clothes and the reasons you want or need new clothes.
• Introduce a conversation topic with "So, . . ." • Begin a surprising statement with "Actually, . . ." • Clarify a question with "I mean, . . ." • Say "Me?" to give yourself time to think of a personal response • Express enthusiasm with "Great idea!" • Respond with "Perfect" to agree to a suggestion	**Listening Tasks** • Identify chores each person does • Answer questions about people's activities **Pronunciation** • Third-person singular verb endings	**Reading Texts** • Online product listings for housekeeping robots **Writing Task** • Write about your typical week **GUIDED WRITING** • Answer questions about your daily and weekly activities
• Begin a question with "And" to indicate you want additional information • Use "Well, . . ." to indicate you are deciding how to answer • Soften a negative response with "Actually, no" • Emphasize a positive response with "Actually, yes" • Soften a contrary opinion with "No offense, but . . ." • Respond positively to a description with "Sounds nice!"	**Listening Tasks** • Confirm whether information about rooms, furniture, and appliances is true or false • Complete statements about people's housing preferences • Correct the statements about people's homes **Pronunciation** • Linking sounds	**Reading Texts** • Descriptions of people and their homes **Writing Task** • Write about where you live **GUIDED WRITING** • Answer questions about your house or apartment
• Answer the phone with "Hello?" • Identify yourself on the phone with "This is ___." • Use "Well, actually, . . ." to politely introduce an excuse • Say "Oh, I'm sorry" to apologize for interrupting someone's activity • End a phone conversation with "Talk to you later!" • Show interest with "No kidding!" • Say "Wow!" to indicate surprise	**Listening Tasks** • Listen for weather and temperatures in a weather report • Complete statements about people's activities • Write people's future plans and when they will do them • Choose the picture that matches what each person is doing right now **Pronunciation** • Intonation of questions	**Reading Texts** • A daily planner • An interview with a marathon runner **Writing Task** • Write about your weekend plans **GUIDED WRITING** • Write a list of activities you plan for the weekend, using the present continuous and time expressions
• Say "I'll check" to indicate you'll get information for someone • Say "uh-oh" to indicate that there may be a problem • Suggest an alternative with "How about ___?" • Say "Yes, please" to accept an offer of food	**Listening Tasks** • Check the foods and drinks you hear • Complete sentences to describe restaurants and food **Pronunciation** • Vowel sounds	**Reading Texts** • Recipe ingredient lists • A weekly chore list • Restaurant reviews **Writing Task** • Write about what you eat on a typical day **GUIDED WRITING** • Answer a series of questions about your eating habits on weekdays and weekends

Countries and Nationalities / Numbers 100 to 1,000,000,000 / Pronunciation Table ..... **page 127**
Vocabulary Expander ..... **page 128**
Guided Writing ..... **page 135**
Unit Reviews ..... **page 139**
Practi-Chants ..... **page 158**

For the Teacher

***Connectivity* makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

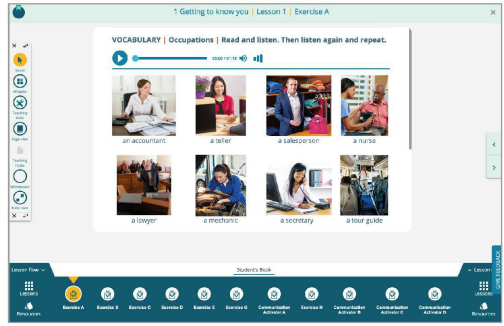
Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.

Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious *Connect TV* sitcom.

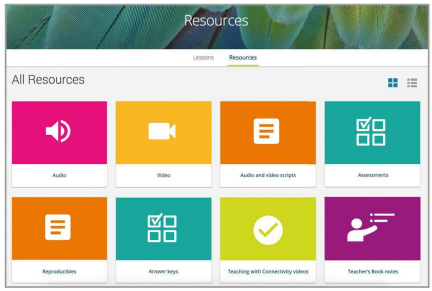
The Presentation Tool is also available to download, enabling you to teach offline.



Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and presents best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- ready-made achievement tests, with a test generator.

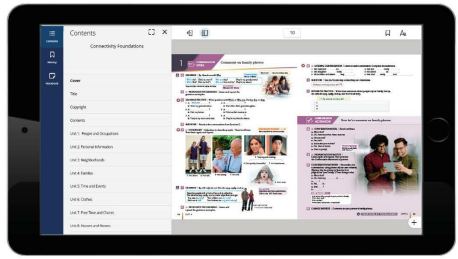
For the Student

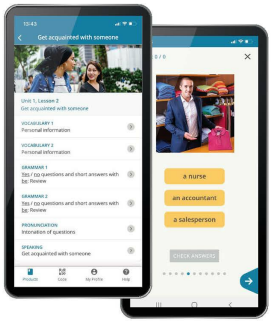
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

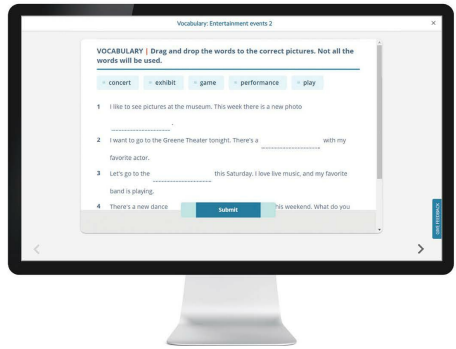
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

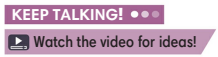
Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for Vocabulary Expander and Guided Writing.

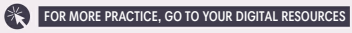
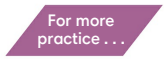
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the Pearson English Portal (the access code is provided on the inside front cover). Audio and video are also available in the Student's Interactive eBook and Pearson Practice English App.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit
	*Keep Talking* videos that provide a dramatized model of how students can expand their Conversation Pair Work

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Back-of-the-book exercises for extra listening comprehension and language practice • Practi-Chant: Fun lyrics set to a beat • *Connect TV*: A hilarious sitcom for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- repeated exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- dynamic integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (*Levels 1–3*) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity*'s listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. The *Keep Talking* video increases oral production and fluency. Finally, *Connect TV*, a hilarious situation comedy, keeps students laughing and learning.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

Welcome to *Connectivity*!

A VOCABULARY | DIRECTIONS | Read and listen. Then listen again and repeat.



1 read



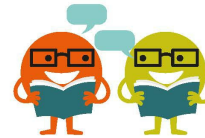
2 listen



3 repeat



4 write



5 practice with a partner

B CLASSROOM VOCABULARY | Read and listen. Then listen again and repeat.



1 a board
2 a table
3 a chair
4 a book
5 a desk
6 a pen
7 a pencil
8 a notebook

WELCOME UNIT
COMMUNICATION GOALS

Understand directions and classroom vocabulary | Introduce yourself | Greet people | Say good-bye

A CONVERSATION MODEL | INTRODUCE YOURSELF | Read and listen.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

COMMUNICATION ACTIVATOR

Now let's introduce ourselves.

C CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



Greetings
Hi.
Hello.

Responses
Nice to meet you.
Glad to meet you.
It's a pleasure to meet you.

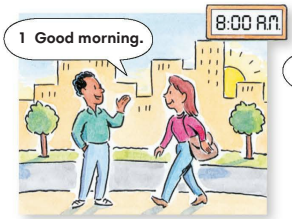


A CONVERSATION MODEL | GREET PEOPLE | Read and listen.

A: Hi, John. How are you?
B: Fine, thanks. And you?
A: I'm fine.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C VOCABULARY | More greetings | Read and listen. Then listen again and repeat.





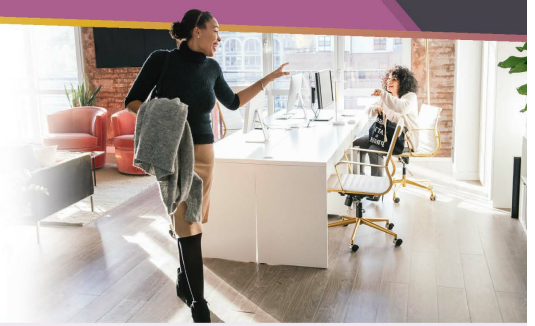


COMMUNICATION ACTIVATOR

Now let's greet people.

D CONVERSATION PAIR WORK | Practice the conversation. Then change roles.





A CONVERSATION MODEL | SAY GOOD-BYE | Read and listen.

A: Good-bye, Charlotte.
B: Good-bye, Emily.
A: See you later.
B: OK. See you!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

COMMUNICATION ACTIVATOR

Now let's say good-bye.

C CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



Ways to say good-bye
Good-bye.
Bye.
See you later.
Take care.
Good night.

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

PROGRESS SELF-CHECK

NOW I CAN

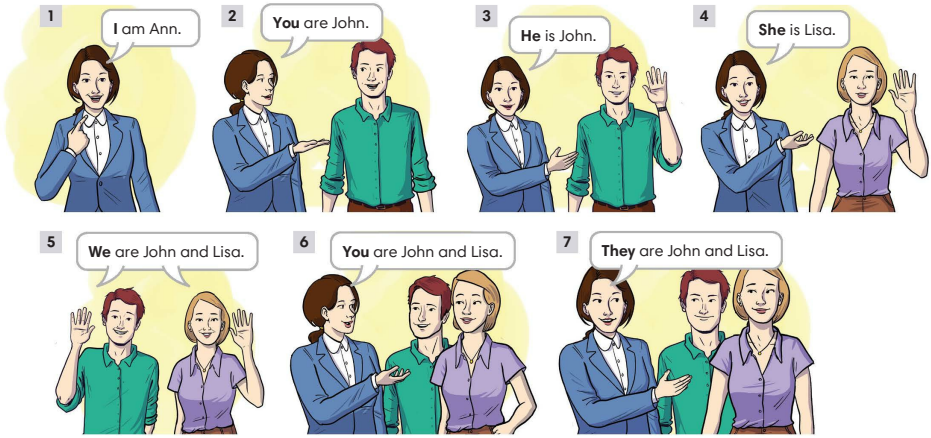
- ☐ Understand directions and classroom vocabulary.
- ☐ Introduce myself.
- ☐ Greet people.
- ☐ Say good-bye.

UNIT 1

People and Occupations

Warm-Up

A VOCABULARY | Subject pronouns I, you, he, she, we, they | Read and listen. Then listen again and repeat.



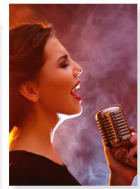
B VOCABULARY PRACTICE | Write I, you, he, she, we, or they.



C VOCABULARY | Occupations | Read and listen. Then listen again and repeat.


1 a teacher


2 a student


3 a singer


4 a musician


5 a chef


6 a doctor

D PAIR WORK | A: Say an occupation. "a chef" B: Point (✎) to the photo.

E INTEGRATED PRACTICE | Read each statement. Write the letter.

d 1 She is a chef.
..... 2 They are doctors.
..... 3 He is a student.
..... 4 She is a musician.
..... 5 She is a doctor.
..... 6 He is a singer.
..... 7 He is a teacher.
..... 8 She is a student.
..... 9 They are chefs.


a


b


c


d



e


f


g


h


i

F LISTENING COMPREHENSION | Listen and write the occupations.

1 She's a .....
2 They're .....
3 We're .....
4 He's a .....
5 I'm a .....
6 They're .....

1 COMMUNICATION GOAL

Introduce people

A VOCABULARY | More occupations | Read and listen. Then listen again and repeat.



1 a flight attendant



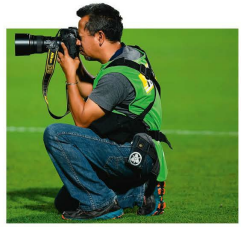
2 a writer



3 a manager



4 a scientist



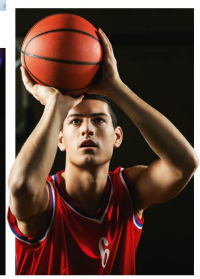
5 a photographer



6 a pilot



7 an actor



8 an athlete



9 an artist



10 an engineer

Articles a / an
a pilot
an actor

VOCABULARY EXPANDER p. 128
More occupations

B GRAMMAR | Verb be: Singular statements / Contractions

Affirmative statements	Negative statements
I **am** Peter. / I**'m** Peter.	I **am not** Gary. / I**'m not** Gary.
You **are** a pilot. / You**'re** a pilot.	You **are not** a singer. / You**'re not** a singer. / You **aren't** a singer.
He **is** a student. / He**'s** a student. She **is** a teacher. / She**'s** a teacher. Pam **is** a chef. / Pam**'s** a chef.	He **is not** a chef. / He**'s not** a chef. / He **isn't** a chef. She **is not** a doctor. / She**'s not** a doctor. / She **isn't** a doctor. Pam **is** not an actor. / Pam**'s not** an actor. / Pam **isn't** an actor.



Contractions
am → **'m**
are → **'re**
is → **'s**
am not → **'m not**
are not → **'re not** or **aren't**
is not → **'s not** or **isn't**

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D **VOCABULARY / GRAMMAR PRACTICE** | **Write each statement with a contraction.**

1 She is not a scientist. *She's not a scientist.*
2 She is a student. .....
3 I am an actor. .....
4 He is not a manager. .....
5 You are a musician. .....
6 I am not a photographer. .....
7 She is not an athlete. .....
8 You are not a pilot. .....
9 He is an artist. .....

E **PAIR WORK** | **Point to the people in the photos on page 8. Make affirmative and negative statements with contractions.**

"He's a flight attendant."

"He isn't a pilot."

COMMUNICATION ACTIVATOR

Now let's introduce people.

A **CONVERSATION MODEL** | **Read and listen.**

A: Zac, this is Eva. She's an engineer.
B: Hi, Eva. Nice to meet you.
C: Nice to meet you, too, Zac!
A: Zac's a teacher.
C: A teacher?
B: Yes.

Social language
Introduce people with "This is ___."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with two partners.**

C **CONVERSATION GROUP WORK** | **Personalize the conversation. Use your own occupations.**

A: ....., this is .....'s .....'s .....
B: Hi, ... Nice to meet you.
C: Nice to meet you, too, ...!
A: .....'s .....
C: .....?
B: Yes.

D **CHANGE PARTNERS** | **Personalize the conversation again. Talk about other classmates' occupations.**



2 COMMUNICATION GOAL Identify people

A GRAMMAR | Verb be: Singular yes / no questions and short answers



Yes / no questions	Short answers	
Are you a scientist?	Yes, I am.	No, I'm not.
Is he an actor?	Yes, he is.	No, he's not. / No, he isn't.
Is Ann a photographer?	Yes, she is.	No, she's not. / No, she isn't.

Be careful!
Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use contractions when possible.

1 A: Is Rachel a flight attendant?
B: No, she's not. She's a pilot.

2 A: ..... she Katherine?
B: Yes, ...

3 A: ..... he an engineer?
B: No, ... He's an artist.

4 A: ..... a musician?
B: Yes, I .....

5 A: ..... Lisa a doctor?
B: No, ... She's a scientist.

6 A: ..... Dylan?
B: No, ... I'm Evan.

D PAIR WORK | Practice the conversations in Exercise C.

E PAIR WORK | Ask and answer yes / no questions about names and occupations of students in the class.

Are you Martin? Yes, I am. Is Tania a teacher? No, she isn't.

F GRAMMAR | Verb be: Plural statements and yes / no questions

Singular and plural nouns
an athlete → 2 athletes
a doctor → 3 doctors

Affirmative statements	Negative statements
We are doctors. / We're doctors.	We are not students. / We're not students. / We aren't students.
You are athletes. / You're athletes.	You are not artists. / You're not artists. / You aren't artists.
They are engineers. / They're engineers.	They are not doctors. / They're not doctors. / They aren't doctors.

Yes / no questions	Short answers	
Are you managers?	Yes, we are.	No, we're not. / No, we aren't.
Are they chefs?	Yes, they are.	No, they're not. / No, they aren't.

Be careful!
Yes, we are. NOT ~~Yes, we're.~~
Yes, they are. NOT ~~Yes, they're.~~

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Complete each statement or question with a singular or plural form of be. Use contractions when possible.

1 Sue and Ron ..... engineers.
2 ..... Hanna an athlete?
3 We ..... not photographers.
4 ..... you Rita and Wendy?
5 I ..... not Tom. He ..... Tom.
6 They ..... not musicians.

I INTEGRATED PRACTICE | Circle the correct word or phrase to complete each statement or question.

1 We are (pilot / a pilot / pilots).
2 Is she (manager / a manager / managers)?
3 Ted and Vicky are (writer / a writer / writers).
4 Are you and Mary (actor / an actor / actors)?
5 I'm not (teacher / a teacher / teachers).
6 Are they (student / a student / students)?

J **PAIR WORK** | **Complete the questions about the people. Then ask and answer the questions.**

Are they actors?

No, they aren't. They're musicians.



1 ..... actors?



2 ..... flight attendant?



3 ..... doctors?



4 ..... singers?



5 ..... musician?



6 ..... chefs?

COMMUNICATION ACTIVATOR

Now let's identify people.

A **CONVERSATION MODEL** | **Read and listen.**

A: Excuse me. Are you Paula?
B: No, I'm not. I'm Diane. That's Paula.
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

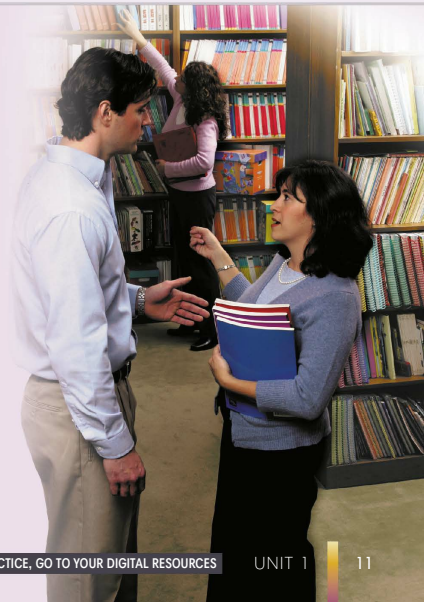
Social language
Introduce a question with "Excuse me."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation with real names. Then change roles.**

A: Excuse me. Are you ..... ?
B: No, I'm not. I'm ..... . That's ..... .
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

D **CHANGE PARTNERS** | **Personalize the conversation again.**



3 COMMUNICATION GOAL Spell names

A VOCABULARY | The alphabet | Read and listen. Then listen again and repeat.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

B LISTENING COMPREHENSION | Listen and circle the correct letter.

1 B V
2 X S
3 Z C
4 A E
5 U O
6 G J

C LISTENING COMPREHENSION | Listen and write the letter.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....

D PAIR WORK | Partner A: Say a letter. Partner B: Point to the letter in the alphabet.

E LISTENING COMPREHENSION | Listen and circle the correct name. Then practice spelling all the names aloud.

1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine

F LISTENING COMPREHENSION | Listen to each conversation. Write the name.



1 I'm .....



2 I'm .....



3 I'm .....

G COACH GRAMMAR | Proper nouns and common nouns

Proper nouns are names of people and places. Use a capital letter to begin a proper noun.
Harry Potter New York Canada

Common nouns are nouns that are not names.
occupation musician photo

Capital letters
A B C
Lowercase letters
a b c

H **GRAMMAR PRACTICE** | Circle the proper nouns. Underline the common nouns.

1 letters
2 China
3 alphabet
4 name
5 Suki Mason
6 Buenos Aires

I **GRAMMAR PRACTICE** | Check ✓ the common nouns. Capitalize the proper nouns.

- ☐ 1 tony
- ☑ 2 chef
- ☐ 3 paula keener
- ☐ 4 student
- ☐ 5 mexico
- ☐ 6 noun
- ☐ 7 conversation
- ☐ 8 san francisco

J **PRONUNCIATION** | Syllables | Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	sing • er	en • gin • eer	pho • tog • ra • pher

K **PRONUNCIATION PRACTICE** | With a partner, take turns saying each word. Write the number of syllables. Then listen to check your work.

..... **a** alphabet
..... **b** students
..... **c** singer
..... **d** vocabulary
..... **e** musicians
..... **f** conversation

COMMUNICATION ACTIVATOR

Now let's spell names.

A **CONVERSATION MODEL** | Read and listen.

A: Hello. I'm Michael Aboud.
B: Excuse me?
A: Michael Aboud.
B: How do you spell that?
A: A-B-O-U-D.
B: Thanks.

Social language
Say "Excuse me?" if you don't understand.

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Personalize the conversation. Use real names. Then change roles.

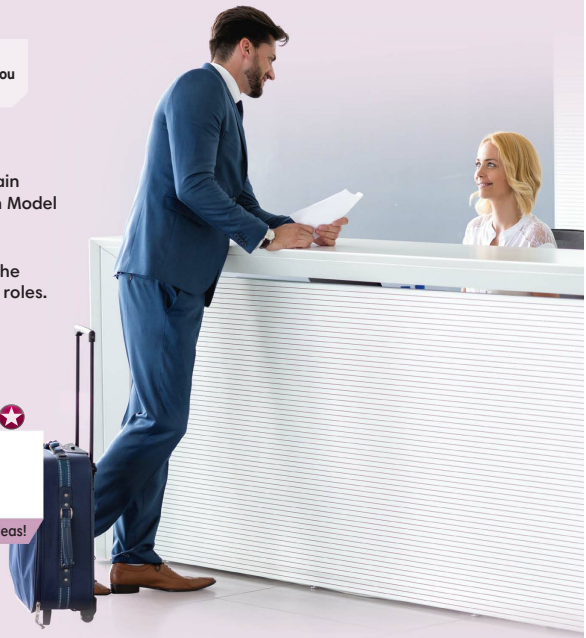
A: Hello. I'm ..... .
B: Excuse me?
A: ..... .
B: How do you spell that?
A: ..... .
B: Thanks.

D **CHANGE PARTNERS** | Personalize the conversation again.

KEEP TALKING!

Ask about occupations.
Are you a teacher?
Introduce people.
This is my friend, Emma.

Watch the video for ideas!



4 COMMUNICATION GOAL Describe people

A READING | Read about the people.



B READING COMPREHENSION | Answer the questions. Use short answers.

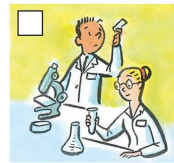
1 Is Pablo Pérez an athlete? Yes, he is.
2 Is Nadia Santini a writer? .....
3 Are Ali Smith and Eunji actors? .....
4 Is Eunji a chef? .....
5 Is Ali Smith a writer? .....
6 Are Pablo Pérez and Leonardo Jara athletes? .....

C READING COMPREHENSION | Complete each sentence about the Reading. Use contractions when possible.

1 Adam Driver ..... a singer. He ..... an actor.
2 Pérez and Villa ..... athletes. They ..... writers.
3 Smith and Jara ..... actors. She ..... a writer, and he ..... an athlete.
4 Eunji ..... a singer. Eunji ..... a writer.
5 Villa ..... an actor. Villa ..... an athlete.
6 Pérez and Santini ..... writers. Pérez ..... an athlete, and Santini ..... a chef.

D LISTENING COMPREHENSION | Listen to the conversations. Write the number of each conversation on the correct picture.






E LISTENING COMPREHENSION | Listen to the conversations. Complete the information. Then listen again to check your answers.

1

NAME

Marcus

OCCUPATION

2

The Language Institute

Josephine Brinley

English _____

1 800 555-4937

3

Dr. _____ Gross

Doctor of Internal Medicine

CARING MEDICAL GROUP

4

_____

Writer

amyb@pkl.com

F ABOUT YOU | Write your own responses with real information.

1 "Good morning! I'm Kate Portman."

YOU .....

2 "What's your occupation?"

YOU .....

3 "Are you Norman?"

YOU .....

4 "Thank you!"

YOU .....

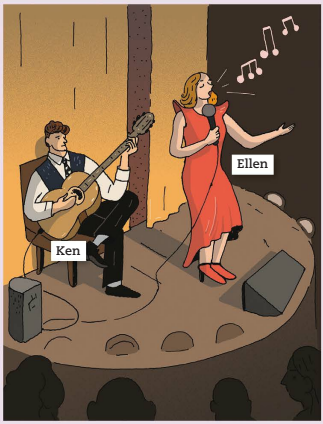
COMMUNICATION ACTIVATOR

Now let's describe people.

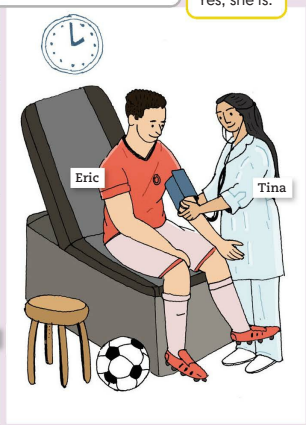
PAIR WORK | Ask and answer questions about the pictures.

Is Sarah a photographer?

Yes, she is.







WRITING Write affirmative and negative statements about the people in the pictures.

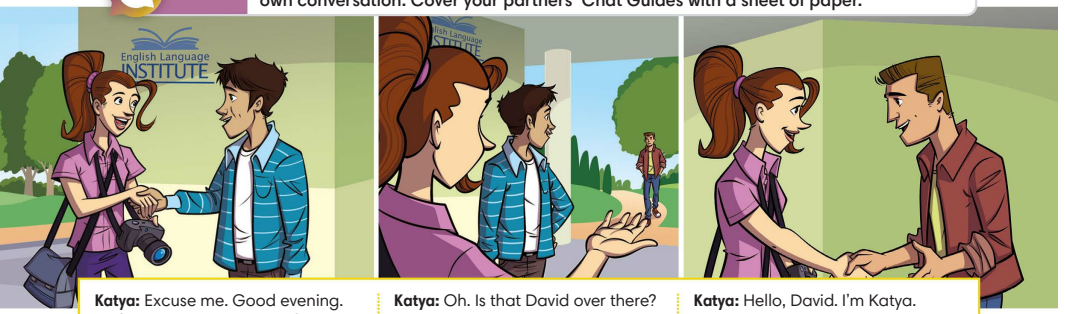
Ken isn't a scientist. He's a musician.

GUIDED WRITING p. 135

Interactive Cool Down

1 Chat

Read the conversation. Then, with two partners, use the Chat Guides to create your own conversation. Cover your partners' Chat Guides with a sheet of paper.



Katya: Excuse me. Good evening. I'm Katya. Are you David?
Ed: Good evening. No, I'm not. I'm Ed. Are you a photographer?
Katya: Yes, I am.
Ed: Nice to meet you, Katya.
Katya: Nice to meet you, too, Ed. Are you a teacher?
Ed: No, I'm not. I'm a student.

Katya: Oh. Is that David over there?
Ed: Yes.
Katya: Is he a student, too?
Ed: Yes, he is.
Katya: Thanks. Take care!

Katya: Hello, David. I'm Katya.
David: Excuse me?
Katya: Katya.
David: Oh. Hi, Katya. How are you?
Katya: I'm great, thanks.
David: How do you spell Katya?
Katya: K- A- T- Y- A.

Partner A's Chat Guide

A Excuse me. Good ..... . I'm ..... . Are you ..... ?
B
A Yes, I am.
B
A Nice to meet you, too, ... Are you ..... ?
B
A Oh. Is that ..... over there?
B
A Is ..... , too?
B
A ..... . Take care!

Now chat with Partner C

A Hello, ... I'm ..... .
C
A ..... .
C
A I'm ..... , thanks.
C
A ..... .

Partner B's Chat Guide

A
B Good .... I'm ..... . Are you a photographer?
A
B Nice to meet you, ...
A
B ..... .
A
B Yes.
A
B ..... .
A

Partner C's Chat Guide

A
C Excuse me?
A
C Oh. Hi, ... How are you?
A
C How do you spell ..... ?
A

2 THE OCCUPATION GAME

Work with a partner. Look at the pictures. Ask your partner a yes / no question about the people and the occupations. Answer your partner's question.

Is Amy a writer?

No, she isn't.

Are Sue and Bob musicians?

Yes, they are.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce people.
- ☐ Identify people.
- ☐ Spell names.
- ☐ Describe people.

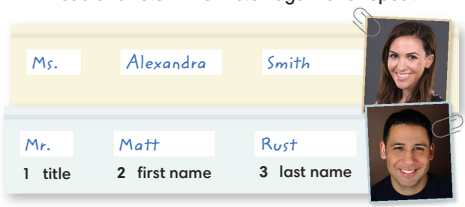
For more practice . . . Unit Review, p. 139 / Practi-Chant, p. 158 / *Connect TV* / Test-Taking Skills Booster

UNIT 2

Personal Information

Warm-Up

A VOCABULARY | First and last names | Read and listen. Then listen again and repeat.



B LISTENING COMPREHENSION | Listen. Follow the instructions. Circle and underline. Then listen again to check your answers.



1 Ms. Abby Lane 2 Mr. Richard Li 3 Ms. Olivia Baker

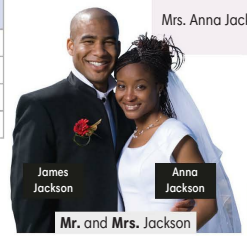
C VOCABULARY | Titles | Read and listen. Then listen again and repeat.

Title				
1 Mr.	✓		✓	
2 Mrs.				✓
3 Miss		✓		
4 Ms.		✓		✓

Be careful!

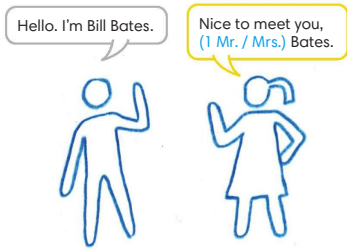
Mr. James Jackson OR Mr. Jackson NOT ~~Mr. James~~

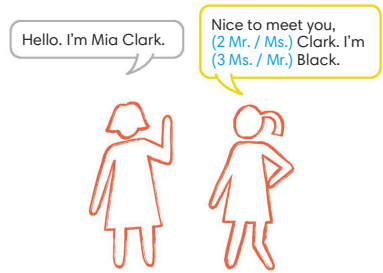
Mrs. Anna Jackson OR Mrs. Jackson / Ms. Anna Jackson / Ms. Jackson NOT ~~Ms. Anna~~



VOCABULARY EXPANDER p. 129
More titles

D VOCABULARY PRACTICE | Complete the greetings. Circle the correct title. Then practice the conversations with a partner.





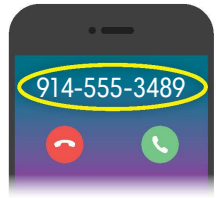
E **LISTENING COMPREHENSION** | **Listen and write the correct title.**

1 She's ..... Ellen Greeley.
2 They're ..... Noah Tate and ..... Rita Harris.
3 The teacher is ..... Robin Smith.

F **VOCABULARY** | **Contact information** | **Read and listen. Then listen again and repeat.**



1 an address



2 a phone number



3 an email address

G **VOCABULARY PRACTICE** | **Match the picture with the kind of contact information. Write the letter on the line.**

a a phone number
b an email address
c an address



1 .....



2 .....



3 .....

H **ABOUT YOU** | **Write your contact information.**



SPEAKING **PAIR WORK** | **Greet a classmate. Use your title and your last name.**

Hello. I'm Mr. Pitt.

Good morning, Mr. Pitt.

1 COMMUNICATION GOAL Describe relationships

A VOCABULARY | Relationships | **Read and listen. Then listen again and repeat.**



1 a classmate



2 a friend



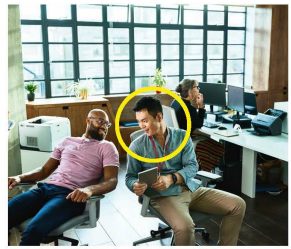
3 a neighbor



4 a teammate

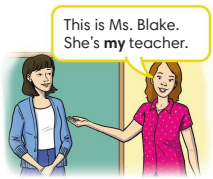


5 a boss



6 a colleague

B GRAMMAR | Possessive adjectives



Melanie is **my** friend.
She's **your** neighbor.
Ms. Boyce is **his** colleague.
Ann Blake is **her** teacher.
He's **our** classmate.
We're **their** teammates.

Subject pronouns		Possessive adjectives
I	→	my
you	→	your
he	→	his
she	→	her
we	→	our
they	→	their

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 Ms. Sands is (my / I) colleague.
2 Is Elaine (you / your) friend?
3 Is Dr. Selden (she / her) doctor?
4 Are (they / their) Andrew and Carla?
5 Mr. Ellis is (we / our) neighbor.
6 I'm (his / he) classmate.

E LISTENING COMPREHENSION | Listen to the conversations. Complete the chart with the relationships.

Name	Relationship	Name	Relationship
1 Len	*neighbor*	4 Mr. Grant	
2 Bruce		5 Rob	
3 Shahana		6 Carlos	

F GRAMMAR | Possessive nouns



This is **Joe's** teacher, Ms. Brown.

Add 's with names and singular nouns.
Joe is **Ms. Brown's** student.
Sally is **Ellen's** neighbor.
He is my **friend's** boss.

Add ' with plural nouns.
My **classmates'** names are Mark and Gillian.
Our **neighbors'** last name is Jones.

Be careful!
Luke and Laura's friend NOT ~~Luke's and Laura's~~ friend

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Write the possessive noun.

