Connectivity

LEVEL 1







Student's Book and Interactive eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity

LEVEL 1

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity 1

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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 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Getting to Know You** page 1	• Introduce and greet people • Get acquainted with someone • Discuss the importance of English in your life • Discuss some difficulties of learning a language	• Occupations • Personal information • Fields of study for a career or occupation	• Information questions with be: Review • Contractions • Yes / no questions and short answers with be: Review **GRAMMAR EXPANDER** • Information questions with be: usage and form (review) • Possessive nouns and adjectives (review) • Verb be: usage and form • Short answers with be: common errors • Modification with adjectives
2 **Events and Places** page 13	• Invite someone to an event • Give directions to a place • Talk about musical preferences • Make plans to see an event	• Entertainment events • Directions and locations • Musical genres	• Prepositions of time and place: Review **GRAMMAR EXPANDER** • Prepositions of time and place: usage rules
3 **How We Feel** page 25	• Identify people's abilities • Give advice to someone who doesn't feel well • Describe feelings • Discuss how we develop abilities	• Abilities • Ailments • Adjectives for feelings	• Can and can't for ability and possibility • Can and can't: Information questions • Should and shouldn't for advice **GRAMMAR EXPANDER** • Can + base form for permission • Can and should: common errors
4 **Talking about People** page 37	• Respond to good or bad news • Describe and compare people • Describe similarities and differences • Discuss trends in family households	• More family relationships • Marital status and relationships • Adjectives to describe people • Similarities	• The simple present tense: Review • Comparative adjectives **GRAMMAR EXPANDER** • The simple present tense: usage and form • Spelling rules with he, she, and it (review) • Comparative adjectives: spelling rules • Modifying comparative adjectives with much, a lot, a little (OR a little bit)
5 **Eating in Restaurants** page 49	• Order from a menu • Discuss ways to prepare food • Talk about healthy and unhealthy foods • Describe food habits and tastes	• Parts of a meal • Adjectives for food preparation • Categories of food	• Count and non-count nouns: Review • Definite article the for specific reference • Some and any; Anything and nothing **GRAMMAR EXPANDER** • Making non-count nouns countable (review) • Nouns that can be count or non-count • Plural nouns: spelling rules • Non-count nouns: categories • Questions with How much and How many (review)

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
• Ask personal questions to indicate friendliness • Say "Same here" when you have the same opinion • Ask "What about you?" to ask for reciprocal information • Respond to what others say with interest	**Listening Skills** • Listen for details **Pronunciation** • Intonation of questions	**Texts** • A language school website • An illustrated conversation • A personal information form • A survey about English use • An article about accents **Skills / Strategies** • Confirm content • Understand from context	**Task** • Write a short description of a classmate **WRITING HANDBOOK** • Capitalization **SOFT SKILLS BOOSTER** • Respect: Demonstrate respect for what other people say
• Use "Let's" to propose a joint plan of action • Provide a reason to decline an invitation • Express disappointment with "Too bad" • Politely get someone's attention with "Excuse me" • Repeat a question with rising intonation to confirm understanding • Say "Thanks a lot" to acknowledge someone's help • Say "Thanks, anyway" to acknowledge an unsuccessful attempt to help	**Listening Skills** • Listen for key information • Listen for errors **Pronunciation** • Rising intonation to confirm understanding	**Texts** • A survey about entertainment events • An illustrated conversation • An article about the benefits of music • A survey about musical tastes and preferences • An entertainment events page **Skills / Strategies** • Scan for facts • Make personal connections	**Task** • Write about your tastes in entertainment **WRITING HANDBOOK** • The sentence **SOFT SKILLS BOOSTER** • Enthusiasm: Use verbal cues to show that you're paying attention
• Say "Sure. What's up?" to respond to a request for help • Introduce a request with "Well" • Acknowledge a favor with "I owe you one" • Say "Feel better!" to someone who is sick	**Listening Skills** • Listen for main ideas • Listen for details • Listen for key information **Pronunciation** • Can / can't	**Texts** • A personal abilities self-test • An illustrated conversation • An advice website • A feelings self-test **Skills / Strategies** • Confirm content • Understand details	**Task** • Write a conversation between two people: a school advisor and a student OR two colleagues **WRITING HANDBOOK** • Punctuation of statements and questions **SOFT SKILLS BOOSTER** • Conflict resolution: Politely introduce a different opinion
• Indicate you're happy to hear someone's good news • Indicate you're unhappy to hear someone's bad news • Acknowledge gratitude for someone's interest with "Thanks for asking" • Say "Let me think" to give yourself time to think of an answer • Use "Well" to introduce a description	**Listening Skills** • Listen for main ideas • Listen for details • Listen to classify • Listen to confirm content **Pronunciation** • Linking sounds	**Texts** • Descriptions of family relationships • An illustrated conversation • An article about two sets of twins • A survey about typical households **Skills / Strategies** • Classify • Identify similarities	**Task** • Write a description of the similarities and differences between two people in your extended family **WRITING HANDBOOK** • Combining sentences with and or but **SOFT SKILLS BOOSTER** • Open-mindedness: Offer a new perspective on an issue
• Use "please" at the end of statements when ordering food in a restaurant • Use "I'd like" and "I'll have" to order food from a server • Use "Certainly" to agree to a customer's request • Agree with a positive opinion with "Me too" • Agree with a negative opinion with "Me neither"	**Listening Skills** • Listen to infer • Listen for details • Understand from context **Pronunciation** • The	**Texts** • A restaurant website • An illustrated conversation • A restaurant menu • A survey about foods • An article about street food • A questionnaire about street food **Skills / Strategies** • Confirm content	**Task** • Write about eating out in your country **WRITING HANDBOOK** • Connecting words or ideas: and and in addition **SOFT SKILLS BOOSTER** • Creativity: Generate many ideas in response to an open-ended prompt