1 Are they *Don's* (Don) neighbors?
2 He is ..... (Isabel) classmate.
3 Nina is ..... (Mr. Martin) boss.
4 I'm your ..... (neighbor) boss.
5 They're our ..... (friends) teammates.
6 Peter is ..... (Liz and Julie) teacher.

COMMUNICATION ACTIVATOR

Now let's describe relationships.



A CONVERSATION MODEL | Read and listen.

A: Eric, this is Sophia. Sophia's my classmate.
B: Hi, Sophia.
A: Eric's my neighbor's boss.
C: Hello, Eric. Nice to meet you.
B: Nice to meet you, too.

Social language
When you meet someone new, say...
- Hi. / Hello.
- Good [morning / afternoon /evening].
- How are you?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with two classmates.

C CONVERSATION GROUP WORK | Role-play the conversation with two classmates. Use other relationships. Then change roles.

A: ....., this is .....'s my .....
B: .....
A: .....'s .....
C: ..... Nice to meet you.
B: ....., too.

KEEP TALKING!
Introduce your partners to other classmates.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm ___.
Are you ___?
[Glad to / It's a pleasure to] meet you.
How's it going?
How do you spell ___?

D CHANGE PARTNERS | Introduce other classmates.

2 COMMUNICATION GOAL Ask for someone's contact information

A VOCABULARY | Numbers 0–20 | Read and listen. Then listen again and repeat.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

B PAIR WORK | Partner A: Say the numbers in your chart.
Partner B: Listen and write the numbers. Then change roles.

Partner A

2	14	10
4	6	19 8
17	3	1 13

Partner B

5	18	10 11
12	9	7 15
20	0	12

C GRAMMAR | Be: Information questions with What

What is → **What's**

What's her name?	(Maria Sanders. OR It's Maria Sanders.)
What's her last name?	(Sanders. OR It's Sanders.)
What's Ethan's address?	(15 Atlantic Street. OR It's 15 Atlantic Street.)
What's his email address?	(ecooper@bmail.com. OR It's ecooper@bmail.com.)
What's your occupation?	(I'm a teacher.)
What's their phone number?	(914-555-0034. OR It's 914 555-0034.)
What are their first names?	(Nina and Claire.)

How to say email addresses and phone numbers:
Say "e cooper **at** b mail **dot** com."
Say "oh" for zero:
0034 = "**oh-oh**-three-four."

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR / VOCABULARY PRACTICE | Complete the questions. Begin each question with a capital letter.



1 **A:** What's ..... her address ..... ?
B: 12 Pacific Street.



2 **A:** ..... his ..... ?
B: 32-75-0456.



3 **A:** ..... her ..... ?
B: It's lulu@slipnet.com.



4 **A:** ..... their ..... ?
B: It's 18 Mason Lane.

F PAIR WORK | Practice the conversations from Exercise E.

G LISTENING COMPREHENSION | Listen to the conversations. In the chart, write the contact information you hear. Then listen again to check your answers.

Name	Phone number	Email address
1 Mimi Brinker		
2 Delia Potter		
3 Conrad Schmitt		
4 Elaine Ferris		

H COACH PRONUNCIATION | Stress in two-word pairs | Read and listen. Then listen again and repeat.

first name ph one number e mail address

COMMUNICATION ACTIVATOR

Now let's ask for someone's contact information.



A CONVERSATION MODEL | Read and listen.

A: What's your last name, please?
B: Davis.
A: And your first name?
B: My first name? Lucy.
A: And what's your phone number?
B: 287-4502.
A: 287-4502?
B: That's right.

Social language
Confirm information with "That's right."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your last name, please?
B: .....
A: And your first name?
B: My first name? .....
A: And what's your phone number?
B: .....
A: .....?
B: That's right.

KEEP TALKING!

Talk about another classmate.
That's my classmate, Tom.

Ask about contact information.
What's [his / her last name / phone number]?

RECYCLE THIS LANGUAGE
Is [he / she] ___ ?
Thank you. / You're welcome.
Nice to meet you.
Good [morning / evening].
Good-bye. / Good night.

D CHANGE PARTNERS | Get other classmates' contact information.

3 COMMUNICATION GOAL Find out where people are from

A GRAMMAR | Be from / Questions with Where

Where **are** you **from**?	(We**'re from** Manila.)
Where **is** he **from**?	(He**'s from** Canada.)
Are you **from** Korea?	(Yes, I am. / No, I'm not.)
Is she **from** São Paulo?	(Yes, she is. / No, she's not. OR No, she isn't.)

Contractions
Where is → **Where's**
Where are NOT ~~Where're~~



Be careful!
Are you from Japan?
Yes, I am. NOT Yes, ~~I am from.~~

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations with Where and be from. Use contractions when possible. Begin new sentences with a capital letter.

1 **A:** *Where are* Silvia's colleagues *from*?
B: They ..... Italy.

2 **A:** ..... your neighbor .....?
B: She ..... Mexico City.

3 **A:** ..... Mr. Solomon .....?
B: He ..... Johannesburg.

4 **A:** ..... you and your boss .....?
B: ..... from Seoul.

5 **A:** ..... your colleagues .....?
B: ..... Saint Petersburg.

6 **A:** ..... you and your teammates ..... Santo Domingo?
B: Yes, ...

7 **A:** ..... you ..... the U. S.?
B: No, ... I ..... Canada.

8 **A:** ..... your friend ..... Chile?
B: No, she ..... . She ..... Colombia.

D PAIR WORK | Practice the conversations from Exercise C.

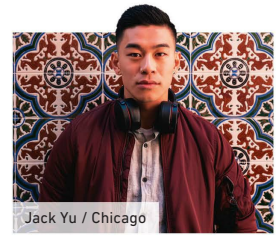
E PAIR WORK | Point to the pictures. Ask and answer questions about the people.

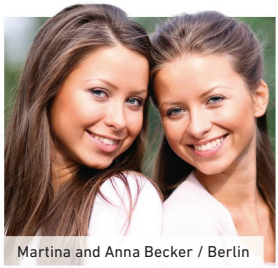
"Where is ___ from?"

"Is ___ from Montreal?"

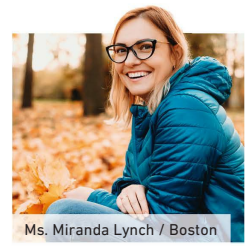
"What's ___'s last name?"


Daniela Mercado / San Juan


Jack Yu / Chicago


Martina and Anna Becker / Berlin


Mr. Kenneth Wong / Shanghai


Ms. Miranda Lynch / Boston

F INTEGRATED PRACTICE | Fill out the forms. Write the correct titles. Write the name of the city.

1 About you

Title

First name

Last name

City

2 About a classmate

Title

First name

Last name

City

3 About your teacher

TITLE

FIRST NAME

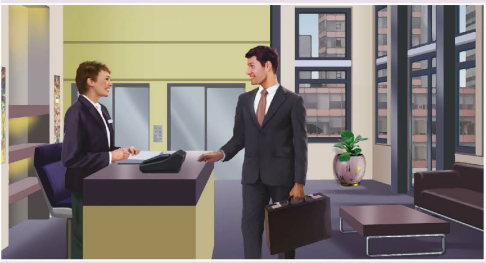
LAST NAME

CITY

COMMUNICATION ACTIVATOR

Now let's find out where people are from.

A CONVERSATION MODEL | Read and listen.





A: Your name, please?
B: Sure. It's Richard Fisher.
A: And where are you from, Mr. Fisher?
B: I'm from Dallas. . . .

B: Oh. And that's my colleague, Tom Morgan. Right over there.
A: Is Mr. Morgan from Dallas, too?
B: No, he isn't. He's from Boston.
A: Thanks.
B: You're welcome.

Social language
Show appreciation with "Thanks." Respond with "You're welcome."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Choose one of the people from the list, or use *your* relationships. Then change roles.

A: Your name, please?
B: Sure. It's .....
A: And where are you from, ...?
B: I'm from .... Oh. And that's my ....., ... Right over there.
A: Is ..... from ....., too?
B: .....
A: Thanks.
B: You're welcome.

LAST NAME, FIRST NAME	TITLE	CITY	RELATIONSHIP TO YOU
Purdy, David	Mr.	New York	colleague
Clinton, Sally	Mrs.	Austin	classmate
Kendall, Amy	Ms.	Miami	teammate
Roth, Luis	Mr.	Santiago	friend

KEEP TALKING! ●●●

Ask more questions.
How do you spell that?
What's your occupation?
Is she [a student]?
What's his [phone number]?

D CHANGE PARTNERS | Role-play the conversation again.

4 COMMUNICATION GOAL Get to know people

A VOCABULARY | Countries and nationalities | Read and listen. Then listen again and repeat.

COUNTRY	NATIONALITY
Ana is from **Brazil**.	She's **Brazilian**.
He's from **Canada**.	He's **Canadian**.
She's from **China**.	She's **Chinese**.
They're from **Japan**.	They're **Japanese**.
We're from **Mexico**.	We're **Mexican**.
Pete is from **the U.K.**	He's **British**.
I'm from **the U.S.**	I'm **American**.

See page 127 for a more complete list.

B READING | Read about famous people. What are their nationalities?

WHERE ARE THEY FROM?



Aida Román is an Olympic athlete. Where's she from? She's from Mexico City. Ms. Román is Mexican.



This is **Roger Mooking**. What's his nationality? He's Canadian, and he's Trinidadian, too! He's originally from Trinidad.

Mr. Mooking is a famous chef. But that's not all. He's also a writer and a singer!



Meet Brazilian-American **Perla Haney-Jardine**. What's her occupation? She's an actor.

Ms. Haney-Jardine is originally from Brazil. Where in Brazil is she from? She's from Niteroi.



Meet **BTS**, a famous pop band. Where are they from? The singers in BTS are from Seoul. They are South Korean. They are K-pop musicians.

C PAIR WORK | Ask and answer questions about people in the Reading. Use the verb be.

"What's Ms. Román's nationality?"

"Where are the BTS singers from?"

"Is Mr. Mooking from Canada?"

D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement with the correct word or phrase.

Conversation 1

1 The teacher's name is (Robert Judd / Joseph Madison).
2 Joseph Madison is Robert Judd's (student / colleague).

Conversation 2

3 The doctor's first name is (Thomas / Jack).
4 His nationality is (Philadelphia / American).

Conversation 3

5 Irene Biss's (title / occupation) is Ms.
6 She's (Canadian / American).

Conversation 4

7 Mr. Solis is from (New York City / Riverside Drive).
8 He's (American / Mexican).

Conversation 5

9 Glenn and Amanda are (neighbors / friends).
10 Glenn's nationality is (American / British).

Conversation 6

11 David Harrison is from (Miami / Chicago).
12 Emily Caro is David Harrison's (colleague / boss).

COMMUNICATION ACTIVATOR

Now let's get to know people.

ROLE PLAY | Create a conversation for the people in the picture.

Ideas
name / first name / last name
title
nationality
occupation
contact information

RECYCLE THIS LANGUAGE

Excuse me.	I'm from ___ .
Where ___ ?	Nice to meet you.
What's ___ ?	How do you spell that?
And your ___ ?	That's right.



WRITING

Complete the form about yourself. Then, on a separate sheet of paper, use the information to write sentences about yourself. Begin each sentence with a capital letter. End with a period (.). For example:

My first name is Ana, and my last name is Crane. I'm from . . .

GUIDED WRITING p. 135

PERSONAL INFORMATION

First Name		Last Name	
Nationality			
Occupation			
Address			
Phone Number			
Email Address			

Interactive Cool Down

1 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Silvia: Hello. I'm Silvia. Nice to meet you.
Louise: Nice to meet you, too! I'm Louise.
Silvia: So where are you from, Louise?

Louise: Me? I'm from New York. And you?
Silvia: I'm from Puebla.
Louise: Excuse me?

Silvia: Puebla. I'm Mexican.
Louise: What's your last name?
Silvia: It's Soto.

Louise: Soto? How do you spell that?
Silvia: S-O-T-O. And what's your last name?
Louise: Moore. That's M-O-O-R-E.

Partner A's Chat Guide

A Hello. I'm ___. Nice to meet you.
B
A: So where are you from, ___?
B
A I'm from ___.
B
A ___. I'm ___.
B
A It's ___.
B
A ___. What's your last name?
B

Partner B's Chat Guide

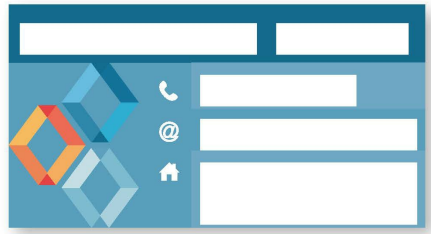
A
B Nice to meet you, too! I'm ___.
A
B Me? I'm from ___. And you?
A
B Excuse me?
A
B What's your last name?
A
B ___? How do you spell that?
A
B ___. That's ___.

2 Make a BUSINESS CARD

"What's your last name?"
"How do you spell that?"

Look at the business card. Then make a business card for your partner.
Ask your partner questions to get information for the card.





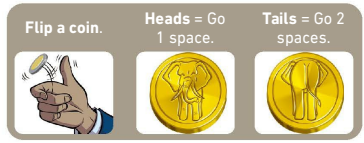
3 Personal info game

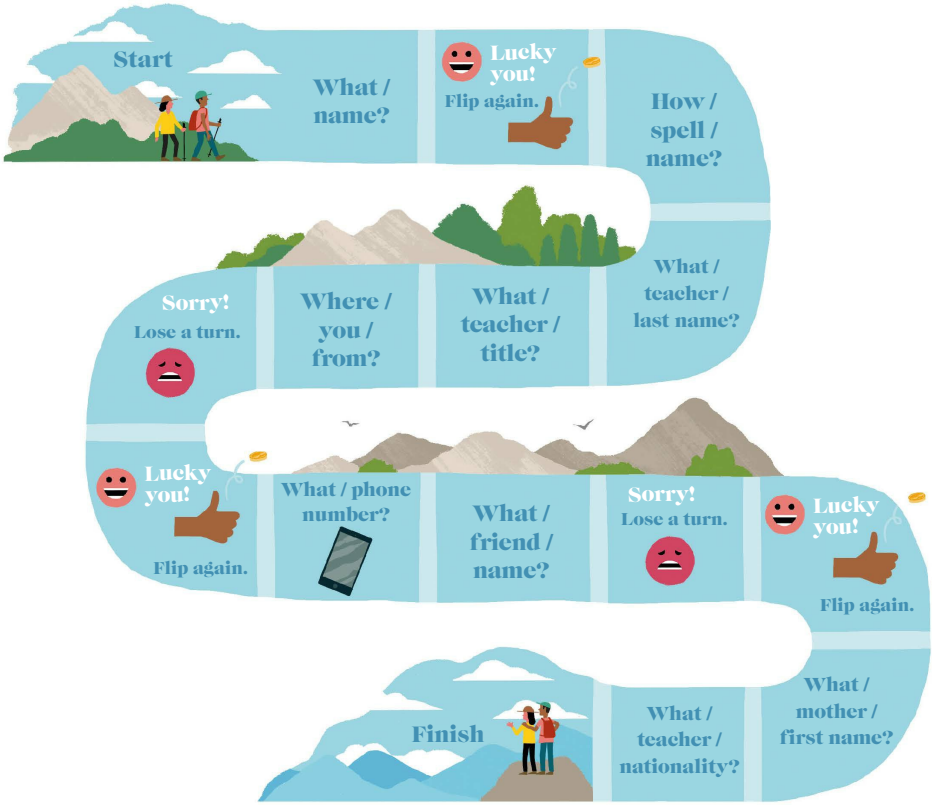
Play with a partner. Flip a coin to decide who goes first.

To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.

Use the cues to ask your partner a question. Your partner answers and goes next.

The partner who finishes first is the winner.





UNIT 3

Neighborhoods

Warm-Up

A VOCABULARY | Means of transportation | Read and listen. Then listen again and repeat.



1 a car



2 a taxi



3 a train



4 a bus



5 a subway



6 a bicycle



7 a motorcycle



8 a moped

B LISTENING COMPREHENSION | Listen. Circle the picture of the vehicle you hear.

1



2



3



4



5



6



C PAIR WORK | Say one of the Vocabulary words. Your partner writes the word.

bicycle

bicycle

D VOCABULARY | Places in the neighborhood | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 129
More places in the neighborhood



1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a gas station



6 a bus stop



7 a supermarket



8 a bookstore

E LISTENING COMPREHENSION | Listen. Write the place you hear.

1 a bus stop
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

SPEAKING PAIR WORK | Tell your partner the names of places you know.

> "The name of my school is Avon Avenue School."

the name of your school
the name of a restaurant in your neighborhood
the names of two banks
the name of a pharmacy

1 COMMUNICATION GOAL — Ask about locations

A VOCABULARY | Locations | Read and listen. Then listen again and repeat.


1 across the street


2 down the street


3 around the corner


4 on the left


5 on the right



6 next to the bank

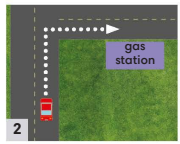


7 between the bookstore and the bank

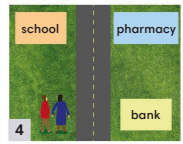
B PAIR WORK | Make statements about the location of the places.

"The bank is across the street."











C GRAMMAR | Be: Questions about location with Where / Subject pronoun it

Ask questions with Where for locations.
Where's the bookstore?

Use the subject pronoun it to replace the names of places.
It's down the street. (It = the bookstore)

Contractions
Where is → **Where's**
It is → **It's**



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E PRONUNCIATION | Falling intonation for questions with Where | Read and listen. Then listen again and repeat.

1 Where's the bank?
2 Where's the school?
3 Where's the bus stop?
4 Where is it?

F INTEGRATED PRACTICE | Read the sentences. Write questions and answers, using Where and It's.

1 The restaurant is down the street.
A: Where's the restaurant ?
B: It's down the street .

2 The Harvey School is across the street.
A: ..... ?
B: ..... .

3 The gas station is around the corner.
A: ..... ?
B: ..... .

4 The bank is next to the pharmacy.

A: ..... ?

B: ..... .

5 The supermarket is on the left.

A: ..... ?

B: ..... .

G **PAIR WORK | Practice the conversations from Exercise F.**

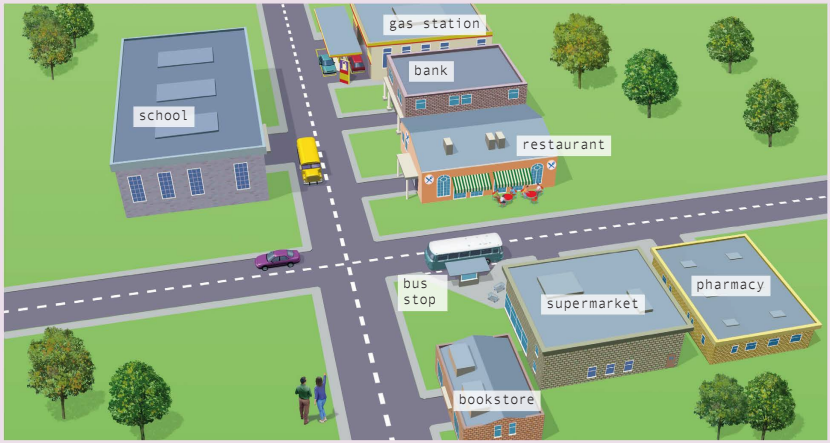
COMMUNICATION ACTIVATOR

Now let's ask about locations.

A **CONVERSATION MODEL | Read and listen.**

A: Excuse me. Where's the bus stop?
B: The bus stop? It's around the corner.
A: Thanks! And where's the restaurant?
B: It's down the street. On the right.
A: Thanks again!
B: You're welcome.

Social language
Repeat to confirm:
"The bus stop?"



B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK | Change the conversation. Use the places on the map. Then change roles.**

A: Excuse me. Where's the ..... ?
B: The ..... ? It's ..... .
A: Thanks! And where's ..... ?
B: It's . . .

KEEP TALKING!
Ask about the location of other places.

RECYCLE THIS LANGUAGE
And the bank?
It's right over there.
On the right?
That's right.
Bye!

D **CHANGE PARTNERS | Ask about other locations.**

2 COMMUNICATION GOAL — Suggest how to get places

A VOCABULARY | Ways to get places: Verbs | Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train / take the subway



5 take the bus

B LISTENING COMPREHENSION | Listen. Complete each question. Then listen again to check your answers.

1 Can I ..... to the .....?
2 Can I ..... to the .....?
3 Can I ..... to the .....?
4 Can I ..... to the .....?

C GRAMMAR | The imperative

Use imperatives to give instructions.

Affirmative imperatives	Negative imperatives
Drive [to the pharmacy].	**Don't walk**.
Take a taxi [to the restaurant].	**Don't take** a taxi.

Don't = Do not



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E LISTENING COMPREHENSION | Listen to six instructions. Write the number next to the correct instruction. Listen again if necessary.

..... Take the bus.
1 Don't drive.
..... Don't walk.
..... Take the train.
..... Don't take the subway.
..... Don't take the bus.
..... Walk.
..... Drive.
..... Take a taxi.
..... Don't take a taxi.
..... Take the subway.

F ACTIVATE GRAMMAR AND VOCABULARY | Give instructions with negative and affirmative imperatives. Begin each sentence with a capital letter. End with a period.

1 **A:** Can I take the train to the bookstore?
B: *Don't take the train. Take a taxi.*

2 **A:** Can I drive to the supermarket?
B: .....

3 **A:** Can I walk to the pharmacy?
B: .....

4 **A:** Can I take a taxi to the bank?
B: .....



G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's suggest how to get places.



A CONVERSATION MODEL | Read and listen.

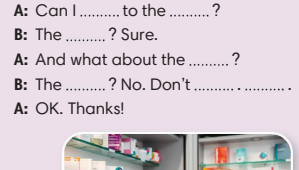
A: Can I walk to the bookstore?
B: The bookstore? Sure.
A: And what about the supermarket?
B: The supermarket? No. Don't walk. Take a taxi.
A: OK. Thanks!

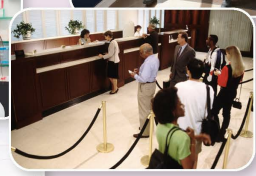
Social language
Ask for additional information with "And what about ___ ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places below and the Vocabulary from page 34. Then change roles.

A: Can I ..... to the ..... ?
B: The ..... ? Sure.
A: And what about the ..... ?
B: The ..... ? No. Don't ....
A: OK. Thanks!







KEEP TALKING! ●●●

Ask about locations.
Where's the [bookstore]?
Is the [supermarket] on the right?

Describe locations.
It's [down the street / around the corner].

Watch the video for ideas!

D CHANGE PARTNERS | Ask about more places.

3 COMMUNICATION GOAL Talk about means of transportation

A GRAMMAR | By + a means of transportation

Use by + a means of transportation to express your means of transportation to a place.
by bus by car by taxi



Be careful!
Don't use the or a / an with a by phrase.
by subway NOT by ~~the~~ subway

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each conversation. Use by and the means of transportation in the picture.

1 **A:** How do you go to the bank?
B: By bicycle.



2 **A:** How do you go to the pharmacy?
B: .....



3 **A:** How do you go to the restaurant?
B: Me? ..... And you?
A: .....





4 **A:** How do you go to the supermarket? By bicycle or by bus?
B: .....



5 **A:** How do you go to the gas station?
B: The gas station? .....!



D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Routine destinations | Read and listen. Then listen again and repeat.

How do you ___ ?



1 go to work



2 go home



3 go to school

Be careful!
Don't use the or a / an with routine destinations.
go to work NOT go to ~~the~~ work

F LISTENING COMPREHENSION | Listen. Use a by phrase to write the means of transportation. Then check (✓) the column for work, home, or school. Then listen again to check your answers.

Means of transportation			
1 by car		✓	
2			
3			
4			
5			
6			

COMMUNICATION ACTIVATOR

Now let's talk about means of transportation.



A CONVERSATION MODEL | Read and listen.

A: Hey, Cara! How's it going?
B: Fine, thanks. And you?
A: Pretty good. Cara, how do you go to school?
B: By subway. What about you?
A: Me? I walk.

Social language
Respond positively to "How are you?" with:
- Fine.
- Pretty good.
- Great.
- Not bad.
- OK.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Ask about work, school, and home. Then change roles.

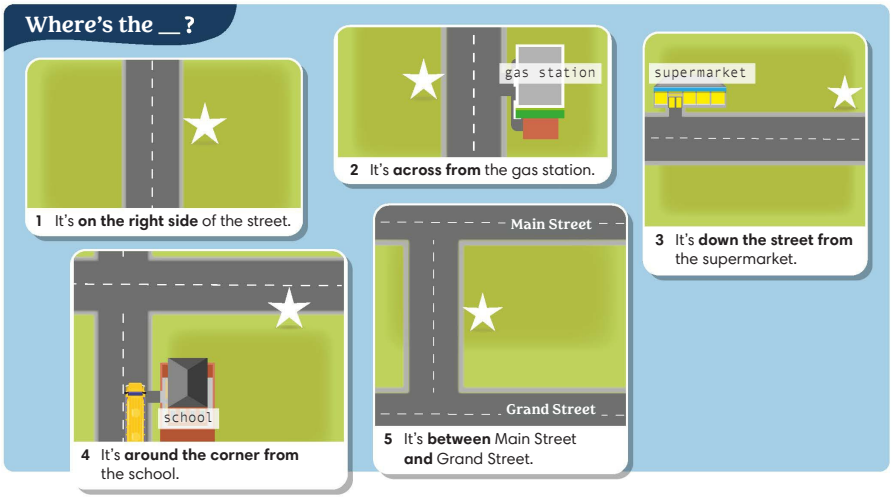
A: Hey, ...! How's it going?
B: ....., thanks. And you?
A: ...., how do you go ..... ?
B: By ..... . What about you?
A: Me? I walk.

KEEP TALKING! ●●●
Ask about means of transportation to other places.

D CHANGE PARTNERS | Personalize the conversation again.

Describe a neighborhood

A VOCABULARY | More locations | Read and listen. Then listen again and repeat.



B READING | Read the email message about a neighborhood. Who is Matt?

My new neighborhood!
From Emily
To Marisol

Hey, Marisol!

How's it going? Danny and I are fine! Here's a photo of our new home in our new neighborhood. It's great! The bus stop's right around the corner, so I can take the bus to the supermarket or the pharmacy. And Danny's bookstore is right down the street, so he can walk home from work.

In the morning, I take the bus to work—or I go by car with Matt. Matt's our neighbor from across the street. We're both teachers at the same school. Oh! And my bank's right next to the school. Not bad, right?

Thanks again for the pictures, Marisol! You look great! What about you? How's work? Write!

xo Your friend, Emily



C **PAIR WORK** | **Ask and answer the questions about the reading.**

1 Is Emily a student or a teacher?
2 Is Danny a student?
3 Is Matt Emily's teacher?
4 Is Danny Matt's colleague?
5 Where's the bus stop?
6 Where's Emily's bank?
7 Where's the bookstore?
8 (Write a question about Emily for your partner.)
..... ?

D **LISTENING COMPREHENSION** | **Listen to Ken and Linda describe their neighborhoods and their relationships. Complete each statement. Then listen again to check your answers.**

About Ken



1 Ken Tunney is a(n) ..... at a bookstore.
2 Ken and his ..... go to work by ..... .
3 Emile is a(n) ..... at a French ..... .
4 Emile and Ken are neighbors, and they are ..... , too.
5 Ken's ..... is ..... from the restaurant.

About Linda



6 Linda's ..... name is Sellers.
7 Linda and Michael are ..... at a school.
8 Linda and Michael go to the school by ..... .
9 Emile is Michael's ..... .
10 Linda and her ..... go home by ..... .

COMMUNICATION ACTIVATOR

Now let's describe a neighborhood.

A **TALKING POINTS** | **Make a map of the places near your school. Write the names of the places.**

B **GROUP WORK** | **With your classmates, take turns describing the locations of the places on the map.**

WRITING **Write sentences about your neighborhood. Describe the locations of the places. Begin each sentence with a capital letter and end with a period.**

The bus stop is across from the pharmacy. It's . . .

GUIDED WRITING p. 135

Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

First, take the survey. Check the places that are important in a perfect neighborhood. Compare surveys with a partner.

SURVEY Your perfect neighborhood

- ☐ bus stops
- ☐ schools
- ☐ gas stations
- ☐ supermarkets
- ☐ pharmacies
- ☐ banks
- ☐ bookstores
- ☐ restaurants
- ☐ other_____

Use your survey to design your perfect neighborhood. Draw the places on your map. Then point to places and describe your neighborhood. Ask questions about your partner's neighborhood.

> "The restaurant is here. It's across the street from the bank."

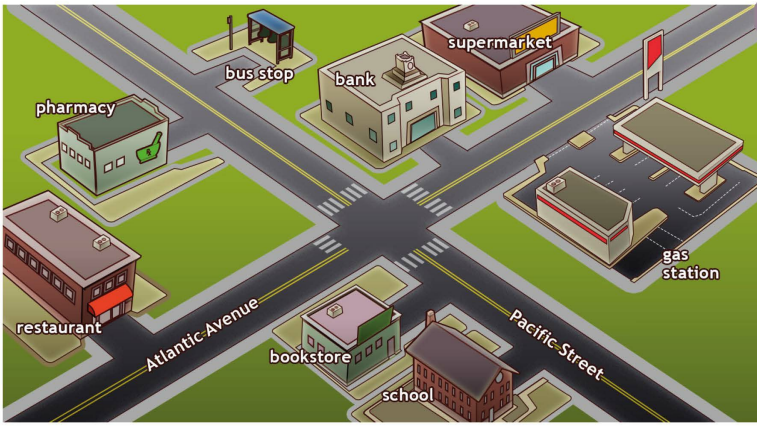


IDEAS

- across the street
- down the street
- around the corner
- on the left
- on the right
- next to the [bank]
- between the [pharmacy] and the [gas station]
- on the right side of the street
- on the left side of the street
- across from the [bookstore]
- down the street from the [restaurant]
- around the corner from the [bus stop]
- between [Tenth Street] and [Elton Street]

2 ARE YOU AT THE BANK?

Play a guessing game. Take turns. Describe where you are. Your partner points to the place on the map.



I'm across the street from the gas station.

Are you at the supermarket?

No. I'm not.

Are you at the bank?

Yes, I am!

3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use one of the maps from Unit 3 Interactive Cool Down. Cover your partner's Chat Guide with a sheet of paper.



Josh: Hey, Paul! How's it going?

Paul: I'm fine, thanks. And you?

Josh: Pretty good. Paul, can I walk to the pharmacy?

Paul: Sure! It's around the corner and down the street.

Josh: On the right or on the left?

Paul: On the left. Across the street from the supermarket.

Josh: And where's the bus stop?

Paul: The bus stop? It's across from the supermarket too. Next to the pharmacy.

Josh: Oh, and what about the bank?

Paul: The bank? It's down the street, on the right.

Josh: Thanks for the directions, Paul.

Paul: Anytime!

Josh: Oh. One more question: How do you go to school?

Paul: Me? I go by bicycle. And what about you?

Josh: I walk.

Paul: Bye! See you later, Josh.

Josh: Take care.

Partner A's Chat Guide

A Hey, ___ ! How's it going?

B

A Pretty good. ___ , can I walk to the ___ ?

B

A On the right or on the left?

B

A And where's the ___ ?

B

A Oh, and what about the ___ ?

B

A Thanks for the directions, ___ .

B

A Oh. One more question: How do you go to ___ ?

B

A I ___ .

B

A ___ .

Partner B's Chat Guide

A

B I'm fine, thanks. And you?

A

B Sure! It's ___ .

A

B On the ___ . ___ .

A

B The ___ ? It's ___ .

A

B The ___ ? It's ___ .

A

B Anytime!

A

B Me? I ___ . And what about you?

A

B Bye! See you later, ___ .

A

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about locations.
- ☐ Suggest how to get places.
- ☐ Talk about means of transportation.
- ☐ Describe a neighborhood.

For more practice . . . Unit Review, p. 143 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

UNIT 4

Families

Warm-Up

A VOCABULARY | Family relationships | Read and listen. Then listen again and repeat.



B VOCABULARY PRACTICE | Complete the sentences. Write two more sentences.

1 Rick is Rita's _____.
2 Mia is Gabe's _____.
3 Rita is Gabe's _____.
4 Rick and Rita are Mia's _____.
5 Rita is Rick's _____.
6 Gabe and Mia are Rita's _____.
7 Gabe is Mia's _____.
8 Rick is Mia's _____.
9 _____.
10 _____.

C PAIR WORK | Point and make statements. Use he, she, or they.



D VOCABULARY | More family relationships | Read and listen. Then listen again and repeat.

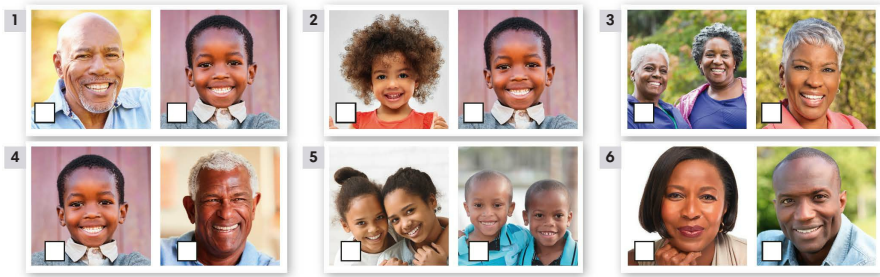


E VOCABULARY PRACTICE | Complete each statement. Write the letter.

1 Joe is ..... .
2 Faye is ..... .
3 Gabe is ..... .
4 Mia is ..... .

a Joe's grandson
b Mia's grandmother
c Faye's granddaughter
d Faye's husband

F LISTENING COMPREHENSION | Listen to a woman talk about her relatives. Check the correct photos.



SPEAKING

PAIR WORK | Write the names of your relatives on a separate sheet of paper. Then tell your partner about your family relationships.

Sam
Emma

"Sam is my brother."

1 COMMUNICATION GOAL — Comment on family photos

A GRAMMAR | Be: Questions with Who

Who's she?	(She's my mom.*)	**Who are** they?	(They're my grandparents.)
Who's Nick?	(He's my dad.*)	**Who are** Tina and Joy?	(They're my sisters.)

*mom and dad = informal for mother and father

Contractions
Who is → **Who's**

Be careful!
Who are NOT ~~Who're~~



B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write questions with Who's or Who are. Use he, she, or they.

1 A: Who's she?
B: She's my grandmother.

2 A: .....?
B: He's my father.

3 A: .....?
B: They're my mom and dad.

4 A: .....?
B: She's Mrs. Bell's granddaughter.

5 A: .....?
B: He's Lucille's husband.

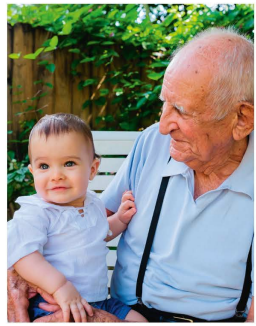
6 A: .....?
B: They're my friend's sisters.

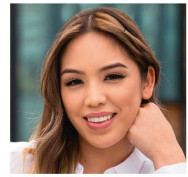
D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130
More adjectives to describe people


1 He's **short.** 2 He's **tall.**


3 He's **young.** 4 He's **old.**



5 They're **good-looking.**

6 She's **pretty / beautiful.** 7 He's **handsome.**


8 She's **cute.**

F GRAMMAR | Be with adjectives / Adverbs very, really, and so

Describe people with a form of be and an adjective.
The adverbs very, really, and so make adjectives stronger.

Your sister is **pretty**!
Bob's son is **tall**!
Their children are **very cute**!
Your brothers are **so good-looking**!

Be careful!
Adjectives don't have plural forms.
They're cute. NOT They're ~~cutes~~.


She's **tall**, but her husband is **really tall**!

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H LISTENING COMPREHENSION | Listen to each conversation. Complete the statement.

1 Her husband ..... so ..... .
2 Her daughter ..... really ..... .
3 His brothers and sisters ..... very ..... .
4 Her son ..... really ..... .
5 His sisters ..... so ..... .
6 Her dad ..... really ..... and ..... .

I PAIR WORK | Use the Vocabulary to describe your classmates.

"Karen and Vicky are so tall!"

J INTEGRATED PRACTICE | Write three sentences about people in your family. Use be, the adverbs very, really, and so, and the Vocabulary.

1 My parents are very tall.

1
2
3

COMMUNICATION ACTIVATOR

Now let's comment on family photos.

A CONVERSATION MODEL | Read and listen.

A: Who's that?
B: Oh, that's my father. He's a teacher.
A: He's very tall!
B: Yes, he is.
A: And is she your mother?
B: Yes. She's a doctor.
A: She's so pretty!

Social language
Shift to a new topic with "And ...."



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation, using photos of your own relatives. (Option: Use the photos in Exercise E on page 44 as "your family.") Then change roles.

A: Who's that?
B: Oh, that's my ....'s ..... .
A: ..... !
B: Yes, ... is.
A: And ..... ?
B: ....

KEEP TALKING!

Ask about other people in your partner's family.
Who's [he / she]?
Who are they?
What's [his / her] [name / occupation]?

D CHANGE PARTNERS | Comment on your partner's family photos.

2 COMMUNICATION GOAL Ask about relatives



kids = informal for children

A GRAMMAR | Verb have / has: Affirmative statements

I You We They	**have** two sisters.	He She	**has** a brother.

B GRAMMAR PRACTICE | Complete the statements. Use have or has.

1 She ..... two brothers.
2 They ..... a cute granddaughter.
3 Our neighbors ..... two kids.
4 Betty ..... five brothers and sisters.
5 My wife and I ..... three grandchildren.
6 I ..... no brothers or sisters.
7 Our boss ..... two boys.
8 You ..... a handsome son!

C PRONOUNCE THE GRAMMAR | Now listen and practice the statements in Exercise B.

D ABOUT YOU | Write two sentences about your family. Use have and has.

E VOCABULARY | Numbers 21–101 | Read and listen. Then listen again and repeat.

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	40 forty	50 fifty	60 sixty
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	70 seventy	80 eighty	90 ninety
29 twenty-nine	30 thirty	31 thirty-one	32 thirty-two	100 one hundred	101 one hundred one	

F PRONUNCIATION | Clarifying numbers | Listen and repeat. Then practice the numbers on your own.

13 / 30 14 / 40 15 / 50 16 / 60 17 / 70 18 / 80 19 / 90

G PAIR WORK | Take turns saying a number from the chart. Your partner writes the word on a separate sheet of paper.

23	45	40	18	94	21	20	14	58	102
43	89	90	44	53	13	30	19	60	99
22	50	52	100	15	47	33	54	17	66
77	70	64	78	95	80	87	101	1	31

52 fifty-two

H GRAMMAR | Be: Questions with How old

How old **is** he?	(He's 30 years old.)
How old **is** Olivia?	(She's 23.)
How old **is** your grandfather?	(Sixty-five.)
How old **are** they?	(They're 52.)
How old **are** your girls?	(Four and six.)



I PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

J GRAMMAR PRACTICE | Complete the questions with How old is or How old are.

1 ..... your dad?
2 ..... her grandkids?
3 ..... Lou's brothers?
4 ..... Janet's mom?
5 ..... your children?
6 ..... his granddaughter?

COMMUNICATION ACTIVATOR

Now let's ask about relatives.

A CONVERSATION MODEL | Read and listen.

A: So, tell me about your family.
B: Well, I have two sisters and one brother.
A: Really? How old are your sisters?
B: Eighteen and twenty-one.
A: And your brother?
B: He's 20.

Social language
Show interest with "Really?"



B PRONUNCIATION PRACTICE |

Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK |

Personalize the conversation with information about your family. Then change roles.

A: So, tell me about your family.
B: Well, I have ..... .
A: Really? How old ..... ?
B: ..... .
A: And your ..... ?
B: ....

D CHANGE PARTNERS |

Personalize the conversation again.

KEEP TALKING!

Ask for more information.
What ['s her] name?
What [are their] occupations?
Tell me about your [parents].
What about you?

Watch the video for ideas!

3 COMMUNICATION GOAL Describe appearance

A VOCABULARY | Adjectives to describe hair | Read and listen. Then listen again and repeat.

Her hair is . . .

1 black | 2 brown | 3 red | 4 blond | 5 gray | 6 white



7 dark ← → 8 light



9 straight | 10 wavy | 11 curly

His hair is . . .



12 long | 13 short

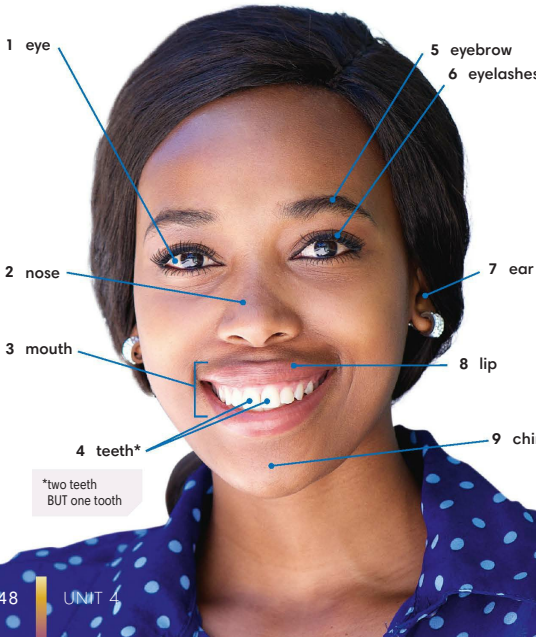


14 He's **bald.**
15 He has **a mustache.**
16 He has **a beard.**

B PAIR WORK | Describe your classmates.

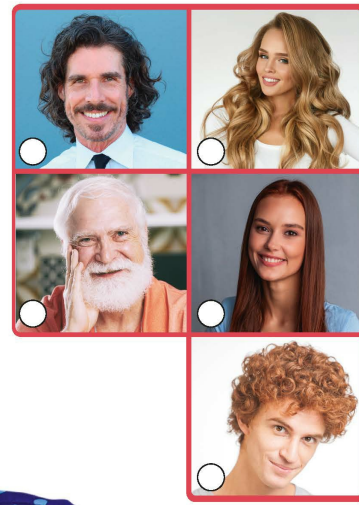
"Adam's hair is very short."

C VOCABULARY | The face | Read and listen. Then listen again and repeat.



*two teeth
BUT one tooth

D LISTENING COMPREHENSION | Listen to each description. Write the number of the description next to the correct photo.



E GRAMMAR | Describing people with be and have

With be	With have
Her **eyes** are **pretty**.	She has **pretty eyes**.
Brad's **hair** is **curly**.	Brad has **curly hair**.
My sons' **beards** are **short**.	My sons have **short beards**.

Be careful!
She has **red hair**.
NOT She has ~~hair red~~.
NOT She has red ~~hairs~~.

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete each sentence with the correct form of be or have.

1 **A:** So, tell me about your mother.
B: Her hair ..... curly and black.

2 **A:** Is her son good-looking?
B: Yes. He ..... wavy blond hair, and he ..... a long mustache.

3 **A:** That's my sister Sally in the photo.
B: Wow, her eyes ..... really beautiful.

4 **A:** Tell me about your daughter.
B: My daughter? She ..... very tall, and her hair ..... long and pretty.

5 **A:** Is that your grandfather?
B: No. My grandfather ..... curly gray hair.

6 **A:** Tell me about your father.
B: Well, he ..... a beard, and he ..... bald.

H PAIR WORK | Practice the conversations from Exercise G.

I PAIR WORK | Describe your relatives. Use be and have.

"My sister Maya has long black hair. She's really pretty."

COMMUNICATION ACTIVATOR

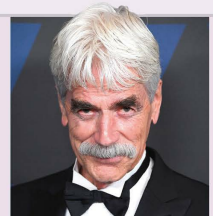
Now let's describe appearance.

A CONVERSATION MODEL | Read and listen.

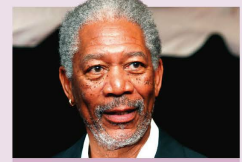
A: Guess who?
B: OK!
A: His hair is curly and gray, and he has a mustache and a beard. Who is it?
B: I know! It's Sam Elliot.
A: Sorry. That's wrong. It's Morgan Freeman. My turn!

Social language
Soften a negative response with "Sorry."

Sorry. That's wrong. ☹
That's right. ☺


Sam Elliot, actor (U.S.)


Beyoncé Knowles, singer (U.S.)


Morgan Freeman, actor (U.S.)


Prince Harry (U.K.)


Song Ji Hyo, actor (South Korea)

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Play your own guessing game. Use the photos, or describe a classmate.

A: Guess who?
B: OK!
A: ..... Who is it?
B: I know! It's ..... .
A: ..... It's ..... . My turn!

KEEP TALKING!
Ask questions.
Is his hair black?
Is she pretty?
Is he old?

D CHANGE PARTNERS | Change the conversation again.

4 COMMUNICATION GOAL Talk about someone's family

A READING | Read about the actors and their families.

FAMOUS Sisters and Brothers

Lupita Nyong'o is a beautiful actor from Mexico City. Now New York is Lupita's home. Her mother, Dorothy, and her father, Peter, are from Kenya. Lupita has five brothers and sisters. Her younger brother is named Peter, like their father, and he's a student.



Lupita and her brother Peter



The Hemsworth brothers

Chris Hemsworth is a handsome actor from Australia. His younger brother, Liam (on the left), and his older brother, Luke (on the right), are actors, too. Their parents are Craig and Leonie Hemsworth. Leonie is an English teacher. Chris's wife is Spanish actor Elsa Pataky. They have a daughter and two young sons.



Maggie and her brother Jake

Maggie Gyllenhaal is a famous actor from New York City. Her brother, Jake, is a famous actor, too. Their parents, Stephen and Naomi, are movie directors and writers. Maggie's husband is the actor Peter Sarsgaard. They have two daughters, Ramona and Gloria Ray.

B READING COMPREHENSION | Correct these statements.

1 Ramona is Maggie Gyllenhaal's ~~son~~ daughter.
2 Chris Hemsworth's father is a teacher.
3 Jake Gyllenhaal is a movie director and writer.
4 Lupita Nyong'o's father is a student.
5 Maggie Gyllenhaal's brother's name is Peter.
6 Dorothy and Peter Nyong'o have five children.
7 Chris Hemsworth and his wife have no children.

C READING COMPREHENSION | Complete each sentence about the reading. Write the letter.

1 Peter's sister's name is ..... .
2 Peter's wife's name is ..... .
3 Elsa's husband's name is ..... .
4 Gloria Ray's grandfather's name is ..... .
5 Liam's mother's name is ..... .
6 Dorothy's husband's name is ..... .
7 Naomi's son's name is ..... .

a Stephen
b Jake
c Lupita
d Leonie
e Peter
f Maggie
g Chris

D LISTENING COMPREHENSION | Listen to two conversations. Write the number of each conversation next to the family photo. Then listen again to check your answers.









COMMUNICATION ACTIVATOR

Now let's talk about someone's family.

A PAIR WORK | Interview your partner. Complete the notepad with information about your partner's family.

> So tell me about your relatives . . .

Relative's name	Relationship	Age	Occupation	Description
Doug	*brother*	*14*	*student*	*He's very tall. He has short black hair.*

B GROUP WORK | Now tell your classmates about your partner's family.

> Nicole's brother Doug is 14. He's . . .

WRITING Choose two of your relatives. Write a description of each person.

My sister Tahlia is 24 years old. She's a student. She's tall and good-looking. She has wavy brown hair and . . .

GUIDED WRITING p. 136

Interactive Cool Down

1 MATH Challenge

Choose one of the math problems. Ask your partner to add the numbers.

What is twelve plus twenty?

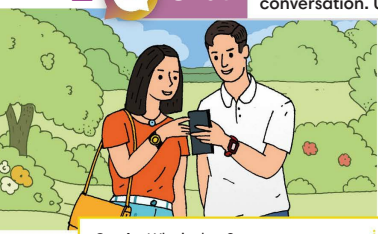
It's thirty-two.

Remember:
That's right!
Sorry. That's wrong.

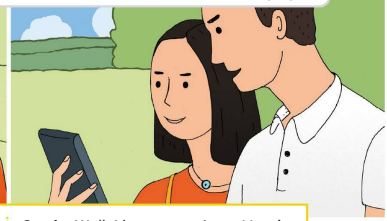
12 + 20 =	75 + 21 =	101 + 26 =	88 + 3 =
24 + 38 =	96 + 13 =	53 + 42 =	11 + 102 =
9 + 49 =	14 + 64 =	67 + 18 =	14 + 33 =

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use your own photos. Cover your partner's Chat Guide with a sheet of paper.







Carrie: Who's that?

Cody: Oh, that's my brother, Adam.

Carrie: Your brother? He's so tall!

Cody: And that's his daughter, Maureen.

Carrie: She's really cute!

Cody: Yes, she is! She's 6 years old.

Carrie: And is that his wife?

Cody: Yes. Her name's Pam. She's a bank manager.

Carrie: She has beautiful eyes. What about Adam? What's his occupation?

Cody: My brother? He's a chef.

Carrie: A chef?

Cody: That's right. What about you? Tell me about *your* family, Carrie.

Carrie: Well, I have one sister. Here's a photo.

Cody: Oh, great! How old is she?

Carrie: Twenty-six. And that's her husband, Bob. He's a teacher.

Cody: And is that you on the right?

Carrie: Yes. My hair's so short!

Partner A's Chat Guide

A Who's that?

B

A Your ___ ? ___'s so ___ !

B

A ___'s really ___ !

B

A And is that ___ ?

B

A ___ has ___ . What about ___ ? What's ___ occupation?

B

A A(n) ___ ?

B

A Well, I have ___ . Here's a photo.

B

A ___ . And that's ___ . ___'s a(n) ___ .

B

A Yes. My ___ so ___ !

Partner B's Chat Guide

A

B Oh, that's ___ .

A

B And that's ___ .

A

B Yes, ___ is! ___'s ___ years old.

A

B Yes. ___ name's ___ . ___'s a(n) ___ .

A

B ___ ? ___'s a(n) ___ .

A

B That's right. What about you? Tell me about *your* family, ___ .

A

B Oh, ___ ! How old ___ ?

A

B And is that you on the ___ ?

A

3 FAMILY RELATIONSHIP GAME

Form two teams. Flip a coin to decide which team goes first.

Take turns. Each team asks an information question with Who or What about the family relationships in the photos. The other team answers.

Teams get one point for each correct question and one point for each correct answer.

The first team to get 20 points wins.

Who's Jason? Jason? He's Janie's brother.

Who's Annie's grandson? Victor.

What are Janie's parents' names? Kelly and Leo.

REMEMBER
That's right!
That's wrong.

MY TEAM'S SCORECARD

Correct questions ☐☐☐☐☐☐☐☐☐☐ Correct answers ☐☐☐☐☐☐☐☐☐☐ TOTAL POINTS ☐





4 Describe-athon

Take turns. Describe people in the Family Relationship Game photos. Your partner guesses who.

Guess who! She has blond hair, and she's really cute. Linda?

Guess who! He's tall and he has gray hair, and she has straight blond hair. Barry and Diana?

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Comment on family photos.
- ☐ Ask about relatives.
- ☐ Describe appearance.
- ☐ Talk about someone's family.

For more practice . . . Unit Review, p. 145 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

UNIT 5

Time and Events

Warm-Up

A VOCABULARY | What time is it? | Read and listen. Then listen again and repeat.



1 It's nine o'clock.



2 It's nine fifteen. OR It's a quarter after nine.



3 It's nine twenty. OR It's twenty after nine.



4 It's nine thirty. OR It's half past nine.



5 It's nine forty. OR It's twenty to ten.



6 It's nine forty-five. OR It's a quarter to ten.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.
12:00 to 23:59 = P.M.



Say "eight A.M." OR "eight P.M."

B COACH PRONUNCIATION | Sentence rhythm | Read and listen. Then listen again and repeat.

1 It's **TEN** after **FIVE**. 2 It's **TWEN**ty to **ONE**. 3 It's a **QUAR**ter to **TWO**.

C PAIR WORK | Take turns. Ask your partner what time it is. Pay attention to sentence rhythm.

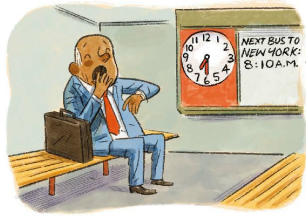
"What time is it?"

1 It's a quarter after three.
2 It's ten to five.
3 It's twenty after six.
4 It's five to ten.

D VOCABULARY | Late, early, and on time | Read and listen. Then listen again and repeat.



1 She's **late**.

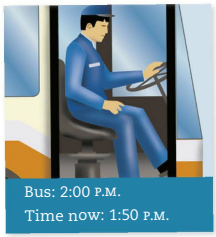


2 He's **early**.



3 They're **on time**.

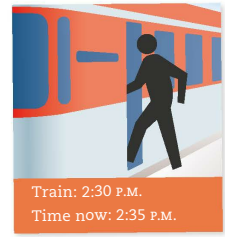
E **VOCABULARY PRACTICE** | Look at the pictures. Complete the conversations with late, early, or on time.



1 **A:** What time is it?
B: It's 1:50.
A: Whew! The bus is at 2:00. I'm ..... .



2 **A:** What time is it?
B: Now? It's a quarter after two.
A: It is? That's great. I'm ..... .



3 **A:** Is it 2:30?
B: No, it isn't. It's 2:35.
A: No way! I'm ..... .

F **PAIR WORK** | Practice the conversations from Exercise E.

G **LISTENING COMPREHENSION** | Listen to the conversations. Check late, early, or on time.

	late	early	on time
1			
2			
3			
4			

H **ACTIVATE VOCABULARY** | Ask and answer the questions with a partner.

1 What time is it?
2 Are your classmates on time to English class?
3 Are you on time to English class?

SPEAKING **PAIR WORK** | Look at the map. Ask your partner about times in the different cities. Say each time two ways.



1 COMMUNICATION GOAL Ask about the time of events

A VOCABULARY | Events | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130
More events


1 a party


2 a game


3 a meeting


4 a concert


5 a movie


6 a play


7 a talk


8 an exhibit

B LISTENING COMPREHENSION | Listen to the conversations. Write the kind of event and circle the time of the event. Then listen again to check your answers.

1	(6:00 / 6:30)
2	(4:15 / 4:45)
3	(7:15 / 7:45)
4	(8:30 / 9:00)
5	(9:45 / 10:15)
6	(8:10 / 7:50)
7	(12:00 A.M. / 12:00 P.M.)
8	(1:30 / 12:45)

C COACH GRAMMAR | Be: Questions with When and What time / Preposition at

Use When or What time to ask about the time of events. Use the preposition at with times. Look at three ways to answer.

When's the movie?
What time's the movie?

It's at eight o'clock.
At eight o'clock.
Eight o'clock.

Remember: At is also used for places.
He's a chef **at** a French restaurant.



Contractions
What time is → **What time's**
When is → **When's**

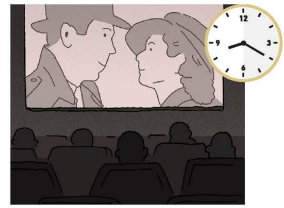
Be careful!
When is it? NOT ~~When's~~ it?
What time is it? NOT What ~~time's~~ it?

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E **INTEGRATED PRACTICE** | **Look at the pictures. Complete the conversations. Use contractions when possible.**



1 **A:** When ..... the .....?
B: It's ..... o'clock.



2 **A:** What ..... the .....?
B: It's ..... .



3 **A:** When ..... the .....?
B: It's ..... .



4 **A:** Olivia, what ..... the .....?
B: It's ..... half past ..... .

F **PAIR WORK** | **Practice the conversations from Exercise E.**

COMMUNICATION ACTIVATOR

Now let's ask about the time of events.



A **CONVERSATION MODEL** | **Read and listen.**

A: Harry, what time's the meeting?
B: Ten thirty.
A: Uh-oh, are we late?
B: No, we're not. It's ten twenty-five.
A: Ten twenty-five?
B: That's right. We're early.

Social language
Express worry with "Uh-oh."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Add your own event to the schedule. Use the events to change the conversation. Then change roles.**

A: ....., what time's the .....?
B: ..... .
A: Uh-oh, ... late?
B: ..... It's ..... .
A: .....?
B: That's right. ..... .

Game	4:00	time now: 3:45
Party	9:30	time now: 9:30
Talk	2:15	time now: 2:30
..... *[Your event]*	..... *[time]*	time now: .....

D **CHANGE PARTNERS** | **Change the conversation again.**

2 COMMUNICATION GOAL Plan to attend an event

A VOCABULARY | Days of the week | Read and listen. Then listen again and repeat.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

weekdays
Monday–Friday
the weekend
Saturday–Sunday

B GRAMMAR | Be: Questions with When and What day / Preposition on

Ask questions about days of the week with When or What day. Use the preposition on with the names of days and the weekend.

When's the game?	It's **on** Sunday.
What day's the party?	The party's **on** Saturday.
When's the exhibit?	It's **on** Saturday and Sunday. [OR It's **on** the weekend.]

Contractions
What day is → **What day's**



C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D PAIR WORK | Invent a day and time for each event. Write the events and times in the calendar in Exercise A. Then take turns asking and answering questions about the events.

EVENTS

party	game	meeting	concert
movie	play	talk	exhibit

When's the movie? It's on Friday.
What time? At 7:45.

E INTEGRATED PRACTICE | Circle the correct prepositions to complete the statements.

1 The photo exhibit is (on / at) Tuesday at Charles's Restaurant.
2 The concert is (on / at) 7:00 at the bookstore.
3 Our meeting's (on / at) Friday (on / at) 10:00.
4 The game is (on / at) 3:15 P.M. (on / at) Saturday.
5 Professor Clark's talk is (at / on) Sunday (at / on) half past five.

F GRAMMAR | Expressing parts of a day: Prepositions in and at

Use in with the morning, the afternoon, and the evening.
The exhibit is **in** the morning / **in** the afternoon / **in** the evening.

BUT Use at with night, midnight, and noon.
The talk is **at** night.
The movie's **at** midnight.
The game's **at** noon.

Be careful!
It's **on** Tuesday morning.
NOT It's ~~in the~~ Tuesday morning.
It's **on** Sunday night.
NOT It's ~~at~~ Sunday night.



G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

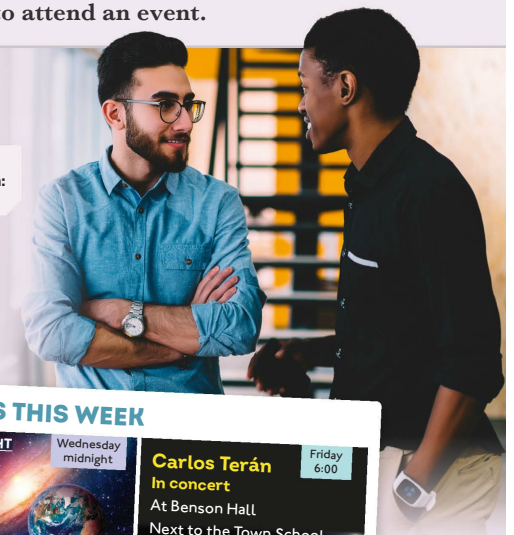
H LISTENING COMPREHENSION | Listen to the conversations. Complete the chart. With a partner, make statements about each event.

	kind of event	day of the event	part of the day
1	concert	Friday	evening
2			
3			
4			
5			

"The concert's on Friday evening."

COMMUNICATION ACTIVATOR

Now let's plan to attend an event.



A CONVERSATION MODEL | Read and listen.

A: Hey, John. There's a party at Silvia's Restaurant.
B: Really? When?
A: On Friday evening. At 7:30.
B: Great! Let's meet at seven.
A: OK. Don't be late.

Social language
Express enthusiasm with:
Great! / Fantastic! / Cool!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the events and times in the pictures. Then change roles.

A: Hey, ... There's a ..... at ..... .
B: Really? When?
A: On ..... . At ..... .
B: Great. Let's meet at ..... .
A: OK. Don't be late.

KEEP TALKING!

Ask more about the location.
Where's ___ ?
Is it ___ ?

Decide where to meet.
Let's meet at [the school / the corner of Main and First].

Watch the video for ideas!

D CHANGE PARTNERS | Plan to attend a different event.



3 COMMUNICATION GOAL Ask about birthdays

A VOCABULARY | Ordinal numbers | Read and listen. Then listen again and repeat.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th	17th	
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth	seventeenth	
18th	19th	20th	21st	22nd	30th	40th	50th	
eighteenth	nineteenth	twentieth	twenty-first	twenty-second	thirtieth	fortieth	fiftieth	

B PAIR WORK | Say a number. Your partner says the ordinal number. Then change roles.

twenty-two

twenty-second

C VOCABULARY | Months of the year | Read and listen. Then listen again and repeat.

January

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

D VOCABULARY PRACTICE | Say one of the dates, using the month and the ordinal number. Your partner writes the date.

"August third"

August 3rd



E GRAMMAR | Be: Questions with When or What month / Prepositions in and on



Use When or What month to ask questions about months.
Use the preposition in with the names of months.
A: When (or What month) is your talk?
B: It's in March.

Use the preposition on with dates.
The meeting's on January 15th.
It's on Wednesday, September 3rd.

Use the when you don't say the name of the month.
The party's on the 15th.

Remember:
on Wednesday
on Tuesday evening
at 5:00
at night / midnight / noon
in the [morning / afternoon / evening]

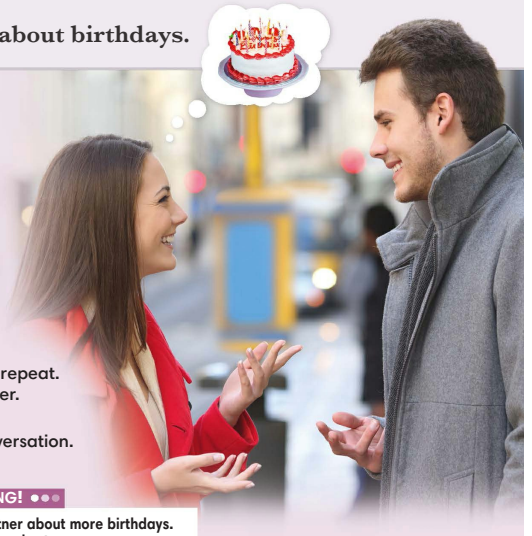
F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete the sentences. Use on, at, in, or the.

1 The play is ..... June 6th ..... 5:30 ..... the afternoon.
2 The movie is ..... midnight ..... Friday.
3 ..... January, our meeting is .... 10th.
4 The game is ..... Monday, August 15th, ... noon.
5 The party is ..... November, ... 4th.
6 The talk is at the Movie Club ..... 9:00 ..... the morning ..... October 21st.

COMMUNICATION ACTIVATOR

Now let's ask about birthdays.



A CONVERSATION MODEL | Read and listen.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: On June 24th. When's *your* birthday?
A: My birthday's in October. On the 16th.

Social language
Express willingness to respond with "Sure!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own birthdays.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: ..... When's *your* birthday?
A: My birthday's in ..... On ..... .

KEEP TALKING! ●●●

Ask your partner about more birthdays. Complete the chart.

brother's birthday:
sister's birthday:
mother's birthday:
father's birthday:
grandmother's birthday:
grandfather's birthday:

On someone's birthday, say:

Happy birthday!

Thank you!

D CHANGE PARTNERS | Ask about other people's birthdays.

4 COMMUNICATION GOAL Describe a time span

A READING | Read the invitation and the events page. When is Melanie's birthday party?

Week of May 8th

NEIGHBORHOOD
newsletter

Event Schedule

Student Photo Exhibit

HOURS:
Sunday 12:30–6:00

Fifth Avenue Gallery
20 Fifth Avenue
First floor



A talk for seniors between 50 and 70 years old.

May 12th
From 3:00 to 4:30

City Center
fourth floor

Dr. Lenny Youngman

"Be young! Don't be old!"

Meet new friends and neighbors!



BIRTHDAY PARTY

IT'S MELANIE'S 21ST BIRTHDAY!

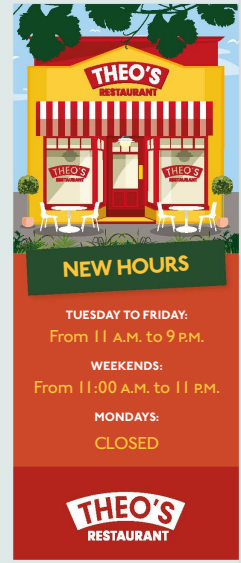
DATE: SATURDAY, MAY 13TH

TIME: FROM 9:00 TO MIDNIGHT

PLACE: SOFIA'S CAFÉ
18 THIRD STREET
SECOND FLOOR

Please be on time!

SHHHH! It's a surprise!



B **READING COMPREHENSION** | **Correct these statements.**

1 Saturday is ~~Sofia's~~ Melanie's 21st birthday.
2 There's a party at Theo's Restaurant.
3 The party is in the afternoon.
4 Sunday is May 15th.
5 Pharmacy 24/7 is down the street from Sofia's Café.
6 The pharmacy isn't open at night.
7 Dr. Youngman's talk is for young people.
8 The talk is at 4:30.
9 The talk is on Thursday.
10 The photo exhibit is on weekdays from 12:30 to 6:00.

C **LISTENING COMPREHENSION** | **Listen to each conversation. Complete the statements. Use the correct prepositions.**

Conversation 1

1 There's a(n) ..... at Jack's .... 6:00.
2 Alicia Remy is one of the ..... .
3 The ..... is at ..... Main Street.
4 The restaurant is right .... the first bus stop.
5 The restaurant is across ..... a(n) ....

Conversation 2

6 The ..... is on ..... Street.
7 On Sunday, Supermarket Six Ten is open ..... 6:00 in the ..... to ..... at ..... .
8 The hours are the same on weekdays and ..... .
9 The supermarket isn't open from ..... at night to ..... in the morning.

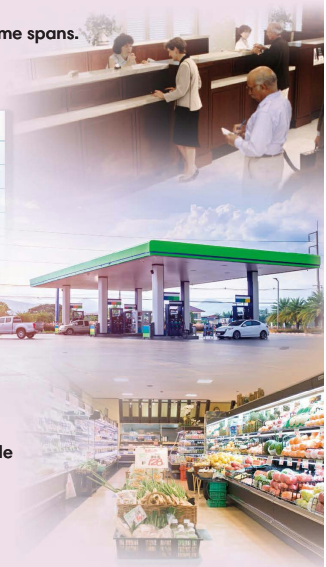
COMMUNICATION ACTIVATOR

Now let's describe a time span.

A **TALKING POINTS** | **Think about places you know. Complete the chart with time spans.**

Place	Days open	Hours open
Our school	Monday to Saturday	9:00 to 6:00

Place	Days open	Hours open
Our school		
My supermarket		
My bookstore		
My gas station		
Another place:		



B **PAIR WORK** | **Compare charts.**

"Our school is open from Monday to Saturday, from eight A.M. to eight P.M."

WRITING **Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location.**

There's an exhibit at the art gallery on Friday, September 10th at . . .

GUIDED WRITING p. 136

1 COMMUNITY EVENTS SHOWDOWN

MY TEAM'S SCORECARD

TOTAL SCORE

Form two teams.

GAME 1

Preparation (5 minutes)
- **Team A:** Study the Milton Bulletin Board.
- **Team B:** Write 10 questions for Team A about the events on the Milton Bulletin Board.

Game: Team A covers the Milton Bulletin Board with a sheet of paper. Team B asks Team A their questions. Team A writes a checkmark on their scorecard for each correct answer. Total the score.

Where's the movie?

It's at Milton Hall.

GAME 2

Preparation (5 minutes)
- **Team B:** Study the Bilton Bulletin Board.
- **Team A:** Write 10 questions for Team B about the events on the Bilton Bulletin Board.

Game: Team B covers the Bilton Bulletin Board with a sheet of paper. Team A asks Team B their questions. Team B writes a checkmark on their scorecard for each correct answer. Total the score.

THE MILTON BULLETIN BOARD

NOVEMBER 8–10

MILTON COMMUNITY EVENTS







THE BILTON BULLETIN BOARD

NOVEMBER 8–10

BILTON EVENT CALENDAR

Bilton Town Birthday Party

Happy 50th birthday, Bilton!

At Bilton Books | Saturday, November 9 | 10 a.m.to 2 p.m.

ENGINEERS' CLUB MEETING

SUNDAY, NOVEMBER 10
7:00 P.M.
AT FISKE RESTAURANT
456 POWELL ROAD
(ACROSS FROM BILTON BOOKS)



STUDENT ART EXHIBIT

At The Central School
990 Central Avenue
Friday, November 8
4:00 to 6:00 P.M.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use information from the bulletin boards in the Events Showdown. Cover your partner's Chat Guide with a sheet of paper.







Scott: Vicki, can I ask you a question?
Vicki: Sure!
Scott: When's your birthday?
Vicki: It's in January. On the 12th.
Scott: Excuse me?
Vicki: It's on January 12th.

Scott: Oh! Vicki—there's a party at the Film Club today.
Vicki: At the Film Club? When is it?
Scott: It's from 8:00 to 11:00.
Vicki: Great! What time is it now?

Scott: It's 6:30.
Vicki: OK. Let's meet at the Film Club.
Scott: Sure. What time?
Vicki: Nine fifteen. Don't be late, OK?
Scott: OK. See you later!

Partner A's Chat Guide

A ___, can I ask you a question?
B
A When's your birthday?
B
A Excuse me?
B
A Oh! ___—there's ___ at ___.
B
A It's ___.
B
A It's ___.
B
A Sure. What time?
B
A OK. See you later!

Partner B's Chat Guide

A
B Sure!
A
B It's in ___. On the ___.
A
B It's ___.
A
B At ___? When is it?
A
B Great! What time is it now?
A
B OK. Let's meet ___.
A
B ___. Don't be late, OK?
A

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about the time of events.
- ☐ Plan to attend an event.
- ☐ Ask about birthdays.
- ☐ Describe a time span.

For more practice . . . Unit Review, p. 147 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

UNIT 6

Clothes

Warm-Up

A VOCABULARY | Colors | Read and listen. Then listen again and repeat.


1 red


2 orange


3 yellow


4 green


5 blue


6 purple


7 brown


8 black


9 gray


10 white

B PAIR WORK | Ask about your partner's favorite color.

What's your favorite color?

Blue. I love blue!

C VOCABULARY | Clothes | Read and listen. Then listen again and repeat.


1 a shirt


2 a blouse

3 pants*


4 a dress


5 a skirt


6 a suit


7 a sweater


8 a jacket


9 a tie


10 shoes

VOCABULARY EXPANDER p. 131
More clothes

* Pants is a plural noun.

D **PAIR WORK** | **Ask and answer questions about the colors of the clothes in Exercise C.**

What color are the pants? The pants? They're black.

What color is the sweater? The sweater is red.

E **LISTENING COMPREHENSION** | **Listen to the statements. Circle the letter of the clothes you hear.**

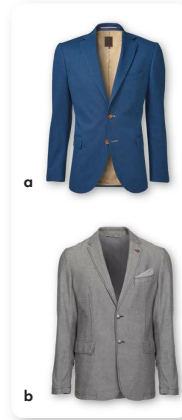
1



2



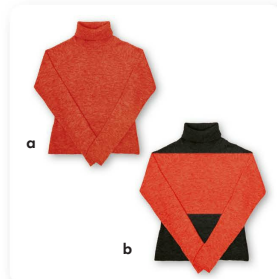
3



4



5



SPEAKING **PAIR WORK** | **First complete each statement with a color. Then ask about your partner's clothes and shoes.**

1 My shoes are .....
2 My shirt is .....
3 My jacket is .....
4 My pants are .....
5 My favorite color is .....

What color are your shoes? My shoes are black.

1 COMMUNICATION GOAL — Give and accept a compliment

A VOCABULARY | Verbs like, want, need, and have | Read and listen. Then listen again and repeat.



1 Tina **likes** the shoes.



2 She **wants** the shirt.



3 Rob **needs** a book.



4 Now he **has** a book.

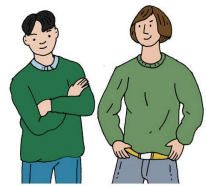
B VOCABULARY PRACTICE | Circle the correct verb to complete each statement.



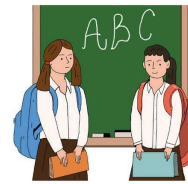
1 I (want / have) a blue suit for the office.



2 I (like / need) black pants for parties.



3 They (want / have) green sweaters.

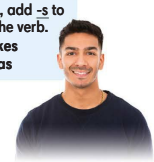


4 We (need / want) white blouses for school.

C COACH GRAMMAR | The simple present tense: Affirmative statements

I You We They Sara and Jim	**like** **want** **need** **have**	black pants.	He She Cassie Ivan	**likes** **wants** **needs** **has**	brown shoes.

For he, she, and it, add -s to the base form of the verb.
like → **likes**
BUT: have → **has**



He **likes** black sweaters.

D PAIR WORK | Talk about clothes and shoes with like, want, need, and have.

I need a black dress.

I like black dresses!

E GRAMMAR PRACTICE | Circle the correct form of the verb to complete each statement. Then read the statements aloud.

1 My friends (want / wants) blue suits.
2 Kate (need / needs) a skirt for work.
3 Ray (have / has) a new jacket.
4 We (like / likes) our dresses.

F COACH GRAMMAR | Demonstratives this, that, these, those



this sweater



that sweater



these ties



those ties

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Look at the pictures. Write statements, using the cues, this / that / these / those, and the clothes.



1 *He likes those jackets*. (He / like)



2 ..... . (I / want)



3 ..... . (I / need)



4 ..... . (I / want)



5 ..... . (Bill / like)



6 ..... . (I / have)



7 ..... . (Gary / want)



8 ..... . (I / like)

I PRONUNCIATION | Plural nouns | Read and listen. Then listen again and repeat.

1 /s/ **shirts** = shirt/s/
jackets = jacket/s/

2 /z/ **shoes** = shoe/z/
sweaters = sweater/z/

3 /ɪz/ **blouses** = blouse/ɪz/
dresses = dress/ɪz/

COMMUNICATION ACTIVATOR

Now let's give and accept a compliment.

A CONVERSATION MODEL | Read and listen.

A: I really like that jacket.
B: Really?
A: Yes. And I like those shoes, too.
B: Thanks!
A: You're welcome.

Social language
Acknowledge a compliment with "Thanks!"



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like ..... .
B: Really?
A: Yes. And I like ....., too.
B: .....!
A: You're welcome.

KEEP TALKING! ●●●
Talk about other clothes.

D CHANGE PARTNERS | Compliment other classmates on their clothes and shoes.

2 COMMUNICATION GOAL Ask for sizes and colors

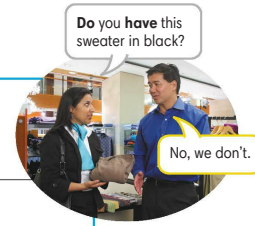
A VOCABULARY | Clothing sizes | Read and listen. Then listen again and repeat.



B PAIR WORK | Make statements about the size and color of your clothes and shoes.

"My shirt is a medium. My shoes are black. My . . . "

C GRAMMAR | The simple present tense: Negative statements and yes / no questions with like, want, need, and have



Negative statements

I / You / We / They	don't want / don't need / don't have	a small.	He / She	doesn't like / doesn't need / doesn't have	blue shirts.

Yes / no questions

Do	you / they	want / need / have	the sweater in a large?	
Does	he / she	like / need / have	those pants in gray?	

Short answers

Yes,	I / we / they	do.	No,	I / we / they	don't.
Yes,	he / she	does.	No,	he / she	doesn't.

Contractions
do not → don't
does not → doesn't

D ACTIVATE GRAMMAR | Listen to the conversations about clothes. Write T (true) or F (false) for each statement. Then listen again and circle the color.

..... 1 They like the dress.
..... 2 He needs shoes.
..... 3 Matt needs a suit for work.
..... 4 He needs a tie.
..... 5 She needs the sweater in a small.
..... 6 They don't have his size.

E GRAMMAR PRACTICE | Complete the conversations with the correct form of the verb. Use contractions.

1 A: We *need* (need) ..... suits for the meeting. ..... you ..... (have) one?
B: Yes, I *do* . I *have* (have) a blue one.

2 A: ..... your children ..... (have) new shoes for school?
B: My son does, but my daughter ..... .

3 A: ..... she ..... (like) that red blouse?
B: Actually, no, she ..... .

4 A: ..... you ..... (need) a dress for the party?
B: No, I ..... . I ..... (have) a cool black one.

5 A: They ..... (not like) the shoes in this store.
B: Really? That's too bad.

6 A: ..... you ..... (want) this jacket in an extra large?
B: No, I ..... . I need a medium.

F PAIR WORK | Read and listen to the conversations from Exercise E. Then practice them with a partner.

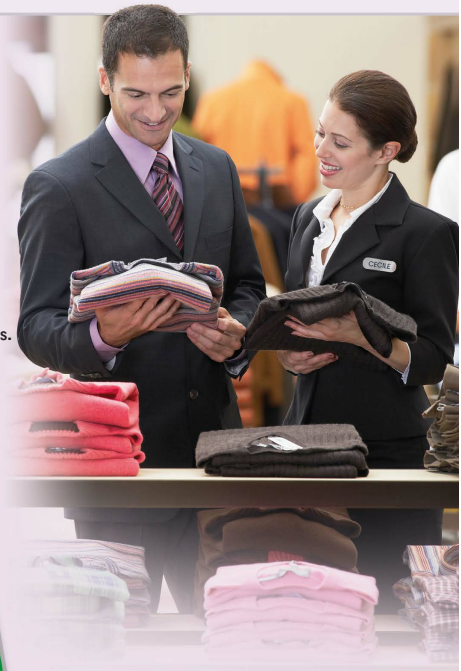
G **PAIR WORK** | **Ask your partner about what he or she likes, needs, or wants.**

Do you need a suit?

No, I don't.

COMMUNICATION ACTIVATOR

Now let's ask for sizes and colors.



A **CONVERSATION MODEL** | **Read and listen.**

A: Excuse me. Do you have this sweater in green?

B: Yes, we do.

A: Great. And my son needs new pants for work. Do you have these pants in a 38?

B: No, I'm sorry. We don't.

A: That's too bad.

Social language
Express disappointment with "That's too bad."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation. Ask for colors and sizes. Use the pictures. Then change roles.**

A: Excuse me. Do you have ..... in ..... ?

B: Yes, ... do.

A: ..... . And my ..... needs ..... for ..... . Do you have ..... in ..... ?

B: ..... .

A: . . .

Ideas
for work
for school
for [a party / a concert]

KEEP TALKING!

Ask for sizes and colors of other clothes.

Watch the video for ideas!













D **CHANGE PARTNERS** | **Change the conversation again. Ask about other clothes.**

3 COMMUNICATION GOAL Describe clothes

A VOCABULARY | Opposite adjectives to describe clothes | Read and listen. Then listen again and repeat.


1 new


2 old


3 dirty


4 clean


9 long


10 short


5 loose


6 tight



7 cheap



8 expensive

B GRAMMAR | Adjective placement / Intensifier too

Place an adjective after the verb be or before a noun.
This shirt **is expensive**. This is an **expensive shirt**.

Adjectives don't have plural forms.
an **expensive** sweater / **expensive** sweaters NOT ~~expensives~~ sweaters.

Use the intensifier too to express a negative meaning.
That skirt is **too** short. (= The skirt is very short. I don't like or want that skirt.)

Be careful!
Don't place an adjective after a noun.
Don't say: It's a ~~shirt expensive~~.

Use very or so, not too, to express a positive meaning.
Say: It's **very clean**. NOT It's ~~too clean~~.

C PAIR WORK | Look at your classmates. Take turns describing their clothes and shoes.

"Rose's shoes are very new. She doesn't need new shoes."

D GRAMMAR | The simple present tense: Information questions

Use a question word with do or does to ask an information question. Place do or does before the subject pronoun, name, or noun.

What **do** they **need**? (Black jackets.)
What **does** she **want**? (A long dress.)
What color **do** you **like**? (Blue.)
What size **does** Ken **need**? (Small.)



Answer Why questions with because in speaking.
Why **do** you **like** that jacket? (**Because** it's cheap!)
Why **doesn't** she **want** that blouse? (**Because** it's too tight.)

Answer Which questions with one or ones.
Which sweater **does** Bill **want**? (The gray **one**.)
Which shoes **do** they **like**? (The black **ones**.)

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F **GRAMMAR PRACTICE** | **Circle the correct word or phrase to complete the conversations.**

1 **A:** Which blouse (she wants / does she want)?
B: The white (one / ones).

2 **A:** Which shirts (does he like / likes he)?
B: Those expensive (one / ones)!

3 **A:** What size sweater (do you / you do) need?
B: Small, please.

4 **A:** Why (you do / do you) need new shoes?
B: Because my old (one / ones) are too tight.

G **INTEGRATED PRACTICE** | **Use the pictures to complete each conversation. Use a question mark (?) at the end of each question. Use too in each answer. Then practice the conversations with a partner.**



1 **A:** (Why / he / not want / those shoes)
Why doesn't he want those shoes?
B: Because they're *too expensive*.



2 **A:** (Why / he / not like / that shirt)
.....
B: Because it's .....



3 **A:** (Why / she / not want / these shoes)
.....
B: Because they're .....



4 **A:** (Why / she / not like / that sweater)
.....
B: Because it's .....

COMMUNICATION ACTIVATOR

Now let's describe clothes.



A **CONVERSATION MODEL** | **Read and listen.**

A: Maggie, what do you think of these shoes?
B: I think they're awesome. What about you?
A: Well, they *are* awesome, but they're too expensive.
B: You're right. Let's keep looking.
A: OK!

Social language
Agree to a suggestion with "OK!"

Positive adjectives
awesome / cool / cute / good-looking / nice

B **PRONUNCIATION PRACTICE** |
Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | **Change the conversation. Use different clothes and shoes. Then change roles.**

A: ....., what do you think of .....?
B: I think ..... What about you?
A: Well, ..., but ..... too expensive.
B: You're right. Let's keep looking.
A: OK!

KEEP TALKING! ●●●

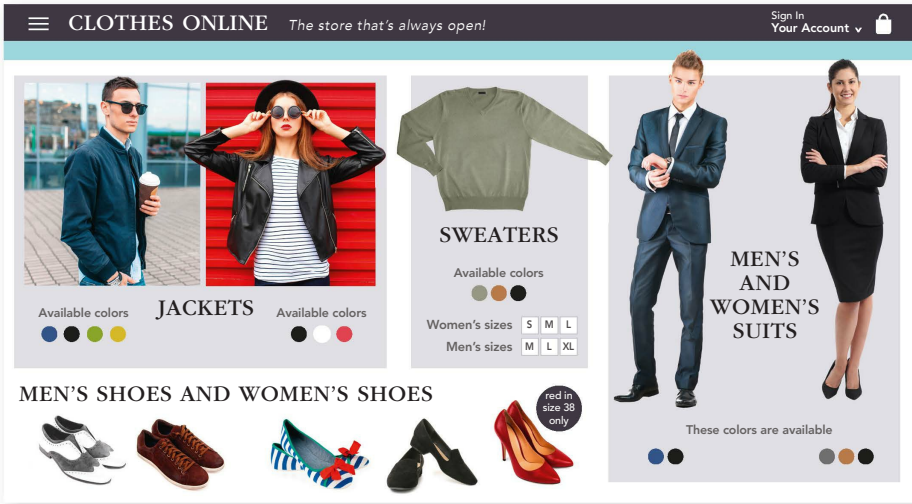
Express likes and dislikes.
I [like / don't like] ___.

Describe problems.
[This skirt is / Those shoes are] ___.

D **CHANGE PARTNERS** | **Talk about different clothes and problems.**

4 COMMUNICATION GOAL Shop for clothes

A READING | Read the ads for clothes from Clothes Online. Which clothes do you like? Which ones do you want? Which ones do you need?



B READING COMPREHENSION | Read the statements about Clothes Online. Check True or False.

	True	False
1 Clothes Online has jackets in yellow and blue only.	☐	☐
2 They have blue jackets for men.	☐	☐
3 They have women's sweaters in XL.	☐	☐
4 The man's suit is not available in blue.	☐	☐
5 They only have shoes for women.	☐	☐
6 They don't have the women's red shoes in size 40.	☐	☐

C LISTENING COMPREHENSION | Listen to the conversations. Circle the correct answers. Then listen again to check your answers.

Conversation 1

1 What does the man need?
- a medium shirts
- b extra large shirts

2 Why doesn't the man want the first shirts?
- a because they aren't nice
- b because they're expensive

3 What does he think of the second shirts?
- a He thinks they're nice.
- b He thinks they're too expensive.

Conversation 2

4 What does the woman think of the skirt?
- a She likes the skirt.
- b She doesn't like the skirt.

5 Why doesn't she want the skirt?
- a because it's too expensive
- b because it's short and tight

6 What size does she need?
- a a medium
- b a small

7 What does she think of the other black skirts?
- a They're too long.
- b They're nice.

Conversation 3

8 Who wants a new jacket?
- a the first woman
- b the second woman

9 What color is the jacket?
- a red
- b black

10 What color does the woman's husband not like?
- a red
- b black

COMMUNICATION ACTIVATOR

Now let's shop for clothes.

A **PAIR WORK** | Make statements about the people and the clothes in the picture.

"That dress is expensive."

"That man has two ties."



B **PAIR WORK** | Role-play a conversation between the two women or between the two men.

"What do you think of this red dress?"

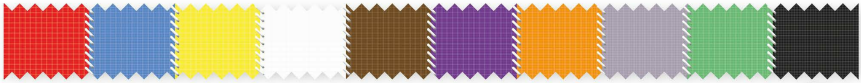
WRITING Write about clothes you need, clothes you want, and clothes you like, and about clothes you have or don't have.

I need new clothes for a party. My clothes are not cool. I want a good-looking black shirt and a white tie. White ties are awesome. . . .

GUIDED WRITING p. 136

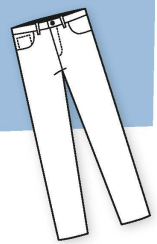
1 CLOTHES—*talk*

- Play with a partner. Flip a coin to decide who goes first.
- To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.
- Your partner points to a color. Use the color, the picture, and the cues to make a statement. Then it's your partner's turn.
- The partner who finishes first wins.



START

Mike / want



FLIP AGAIN

She / like





You / need

LOSE TURN



John / have

They / want



LOSE TURN

Marie / not need



FLIP AGAIN

FLIP AGAIN

My mom / not have / for work

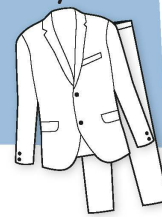


LOSE TURN



I / not need

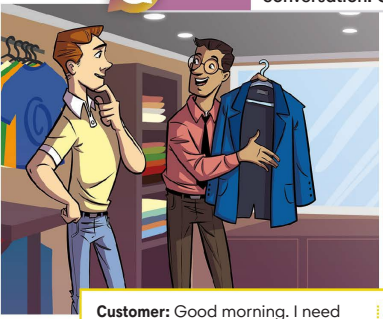
The lawyer / want



FINISH

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Customer: Good morning. I need a new jacket for work. In a medium.

Salesperson: Sure. . . . What do you think of this jacket?

Customer: I think it's nice. . . . But I don't want that color.

Salesperson: No problem. What color do you want?

Customer: Black, please.

Salesperson: Do you like the jacket over there? I have that jacket in your size.

Customer: Yes, I do. It's very nice.

Customer: Uh-oh. This jacket is too small. Do you have a large?

Salesperson: No, I'm sorry. We don't have a large in black.

Customer: That's too bad.

Salesperson: But we have a large in brown.

Customer: That's great. Thanks!

Salesperson: You're welcome.

Partner A's Chat Guide

A ___ . I need ___ for ___ . In a(n) ___ .

B

A I think ___ . . . . But I don't want that color.

B

A ___ , please.

B

A Yes, I do. ___ very ___ . . . .
Uh-oh. ___ too ___ . Do you have a(n) ___ ?

B

A That's too bad.

B

A That's great. Thanks!

B

Partner B's Chat Guide

A

B Sure. . . . What do you think of ___ ?

A

B No problem. What color do you want?

A

B Do you like ___ over there? I have ___ in your size.

A

B No, I'm sorry. We don't have ___ in ___ .

A

B But we have a(n) ___ in ___ .

A

B You're welcome.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Give and accept a compliment.
- ☐ Ask for sizes and colors.
- ☐ Describe clothes.
- ☐ Shop for clothes.

For more practice . . . Unit Review, p. 148 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

UNIT 7

Free Time and Chores

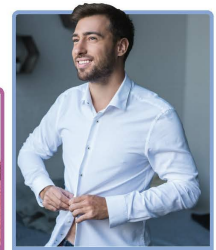
Warm-Up

A VOCABULARY | Activities at home | Read and listen. Then listen again and repeat.


1 get up


2 take a shower / a bath


3 brush my teeth


4 get dressed


5 comb / brush my hair


6 shave


7 put on makeup


8 eat breakfast

Remember:
go to school
go to work

B PAIR WORK | Tell your partner about your activities at home. Say when you do each activity.

"I get up at 6:30 A.M."

"I don't take a bath in the morning. I take a bath at night."

"I brush my teeth in the morning and at night."

C VOCABULARY | More activities at home | Read and listen. Then listen again and repeat.


1 come home


2 study


3 make dinner

Meals
breakfast
lunch
dinner


4 watch TV


5 get undressed


6 go to bed

D LISTEN TO IDENTIFY ACTIVITIES | Listen to the conversations. Write the number of each conversation on the correct picture.





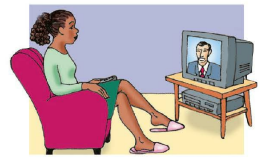

E PAIR WORK | Ask your partner questions with When do you . . . ? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.







SPEAKING PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth. What about you?

I eat breakfast. What do you do next? . . .



1 COMMUNICATION GOAL — Discuss who does household chores

A VOCABULARY | Household chores | Read and listen. Then listen again and repeat.



1 go shopping



2 clean the house



3 do the laundry



4 wash the dishes



5 take out the garbage

VOCABULARY EXPANDER p. 131
More household chores

B LISTENING COMPREHENSION | Listen to the conversations. Check the chores each person does.







1	The woman . . .					
	Her husband . . .					
	Her son . . .					
	Her daughter . . .					
2	The woman . . .					
	Her husband . . .					
3	The man . . .					
	His wife . . .					
	His son . . .					

C GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with Who

For the third-person singular (he, she, and it), add -s to the base form of most verbs.

base form		third-person singular form
clean	→	cleans
take	→	takes

But notice:
do → does
go → goes
have → has
study → studies

Add -es to verbs that end in -s, -sh, -ch, or -x.

wash	→	washes
brush	→	brushes

When Who is the subject of a question, use a third-person singular form of the verb.

Who **does** the laundry in your family? (I do. / My dad does.)
Who **goes** shopping? (We all do. / My parents do.)

Be careful!
Don't use do or does when who is the subject.
Who washes the dishes? NOT Who ~~does wash~~ the dishes?

D **GRAMMAR PRACTICE** | **Complete the statements about Diane and Peter. Use the simple present tense.**

Listen and repeat.



before 8:00 **after** 8:00

On Mondays, after breakfast, Diane ..... (1 go) to work. Her husband, Peter, ... (2 take) out the garbage before he ..... (3 go) to school. After work, Diane ..... (4 go) shopping at the supermarket down the street from her office. She ..... (5 take) the bus home. And then she ..... (6 make) dinner.

Peter ..... (7 come) home from school after 7:00, and he ..... (8 eat) dinner with Diane. After dinner, Peter ..... (9 wash) the dishes. From 9:00 to 10:00, Peter ..... (10 study), and Diane ..... (11 watch) TV. Diane ..... (12 take) a bath, and then she ..... (13 go) to bed. Peter ..... (14 like) his shower in the morning, so at night he just ..... (15 brush) his teeth, ... (16 get) undressed, and ..... (17 go) to bed, too.

On the weekend, Peter and Diane ..... (18 take) turns with the chores. If Diane ..... (19 clean) the house, Peter ..... (20 do) the laundry.

E **PAIR WORK** **Write five questions about Diane and Peter. Take turns asking and answering your questions.**

When does Diane go shopping?

She goes shopping after work.

COMMUNICATION ACTIVATOR

Now let's discuss who does household chores.

A **CONVERSATION MODEL** | **Read and listen.**

A: So, who makes dinner in your house?
B: Actually, I do.
A: And who does the dishes?
B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
A: And who cleans the house?
B: Oh, that's my brother's job. But I take out the garbage.

Social language
Introduce a conversation topic with "So, . . ."



B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the conversation with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation. Use the pictures. Then change roles.**

A: So, who ..... in your house?
B: ..... .
A: And who .....?
B: ....











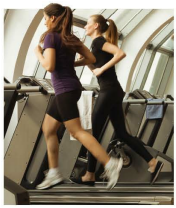
KEEP TALKING! ●●●
Talk about other chores.

D **CHANGE PARTNERS** | **Ask another classmate about chores.**

E **GROUP WORK** | **Tell your classmates about your partner's household chores.**

2 COMMUNICATION GOAL Talk about free time

A VOCABULARY | Free-time activities | Read and listen. Then listen again and repeat.


1 exercise


2 listen to music


3 read


4 visit friends


8 take a walk


5 go out for dinner


6 go to the movies


7 take a nap

B GRAMMAR | The simple present tense: Questions with How often / Other time expressions

How often do you exercise?
I exercise **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often does your brother go to the movies?
He goes **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	
					✓	

Other time expressions

	M	T	W	T	F	S	S
once a week			✓				
twice a week		✓		✓			
three times a week		✓		✓	✓		

How often do you take a nap?

Once a week.



Also

once [a year]	every weekend
twice [a day]	every [Friday]
three times [a month]	

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use How often, When, What time, or What day and the simple present tense. Answer your partner's questions.

1 *When do you go to the movies?*

1
2
3
4
5
6
7
8

When do you go to the movies?

On Saturdays.



E PRONUNCIATION | Third-person singular verb endings | Read and listen. Then listen again and repeat.

1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
checks = check/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	reads = read/z/	exercises = exercise/ɪz/

F GROUP WORK | Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

"Isabella visits friends twice a week."

COMMUNICATION ACTIVATOR

Now let's talk about free time.



A CONVERSATION MODEL | Read and listen.

A: So, Ken, what do you do in your free time?
B: My free time?
A: I mean, do you go to the movies? Exercise?
B: Actually, I listen to music. What about you?
A: Me? I go out for dinner with my family.
B: Really? How often do you do that?
A: Once or twice a week.

Social language
Clarify a question with "I mean, . . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own favorite free-time activities. Use time expressions.

A: So, ..., what do you do in your free time?
B: My free time?
A: I mean, do you .....? .....?
B: Actually, I ..... . What about you?
A: Me? I ..... .
B: Really? How often do you do that?
A: ..... .

KEEP TALKING!
Ask more questions.
Where do you ___?
When do you ___?

RECYCLE THIS LANGUAGE
on [Sundays]
in the morning
in the afternoon
in the evening
at night

D CHANGE PARTNERS | Personalize the conversation with another partner.

3 COMMUNICATION GOAL Make plans to get together

A **GRAMMAR** | **The simple present tense: Frequency adverbs**



Use frequency adverbs to describe how often you do something.

100% ↑
- I **always** visit friends on Saturday.
- I **usually** go to the movies on the weekend.
- I **sometimes** take a nap in the afternoon.

0% ↓
- I **never** take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

We **never go** out for dinner on Fridays.
Do you **usually take** a walk with your children?
What do you **always do** in the morning?

B **PRONOUNCE THE GRAMMAR** | **Listen and repeat the grammar examples.**

C **ACTIVATE GRAMMAR** | **Listen to the conversations. Circle the correct frequency adverb to complete each statement.**

1 She (never / sometimes) takes a walk with her husband.
2 They (never / always) go out for dinner on Saturdays.
3 She (never / sometimes) takes out the garbage.
4 Her children (always / sometimes) do the laundry.

D **GRAMMAR PRACTICE** | **On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.**

always *I always do the laundry on Monday.*

always

usually

sometimes

never

Other Ideas
- go to work
- go to school
- go home
- walk
- take [the bus / the subway / a taxi]

E **GROUP WORK** | **Compare notepads. Then tell your classmates about your partner's activities.**

"Gabe sometimes takes a taxi to work."



Now let's make plans to get together.



A CONVERSATION MODEL | Read and listen.

A: Hey, let's get together sometime.
B: Great idea!
A: Are you busy on Saturday morning?
B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.
A: Perfect.

Social language
Express enthusiasm with:
- Great idea!
- Good idea!
- Sure!
- OK!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

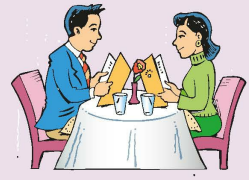
A: Hey, let's ..... together sometime.
B: .....!
A: Are you busy .....?
B: I'm sorry. ..... then. But I'm free .....
A: Perfect.

KEEP TALKING!
Suggest a time and a place to meet.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon / evening]
- at night
- before / after [work]
- go [to work / to school / home]











D CHANGE PARTNERS | Change the conversation again.

4 COMMUNICATION GOAL Describe activities of a typical day

A READING | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.



"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends." Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"



Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, *you* don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart

Customer reviews

★★★★★

168 customer ratings



And for people who are super busy, there's Chefbot, the robot that makes your meals for you – once a week or every day. So, if you want breakfast right after you get up, don't *make* breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart

Customer reviews

☆☆☆☆☆

Be the first to review

Chorie and Chefbot: your household partners every day of the week!

B READING COMPREHENSION | Circle the correct word or phrase to complete each statement.

1 From Monday to Friday, Carl and Jane Olcott (don't have time for / do) household chores.
2 On weekdays, they (work and exercise / visit friends).
3 On Saturday and Sunday, they (do / don't want to do) the chores.
4 On the weekend, they (sometimes / never) go out for dinner.
5 Chorie (goes shopping / does the laundry) for you.
6 Chefbot makes dinner (before / after) you come home.

C LISTENING COMPREHENSION | Listen to the interview. Then circle the correct answer to each question.

1 Who's a morning person?
   a Sam
   b Ann

2 What's Ann's occupation?
   a She's a teacher.
   b She's a pharmacy manager.

3 Where does she work?
   a at a school
   b at a pharmacy

4 Which days of the week does she work?
   a Saturday and Sunday
   b Monday to Friday

5 When does she work?
   a at night
   b in the afternoon

6 When does Ann's family do the household chores?
   a on the weekend
   b Monday to Friday

7 On the weekend, who takes a nap in the afternoon?
   a the kids
   b Ann

COMMUNICATION ACTIVATOR

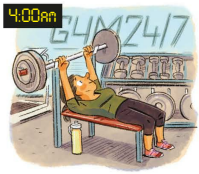
Now let's describe activities of a typical day.

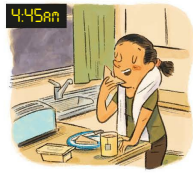
ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person"

Name .....

Occupation .....













An "evening person"

Name .....

Occupation .....















RECYCLE THIS LANGUAGE

Activities
brush [your] teeth
put on makeup
shave
watch TV
study
eat lunch
read
take a nap
visit friends

Questions
How often ___?
When ___?
What time ___?

Time expressions
[once / twice] a [day / week]
[three] times a [month / year]
every weekend
every [Friday]
in the [evening]
at night
[before / after] work
go [to work]
usually / sometimes / always / never

WRITING Write about your typical week. Use frequency adverbs and time expressions.

On weekday mornings, I usually get up early, at 6:00. Then I . . .

GUIDED WRITING p. 137

Interactive Cool Down

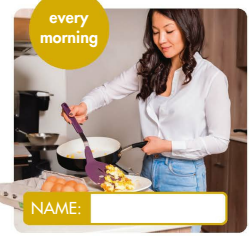
1 "FIND SOMEONE WHO" GAME

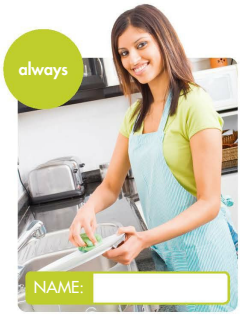
Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

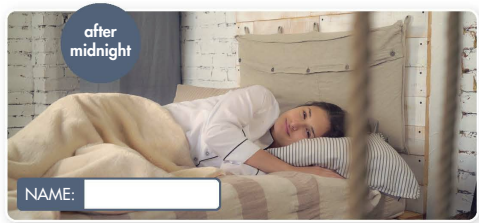
Find someone who . . .

"When do you ...?" "How often do you ...?"

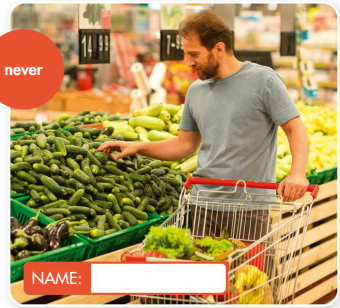




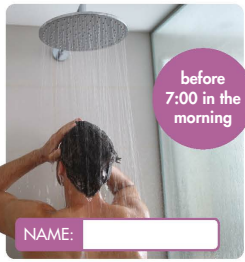












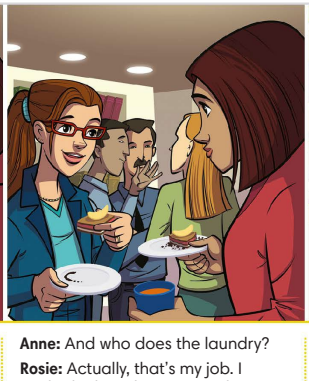


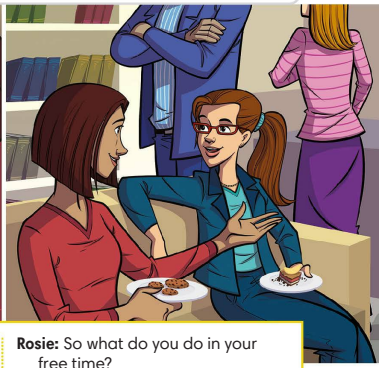


2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.

Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in *your* house?

Anne: I do! We have a small house.

Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

A So, ___, you're really busy, right?

B

A Wow, you're super busy! Who does the chores in your house?

B

A And who ___?

B

A ___!

B

A I ___. Hey! Let's get together sometime.

B

A ___! I'm free ___. Let's ___.

B

Partner B's Chat Guide

A

B Yes, I am. I ___, and I ___.

A

B ___.

A

B Actually, that's ___ job. I ___. Who does the chores in *your* house?

A

B So what do you do in your free time?

A

B ___! What about ___?

A

B ___!

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss who does household chores.
- ☐ Talk about free time.
- ☐ Make plans to get together.
- ☐ Describe activities of a typical day.

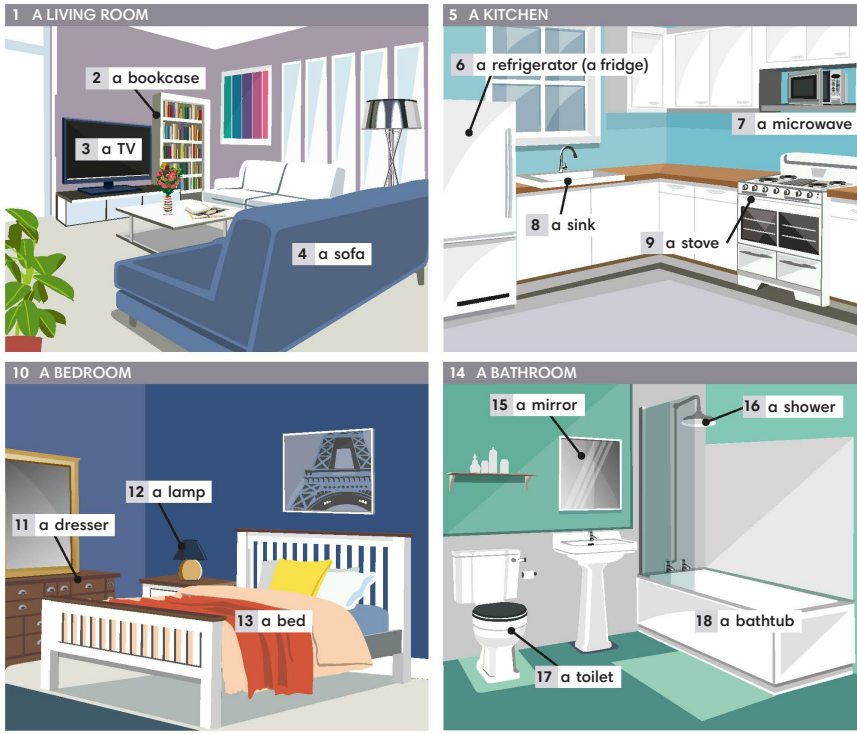
For more practice . . . Unit Review, p. 150 / Practi-Chant, p. 161
Connect TV / Test-Taking Skills Booster

UNIT 8

Houses and Homes

Warm-Up

A VOCABULARY | Rooms, furniture, and appliances | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | Listen to the five conversations. Then complete the statement about each conversation. Circle the correct words.

1 They're in the ..... . The ..... is new, but the (fridge / stove) isn't.
2 She doesn't have a ..... at (home / work). She has one in the (kitchen / living room) at work.
3 The two people are in the ..... . The (furniture / house) is new. The man loves the ....., but he doesn't like the color of the ..... .
4 There's a ..... in the ..... . The room is too dark, but there's a ..... next to the (bed / dresser).
5 The husband and wife want a new (bathtub / sink) for their ..... . They find a nice white one that's not expensive. And it has a ....., too!

C VOCABULARY | Buildings | Read and listen. Then listen again and repeat.

1 A HOUSE



2 AN APARTMENT BUILDING



4 AN OFFICE BUILDING



D ABOUT YOU | Check the statements that are true for you. Correct the statements that are not true for you.

- ☐ 1 I live in ~~a house~~ an apartment.
- ☐ 2 I live in a house.
- ☐ 3 I live in a large apartment.
- ☐ 4 My apartment has two bedrooms.
- ☐ 5 I have one bed in my bedroom.
- ☐ 6 I work and study in my living room.
- ☐ 7 I work in an office building.

E GROUP WORK | Read your partner's statements from Exercise D. Tell the class about your partner.



Vincent lives in an apartment . . .

F PRONUNCIATION | Linking sounds | Read and listen. Then listen again and repeat.

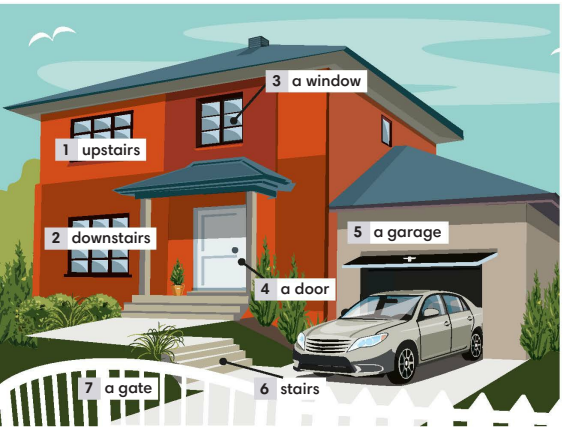
1 It's in the kitchen.
2 She works in an office.
3 He lives in an apartment.
4 My bedroom has a dresser.

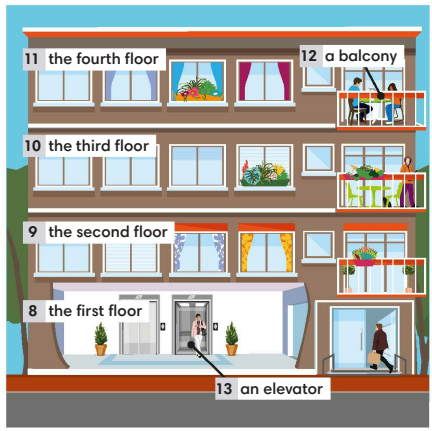
SPEAKING PAIR WORK | Describe a house or an apartment. It can be your home or another person's home. Talk about the rooms and the furniture.

"My sister's apartment has three bedrooms and a beautiful kitchen . . . "

1 COMMUNICATION GOAL — Ask about someone's home

A VOCABULARY | Parts of a building | Read and listen. Then listen again and repeat.





B PAIR WORK | Tell your partner about your house or apartment building. Use the vocabulary.

"My apartment building doesn't have an elevator."

C GRAMMAR | There is and There are / Questions with How many

COACH

COACH

Use There is with singular nouns. Use There are with plural nouns.

There's a small bedroom downstairs.
There's a large kitchen and two bathrooms.
There's no microwave.

There are three large bedrooms upstairs.
There are two bathrooms and a large kitchen.
There are no elevators.

Is there a balcony?	Yes, **there is**. No, **there isn't**.	**Are there** stairs?	Yes, **there are**. No, **there aren't**.

How many
Ask questions about quantity with How many. Always use a plural noun with How many.
How many bathrooms **are there**? (There are two.)

How many bathrooms **are there**?

There are two.



Be careful!
DON'T SAY Yes, ~~there's~~.
DON'T SAY ~~There're~~ two gates.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the sentences with forms of there is and there are. Use contractions when possible.

1 ..... three large rooms and one small one.
2 ..... stairs, too?
3 ..... no garage next to the building.
4 How many rooms ..... in your apartment?
5 How many elevators ..... in your apartment building?
6 ..... a large kitchen or a small one?
7 How many windows ..... in your bedroom?
8 ..... a lamp next to the bed?
9 ..... a small balcony.

F **PAIR WORK** | **Ask and answer questions about your house or apartment. Use Is there, Are there, and How many.**

"Is there a garage next to your house?"

"How many rooms are there in your house?"

Ideas
- number of rooms
- size of the rooms
- location of the rooms

G **LISTENING COMPREHENSION** | **Listen to the conversation. Check T (true), F (false), or NI (no information).**

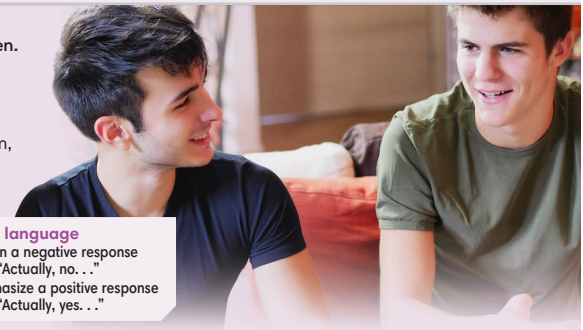
	T	F	NI
1 In the first apartment, there are two bedrooms.	☐	☐	☐
2 There's a balcony in the first apartment.	☐	☐	☐
3 There's a bathtub and a shower in the second apartment.	☐	☐	☐
4 In the second apartment, there's a balcony.	☐	☐	☐
5 There's a large table in the kitchen of the second apartment.	☐	☐	☐

H **LISTENING COMPREHENSION** | **Listen again. Circle the correct word or phrase to complete each statement.**

1 Tom and Mara (have / don't have) children.
2 They think the balcony is (OK / not OK).
3 They (need / don't need) an elevator.
4 They (want / don't want) the second apartment.

COMMUNICATION ACTIVATOR

Now let's ask about someone's home.



A **CONVERSATION MODEL** | **Read and listen.**

A: Do you live in an apartment?
B: Actually, no I don't. I live in a house.
A: What's it like?
B: Well, there are two bedrooms, a living room, and a large kitchen.
A: And how many bathrooms are there?
B: Two. What about you? Do you live in a house or an apartment?
A: A house.
B: Is it small or large?
A: It's pretty small.

Social language
- Soften a negative response with "Actually, no. . ."
- Emphasize a positive response with "Actually, yes. . ."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation. Use true information.**

A: Do you live in .....?
B: Actually, ...
A: What's it like?
B: Well, there .....
A: And how many ..... are there?
B: ..... What about you? Do you live in a house or an apartment?
A: .....
B: Is it small or large?
A: It's .....

KEEP TALKING!

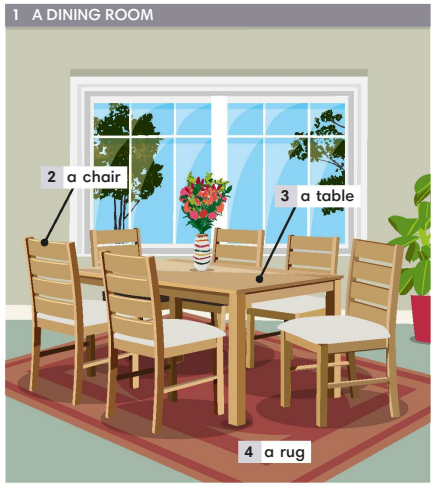
Ask more questions.
Is there [a balcony]?
Are there [stairs]?
How many [floors] are there?
Does your [house] have [a garage]?
Is it [large]?
Is it on the [first] floor?

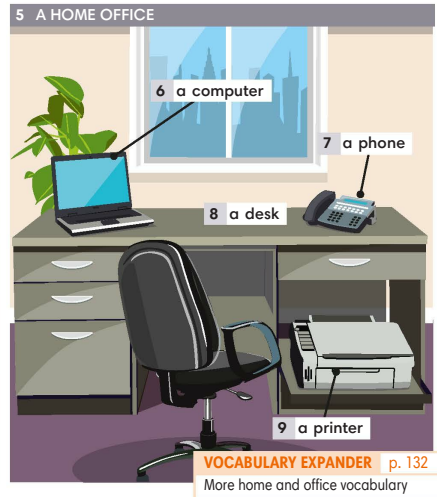
Watch the video for ideas!

D **CHANGE PARTNERS** | **Personalize the conversation again.**

2 COMMUNICATION GOAL Agree and disagree about styles

A VOCABULARY | More rooms and furniture | Read and listen. Then listen again and repeat.





VOCABULARY EXPANDER p. 132
More home and office vocabulary

B PAIR WORK | Look at the rooms. Ask and answer questions about the furniture in each room.

"How many chairs are there in the dining room?"

"Is there a lamp in the home office?"





C ACTIVATE VOCABULARY | Review the Vocabulary from this lesson and page 90. Listen to each person. Circle the room he or she is in.

1 He's in his (living room / home office / bedroom).
2 He's in his (kitchen / home office / bathroom).
3 She's in the (bedroom / living room / bathroom).
4 He's in the (kitchen / home office / living room).
5 She's in her (dining room / bedroom / kitchen).
6 She's in her (kitchen / dining room / home office).

COMMUNICATION ACTIVATOR

Now let's agree and disagree about styles.



A CONVERSATION MODEL | Read and listen.

A: This is a nice rug. What do you think?
B: Actually, I think it's beautiful.
A: And what about this lamp? I think it's great, too.
B: No offense, Lisa, but I think it's awful.
A: No way!

Social language
Soften a contrary opinion with "No offense, but. . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Talk about the furniture and appliances in the pictures. Use different adjectives. Then change roles.

A: This is a nice ..... . What do you think?
B: Actually, I think it's ..... .
A: And what about this .....? I think it's ..... .
B: ....

Positive and negative adjectives

- beautiful / gorgeous
- ugly / awful
- ridiculous / weird

KEEP TALKING!

Talk about furniture you have, need, want, or like.
I have a gray sofa.
I need a new rug.
I want that lamp for my bedroom.
I love that mirror.








RECYCLE THIS LANGUAGE

Really?	pretty
Why?	cute
Because it's ___.	good-looking

D CHANGE PARTNERS | Talk about a different picture.

3 COMMUNICATION GOAL Talk about where you live, work, or study



A GRAMMAR | The simple present tense: Questions with Where / Prepositions of place

Questions with Where

Where do they live?
Where do your children study?
Where does she work?
Where does your dad live?

Prepositions of place

in	at	on
She lives in an apartment.	Tom lives at 100 Weaver Street.	My apartment is on Atlantic Avenue.
I study in my kitchen.	She works at a restaurant.	She goes to school on Penn Street.
There's a bank in the neighborhood.	Do you study at the Town School?	My son works on the eighth floor.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use the simple present tense and the correct prepositions of place.

1 A: Where ..... your children .....?
B: They live ..... 45 Jason Place.

2 A: Where ..... she ..... English?
B: She studies ..... the school across the street.

3 A: Where .....your grandparents .....?
B: They live .....an apartment .....Smith Street.

4 A: Where .....your neighbor .....?
B: He works .....a bank.

D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Places in and around cities and towns | Read and listen. Then listen again and repeat.


1 a park


2 a mall


3 a museum


4 a bus station


5 a train station


6 a hospital


7 an airport


8 a stadium

F **VOCABULARY AND GRAMMAR PRACTICE** | Complete the notepad about places in your city. Use in, at, or on and other expressions of location.

	Name	Where is it?
a museum	The Museum of Art	It's on Green Avenue.

	Name	Where is it?
a museum		
a mall		
a park		
a bus or train station		
a hospital		
an airport		
a stadium		

RECYCLE THIS LANGUAGE
next to ___
between ___ and ___
on the right / left
across from ___
down the street from ___
around the corner from ___

COMMUNICATION ACTIVATOR

Now let's talk about where we live, work, or study.



A **CONVERSATION MODEL** | Read and listen.

A: Where do you live? Far from here?
B: No. I live on North Street. Near the train station.
A: What's the neighborhood like?
B: It's awesome. There's a park and a mall nearby. I take a walk in the park every weekend.
A: Sounds nice!

Social language
Respond positively to a description with "Sounds nice!"

B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Change the conversation. Ask where your partner lives, works, or studies. Use positive or negative adjectives and there is / there are. Then change roles.

A: Where do you .....? Far from here?
B: .....I .....Near .....
A: What's the neighborhood like?
B: . . .

Prepositions near and far



near far

RECYCLE THIS LANGUAGE

around the corner
down the street
across the street
next to [a mall]
nice
beautiful
gorgeous
ugly
ridiculous
weird
That's too bad.
Sounds [awful].

KEEP TALKING!

Ask more questions.
- Are there [restaurants] in the neighborhood?
- Where do you [go shopping / go to the movies]?

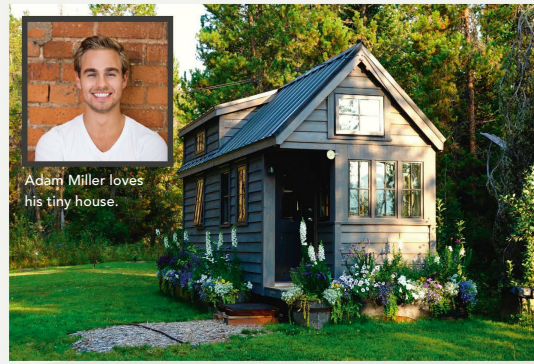
D **CHANGE PARTNERS** | Ask about where another classmate lives, works, or studies.

A READING | Read about the people's houses. Which house do you like?

Small House or Large House?

Some people like small houses. Other people prefer large houses. Read about a brother and sister who have very different tastes in housing.

Meet Adam Miller. Adam is 27 years old, and he lives in a tiny one-room house. He doesn't have a wife or children, so he doesn't need a large house. Adam's one room is his "kitchen-living-dining-bedroom-office." He has two chairs and one table, where he eats and works. There's also a very small fridge and a small stove. The house is too small for both a sofa and a bed. So he has a sofa bed! Outside, next to the house, there's a small bathroom. But there's no garage because Adam has no car. Adam's house is really small, but he thinks it's awesome.


Adam Miller loves his tiny house.


Adam's sister, Clare, loves her large house.

But not all people like or need the same kind of house. Adam's sister, Clare, has four children—from ages 4 to 17. Clare and her husband, Jack, work at home. They need a very large house because they have a home office. Clare and Jack work in that office. The office has two desks and a large sofa. Jack sometimes works on the sofa when he doesn't need a desk. Their house has three floors, and there are five bedrooms—three on the second floor and two on the third. The house has four bathrooms and two garages: one for one car and another one for two cars. In the kitchen, there are two large refrigerators and a large, restaurant-size stove. Clare says, "We love our house. It's large, but it's not too large for our family!"

B READING COMPREHENSION | Compare Adam's and Clare's houses. Write checkmarks in the correct columns.

	Adam's house	Clare's house	Both houses	No information
a balcony				✓
a garage				
five bedrooms				
a desk				
rugs				
a sofa				
a small refrigerator				
a stove				
a microwave				
only one floor				

C PAIR WORK | Compare your house or apartment with Adam's house and Clare's house.

"There's a sofa bed in Adam's house. I have a sofa bed, too."

"Clare's house is large, but my house isn't."

D LISTENING COMPREHENSION | Listen to a conversation between Kate and a friend. Then correct the false statements. Use information from the conversation.

1 Kate lives in a ~~tiny~~ large house.
2 She and her husband have six children.
3 Her parents live in the house with her family.
4 The Russian student, Igor, sleeps in the house, too.
5 Kate and her husband work in their home office.
6 The children's grandparents make dinner only on the weekends.
7 In Kate's neighborhood there's a supermarket right around the corner.
8 Kate's children go to the supermarket with their grandparents two or three days a week.

COMMUNICATION ACTIVATOR

Now let's compare people's tastes in housing.

A PAIR WORK | Describe your dream house, according to your own tastes. Say as much as you can.



My dream house is small, but it's not too small. It has one floor, so there are no stairs. There are two bedrooms, a living room, and a nice kitchen with a very large table, a new fridge, and a good stove . . .

B PRESENTATION | Tell your classmates about your partner's dream house.

"My partner's dream house has one floor . . . "

WRITING Write about where you live. Write as much as you can.

I live in a large house in a nice neighborhood.
It has three bedrooms. . .

GUIDED WRITING p. 137

1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's no shower in the bathroom.

GAME 1

Partner B: Look at the house on page 126.

Partner A: Look at the house on this page. You have 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list of statements to Partner B. Partner B looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2

Partner A: Look at Partner B's house on page 126 and ask eight questions with How many, Where, Is there… and Are there… about the house. Partner B gets one point for each correct answer.

Then, close your book and answer Partner B's questions about your house. You get one point for each correct answer. The partner with more points wins.

PARTNER A's HOUSE



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Andy: So, Tina, do you live nearby?

Tina: Yes, I do. I live on Metropolitan Avenue.

Andy: In a house or in an apartment?

Tina: In an apartment, actually. A small apartment.

Andy: And what's the neighborhood like?

Tina: It's nice. There's a gorgeous park across the street from my apartment. I go there after work.

Andy: Are there restaurants in your neighborhood?

Tina: Actually, there are three restaurants nearby.

Andy: That's great.

Tina: And what about you? Do you live far from here?

Andy: Yes, I do. My house is in a cool neighborhood.

Tina: That's nice. Is your house large or small?

Andy: Actually, it's pretty large. I have three bedrooms and a garage.

Tina: No way! That's awesome.

Partner A's Chat Guide

A So, ___, do you live nearby?
B
A In a house or in an apartment?
B
A And what's the neighborhood like?
B
A Are there ___ in your neighborhood?
B
A That's ___.
B
A ___. My ___ is in a ___ neighborhood.
B
A It's ___. ___ have ___.
B

Partner B's Chat Guide

A
B ___. I live on ___.
A
B In ___, actually. A ___.
A
B It's ___. There's a ___ my ___. I go there ___.
A
B Actually, ___ nearby.
A
B And what about you? Do you live far from here?
A
B That's ___. Is your ___ large or small?
A
B ___.

For more practice . . . Unit Review, p. 152 / Practi-Chant, p. 162
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about someone's home.
- ☐ Agree and disagree about styles.
- ☐ Talk about where I live, work, or study.
- ☐ Compare people's tastes in housing.

UNIT 9

Activities and Plans

Warm-Up

A VOCABULARY | Weather expressions | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 133
More weather vocabulary

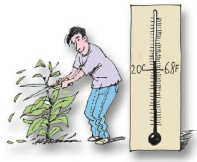
HOW'S THE WEATHER?



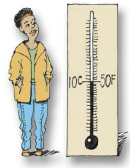
1 It's hot.



2 It's cold.



3 It's warm.



4 It's cool.

What's the temperature?

It's 50°. Say: "fifty **degrees**"



5 It's sunny.



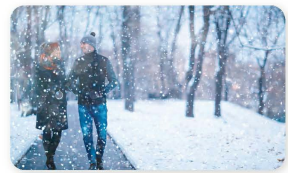
6 It's cloudy.



7 It's windy.



8 It's raining.



9 It's snowing.

B LISTENING COMPREHENSION | Listen to the weather reports and check the correct adjective for each city. Listen again and write the temperatures. Finally, listen again and describe the weather.

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Busan				✓	2°	It's snowing and cold.
2 Cairo						
3 Toronto						
4 Cuzco						
5 Taipei						

C PAIR WORK | Take turns describing the weather in the cities in the chart in Exercise B.

Today it's cold in Busan.

That's right. It's 2 degrees!

D VOCABULARY | Clothes for good and bad weather | Read and listen. Then listen again and repeat.



1 "It's so sunny! I'm wearing **sunglasses**."



2 "I'm wearing **a T-shirt**."
3 "And I'm wearing **shorts**."



4 "It's very cold! I'm wearing **a coat**."

Remember:
a jacket
a sweater



5 "It's rainy, so I'm wearing **a raincoat**."



6 "I'm wearing **a hat**."
7 "And I'm wearing **a scarf**."



8 "I'm wearing **gloves**."
9 "And I'm wearing **boots**."

E VOCABULARY PRACTICE | Circle the correct word or phrase to complete each statement.

1 It's so cold! I want a nice warm (T-shirt / coat).
2 You don't need (a raincoat / sunglasses) when it's sunny and warm.
3 When it's cloudy and cold, wear (shorts / a coat).
4 It's so sunny! I definitely need (boots / a hat) today.
5 Where's my (scarf / raincoat)? It's nice and sunny, but it's cold.
6 Is it snowing? You need (a raincoat / gloves) when you take a walk.

F GROUP WORK | Tell your class what you're wearing right now.

"I'm wearing black pants and a blue shirt."

RECYCLE THIS LANGUAGE

a shirt	pants
a sweater	a skirt
a dress	a jacket
a tie	

SPEAKING PAIR WORK | Ask and answer questions about the weather and the temperatures on the map.



How's the weather in Atlanta today?

Not great. It's 11 degrees and cloudy. Wear a coat!

☹	☺
Awful!	Nice!
Terrible!	Great!
Not great!	Beautiful!
Ugly!	Gorgeous!
Weird!	Awesome!

1 COMMUNICATION GOAL — Offer to call back later

A GRAMMAR | The present continuous: Statements; yes / no questions

The present continuous expresses actions in progress now. Use a form of be and a present participle.

It's noon. I'm eating lunch now.
The weather is terrible. We're working at home today.

Affirmative	Negative
I'm taking a shower.	I'm not taking a bath.
You're studying.	You're not watching TV. [OR You aren't watching TV.]
She's wearing a hat.	She's not wearing a scarf. [OR She isn't wearing a scarf.]
It's snowing.	It's not raining. [OR It isn't raining.]
We're exercising.	We're not reading. [OR We aren't reading.]
They're going home.	They're not taking a walk. [OR They aren't taking a walk.]

Yes / no questions

Are you doing the laundry?	Yes, I am. / No, I'm not.
Is he taking a nap?	Yes, he is. / No, he's not. [OR No, he isn't.]
Is it raining?	Yes, it is. / No, it's not. [OR No, it isn't.]
Are they studying?	Yes, they are. / No, they're not. [OR No, they aren't.]



Present participles
Add -ing to the base form:
wear → wearing
BUT
come → coming
get → getting
shop → shopping

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write the present participle of each base form.

1 walk ..... 3 go ..... 5 get up ..... 7 watch .....
2 write ..... 4 drive ..... 6 practice ..... 8 shave .....

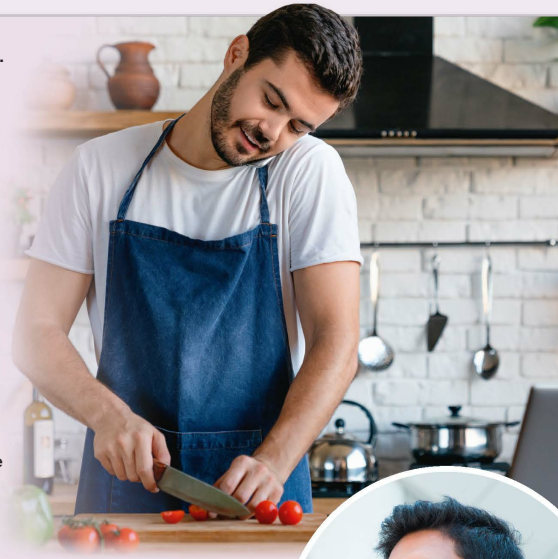
D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement in the present continuous.

1 Her husband's ..... now.
2 The man's ..... now.
3 Her son's ..... now.
4 Her mother's ..... now.

E GRAMMAR PRACTICE | Complete the sentences with the present continuous. Use contractions when possible.

1 It's 8 A.M. ..... (Jason / eat) breakfast, and ..... (Vera / take) a bath.
2 ..... (It / rain) this morning, and ..... (I / wear) a raincoat and boots.
3 **A:** Who's in the kitchen? Ron and Sue? **B:** Yes. ..... (they / make) lunch.
4 ..... (I / not listen) to music right now. ..... (I / clean) the house.
5 **A:** ..... (Victor / work) in the office now? **B:** Yes, he ..... .
6 **A:** ..... (it / snow) in New York today? **B:** No, ... It's really warm.
7 Max and Karen are both upstairs. ..... (They / get dressed) for work.
8 **A:** Where's Tom? ..... (he / wash) the dishes? **B:** No. ..... (He / take out) the garbage.
9 **A:** ..... (you / exercise) this morning? **B:** No, ... (I / read) .

Now let's offer to call back later.



A CONVERSATION MODEL | Read and listen.

A: Hello?
B: Hi, Ron. This is Martin. Are you busy?
A: Well, actually, I'm making lunch right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's three o'clock?
B: Perfect. Talk to you later! Bye.
A: Bye.

Social language
- Answer the phone with "Hello?"
- Identify yourself with "This is ___."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures or your own activities. Then change roles.

A: Hello?
B: Hi, ... This is ..... . Are you busy?
A: Well, actually, I'm ..... right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's ..... ?
B: ....

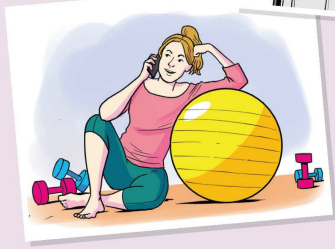


KEEP TALKING! ●●●
Ask other questions.
Where are you now?
Are you [in your car]?









Remember also:

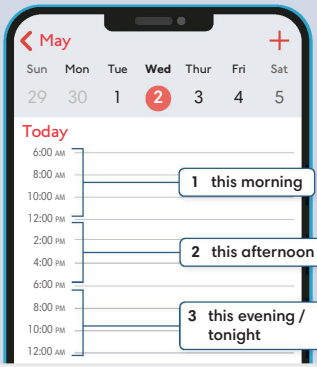
clean the [kitchen]	take a nap
make [lunch]	take a shower
get dressed	take a bath
shave	watch a movie

D CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL Ask about future plans

A VOCABULARY | Time expressions | Read and listen. Then listen again and repeat.

It's Wednesday, May 2nd.



4 today MAY 2

5 tomorrow MAY 3

6 the day after tomorrow MAY 4

7 this Friday MAY 4

8 next Tuesday MAY 8

It's 7:00 A.M.

7:10 A.M.

9 in ten minutes

9:00 A.M.

10 in two hours

Also:
- **next** [week / month / year]
- **tomorrow** [morning / afternoon / night]
- **in** [three days / two weeks / a month]

B GRAMMAR | The present continuous for future plans

Describe future plans with the present continuous. Use time expressions to say when.

I'm getting up at 6:00 **tomorrow morning**.
I'm meeting my girlfriend for dinner **in twenty minutes**.
Next week, we're going to work by bus.
My sister's coming home late **tonight**.

C GRAMMAR PRACTICE | Complete each statement about your future plans, using the present continuous.

1 Next week, ...
2 ..... tomorrow.
3 Tonight, ...
4 ..... in thirty minutes.

D PAIR WORK | Ask your partner about his or her future plans.

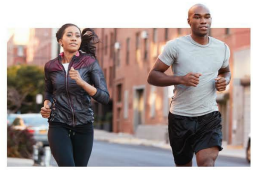
Are you going out for dinner tonight?

No, I'm not. I'm eating at home.

E VOCABULARY | Outdoor activities | Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



3 go bike riding



4 go on a picnic



5 go for a drive



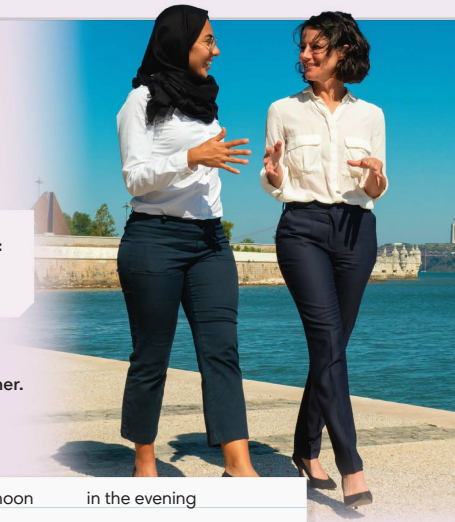
6 go hiking

F LISTENING COMPREHENSION | Listen to each conversation. Complete their future plans and write when. Then listen again to check your answers.

1 They're *going hiking*. When? .....
2 They're ..... When? .....
3 They're ..... When? .....
4 They're ..... When? .....

COMMUNICATION ACTIVATOR

Now let's ask about future plans.



A CONVERSATION MODEL | Read and listen.

A: What great weather this morning!
B: I know. It's so sunny!
A: So are you doing anything special this weekend?
B: Well, on Saturday, if it's not too cool, we're going on a picnic.
A: That sounds nice! Any plans for Sunday?
B: Nothing special.
A: Well, have a nice weekend!
B: Thanks!

Social language
Wish someone a good time with:
- Have a nice [weekend]!
- Have fun!
- Have a great time!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Complete the notepad with your activities for this week. Use the vocabulary.

	in the morning	in the afternoon	in the evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Ideas
- go to the movies
- do household chores
- exercise
- take a nap
- visit friends

D CONVERSATION PAIR WORK | Personalize the conversation with real information from your notepad. Then change roles.

A: What ..... weather .....!
B: I know. It's so .....!
A: So are you doing anything special .....?
B: Well, on ....., if it's ....., ...
A: That sounds .....! Any plans for .....?
B: ..... .
A: Well, ...!
B: Thanks!

KEEP TALKING!
Ask about plans for other days or times.

RECYCLE THIS LANGUAGE
Adjectives for weather

nice	bad	cloudy / windy / sunny
awesome	awful	warm / hot / cold / cool
beautiful	terrible	

E CHANGE PARTNERS | Personalize the conversation again. Discuss other plans.

3 COMMUNICATION GOAL Catch up with an old friend

A **GRAMMAR** | **The present continuous: Information questions**

Where **are** we **meeting** your sister?	(At Pat's Restaurant.)
What**'s** Tracey **wearing** tonight?	(A black dress.)
When**'s** Mark **going** running?	(After lunch.)
Why**'s** your dad **taking** a nap?	(Because he works late.)
What **are** they **studying** this year?	(Japanese.)
Who **are** you **calling**?	(I'm calling my mom.)
BUT: Note the different word order when <u>who</u> is the subject.	
Who**'s calling** right now?	(My mom's calling, I think.)



B **PRONOUNCE THE GRAMMAR** | **Listen and repeat the grammar examples.**

C **GRAMMAR PRACTICE** | **Write an information question to complete each conversation. Use the present continuous and use contractions when possible. Begin each question with a capital letter.**

1 ..... ?
(when / your class / go on a picnic)

This weekend, if it isn't too windy.

2 ..... ?
(what time / you / go to the beach / tomorrow)

About 1:00. Do you want to come?

3 ..... ?
(where / your sister / go bike riding / next Tuesday)

At a park near my parents' house.

4 ..... ?
(who / go hiking / with you today)

One of my classmates.

5 ..... ?
(why / you / wear / a scarf and boots)

Look out the window. It's snowing!

6 ..... ?
(what day / we / go for a drive)

What about on Wednesday?

D **PAIR WORK** | **Practice the conversations from Exercise C.**

E **PRONUNCIATION** | **Intonation of questions** | **Use rising intonation for <u>yes</u> / <u>no</u> questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.**

<u>Yes</u> / <u>no</u> questions	**Information questions**
1 Are you studying English this year?	Where are you studying?
2 Is she wearing a scarf?	What's he wearing this morning?
3 Are they working in the office today?	Who's working in the office this week?
4 Is it usually windy in January?	When is it usually windy?
5 Are there any T-shirts in the laundry?	How many T-shirts are there?

F **PAIR WORK** | **Ask and answer three yes / no questions and three information questions about Brad and Jen. Use the present continuous and pay attention to correct intonation.**

"It's 7:30. Is Jen making breakfast?" "It's 8:00. Who's exercising?"



COMMUNICATION ACTIVATOR

Now let's catch up with an old friend.



A **CONVERSATION MODEL** | **Read and listen.**

A: Paul! Long time no see!
B: Trevor! Good to see you! What are you doing around here?
A: I'm working at the State Bank now. On Pacific Street.
B: No kidding! That's great.
A: And what about you? What are you up to?
B: Actually, I'm studying French. I'm working in France next year.
A: Wow! That's great! Well, got to run. Great seeing you, Paul!
B: Same here!

Social language
Show interest with:
- No kidding!
- Really?
- Wow!
- That's great!

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a similar conversation.**

A: .....! Long time no see!
B: .....! Good to see you! What are you doing around here?
A: I'm ..... .
B: No kidding! That's ..... .
A: And what about you? What are you up to?
B: Actually, I'm ....
A: .....! Well, got to run. Great seeing you, ...!
B: Same here!

KEEP TALKING!
- **Tell your partner more about your activities.**
- **Talk about where you live.**
- **Talk about your family.**
- **Talk about the weather.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm visiting [friends].
We're [neighbors] now!
I go to [work] by subway.
I live [across the street from] ___ .
So tell me about your [apartment].
I have [a daughter]!
What gorgeous weather!

D **CHANGE PARTNERS** | **Role-play another conversation.**

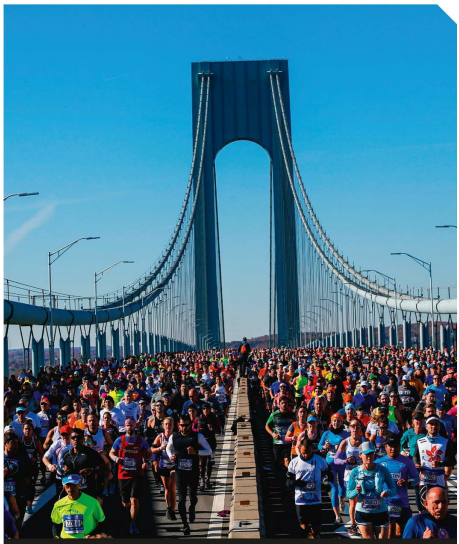
A READING | Read about an athlete. How is she preparing for the New York City Marathon?

RUNNER CHAT



INTERVIEWS | AUDIO | TRAINING | SUBSCRIBE

Every year, *Runner Chat* interviews some of the athletes preparing for the New York City Marathon. Read the interview with runner Celina Salamanca.



More than 50,000 people participate in the New York City Marathon each year.

RC: I'm talking today with Celina Salamanca. Celina is running in the New York City Marathon this Sunday. Celina, where are you from?

CS: I'm from Lima, Peru.

RC: Really! Welcome! So, you're visiting New York this week just for the Marathon?

CS: Well, that's the main reason. But I'm also going shopping and visiting all the famous tourist places. I love New York!

RC: That's great! So tell me . . . how are you preparing for Sunday?

CS: Well, for one thing, sleep is very important. So I'm going to bed early every night this week. That's not so easy in New York!

RC: That's true!

CS: And, you know, at home I usually sleep late, but this week in New York I'm getting up at 6:00 every morning. I eat a good breakfast, and then I go running in Central Park.

RC: So are you eating a lot?

CS: Well, at home, I usually eat a lot. But *this* week I'm eating just a little in the evening—so I get a good night's sleep. That works for me.

RC: Are you doing any other kinds of exercise?

CS: Not this week. I'm just running. And when I'm not running . . . or shopping or visiting places . . . I'm reading or taking a nap.

RC: Well, the weather sure is nice this week. That's good for the Marathon.

CS: Perfect! Nice and sunny, but not too hot or cold.

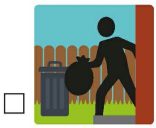
RC: Celina, we wish you the best of luck this Sunday!

CS: Thank you so much!

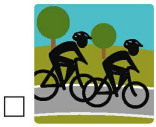
B READING COMPREHENSION | Read each statement. Circle T (true), F (false), or NI (no information), according to the interview.

1	Celina Salamanca is visiting Lima, Peru.	T	F	NI
2	Celina is an athlete.	T	F	NI
3	In New York she eats a large dinner.	T	F	NI
4	The main reason she's visiting New York is to go shopping.	T	F	NI
5	In Peru, she usually doesn't get up early.	T	F	NI
6	At home, she often takes walks and goes bike riding.	T	F	NI
7	She isn't exercising in New York.	T	F	NI
8	Celina loves the weather in New York this week.	T	F	NI

C LISTENING COMPREHENSION | Listen to four conversations. What's he or she doing right now? Write the number of each conversation on the correct picture.





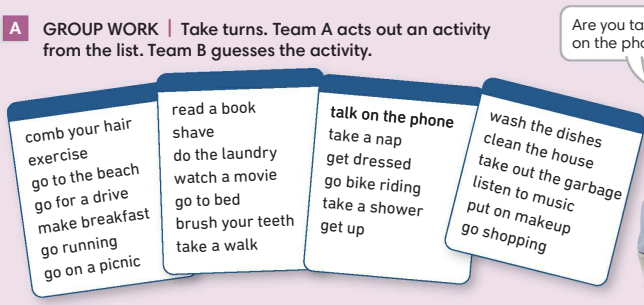





COMMUNICATION ACTIVATOR

Now let's talk about activities and plans.

A GROUP WORK | Take turns. Team A acts out an activity from the list. Team B guesses the activity.





B TALKING POINTS | Interview three classmates about their weekend plans. Take notes in the chart.

"What are you doing this weekend?"

CLASSMATE'S NAME:		1	2	3
SATURDAY	morning			
	afternoon			
	evening			
SUNDAY	morning			
	afternoon			
	evening			

C PRESENTATION | Choose one of the classmates from your chart. Tell the class about your classmate's plans.

"On Saturday, Olivia's going on a picnic with her brother."

WRITING Write about your weekend plans. Use the present continuous and time expressions.

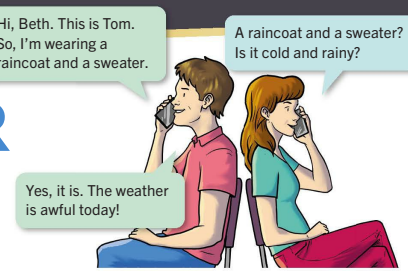
What are my plans for this weekend? On Friday, I'm going to bed early because . . .

GUIDED WRITING p. 138

Interactive Cool Down

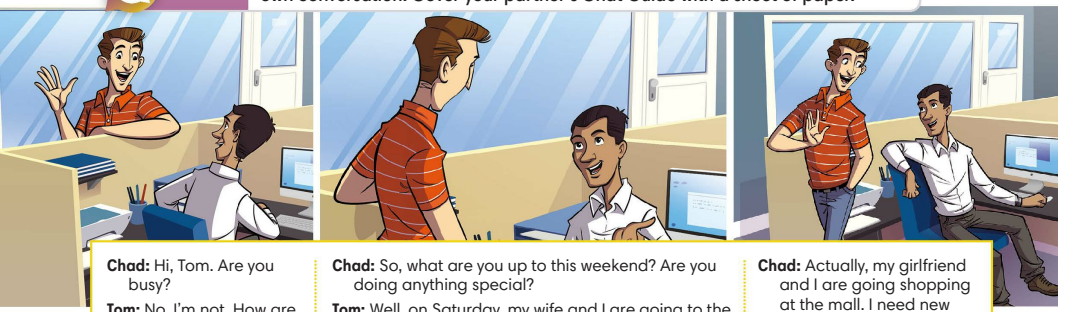
1 Guess the WEATHER

Imagine you and your partner are in two different cities and you're talking on the phone. Tell your partner what you're wearing. Your partner guesses the weather.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Chad: Hi, Tom. Are you busy?

Tom: No, I'm not. How are you?

Chad: Fine, thanks. What crazy weather today! It's so windy and cold.

Tom: You're right. It's awful.

Chad: So, what are you up to this weekend? Are you doing anything special?

Tom: Well, on Saturday, my wife and I are going to the movies. We always go to the movies on Saturdays.

Chad: Nice!

Tom: And if the weather's good on Sunday, we're taking a walk in the park.

Chad: That sounds great.

Tom: And you? What are your plans?

Chad: Actually, my girlfriend and I are going shopping at the mall. I need new shoes.

Tom: That's nice.

Chad: Well, gotta run now. Have a great weekend!

Tom: Thanks. You too!

Partner A's Chat Guide

A Hi, ___. Are you busy?

B

A ___, thanks. What ___ weather today! It's so ___.

B

A So, what are you up to this weekend? Are you doing anything special?

B

A ___.

B

A That sounds ___.

B

A Actually, ___.

B

A Well, gotta run now. Have a great weekend!

B

Partner B's Chat Guide

A

B No, I'm not. How are you?

A

B You're right. It's ___.

A

B Well, on Saturday, ___.

A

B And if the weather's ___ on Sunday, ___.

A

B And you? What are your plans?

A

B ___.

A

B ___.

3 NINE QUESTIONS

MY CORRECT ANSWERS

Ask your partner an information question about one of the pictures.
If the answer is correct, your partner asks the next question.
If the answer is incorrect, you ask the next question.
The first person who gets nine correct answers wins.

Who's washing the dishes?



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Offer to call back later.
- ☐ Ask about future plans.
- ☐ Catch up with an old friend.
- ☐ Talk about activities and plans.

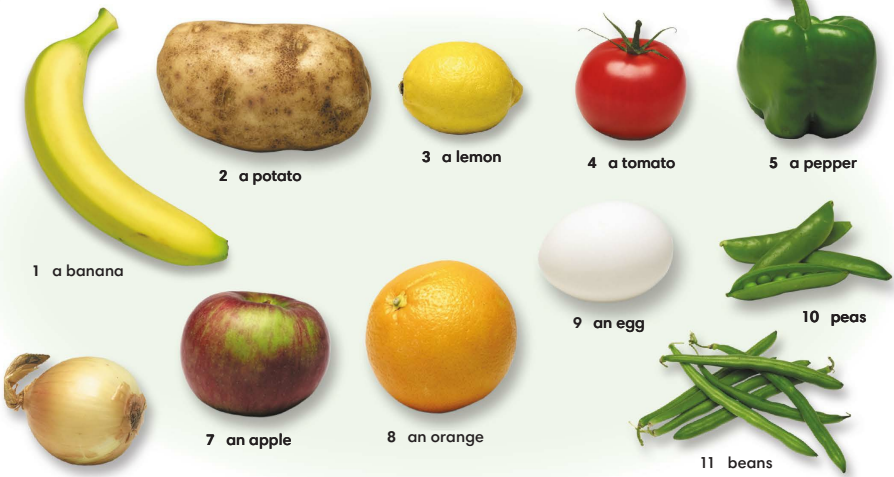
For more practice . . . Unit Review, p. 154 / Practi-Chant, p. 163
Connect TV / Test-Taking Skills Booster

UNIT 10

Foods and Drinks

Warm-Up

A VOCABULARY | Foods: count nouns | **Read and listen. Then listen again and repeat.**



VOCABULARY EXPANDER p. 134
More vegetables and fruits

B VOCABULARY PRACTICE | Classify foods by their colors.

Red	Orange	Yellow	Green	White	Brown
		a banana			

C PERSONALIZE THE VOCABULARY | Complete each sentence with true information about you. Use love, like, or don't like.

1 I ..... peas for breakfast.
2 I ..... peppers and onions with my eggs.
3 In the morning, I ..... oranges and bananas.
4 I ..... apples. I ..... lemons.
5 I ..... eggs for dinner.

D PAIR WORK | Ask your partner about foods he or she likes and doesn't like. Use the ideas in your questions and answers. Then change partners.

Ideas
- in [the morning]
- for [lunch]
- with [eggs]

Which foods do you like for lunch?
Me? I really like . . .
Which foods don't you like in the morning?
I really don't like . . .

E VOCABULARY | Drinks: non-count nouns | Read and listen. Then listen again and repeat.



1 milk



2 juice



3 soda



4 water



5 tea



6 coffee

F LISTENING COMPREHENSION | Listen to the conversations. Check the foods and drinks you hear in each conversation.



1								
2								
3								
4								
5								

SPEAKING PAIR WORK | Take turns asking and answering the questions.

1 How often do you drink water?
2 How often do you eat eggs?
3 How often do you drink juice?
4 How often do you eat apples?
5 Your own question: .....



1 COMMUNICATION GOAL Discuss ingredients for a recipe

A VOCABULARY | Places to keep things in a kitchen | Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)

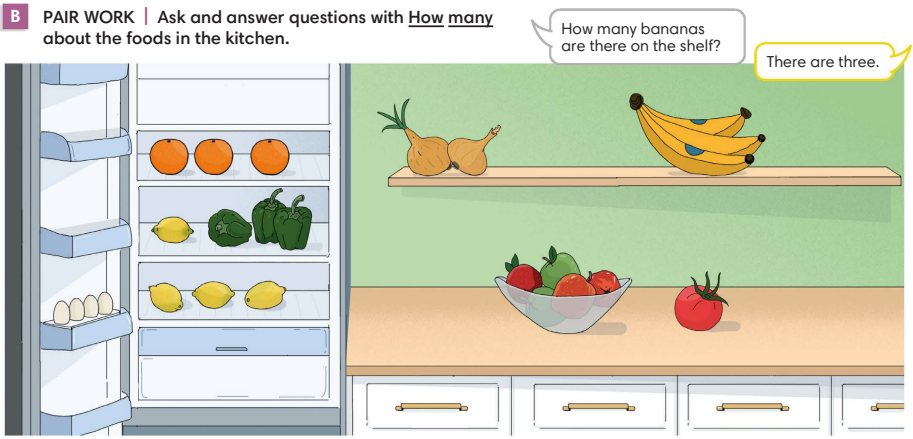


2 on the shelf



3 on the counter

B PAIR WORK | Ask and answer questions with How many about the foods in the kitchen.



C GRAMMAR | Any in questions, negative statements, and negative short answers

Use any before plural nouns in yes / no questions.
Are there **any** lemons in the fridge?
Do you have **any** apples in this store?

Use any in negative statements and negative short answers.
There aren't **any** oranges in the fridge.
Are there any potatoes on the shelf? No, there aren't **any**. (OR No, there aren't.)
Do you have any tomatoes for our lunch? No, I don't have **any**. (OR No, I don't.)



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E PAIR WORK | Ask and answer yes / no questions about the foods in the pictures in Exercise A. Use any in the questions.

Are there any oranges in the fridge?

F **GRAMMAR PRACTICE** | **Complete each conversation with a question. Use Are there any.**

1 **A:** .....?
B: Peppers? I think there are. Look on the counter, OK?

2 **A:** .....?
B: Yes. There are two or three onions on the shelf.

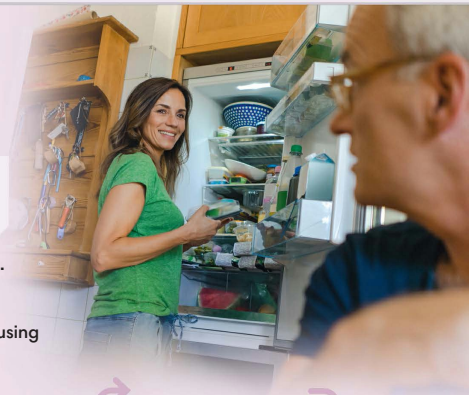
3 **A:** .....?
B: No. There aren't any potatoes in the kitchen. Let's go shopping!

4 **A:** .....?
B: Oranges? Yes, there are. They're in the fridge.

G **PAIR WORK** | **Practice the conversations from Exercise E.**

COMMUNICATION ACTIVATOR

Now let's discuss ingredients for a recipe.



A **CONVERSATION MODEL** | **Read and listen.**

A: I'm hungry! Let's make egg salad.
B: Good idea. Are there any eggs in the fridge?
A: I don't know. I'll check. . . . Uh-oh. There aren't any.
B: Well, how about soup?
A: OK. We have tomatoes and potatoes.
B: Great! Let's make tomato potato soup.
A: That's my favorite!

Social language
Suggest an alternative with "How about . . . ?"

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation, using two of the recipes for ingredients. Then change roles.**

A: I'm hungry! Let's make .....
B: Good idea. Are there any ..... the .....?
A: I don't know. I'll check. . . . Uh-oh. There aren't any.
B: Well, how about .....?
A: OK. We have .....
B: Great! Let's make .....
A: .....

KEEP TALKING! ●●●
Talk about ...
- other recipe ingredients
- other foods you have or need
- other foods you want or like

RECYCLE THIS LANGUAGE
We need [onions].
We don't have [eggs].
How many ___ are there?
How many ___ do we need?
I don't like [peas].
Sounds nice.



BLACK-AND-WHITE BEAN SOUP
Ingredients:
black beans
white beans
onions



TOMATO POTATO SALAD
Ingredients:
tomatoes
potatoes
lemon juice



VEGETABLE OMELET
Ingredients:
peppers
peas
eggs



FRUIT SALAD
Ingredients:
apples
bananas
oranges

D **CHANGE PARTNERS** | **Discuss other recipes.**

2 COMMUNICATION GOAL — Offer and ask for foods and drinks

A VOCABULARY | More foods: non-count nouns | Read and listen. Then listen again and repeat.



B COACH GRAMMAR | Count nouns and non-count nouns

Count nouns name things you can count. They can be singular or plural.	Non-count nouns name things you cannot count. They are not singular or plural.
She wants **an orange**. I like **peppers**. You have **three lemons** in the fridge.	**Chicken** is my favorite food. I don't like **soup**. My brother loves **cheese**.

Be careful!
Use singular verbs with non-count nouns.
Rice **is** good for you.
NOT Rice ~~are~~ good for you.
Don't use a / an or -s with non-count nouns.
We need **butter**. NOT ~~a butter~~
NOT ~~two butters~~

C GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 How many (apple / apples) do we need?
2 Who wants (tea / teas) for breakfast?
3 I like (salt / salts) in my soup.
4 Are there any (bean / beans) in the fridge?
5 We need three (orange / oranges) for juice.
6 She likes (bread / breads) and (butter / butters) for breakfast.
7 Where do you have your (potato / potatoes)? I need two for my potato omelet.

D PAIR WORK | Tell your partner about the foods and drinks you like, eat, and drink.

"I like bread for breakfast, but I don't like eggs."

E COACH GRAMMAR | How much / Is there any

Use How much and Is there any to ask about non-count nouns.
How much tea do you want? (NOT ~~How many~~ tea do you want?)
How much juice is there in the fridge? (NOT ~~How many~~ juice is there in the fridge?)
Is there any coffee? Yes, there is. / No. There isn't **any**. (OR No, there isn't.)

Remember: Use How many and Are there any with plural count nouns.
How many apples are there?
Are there any apples in the fridge?

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete each question with Is there any or Are there any.

1 ..... tea in the kitchen?
2 ..... sugar in the juice?
3 ..... onions in the salad?
4 ..... pepper for the soup?

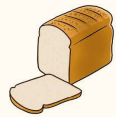
H VOCABULARY | Containers: count nouns | Read and listen. Then listen again and repeat.



1 a box of pasta



2 a bag of sugar


3 a loaf of bread


4 a bottle of juice


5 a cup of coffee


6 a glass of water



7 two cans of soda

I ACTIVATE GRAMMAR AND VOCABULARY | Complete each question with How much or How many.

1 ..... cups of coffee do you drink every day?
2 ..... loaves of bread do we have?
3 ..... sugar does he like in his tea?
4 ..... pasta do you make for two people?

J COACH PRONUNCIATION | Vowel sounds | Read and listen to the words in each group. Then listen again and repeat. Then, with a partner, read a word. Your partner says another word from the same group.



1 /i/	2 /ɪ/	3 /eɪ/	4 /ɛ/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

COMMUNICATION ACTIVATOR

Now let's offer and ask for foods and drinks.



A CONVERSATION MODEL | Read and listen.

A: Would you like salad?
B: Yes, please. It looks delicious!
A: Thank you. Here you go. Enjoy!
B: Thanks! Oh, and please pass the bread.
A: Sure! . . . Are you thirsty? How about a glass of water or juice?
B: Juice, please.

Social language
When you hand something to somebody, say "Here you go."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Offer other foods and drinks. Then change roles.

A: Would you like .....?
B: Yes, please. It looks delicious!
A: Thank you! Here you go. Enjoy!
B: Thanks! Oh, and please pass the .....
A: Sure! . . . Are you thirsty? How about a ..... of ..... or .....?
B: ....., please.

KEEP TALKING!
- Offer more foods and drinks.
- Ask your partner to pass other foods or drinks.
- Express likes and dislikes.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

3 COMMUNICATION GOAL Invite someone for a meal

A GRAMMAR | The simple present tense and the present continuous

Use the simple present tense for habitual actions and with frequency adverbs.
Neal **makes** coffee every morning.
I always **eat** eggs for breakfast.

Use the simple present tense with like, want, need, and have.
We **have** eggs in the fridge.

Use the present continuous for actions in progress right now and future plans.
He**'s making** coffee right now.
On Sunday, I**'m eating** dinner with my parents.

Be careful!
We're eating now. NOT We ~~eat~~ now.
I cook every day. NOT I ~~am cooking~~ every day.



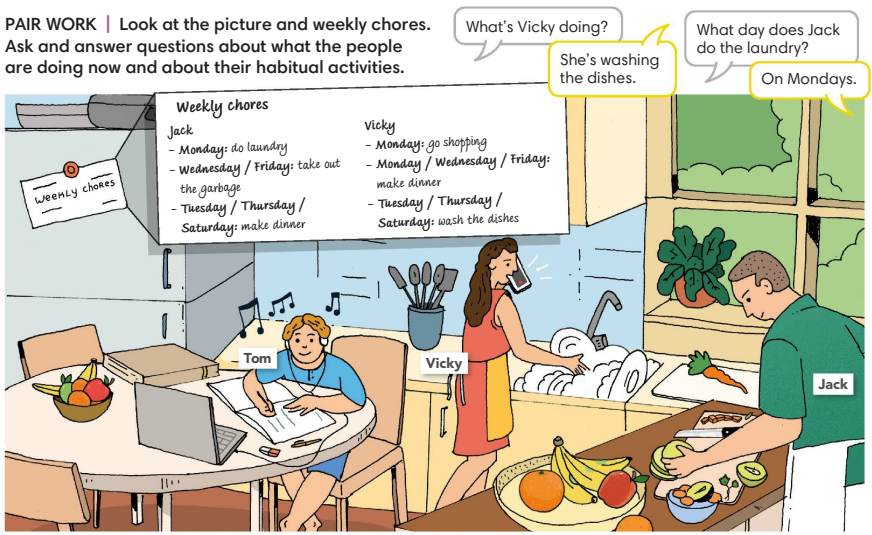
B GRAMMAR PRACTICE | Read each sentence. Then check habitual action or action in progress.

1	I always eat lunch at the office.	☐ habitual action	☐ action in progress
2	Jean is studying in her bedroom.	☐ habitual action	☐ action in progress
3	We're making fruit salad.	☐ habitual action	☐ action in progress
4	Scott makes lunch on Saturdays.	☐ habitual action	☐ action in progress

C GRAMMAR PRACTICE | Complete each statement with the simple present tense or the present continuous. Use contractions when possible.

1 My husband _____ (cook) dinner now. He always _____ (make) dinner on Fridays.
2 How often _____ (shop) your wife _____ for food?
3 I _____ (not like) sugar in my tea.
4 We _____ (clean) the apartment on Tuesdays.
5 My sister isn't here. She _____ (drive) to work.
6 How many cans of tomatoes _____ (you / need) to make tomato soup?
7 Who _____ (eat) in the kitchen right now?
8 Where _____ you usually _____ (eat) lunch—at the office or at a restaurant?

D PAIR WORK | Look at the picture and weekly chores. Ask and answer questions about what the people are doing now and about their habitual activities.



Now let's invite someone for a meal.



A CONVERSATION MODEL | Read and listen.

A: Hey, Nora. Would you like to come for dinner tonight? I'm making chicken and rice salad.

B: Chicken and rice salad? That sounds delicious.

A: Thanks! It's my specialty. I always make that on Wednesdays.

B: Actually, I'd love to come, but I'm eating with my parents tonight. I'm sorry! But thanks for the invitation.

A: No worries! Maybe some other time.

Or to *accept* the invitation:

B: Actually, I'd love to come. Thanks for the invitation! What time?

A: Eight o'clock?

B: That's great. See you at eight!

Social language
Assure someone that everything's OK with "No worries!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Change the meal, the food, and other information. Accept or decline the invitation. If you decline, explain why. Then change roles.

A: Hey, ... Would you like to come for ..... ? I'm making ..... .

B: ..... ? That sounds delicious.

A: Thanks! It's my specialty. I ..... make that on ..... .

B: Actually, ...

A: ..... .

Frequency adverbs
always
sometimes
often

KEEP TALKING! ●●●

- Ask about the ingredients. Use the recipe cards for ideas.
- Suggest another day or time.



Vegetable Omelet

INGREDIENTS:
peppers
peas
eggs



Tomato Potato Salad

INGREDIENTS:
tomatoes
potatoes
lemon juice



Black-and-White Bean Soup

INGREDIENTS:
black beans
white beans
onions



Fruit Salad

INGREDIENTS:
apples
bananas
oranges



D CHANGE PARTNERS | Practice the conversation again, making other changes.

4 COMMUNICATION GOAL — Describe the food in a restaurant

A VOCABULARY | Describing taste | Read and listen. Then listen again and repeat.



"No, thanks. This coffee is very **sweet**! It has a lot of sugar."



"No, thanks. This salad has a lot of salt. It's pretty **salty**!"



"No, thanks. This soup is too **spicy**. It has a lot of red peppers!"

Note:
Use a lot of with both count and non-count nouns.

B READING | Read the restaurant reviews. Does the reviewer like the restaurants?

THIS WEEK'S RESTAURANT REVIEWS



CHARLIE'S HAPPY FISH CAFÉ $$

We usually order the excellent blue plate special at Charlie's wonderful fish restaurant. It comes on a large blue plate, and it's different every night of the week. One night it's fish with potatoes and delicious vegetables. The next night it's a different kind of fish with a big salad. The blue plate special is large, but it's never too large for me!

"The blue plate special is large, but it's never too large for me!"

A word about Chef Charlie: Charlie loves to greet his customers and ask, "How's the food?" If the food is too salty, for example, he always brings you another plate. Prices? Charlie's isn't exactly cheap, but it's really not too expensive for a special evening. You always leave happy when you eat there.



JUST SOUP 'N SALAD $

If you just want soup and salad but don't have a lot of time, your "go-to" place is Just Soup 'n Salad. There are ten different soups every night, and the veggies in the salad are from the restaurant's kitchen garden. You make your own salad at the salad bar. There are a lot of possible ingredients, including tomatoes, peppers, potatoes, meat, fish, beans, even cold pasta. And to dress your salad, there's fresh lemon juice and bottles of three or four kinds of oil. Everything is fast, easy, and delicious.

"Veggies come fresh from the vegetable garden!"

And good news! On Mondays, you get two dinners for the price of one. That's why my wife and I are going there tonight!

RESTAURANT DELICIOUS $$$

This cute new neighborhood restaurant has a lot of great pasta specials on its Wednesday night menu. Try their excellent pasta with green pepper sauce. If you like spicy peppers, ask for the red pepper sauce. But be careful: Sometimes the sauce is a little *too* spicy.



$ cheap $$$$ very expensive

C **READING COMPREHENSION** | **Complete each sentence.**

1 You can eat vegetables from the restaurant's own garden at _____.
2 If you don't have a lot of time and don't want an expensive dinner, go to _____.
3 If you want to choose the ingredients in your salad, go to _____.
4 If you don't like your food at _____, the chef brings you another plate.
5 The spaghetti sauce at _____ is sometimes too spicy.
6 Food is very cheap at Just Soup 'n Salad on _____.
7 _____ is expensive, but it has a lot of great food.

D **PAIR WORK** | **Which of the restaurants sound good to you? Which don't sound good? Discuss, explaining your reasons.**

E **LISTENING COMPREHENSION** | **Listen to the conversations about other restaurants. Circle the correct word or phrase to complete each statement. Listen again to check your answers.**

Conversation 1

1 He's (cooking / not cooking) tomorrow.
2 They want to go to (The Neighborhood Café / MacDougal's Café).
3 They're (walking / taking a taxi) to the restaurant.

Conversation 2

4 There aren't any (fish / pasta) dishes on the specials menu.
5 The woman would like (fish / meat).
6 The fish dishes (are / aren't) too expensive.

Conversation 3

7 (His / Her) food is too spicy.
8 His food (is / isn't) too salty.
9 She (wants to tell / doesn't want to tell) the chef.

Conversation 4

10 Sarah (eats / doesn't eat) fish.
11 Brad (eats / doesn't eat) fish.
12 They're going to (Main Street Café / Michael's Pub).

COMMUNICATION ACTIVATOR

Now let's describe the food in a restaurant.

A **TALKING POINTS** | **Complete the chart about your two favorite restaurants.**

	The restaurant's name	What do you eat there? Describe the food.	How often do you eat there?
1			
2			

B **PAIR WORK** | **Use your Talking Points to discuss your restaurants. Then invite your partner to one of your favorite restaurants.**

RECYCLE THIS LANGUAGE

It's cheap.
It's not too expensive.
I love the food.
The food is delicious.
The food isn't too [sweet / salty / spicy].
Let's eat at [Kate's Kitchen] together tonight.
I'm sorry. I'd love to, but ___.
No worries.
Maybe some other time.
Thanks for the invitation.

WRITING Write about what you eat on a typical day. For example:

For lunch we often have red bean soup. It's my dad's specialty. It has red beans and . . .

GUIDED WRITING p. 138

1 CRAZY EIGHTS KITCHEN QUIZ

- Study the picture for three minutes. Then, on a separate sheet of paper, complete the 8 questions about the kitchen.
  1. Are there any ___ ?
  2. Is there any ___ ?
  3. How many ___ ?
  4. How much ___ ?
  5. Where is ___ ?
  6. Where are ___ ?
  7. What's on the ___ ?
  8. What's in the ___ ?
- Close your books. Take turns asking your partner your questions. Write your partner's answers on the paper.
- When you are finished, look at the picture and check your answers. The person with more correct answers wins.

1 Are there any onions on the counter?



2 One-minute shopping list contest

Form teams. Look at the picture again for one minute. Write a shopping list for the foods and drinks that are NOT in the kitchen. Which team has the longest list?

3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



SCENE 1

Tina: Hi, Jack. Would you like to come for lunch on Saturday? Dan and I are making chicken with a potato omelet. It's our specialty!

Jack: Oh. That sounds delicious! But I'm sorry. I'm working on Saturday.

Tina: That's OK. What about dinner on Sunday?

Jack: I'd *love* to come! Thanks for the invitation! What time?

Tina: Seven thirty?

Jack: That's great. See you at 7:30.

SCENE 2

Dan: I'm going shopping. What do we need?

Tina: I'll check.

Dan: Do we have lemons?

Tina: Yes, we do. But we need potatoes.

Dan: OK. And how about onions?

Tina: We have onions.

Dan: Great. See you later.

Tina: Bye.

SCENE 3

Jack: Everything looks delicious.

Dan: Would you like bread?

Jack: Yes, thanks.

Dan: Here you go.

Jack: Thank you. And please pass the water.

SCENE 1

Partner A's Chat Guide

A Hi, ___. Would you like to come for ___ on ___? ___ making ___. It's ___ specialty!

B

A That's OK. What about ___ on ___?

B

A ___?

B

Partner B's Chat Guide

A

B Oh. That sounds delicious! But I'm sorry. I ___ on ___.

A

B I'd *love* to come! Thanks for the invitation! What time?

A

B That's great. See you at ___.

SCENE 2

Partner C's Chat Guide

C I'm going shopping. What do we need?

A

C Do we have ___?

A

C OK. And how about ___?

A

C ___. See you later.

A

Partner A's Chat Guide

C

A I'll check.

C

A Yes, we do. But we need ___.

C

A We have ___.

C

A ___.

SCENE 3

Partner B's Chat Guide

B Everything looks delicious.

C

B Yes, ___.

C

B ___. And please pass ___.

Partner C's Chat Guide

B

C Would you like ___?

B

C Here you go.

B

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review, p. 156 / Practi-Chant, p. 163 / *Connect TV* / Test-Taking Skills Booster

- ☐ Discuss ingredients for a recipe.
- ☐ Offer and ask for foods and drinks.
- ☐ Invite someone for a meal.
- ☐ Describe the food in a restaurant.

DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's a shower in the bathroom.

GAME 1 **Partner B:** Look at your house for 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list to Partner A. Partner A looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2 **Partner B:** Close your book. Answer Partner A's questions about your house. You get one point for each correct answer.

Then, look at Partner A's house on page 100 and ask eight questions with How many, Where, Is there… and Are there… about the house. Partner A gets one point for each correct answer.

The partner with more points wins.

PARTNER B's HOUSE



REFERENCE CHARTS

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Greece	Greek	Paraguay	Paraguayan
Australia	Australian	Guatemala	Guatemalan	Peru	Peruvian
Belgium	Belgian	Honduras	Honduran	Poland	Polish
Bolivia	Bolivian	Hungary	Hungarian	Portugal	Portuguese
Brazil	Brazilian	India	Indian	Russia	Russian
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Italy	Italian	Sweden	Swedish
Colombia	Colombian	Japan	Japanese	Switzerland	Swiss
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
the Dominican Republic	Dominican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorian	Malaysia	Malaysian	the United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	the United States	American
El Salvador	Salvadorean	the Netherlands*	Dutch	Uruguay	Uruguayan
France	French	Nicaragua	Nicaraguan	Venezuela	Venezuelan
Germany	German	Panama	Panamanian	Vietnam	Vietnamese

*official name of Holland

NUMBERS 100 TO 1,000,000,000

100 = one hundred	1,000 = one thousand	10,000 = ten thousand	1,000,000 = one million
500 = five hundred	5,000 = five thousand	100,000 = one hundred thousand	1,000,000,000 = one billion

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity Foundations*.

Vowels

Symbol	Key Words	Symbol	Key Words
i	feed	ə	banana, around
ɪ	did	ɚ	shirt, birthday
eɪ	date, table	aɪ	cry, eye
ɛ	bed, neck	aʊ	about, how
æ	bad, hand	ɔɪ	boy
ɑ	box, father	ɪr	here, near
ɔ	wash	ɛr	chair
oʊ	comb, post	ɑr	guitar, are
ʊ	book, good	ɔr	door, chore
u	boot, food, student	ʊr	tour
ʌ	but, mother		

Consonants

Symbol	Key Words	Symbol	Key Words
p	park, happy	t	butter, bottle
b	back, cabbage	t̬	button
t	tie	ʃ	she, station, special, discussion
d	die		
k	came, kitchen, quarter	ʒ	leisure
g	game, go	h	hot, who
ʧ	chicken, watch	m	men
ʤ	jacket, orange	n	sun, know
f	face, photographer	ŋ	sung, singer
v	vacation	w	week, white
θ	thing, math	l	light, long
ð	then, that	r	rain, writer
s	city, psychology	y	yes, use, music
z	please, goes		

VOCABULARY EXPANDER

UNIT 1 MORE OCCUPATIONS



1 an accountant



2 an electrician



3 an architect



4 a florist



5 a salesperson



6 a hairdresser



7 a gardener



8 a grocery clerk



9 a mechanic



10 a professor



11 a reporter



12 a veterinarian



13 a secretary



14 a server / a waiter



15 a nurse



16 a lawyer

Write five statements about the photos. Use He or She and the verb be.
For example:

She's an accountant.

UNIT 2 MORE TITLES



1 [Doctor OR Dr.] Smith



2 [Professor OR Dr.] Brown



3 [Captain] Jones

Write two statements about the photos. Use He or She and the verb be.
For example:

She's Dr. Smith.

UNIT 3 MORE PLACES IN THE NEIGHBORHOOD



1 a clothing store



2 an electronics store



3 a fire station



4 a newsstand



5 a police station



6 a shoe store



7 a toy store



8 a dry cleaners



9 a hotel



10 a convenience store



11 a tourist office



12 a post office



13 a taxi stand

Write five questions about the places.
For example:

Where's the clothing store?
Can I walk to the newsstand?

UNIT 4 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.
For example:

He's very slim.

UNIT 5 MORE EVENTS



1 a ballet



2 an opera



3 a football game



4 a volleyball game



5 a baseball game

On a separate sheet of paper, write five statements about the events.
Use your own times, days, and dates.
For example:

There's a ballet on Friday, May 22, at 7:00 P.M.

UNIT 6 MORE CLOTHES




1 a swimsuit / bathing suit



2 a bathrobe



3 jeans



4 a nightgown



5 pajamas



6 sandals



7 pantyhose



8 socks



9 underwear



10 an umbrella

Write five questions and answers about colors of the clothes and shoes.
For example:

What color is the swimsuit? It's blue.

UNIT 7 MORE HOUSEHOLD CHORES



1 sweep



2 mop



3 dust



4 vacuum

Who does these chores in your house? Write two statements. Use the simple present tense and frequency adverbs or time expressions.
For example:

I usually sweep twice a week.

UNIT 8 MORE HOME AND OFFICE VOCABULARY



1 a fence



2 a doorbell



3 a fire escape



4 a garden



5 a shower curtain
6 a bath mat



7 a faucet



8 a towel rack
9 a towel



10 a medicine cabinet



11 a burner
12 an oven



13 a dishwasher



14 a coffee maker



15 a pot



16 a food processor



27 a filing cabinet



17 a napkin 18 a place mat



19 a fork
20 a knife
21 a tablespoon / a soup spoon
22 a teaspoon



23 a plate
24 a bowl
25 a cup
26 a saucer



28 a fax machine



30 a frying pan



29 a key



31 a pillow
32 a sheet
33 a blanket



34 a closet

Write five statements. Use the Vocabulary.
For example:

My house has a fence.
I have green towels in my bathroom.

UNIT 9 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

Write four statements about the weather and seasons pictures.
For example:

It's sunny.

UNIT 10 MORE VEGETABLES AND FRUITS


1 carrots

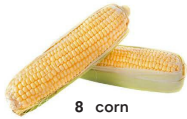

2 brussels sprouts


3 leeks



4 cabbage
5 broccoli
6 cauliflower


7 lettuce


8 corn


9 asparagus


10 cucumbers


11 eggplant


12 celery


13 garlic



14 grapefruit
15 lime


16 pineapple


17 grapes


18 pears


19 apricots


20 peaches


21 strawberries


22 raspberries


23 avocados


24 papayas


25 mangoes


26 kiwis


27 watermelon


28 raisins


29 figs


30 prunes


31 dates

Write five statements about the fruits and vegetables you and your family like.
For example:

I like carrots.
My brother doesn't like leeks.

GUIDED WRITING

Guided Writing is optional. It gives guidance for the writing task in each unit.

UNIT 1

GUIDED WRITING PRACTICE **Look at the picture on page 15. Write sentences to answer each question, based on the picture. Write five affirmative or negative sentences. Begin each new sentence with a capital letter. End with a period (.).**

Is Betty a flight attendant?
Is she an artist?
Is Eric a chef?
Is he an athlete?
Is Ken a singer?
Is a doctor?

Betty's not a flight attendant.

UNIT 2

GUIDED WRITING PRACTICE **Write sentences to answer each question. Begin each new sentence with a capital letter. End with a period.**

What's your first name?
What's your last name?
What's your nationality?
What's your occupation?
What's your address?
What's your phone number?
What's your email address?

My first name is John.

UNIT 3

GUIDED WRITING PRACTICE **Answer the questions about your neighborhood. Describe the locations of the places, using the vocabulary on pages 32 and 38. Begin each new sentence with a capital letter. End with a period.**

Where's the bank?
Where's your school?
Where's the gas station?
Where's the supermarket?
Where's the pharmacy?

The bank is down the street from the supermarket.

UNIT 4

GUIDED WRITING PRACTICE **Choose two of your relatives. Write about each person. Answer some of these questions. Begin each new sentence with a capital letter. End with a period.**

What's [his / her] name?
How old is [he / she]?
Is [he / she] tall or short?
Is [he / she] old or young?
Is [he / she] good-looking? cute?
What's [his / her] occupation?

My sister's name is Eva. She's 26 years old. She's tall and pretty. She's a teacher.

1

2

UNIT 5

GUIDED WRITING PRACTICE **Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location. Start with There is. Begin each new sentence with a capital letter. End with a period.**

There's a party at the school on Monday, October 12th, at 8:00.

UNIT 6

GUIDED WRITING PRACTICE **Write about clothes. Answer the questions and follow the example.**

Do you need new clothes? Why?
Do you want new clothes? Why?
What clothes do you need?
What clothes do you have?
What size do you need?
What colors do you like?

I need new clothes! I need a sweater and new shoes. Why? My sweater is too loose and my shoes are old and too small. I want a green sweater and cool black shoes. I need the sweater in a medium and the shoes in size 38.

UNIT 7

GUIDED WRITING PRACTICE **Write about your typical week. Use frequency adverbs always, usually, sometimes, and never. Use time expressions. Answer some or all of these questions.**

What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do on the weekend?
How often do you go to the movies?
How often do you exercise?

In the morning, I always get up at 7:00. Then I ...

UNIT 8

GUIDED WRITING PRACTICE **Write about where you live. Answer some or all of these questions.**

Do you live in a house or an apartment?
Where is it?
How many bedrooms are there?
How many bathrooms are there?
Is the kitchen small or large?
Is there a living room?
Is there a home office?

I live in an apartment. It has two bedrooms and one bathroom. It's on the fourth floor, but there's no elevator! There's a small kitchen and...

UNIT 9

GUIDED WRITING PRACTICE **Write about your weekend plans. Use the present continuous and time expressions. Include information about some or all of the following times:**

Friday evening
Saturday morning
Saturday afternoon
Saturday evening
Sunday

On Friday evening, I'm...

UNIT 10

GUIDED WRITING PRACTICE **Write about what you eat on a typical day. Answer some or all of the questions.**

What do you eat for breakfast on weekdays?
What do you eat for breakfast on weekends?
What time do you usually eat your meals on weekdays? on weekends?
How many times a week (or month) do you go out for dinner?

On weekdays, I eat breakfast at 8:00. I usually eat eggs, and always drink coffee. On weekends...

UNIT REVIEWS

The *Connectivity* Unit Reviews provide optional extra practice for Foundations Level students at the end of each unit in listening, grammar, vocabulary, and social language.

UNIT 1

1 Listen to the conversations. Complete the names and occupations on the chart. Use capital and lowercase letters correctly.

	Name	Occupation
Conversation 1	She's Lisa	She's ..... .
Conversation 2	He's	He's ..... .
Conversation 3	He's	She's ..... .
Conversation 4	She's ..... Quinn.	He's ..... .

2 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

Proper nouns

1 New York ..... 3 ..... 5 .....
2 ..... 4 ..... 6 .....

Common nouns

7 singer ..... 9 ..... 11 .....
8 ..... 10 ..... 12 .....

3 Write each sentence again. Use a contraction.

1 He is an actor. He's an actor. .....
2 We are scientists. .....
3 No, we are not. .....
4 They are not doctors. .....
5 I am an athlete. .....
6 She is a writer. .....

4 Write a or an for each occupation.

1 ...a... writer
2 ..... teacher
3 ..... artist
4 ..... pilot
5 ..... singer
6 ..... engineer
7 ..... photographer
8 ..... scientist

5 Complete each sentence with the correct subject pronoun.

1 Lisa is a doctor. She ..... is a doctor.
2 John is a doctor, too. ..... is a doctor, too.
3 My name is Michelle. ..... am a musician.
4 Your occupation is chef. ..... are a chef.
5 Megan and Tim are photographers. ..... are photographers.

6 Circle the correct word to complete each statement.

1 We're (a doctor / doctors).
2 I'm not (pilot / a pilot).
3 Are you Jake? (No. I'm Bill. / No. I'm a flight attendant.)
4 Is she an (engineer / scientist)?
5 (She is / They are) Gina and Sue.

7 Complete the statements with correct affirmative and negative forms of be. Use contractions when possible.

1 She ..'s..... a photographer.
2 Eric..... a pilot. He's a manager.
3 They..... engineers. Ron is an actor, and Melanie is a writer.
4 ..... Leslie and Julia here?

8 **Complete the short answers. Use contractions.**

1 **A:** Are you a chef?
B: No, I'm not.

2 **A:** Is Magda a musician?
B: Yes, ...

3 **A:** Are you teachers?
B: No, ... We're students.

4 **A:** Is he an artist?
B: Yes, ...

9 **Write a question for each answer.**

1 **A:** Are you flight attendants?
B: Yes, we are. We're flight attendants.

2 **A:** .....?
B: No, he isn't a doctor. He's an actor.

3 **A:** .....?
B: Yes. Thomas is a chef.

4 **A:** .....?
B: No. Kelly is a teacher. She's not a writer.

5 **A:** .....?
B: Yes, I'm a student.

6 **A:** .....?
B: No. They're not singers. They're managers.

10 **Complete each conversation. Use your own words.**



1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....



5 YOU .....



6 YOU .....

UNIT 2

1 Listen to the conversations. Complete the addresses, phone numbers, and email addresses.

Name	Address	Email address	Phone number
1 **Andres Greene**	.... Magnolia Street	agreene22@block.com	
2 **Jane Cline**	78 Main Street	jane.cline..... .....@.....com	01 776 3488
3 **Bonnie Mein**	2175 Pine Avenue	bomein@lemon.com	....44 3..... .....
4 **Jackson Tripp**	4..... .....3 Ocean Avenue	jackson.tripp@cnet.net	09 456 7622

2 Write the correct possessive adjectives.

1 Ms. Taylor is Mr. Green's student. Mr. Green is *her* teacher.
2 Mr. Green is Ms. Taylor's teacher. Ms. Taylor is ..... student.
3 Mrs. Kramer is Bill's neighbor. Mrs. Kramer is ..... neighbor.
4 John is Angela's classmate. John is ..... classmate.
5 **A:** Are ..... colleagues from Canada? **B:** No, they aren't. My colleagues are from the U.K.
6 Maria is ..... teammate and I am ..... teammate.
7 Jason is not Mrs. Klein's student. He's ..... boss!
8 Mr. Li is not Rob and Jane's neighbor. He's ..... friend.

3 Complete each question with the correct possessive adjective.

1 **A:** What's *your* first name?
B: Sheila.

2 **A:** What's ..... last name?
B: My last name is Clark.

3 **A:** What's ..... address?
B: Mr. Black's address is 15 Main Street.

4 **A:** What's ..... email address?
B: Miss O'Brien's email address? It's obrien6@unet.com

5 **A:** What are ..... names?
B: They're Troy and Elaine.

6 **A:** What's ..... phone number?
B: Mrs. López's number is 555-0248.

4 Write statements with be and possessive nouns.

1 She / be / my friend / mother. .....
2 Eleanor / be / my dad / teacher. .....
3 Our neighbor / names / be / Glenn and Anne. .....
4 Nina / email address / not be / nina.fry@english.com. .....

5 Complete the sentences about the people. Use He's from, She's from, or They're from.

1 Miss Reiko Matsuda: *She's from* ..... Okinawa, Japan.
2 Ms. Deshi Chowdhury: ..... Chennai, India.
3 Mr. and Mrs. Frederick Busch: ..... Berlin, Germany.
4 Ms. Faiza Bahjat: ..... Cairo, Egypt.
5 Mrs. Soledad Alba: ..... Puebla, Mexico.
6 Mr. Phillip Fisher and Ms. Betsy Heller: ..... Los Angeles, U.S.
7 Mr. Giorgio Angelini: ..... Milan, Italy.
8 Mr. Jeff Handel: ..... Alberta, Canada.

6 Complete the questions with What's and What are.

1 ..... your first name, Mr. Blank?
2 ..... your friends' last names?
3 ..... your boss's email address?
4 ..... your neighbor's occupation?
5 ..... your classmates' addresses?

7 **Complete the questions. Begin each question with a capital letter.**

1 What's your name?
2 ..... they from?
3 ..... her email address?
4 ..... they students?
5 ..... she from Australia?
6 ..... your phone number?
7 ..... they classmates?
8 ..... their address?

8 **Complete each conversation with a question.**

1 **A:** What's your address?
B: My address is 45 North Street.

2 **A:** .....?
B: My colleague's last name is Raymond.

3 **A:** .....?
B: Our new neighbors are from the U.S.

4 **A:** .....?
B: No, we're not from Colombia. We're from Venezuela.

5 **A:** .....?
B: Brendan's phone number? It's 555-5684.

9 **Complete each conversation. Use your own words.**



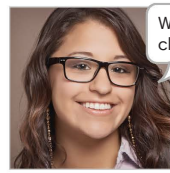
1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 3

1 **Listen to the conversations. Complete each statement.**

Conversation 1

1 Oliver is .....
- **a** at the restaurant
- **b** at the bookstore

2 Sophie isn't .....
- **a** at the bookstore
- **b** at the restaurant

Conversation 2

3 The gas station is .....
- **a** around the corner on the right
- **b** down the street on the right

4 The ..... is across from the gas station.
- **a** corner
- **b** bus stop

Conversation 3

5 She's at .....
- **a** the XYZ Bank
- **b** the ABC Supermarket

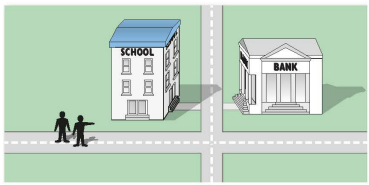
6 The XYZ Bank is .....
- **a** next to the pharmacy on Main Street
- **b** on Hill Street

2 **Write each sentence again. Use a contraction.**

1 Where is the bank? *Where's the bank?*
2 It is around the corner. .....
3 It is not on the left. .....
4 Where is the supermarket? .....
5 What is your email address? .....

3 **Look at the pictures. Write questions and answers. Use capital letters, periods (.), and question marks (?).**

1



Where's the bank?
It's across the street from the school.

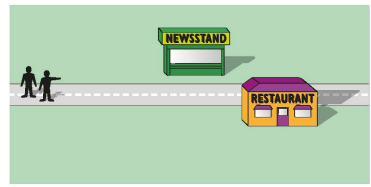
2



3



4



4 **Change the directions from affirmative to negative imperatives.**

1 Walk to the bookstore. *Don't walk to the bookstore.*
2 Take the subway to the bank. .....
3 Take the train to school. .....
4 Take a taxi to work. .....
5 Drive. .....
6 Take the bus. .....

5 **Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.**

1 Take a taxi to the restaurant. *Don't walk.*
2 Don't take the bus. ..... the subway to the bank.
3 ..... to the supermarket. It's down the street.
4 ..... a taxi to the bank. It's across the street.

6 **Complete the questions and answers. Use subject pronouns. Use contractions when possible.**

1 **A:** *Where's* ..... the bus stop?
B: The bus stop? ..... on the left.

2 **A:** ..... the bookstore?
B: ..... around the corner, next to the pharmacy.

3 **A:** ..... I ..... to the school?
B: No, don't walk. ..... the bus.

4 **A:** ..... do you go to work?
B: To work? ..... subway.

5 **A:** ..... the supermarket?
B: ..... next to the gas station. Don't walk. .....

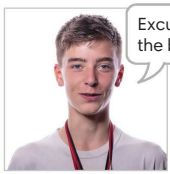
7 **Complete each conversation. Use your own words.**



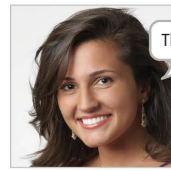
1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 4

1 Listen to three conversations about relatives. Write T (true) or F (false) for each statement. Listen again to check your work.

Conversation 1

..... **1** James is his grandfather.
..... **2** Charles is 75 years old.

Conversation 2

..... **3** Natalie is his wife's sister.
..... **4** Lily is a teacher.

Conversation 3

..... **5** Isabella and Angela are her granddaughters.
..... **6** Charlotte and Isabella are sisters.

2 Write questions with Who's or Who are. Use he, she, or they.

1 **A:** *Who's she* ?
B: She's my sister.

2 **A:** ..... ?
B: They're my grandparents.

3 **A:** ..... ?
B: She's Mr. Herman's daughter.

4 **A:** ..... ?
B: He's Ms. Cooper's brother.

5 **A:** ..... ?
B: She's Matt's wife.

6 **A:** ..... ?
B: They're his brother and sister.

3 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

1 so / grandson / my / handsome *My grandson is so handsome.*
2 sister / very / her / tall .....
3 children / cute / neighbor's / so / my .....
4 his / brother / not / tall / very .....
5 wife / pretty / really / brother's / my .....
6 grandmother / very / old / your / not .....

4 Complete the sentences. Use have or has.

1 I *have* two sisters.
2 She ..... one grandchild.
3 They ..... four daughters.
4 We ..... five children.
5 You ..... ten brothers and sisters?
6 He ..... one brother.

5 Complete the questions. Use How old is or How old are.

1 *How old are* your children?
2 ..... their daughter?
3 ..... her grandson?
4 ..... Maggie's sisters?
5 ..... Barry's son?
6 ..... their grandparents?

6 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

1 Lauren / hair / long / brown
a *Lauren's hair is long and brown.*
b *Lauren has long brown hair.*

2 Tim / hair / short / blond
a .....
b .....

3 Claire / hair / long / curly
a .....
b .....

4 John / eyes / blue
a .....
b .....

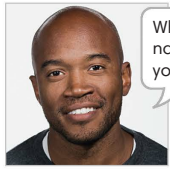
5 Pete / beard / gray
a .....
b .....

6 Emily / eyes / pretty / brown
a .....
b .....

7 **Complete each conversation. Use your own words.**



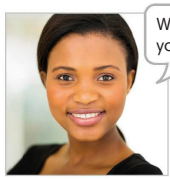
1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 5

1 **Listen to the conversations. Complete the statement with the kind of event. Circle the correct day and time.**

1 The ..... is at (8:00 / 1:00) on (Friday / Saturday).
2 The ..... is on (Saturday / Sunday) at 8:30 (in the morning / at night).
3 The ..... is on (Friday / Saturday) at (5:30 / 6:00).

2 **Write a question for each answer. Use What time, What day, What month, or When. Use a question mark.**

1 What time is it?
It's 6:30.

2 .....
The game is at seven o'clock.

3 .....
The concert is on Saturday.

4 .....
The meeting is at 10:30 on Tuesday.

5 .....
The party is in August.

6 .....
The movie is at midnight.

7 .....
It's half past three.

8 .....
The exhibit is on Thursday.

3 **Complete each sentence with in, on, or at.**

1 The party is *on* Wednesday.
2 The play is ..... September.
3 The talks are ..... weekdays ..... the evening.
4 The game is ..... noon ..... Sunday.
5 The concert is ..... July 22nd ..... 8:00.
6 The meeting is ..... Tuesday. It's ..... night.
7 The movie is ..... 7:45 ..... Friday.
8 The party is ..... the afternoon.

4 **Complete each conversation. Use your own words.**



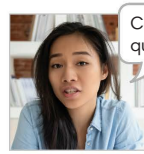
1 YOU .....



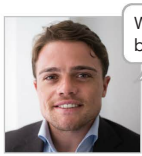
2 YOU .....



3 YOU .....



4 YOU .....



5 YOU .....

UNIT 6

1 Listen to the conversations. Choose the correct answer to each question.

Conversation 1

1 Which shoes does he like?
- a The brown ones.
- b The black ones.

2 Do they have the black shoes in size 40?
- a Yes, they do.
- b No, they don't.

Conversation 2

3 Does Ana like the jacket?
- a Yes, she does.
- b No, she doesn't.

4 Why doesn't the woman want the jacket?
- a Because it's too cute.
- b Because it's expensive.

Conversation 3

5 What size jacket does the man need?
- a Medium.
- b Large.

6 Do they have the blue jacket in a large?
- a Yes, they do.
- b No, they don't.

2 Choose the correct form of the verb to complete each sentence.

1 I (like / likes) these black shoes.
2 My dad (doesn't / don't) need a new jacket.
3 Stephanie (need / needs) a white sweater for work.
4 I (doesn't / don't) want red pants.
5 (Do / Does) he have a white shirt?
6 What (do / does) you want?

3 Complete each sentence with the correct form of the verb.

1 They ..have.. (have) nice dresses at this store.
2 She ..... (want) a long black skirt for the party.
3 I ..... (like) your new shoes.
4 We ..... (not have) clean shirts.
5 Our children ..... (not need) blue jackets for school.
6 ..... (she / like) long dresses?
7 ..... (your husband / need) a new sweater?
8 ..... (I / need) a suit for work?
9 Why ..... (she / like) that cheap blouse?
10 Which tie ..... (you / want) for tomorrow?
11 ..... (you / have) this skirt in a medium?

4 Circle this, that, these, or those.

1 I like (this / these) blue skirts.
2 My daughter wants (these / this) black jacket.
3 I don't like (this / these) pants. They're too long.
4 Why do you want (that / those) jacket?
5 (That / These) dress is great for the party.
6 He likes (these / those) ties over there.

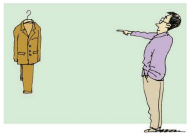
5 Look at the pictures. Circle the correct verb and write this, that, these, or those to complete each statement.



1 I (want / wants) ..... pants.



2 She (like / likes) ..... jackets.



3 He (like / likes) ..... suit.



4 I (want / wants) ..... tie.

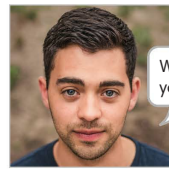
6 **Unscramble the words and write a question. Use a capital letter and question mark.**

1 new / need / you / do / shoes *Do you need new shoes?*
2 you / like / clothes / do / expensive .....
3 do / have / black / you / jacket / a .....
4 like / you / do / shirts / pink .....
5 sweater / which / you / want / do .....
6 size / what / Nate / does / need .....

7 **Complete each conversation. Use your own words.**



1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 7

1 Listen to two people talk about their free time. Check the activities they talk about.

						
The woman						
The man						

2 Write the third-person singular form of each verb.

1 brush	brushes	6 shave		11 study		16 put	
2 go		7 visit		12 wash		17 do	
3 have		8 want		13 exercise		18 eat	
4 clean		9 comb		14 take		19 like	
5 get		10 make		15 come		20 listen	

3 Complete each question with **do** or **does**.

1 When *do* you get up?
2 What time ..... she come home?
3 How often ..... they take out the garbage?
4 What time ..... your son go to bed?
5 How often ..... your children go to the movies?
6 What time ..... they make dinner?
7 When ..... you go shopping?
8 How often ..... Alex wash the dishes?

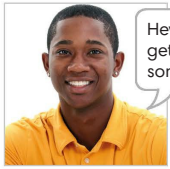
4 Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter.

1 usually / on weekends / clean the house / John *John usually cleans the house on weekends.*
2 go to the movies / my brother / on Fridays / always .....
3 in the morning / never / listen to music / I .....
4 sometimes / my daughter / to school / drive .....
5 we / to work / walk / once a week .....
6 every Tuesday / my sister / in the evening / visit friends .....

5 Complete each response with **do** or **does**.

1 Who washes the dishes in your house? My husband *does* .
2 Who does the laundry in your family? We all ..... .
3 Who makes dinner? My parents ..... .
4 Who listens to music in the evening? My son ..... .
5 Who watches TV before dinner? My children ..... .
6 Who takes a shower in the evening? My father ..... .

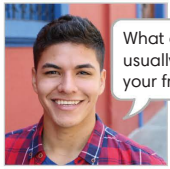
6 **Complete each conversation. Use your own words.**



1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 8

1 Listen to the conversations. Check the picture that answers each question.

1 Where does he live?

a ☐ 

b ☐ 

2 Where does he work?

a ☐ 

b ☐ 

3 Where does she work?

a ☐ 

b ☐ 

4 Where does she teach?

a ☐ 

b ☐ 

5 Where does she work?

a ☐ 

b ☐ 

6 Where does his daughter work?

a ☐ 

b ☐ 

2 Write questions with Where. Use a question mark

1 your grandparents / live *Where do your grandparents live?*
2 Tim's friend / work .....
3 his sister / go shopping .....
4 you / eat lunch .....
5 they / watch TV .....
6 Brett and Claire / exercise .....
7 her son / go to school .....
8 your brother / work .....

3 Complete the statements with in, on, at, or to.

1 His apartment building is *on* Franklin Street.
2 They live ..... the 6th floor.
3 Ms. Gómez takes the subway ..... work.
4 It's ..... 75 Maple Street.
5 Fred studies Japanese ..... the BTI Institute.
6 Mr. Brown works ..... the airport.
7 Ms. Clarkson's office is ..... the third floor.
8 Jeff's brother works ..... 8 Center Street.
9 My parents live ..... a large apartment.

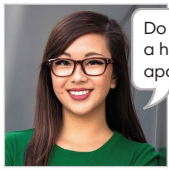
4 Complete each sentence with There's or There are.

1 *There's* ..... a meeting at noon.
2 ..... three games this weekend.
3 ..... a bank on the corner of Elm and 16th Street.
4 ..... two schools on the right side of the street.
5 ..... parks nearby.
6 ..... a pharmacy and a hospital across the street.
7 ..... four printers in the office.
8 ..... an elevator in his apartment building.

5 **Write questions with is there or are there. Use a capital letter for the first word in the question. Use a question mark.**

1 a party / this Friday *Is there a party this Friday?*
2 two games / this week .....
3 a museum / nearby .....
4 how many / meetings / tomorrow .....
5 how many / bus stations / on 4th Street .....
6 how many / concerts / this month .....

6 **Complete each conversation. Use your own words.**



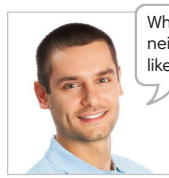
1 YOU .....



2 YOU .....



3 YOU .....

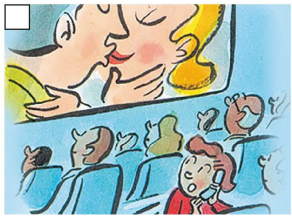


4 YOU .....

UNIT 9

1 Listen to the conversations and write the number of each conversation on the correct picture.

a ☐



b ☐



c ☐



d ☐



2 Write the present participle of the following base forms.

1 rain	raining	**7** practice		**13** study		**19** do	
2 wear		**8** clean		**14** listen		**20** get	
3 have		**9** snow		**15** wash		**21** eat	
4 take		**10** come		**16** brush		**22** put	
5 work		**11** make		**17** go			
6 visit		**12** comb		**18** exercise			

3 Complete each short answer.

1 **A:** Are you studying English this year?
B: Yes, I am.

2 **A:** Is it raining right now?
B: Yes, ...

3 **A:** Are you taking a nap?
B: No, ...

4 **A:** Are his parents making dinner tonight?
B: Yes, ...

5 **A:** Is Sherry talking on the phone?
B: Yes, ...

4 Change each affirmative statement to a negative statement. Write it two different ways. Use contractions.

1 It's snowing and she's staying home.
a It's not snowing and she's not staying home.
b It isn't snowing and she isn't staying home.

2 Mom's taking a bath.
a .....
b .....

3 It's cold today, and they're wearing sweaters.
a .....
b .....

4 She's tired and she's taking a nap.
a .....
b .....

5 **Check the sentences that indicate a future plan.**

1 ✓ On Thursday I'm watching TV at home.
2 ..... I'm listening to music right now.
3 ..... Is Alice taking a nap?
4 ..... Where are they going this weekend?
5 ..... Judy's eating lunch.
6 ..... I'm walking to the park this afternoon.
7 ..... He's studying Italian this year. His teacher is great.
8 ..... Who's going to the movies on Saturday?

6 **Complete each conversation with the present continuous. Use contractions when possible.**

1 **A:** What are you doing (what / you / do)?
B: ..... (I / brush) my hair.

2 **A:** ..... (where / he / go)?
B: ..... (he / drive) to the mall.

3 **A:** ..... (why / she / take) the subway?
B: Because ..... (it / rain).

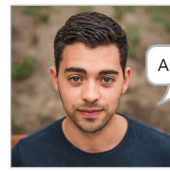
4 **A:** ..... (we / go) to a movie tonight?
B: No, ... (we / go) to Karen's party.

5 **A:** ..... (why / you / wear) boots?
B: Because ..... (it / snow)!

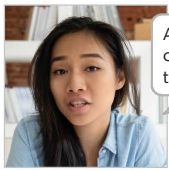
7 **Complete each conversation. Use your own words.**



1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

UNIT 10

1 Listen to the conversations. Write T (true) or F (false) for each statement.

Conversation 1

.....**1** They're eating a fruit salad.
.....**2** It has orange juice and oil.

Conversation 2

.....**3** They want some onion soup for dinner.
.....**4** They don't have the ingredients.

Conversation 3

.....**5** The pasta has two ingredients.
.....**6** It has tomatoes and oil.

Conversation 4

.....**7** The fruit salad has bananas and apples.
.....**8** It has no orange juice.

2 Look at the underlined nouns. Write C if the noun is a count noun. Write NC if it's a non-count noun.

NC **1** I always drink coffee for breakfast.
..... **2** Are there any eggs in the fridge?
..... **3** Do you eat pasta once or twice a week?
..... **4** There are peppers in the omelet.
..... **5** They eat fish for dinner every Friday night.
..... **6** I need some milk for my tea.
..... **7** I love peas and beans.
..... **8** Do we have any potatoes in the kitchen?
..... **9** There's bread in the kitchen.
.....**10** Do they like butter on their bread?

3 Complete each question with How much or How many.

1 How much pasta do we have?
2 ..... eggs do you want for breakfast?
3 ..... cups of coffee do you drink every day?
4 ..... tomatoes do you need for the salad?
5 ..... meat do you eat every week?
6 ..... loaves of bread are there?
7 ..... sugar do you want in your tea?
8 ..... cans of soda are there in the fridge?
9 ..... water do you drink?
10 ..... butter is there?

4 Choose the correct word or phrase to complete each statement. Circle the letter.

1 I ___ to school every day.
a am going **b** go
2 They usually ___ the train to work.
a are taking **b** take
3 Annalisa ___ the dishes now.
a is washing **b** washes
4 She really ___ coffee.
a is liking **b** likes
5 This museum ___ beautiful things.
a is having **b** has
6 On Tuesdays I ___ at the supermarket.
a am going shopping **b** go shopping
7 We never ___ fish.
a are eating **b** eat
8 Our son ___ to the movies on weekdays.
a isn't going **b** doesn't go
9 Maddie ___ to the party tonight.
a doesn't go **b** isn't going

5 **Complete each conversation. Use your own words.**



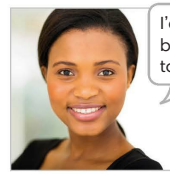
1 YOU .....



2 YOU .....



3 YOU .....



4 YOU .....

PRACTI-CHANTS

The *Connectivity* Practi-Chants are optional. They make Unit grammar and vocabulary memorable and reinforce English pronunciation. Read and listen. Then try them with your classmates! There is one chant for each of the ten units of this book.

Read and listen two or more times to become familiar with the Practi-Chant's oral patterns. Become familiar with the large and small dots, which depict the stressed and unstressed words and syllables. Then read the chant out loud, using the dots as a guide.

UNIT 1 Good evening!

A: Good evening… Good evening… Good evening… How are you?

B: We're fine… not bad… We're great! And you?

A: What's your occupation?

B: I'm a chef. And you?

A: I'm an actor, she's an actor, he's an actor, too.

B: He's a singer, she's a singer… What about you?

A: She's a doctor, he's a doctor… Are you a doctor, too?

B: It's so nice to meet you… Good evening to you!

A: Take care! See you later!

B: See you later! Good night!

UNIT 2 What's your name?

A: What's your first name?

B: It's Howard.

A: What's your last name?

B: It's Clive.

A: What's your number?

B: Four six two one seven oh five.

A: What's your address?

B: It's twenty oh seven on Main.

And you?

A: It's five oh six seven on Crane.

B: Thank you.

A: Thank you!

B: You're welcome!

A: You too!

Thank you.

B: Thank you!

A: You're welcome!

B: You too!

UNIT 3 Excuse me.

A: Excuse me. Where's the bank?

B: It's down the street… down the street.

A: Excuse me. Where's the school?

B: It's across the street… across the street.

A: Excuse me. Where's the bookstore?

B: It's between the pharmacy and the bank.

A: And the supermarket?

B: It's next to the school.

A: And the restaurant?

B: It's next to the bank.

A: And the gas station?

B: It's across from the school.

A: Can I walk to the school?

B: Sure.

A: Thanks.

Can I walk to the bank?

B: Don't walk. Drive.

A: And the bookstore?

B: Take the bus.

A: Thanks.

B: Sure... You're welcome!

UNIT 4 Who's that?

A: Tell me about your family…

Tell me about your family.

B: I have a brother, and his name is Nate.

I have two young sisters

they're six and eight.

My mom's a doctor

and my dad's an engineer.

Mom's name is Nancy

and my dad's Samir.

A: Who's that?

B: Oh that's my sister Jen.

A: Who's that?

B: And that's my sister Gwen.

A: Who are they?

B: Oh that's my mom and dad

and my grandma Sue

and my grandpa Brad.

A: They're so good-looking

and they're all so tall.

Thanks for telling me about them all!

UNIT 5 What time's the play?

A: What time's the play? What time's the play?

B: At six o'clock.

A: At six o'clock?

Uh-oh… Are we late?

B: No, we're not. It's five forty-five.

B: What time's the game? What time's the game?

A: At two o'clock.

B: At two o'clock?

Uh-oh… Are we late?

A: No, we're early. It's ten to two.

A: What time's the talk? What time's the talk?

B: At ten o'clock.

A: At ten o'clock?

Uh-oh… Are we late?

B: No, we're right on time. It's ten o'clock now.

B: What time's the party? What time's the party?

A: At eight.

B: At eight?

A: That's right.

So don't be late!

UNIT 6 I really like that suit.

A: I really like that suit!
And I like those shoes!
And that dress is really great!

B: Thanks!
Do you like this skirt?
Do you like those pants?
Do you like that tie in gray?

A: Yes!
Do you need a new shirt?
Do you want new shoes?
Do they have those pants in green?

B: No.

A: Well, what do you think of this jacket?

B: I think it's nice! What about you?

A: Me? I think it's awesome, too.

B: Well, what do you think of those sweaters?

A: I think they're great! What about you?

B: Me? I think they're awesome, too.

A: I really like that tie. I think it's nice.

B: I really like those shoes. They're great!

UNIT 7 My typical activities.

A: So what do you do in your free time?
Do you exercise?
Do you visit friends?
Do you listen to music or watch TV?

B: What do I do in my free time?
Well, I exercise,
And I visit friends,
and I listen to music and I watch TV.

A: Do you do household chores?

B: Of course! What about you?

A: I do, too!

B: Do you do the laundry every day?

A: Me?… No way!

B: So who makes dinner?

A: My brother does.

B: Who washes the dishes?

A: My sister does.

B: Who cleans the house?

A: My brother does.

B: Do you take out the garbage?

A: Me?… No way!

UNIT 8 What's it like?

A: What's your neighborhood like?

B: Well, it's really, really nice.
There's a beautiful park,
and a really big mall,
and an awesome museum.
There's a new train station,
and a school nearby,
and great restaurants too!

A: That sounds really nice!

B: Hey… what about you?
What's your apartment like?

A: Well, it's really, really nice.
There's a big kitchen
with a really nice fridge
and a microwave
and a nice big sink.
There are three bedrooms
and two bathrooms.

B: That sounds really great!

A: Hey… what about you?
What's your kitchen like?

B: Well, it's not very nice.
There are no windows
and it's really small
with a really old fridge
and a terrible stove
and an awful sink.
But I love my living room!

A: That's great!

UNIT 9 Any plans?

A: Any plans for tonight?

B: Nothing special. What about you?

A: Me?…
I'm visiting my old friends Scott and Lee,
and we're watching a game… on TV.

A: Any plans for tomorrow?

A: Nothing special. What about you?

B: Me?…
I'm going to a concert with my mom,
and I'm taking a walk with my boyfriend Tom.

A: Any plans for the weekend?

B: Nothing special. What about you?

A: Me?…
I'm meeting my classmate Paul
and then we're going shopping at the mall.

B: Any plans for next week?

A: Nothing special. What about you?

B: Me?…
Nothing special. Well… got to run!

UNIT 10 I'll check.

A: Are there any lemons in the fridge?

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any tea on the shelf?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

Are there any tomatoes on the table?

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any coffee on the counter?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

B: Is there a loaf of bread?

A: No, there isn't.

B: What about bananas?

A: No, there aren't.

B: A bag of peas?

A: No, there isn't.

B: How about onions?

A: No, there aren't.

B: A bottle of milk?

A: No, there isn't.

B: How about beans?

A: No, there aren't.

B: A can of soup?

A: Yes, there is!

B: I'm really hungry.

A: OK. Let's eat!

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Unit 1 Page 6 (1): Dean Drobot/Shutterstock; 6 (2): Dean Drobot/123RF; 6 (3): Dean Drobot/Shutterstock; 6 (4): Shift Drive/Shutterstock; 6 (4, inset): Story Time Studio/Shutterstock; 6 (5): Wavebreakmedia/Shutterstock; 6 (6): Roman Samborskyi/Shutterstock; 6 (7): Ariel Skelley/Getty Images; 7 (1): ESB Professional/Shutterstock; 7 (2): Andres Rodriguez/123RF; 7 (3): Africa Studio/Shutterstock; 7 (4): Natalia Kirsanova/Shutterstock; 7 (5): Bangkok Thai/Shutterstock; 7 (6): Shutterstock; 8 (B): Dmitry Kalinovsky/123RF; 8 (1): Julio Bulnes/Alamy Stock Photo; 8 (2): Shurkin_son/Shutterstock; 8 (3): Wavebreakmedia/Shutterstock; 8 (4): Ximagination/123RF; 8 (5): Smileimage9/Shutterstock; 8 (6): Iakovenko/123RF; 8 (7): Andrey Maslovskiy/123RF; 8 (8): Isitsharp/Getty Images; 8 (9): Valentinrussanov/E+/Getty Images; 8 (10): Minerva Studio/Shutterstock; 9: Viacheslav Iakobchuk/Alamy Stock Photo; 10: Antonio Guillem/123RF; 11 (1): Kellyreekolibry/Shutterstock; 11 (2): Digital Vision/Getty Images; 11 (3): Andresr/Shutterstock; 11 (4): Alex Kravtsov/Shutterstock; 11 (5): Yusuf Ozluk/Shutterstock; 11 (6): Wavebreak Media Ltd/123rf; 11 (B): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 12 (1): Daniel M Ernst/Shutterstock; 12 (2): Cookie Studio/Shutterstock; 12 (3): Aleksandr Davydov/123RF; 13: Luckybusiness/123RF; 14 (Adam Driver): Xavier Collin/Image Press Agency/Alamy Stock Photo; 14 (Jung Eun-Ji): Han Myung-Gu/Wire Image/Getty Images; 14 (Leonardo Jara, Pablo Pérez, and Sebastián Villa): Canon2260/Alamy Stock Photo; 14 (Ali Smith): AFP Contributor/Getty Images; 14 (Nadia Santini): Maurice Rougemont/Alamy Stock Photo.

Unit 2 Page 18 (A. Smith): Zdenka Darula/Shutterstock; 18 (M. Rust): Phase4Studios/Shutterstock; 8 (A. Lane): Warren Goldswain/Shutterstock; 18 (R. Li): Charles Knox/Shutterstock; 18 (O. Baker): Dean Drobot/123RF; 18 (bride and groom): Rubberball/Alamy Stock Photo; 19 (1): Jumis/Shutterstock; 19 (2): Aleksey Boldin/123RF; 19 (3): Rawpixel/123RF; 20 (1): Skynesher/Getty Images; 20 (2): Ferli/123RF; 20 (3): Sara Casillas/Digital Vision/Getty Images; 20 (4): Shutterstock; 20 (5): Vladimir Vladimirov/Getty Images; 20 (6): 10'000Hours/Getty Images; 21: Wavebreak Media Ltd/123RF; 22 (1): Breslavtsev Oleg/Shutterstock; 22 (2): LDprod/Shutterstock; 22 (3): Fizkes/Shutterstock; 22 (4): David Papazian/Shutterstock; 23: Robert Kneschke/Shutterstock; 24 (T): Vitalii Petrushenko/Shutterstock; 24 (Mercado): AJR_photo/Shutterstock; 24 (Yu): Santypan/Shutterstock; 24 (Beckers): Andrey Arkusha/Shutterstock; 24 (Wong): Aslysun/Shutterstock; 24 (Lynch): Dekazigzag/Shutterstock; 26 (Roman Arroyo): Jam Media/Contributor/Getty Images Sport/Getty Images; 26 (BTS): Nippon News/Aflo Co. Ltd./Alamy Stock Photo; 26 (Mooking): Cindy Ord/Getty Images; 26 (Haney-Jardine): ZUMA Press, Inc./Alamy Stock Photo; Jardine) 27: Original photography by Sharon Hoogstraten and David Mager/Pearson Education.

Unit 3 Page 30 (1): Sebastian Kaulitzki/Shutterstock; 30 (2): Cameris/Shutterstock; 30 (3): Hafizussalambin Sulaiman/Shutterstock; 30 (4): MindStudio/Pearson Education Ltd; 30 (5): Travelpix Ltd/Getty Images; 30 (6): Dudarev Mikhail/Shutterstock; 30 (7): Dimitris Leonidas/Shutterstock; 30 (8): Artoflogic/Shutterstock; 31 (1): Chuck Savage/Getty Images; 31 (2): Candy Box Images/Shutterstock; 31 (3): wavebreakmedia/Shutterstock; 31 (4): Studio8/Pearson Education Ltd; 31 (5): Wavebreakmedia/Shutterstock; 31 (6): Kapi Ng/Shutterstock; 31 (7): DAJ/Getty Images; 31 (8): George Rudy/Shutterstock; 32: Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 34 (1): Dean Drobot/123RF; 34 (2): Skumer/Shutterstock; 34 (3): Jacob Lund/Shutterstock; 34 (4): Lightpoet/Shutterstock; 34 (5): Phaustov/iStock Editorial/Getty Images; 34 (two men): Mimagephotography/Shutterstock; 34 (man walking): Mimagephotography/Shutterstock; 34 (woman driving): Michaeljung/Shutterstock; 35 (man asking directions): Manop Boonpeng/EyeEm/Getty Images; 35 (pharmacy): Wavebreakmedia/Shutterstock; 35 (bank): Chuck Savage/Getty Images; 35 (school): Studio8/Pearson Education Ltd; 35 (gas station): Wavebreakmedia/Shutterstock; 35 (restaurant): Candy Box Images/Shutterstock; 36 (two women): Primagefactory/123RF; 37: Cathy Yeulet/123RF; 38: Andresr/E+/Getty Images; 39 (man): AlenD/Shutterstock; 39 (woman): Pixelheadphotodigitalskillet/Shutterstock.

Unit 4 Page 42 (hand): Prykhodov/123RF; 43 (1L): Cathy Yeulet/123RF; 43 (1R): Nolte Lourens/123RF; 43 (2L): Dolgachov/123RF; 43 (2R): Nolte Lourens/123RF; 43 (3L): Releasedkali9/iStock/Getty ImagesPlus; 43 (3R): Noriko Cooper/123RF; 43 (4L): Nolte Lourens/123RF; 43 (4R): Shutterstock; 43 (5L): Milkos/123RF; 43 (5R): Felix Mizioznikov/Shutterstock; 43 (6L): Kurhan/123RF; 43 (6R): Goodluz/123RF; 44 (TR): ESTUDIM6/Shutterstock; 44 (1,2): Shannon Fagan/123RF; 44 (3,4): Fotoluminate LLC/Shutterstock; 44 (5,6): El Nariz/Shutterstock; 44 (5,7): Sunwoo Jung/Photodisc/Getty Images; 44 (8): Irina Lapeto/123RF; 44 (B): Primeop76/E+/Getty Images; 45: Goran Bogicevic/123RF; 46: Amble Design/Shutterstock; 47 (T): Dmitrii Shironosov/123RF; 47 (B): Sergey Nivens/123RF; 48 (A1): Yellowj/Shutterstock; 48 (A2): Bangkok Click Studio/Shutterstock; 48 (A3): Dean Drobot/123RF; 48 (A4): Samoylova Svetlana/Shutterstock; 48 (A5): Svyatoslav Lypynskyy/123RF; 48 (A6): John Fedele/Getty Images; 48 (A9): Makkh/Shutterstock; 48 (A10): Hank Shiffman/Shutterstock; 48 (A11): WAYHOME studio/Shutterstock; 48 (A12): Andriy Goncharenko/Shutterstock; 48 (A13): Hfng/123RF; 48 (A14–16):Aalexandrezveiger/Shutterstock; 48 (C): Michael Simons/123RF; 48 (D, TL): AJR_photo/Shutterstock; 48 (D, TR): Puhhha/123RF; 48 (D, CL): Dinis Tolipov/123RF; 48 (D, CR): Evgenii mitroshin/Shutterstock; 48 (D, BR): Mmac72/E+/Getty Images; 49 (Morgan Freeman): Everett Collection/Shutterstock; 49 (Beyonce): Featherflash Photo Agency/Shutterstock; 49 (Prince Harry): Bart Lenoir/Shutterstock; 49 (Song Ji Hyo): Son Hoang Tran/Shutterstock; 49 (Sam Elliot): Steve Granitz/Wire Image/Getty Images; 50 (Nyong'o): Kathy Hutchins/Shutterstock; 50 (Hemsworth): Barry King/Getty Images; 50 (Maggie and Jake Gyllenhaal): George Pimentel/Getty Images; 51 (TL): Sylv1rob1/123RF; 51 (TR): Evgeny Atamanenko/Shutterstock; 51 (BL): KAZLOVAIRYNA/Shutterstock; 51 (BR): Usoltsev Kirill/Shutterstock; 53 (L): Cathy Yeulet/123RF; 53 (R): Wang Tom/123RF; 53: Lara Cold/Shutterstock.

Unit 5 Page 54 (1): Sergey Melnikov/Shutterstock; 54 (2): Akiyoko/Shutterstock; 54 (3): Sergey Melnikov/Shutterstock; 54 (4): Akiyoko/Shutterstock; 54 (5): Dimedrol68/Shutterstock; 54 (6): Ekravchenko/Shutterstock; 54 (7): Tjp55/Shutterstock; 54 (8): Tjp55/Shutterstock; 56 (1): Asia Vision/Getty Images; 56 (2): Vasyl Shulga/Shutterstock; 56 (3): Ross Helen/Shutterstock; 56 (4): Stokkete/Shutterstock; 56 (5): Syda Productions/Shutterstock; 56 (5, galaxy on-screen): Molodec/Shutterstock; 56 (6): Kozlik/Shutterstock; 56 (7): Wavebreak Media Ltd/123RF; 56 (8): Jon Barlow/Pearson Education Ltd; 56 (B): Vadim Guzhva/123RF; 57: Photo By ToR/Shutterstock; 58 (T): Arek_malang/Shutterstock; 58 (B): Jon Barlow/Pearson Education Ltd; 59 (two men): GaudiLab/Shutterstock; 59 (space): Niko Nomad/Shutterstock; 59 (guitarist): PV productions/Shutterstock; 59 (soccer ball): Irin-k/Shutterstock; 59 (actors): ESB Professional/Shutterstock; 61 (T): Mangostar/Shutterstock; 61 (B): Antonio Guillem/123RF; 61 (cake): Elena Elisseeva/Shutterstock; 62 (pharmacist): Kadmy/Shutterstock; 62 (winter landscape): Renata Sedmakova/Shutterstock; 63 (bank): Chuck Savage/Getty Images; 63 (gas station): Wavebreakmedia/Shutterstock; 63 (supermarket): DAJ/Getty Images; 64 (accordion): Natalie Tathy/Getty Images; 64 (train station): Yuriy Alimov/123RF; 64 (party hats): Africa Studio/Shutterstock; 64 (safety helmet): Sataporn Jiwjalaen/123RF; 64 (statue): Yusuf Ozluk/Shutterstock.

Unit 6 Page 66 (A1–A10): Bangchuck/123RF; 66 (C1): Runrun2/Shutterstock; 66 (C2, 3): Lapina/Shutterstock; 66 (C4): Indira's Work/Shutterstock; 66 (C5): Allgord/Shutterstock; 66 (C6, man): Brasoveanu Georg eBogdan/123RF; 66 (C6, woman): HONGQIZHANG/123RF; 66 (C7): Karkas/Shutterstock; 66 (C8): Eightstock/123RF; 66 (C9): Gbautista87/Shutterstock; 66 (C10): Elnur/Shutterstock; 67 (1a): Chavalit Kamolthamanon/123RF; 67 (1b): Africa Studio/Shutterstock; 67 (2a): Tarzhanova/Shutterstock; 67 (2b): Tarzhanova/Shutterstock; 67 (3a): The Light Writer/123RF; 67 (3b): Elenovsky/Shutterstock; 67 (4a): Fuss Sergey/Shutterstock; 67 (4b): Ali Ender Birer/Shutterstock; 67 (5a): Ludmila Baryshnikova/123RF; 67 (5b): Ludmila Baryshnikova/123RF; 68 (CR): ZdenkaDarula/Shutterstock; 68 (BL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 69: DeanDrobot/Shutterstock; 70: Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 71: Sirtravelalot/Shutterstock; 71 (grey sweatpants): Elenovsky/Shutterstock; 71 (skirt): Karkas/Shutterstock;

71 (jacket): Sagir/Shutterstock; 71 (tie): Artem Avetisyan/Shutterstock; 71 (trousers): Heinteh/123RF; 71 (shoes): Elnur/Shutterstock; 72 (1): Mordechai Meiri/Shutterstock; 72 (2): Cloki/Shutterstock; 72 (3): Leila B/Shutterstock; 72 (4): Leila B/Shutterstock; 72 (5): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 72 (6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 72 (7): Petr Malyshev/Shutterstock; 72 (8): Posteriori/Shutterstock; 72 (9): Dmitry Tsvetkov/123RF; 72 (10): Hans Kim/Shutterstock; 72 (B): Sergey Nivens/123RF; 73: Jamie Grill/Getty Images; 74 (L, jackets): Shopping King Louie/Shutterstock; 74 (R, jackets): Rohappy/Shutterstock; 74 (sweater): Stocksnapper/Shutterstock; 74 (L ,suits): Subbotina Anna/Shutterstock; 74 (R, suits): Antonio Guillem/123RF; 74 (b/w brogues): MaleWitch/Shutterstock; 74 (brown shoes): MaleWitch/Shutterstock; 74 (stripped shoes): Dean bertoncelj/Shutterstock; 74 (black shoes): Belchonock/123RF; 74 (red shoes): MaleWitch/Shutterstock.

Unit 7 Page 78 (A1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (A2L): Merla/Shutterstock; 78 (A2R): Glow Images/Getty Images; 78 (A3): Miya227/Shutterstock; 78 (A4): Lightfieldstudios/123RF; 78 (A5L): Tui Photo Engineer/Shutterstock; 78 (A5R): Sirtravelalot/Shutterstock; 78 (A6): Josep Suria/Shutterstock; 78 (A7): Solis Images/Shutterstock; 78 (A8): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C2): Ammentorp Photography/Shutterstock; 78 (C3): Dima Sidelnikov/Shutterstock; 78 (C4): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C5): Graphbottles/Shutterstock; 78 (C6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TCL): Lightfieldstudios/123RF; 79 (TCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TR): Merla/Shutterstock; 79 (B): Miya227/Shutterstock; 80 (1): Wavebreak Media Ltd/123RF; 80 (2L): Dolgachov/123rf; 80 (2R): Iakov Filimonov/Shutterstock; 80 (3): Rido/123rf; 80 (4): Ferli/123rf; 80 (5): Ranta Images/Shutterstock; 81: TORWAISTUDIO/Shutterstock; 82 (1): Fotomircea/123RF; 82 (2): Yolo Stock/Shutterstock; 82 (3): Andrey_Popov/Shutterstock; 82 (4): Odua Images/Shutterstock; 82 (5): Asia Images Group/Getty Images; 82 (6): Paolo Scarlata/Getty Images; 82 (17: Diedov Denys/Shutterstock; 82 (8): Slena/123RF; 82 (two men): Marctran/123RF; 82 (B): Paolo Scarlata/Getty Images; 83: Nd3000/123rf; 84 (T): Philippe Renaud/123rf; 84 (B): Jacob Lund/Shutterstock; 85: Zero Creatives/Getty Images; 86 (TR): Rido/123RF; 86 (CL): Peepo/Getty Images; 86 (BR): R-type/Shutterstock; 88 (dishes): Michaeljung/Shutterstock; 88 (laundry): Andrey_Popov/Shutterstock; 88 (cooking): Hoover Tung/Shutterstock; 88 (sleeping): Vadim Loginov/123RF; 88 (taking out trash): Joshua Resnick/Shutterstock; 88 (shopping): Nestor Rizhniak/Shutterstock; 88 (watching a film): Cathy Yeulet/123RF; 88 (showering): Maridav/123RF; 88 (dining out): IakovFilimonov/Shutterstock; 88 (relaxing): Antonio Guillem/Shutterstock.

Unit 8 Page 91: Terry Vine/Getty Images; 92: Primage factory/123RF; 93: Shooting Star Studio/Shutterstock; 94 (BL): 2M media/Shutterstock; 95 (T): Dmitrii Shironosov/123RF; 95 (refrigerator): Aleksanderdn/123RF; 95 (rug): Safakoguz/123RF; 95 (chair): CHAIWATPHOTOS/Shutterstock; 95 (lamp): Cheryl Casey/Shutterstock; 95 (mirror): Nataly Drozdova/Shutterstock; 95 (sofa): Pix11/Shutterstock; 96 (T): Pressmaster/Shutterstock; 96 (1): Arsenie Krasnevsky/Shutterstock; 96 (2): Media Production/E+/Getty Images; 96 (3): Jacobs Stock Photography Ltd/Getty Images; 96 (4): Harry Hykko/Shutterstock; 96 (5): Buena Vista Images/Getty Images; 96 (6): Spotmatik Ltd/Shutterstock; 96 (7): Mbbirdy/E+/Getty Images; 96 (8): Aerovista Luchtfotografie/Shutterstock; 97: Fabioformaggio/123RF; 98 (man): Racorn/123RF; 98 (tiny house): Ariel Celeste Photography/Shutterstock; 98 (couple): Sylv1rob1/123RF; 98 (large house): Konstantin L/Shutterstock.

Unit 9 Page 102 (5): Anna Grigorjeva/123RF; 102 (6): Mykhaylo Pelin/123RF; 102 (7): Stockimage/Shutterstock; 102 (8): NotarYES/Shutterstock; 102 (9): Kichigin/Shutterstock; 103 (1): MRProduction/Shutterstock; 103 (2, 3): ALPAPROD/Shutterstock; 103 (4): Maridav/Shutterstock; 103 (5): MarianWeyo/Shutterstock; 103 (6,7): AntGor/Shutterstock; 103 (8, 9): CURA photography/Shutterstock; 104: Warrengoldswain/123RF; 105 (T): Inside Creative House/Shutterstock; 105 (CR): Szefei/Shutterstock; 106 (1): Aekkarakthongjiew/123RF; 106 (2): Cathy Yeulet/123RF; 106 (3): Cathy Yeulet/123RF; 106 (4): Iofoto/Shutterstock; 106 (5): Imtmphoto/123RF; 106 (6): Maridav/123RF; 107: Mangostar/Shutterstock; 108: Vadim Guzhva/123RF; 109: Wernerimages/123RF; 110 (runner): Mihtiander/123RF; 110 (New York Marathon): Eduardo Munoz Alvarez/AP/Shutterstock; 111: Original photography by Sharon Hoogstraten and David Mager/Pearson Education.

Unit 10 Page 114 (banana): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (potato): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (lemon): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (tomato): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (pepper): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (onion): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (apple): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (orange): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (egg): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (peas): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (beans): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (milk): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (juice): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (soda): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (water): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (tea): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (coffee): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (B): Mark adams/123RF; 116 (1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (2): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (3): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (B): Milkos/123RF; 117 (CR): Westend61/Getty Images; 117 (soup): Michaelgatewood/E+/GettyImage; 117 (salad): Joff Lee/Getty Images; 117 (omelet): Timolina/Shutterstock; 117 (fruit salad): Oksana Mizina/Shutterstock; 118 (1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (2): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (3): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (4): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (5): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (7): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (8): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (9): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (10): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (11): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (12): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 119: Dolgachov/123RF; 120: Josep Suria/123RF; 120 (woman cooking): Giuseppe Lombardo/EyeEm/Getty Images; 120 (woman on phone): Michael Simons/123RF; 117 (omelet): Timolina/Shutterstock; 117 (salad): Joff Lee/Getty Images; 117 (soup): Michaelgatewood/E+/Getty Images; 117 (fruit salad): Oksana Mizina/Shutterstock; 122 (fish): Diamant24/123RF;

122 (garden): Joseph Golby/EyeEm/Getty Images; 122 (pasta): Jacek Nowak/123RF.

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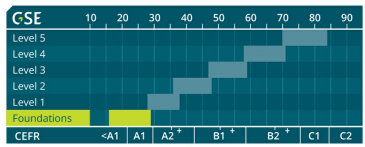
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