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Living with Technology** page 61	• Describe advantages and disadvantages of a brand • Talk about things that aren't working • Describe smart phone habits • Discuss the challenges of traveling with technology	• Devices • Household appliances and devices • Positive and negative descriptions • Collocations for using technology • Some smart phone activities • Powering electronic devices	• The present continuous: Review • The present continuous and the simple present tense: Review **GRAMMAR EXPANDER** • The present continuous: spelling rules for the present participle • The present continuous: rules for forming statements and questions • The simple present tense: non-action verbs • The simple present tense: placement of frequency adverbs • Time expressions
7 **Vacations and Travel** page 73	• Greet someone arriving from a trip • Report a change in travel plans • Describe good and bad vacations • Discuss some hassles of travel	• Activities • Adjectives to describe trips • Intensifiers • Kinds of tickets and seats • Past time expressions • Years, decades, and centuries • Airport information	• The past tense of be • The simple past tense: Statements • The simple past tense: Questions **GRAMMAR EXPANDER** • The past tense of be: form • The simple past tense: more about usage and form • Spelling rules for regular verbs
8 **Shopping for Clothes** page 85	• Shop and pay for clothes • Ask for a recommendation for a place to shop • Give directions within buildings • Describe local clothing customs	• Clothing items • Types of clothing and accessories • Interior locations and directions • Adjectives for describing clothing customs	• Object pronouns: Usage • Superlative adjectives **GRAMMAR EXPANDER** • Direct and indirect objects • Superlative adjectives: spelling rules • Comparatives and superlatives (review)
9 **Fitness and Health** page 97	• Make a date to get together • Suggest how to get in shape • Discuss recreation equipment • Describe accidents and injuries	• Exercise activities • Places for sports, games, and other exercise • Land and water recreation activities • Collocations with go • Recreation equipment • Parts of the body • Accidents and injuries	• Have to / has to • Modals should and could **GRAMMAR EXPANDER** • Have to / has to: form and common errors • Have to / has to: information questions • Should and could: information questions • Modals: common errors • Can and be able to: present and past forms
10 **Life Goals and Plans** page 109	• Express wishes for the future • Plan a business or social event • Describe ways to make a dream come true • Discuss what makes a job attractive	• Wishes for the future • Organizing a business or social event • Job benefits	• Would like + an infinitive • Be going to + base form **GRAMMAR EXPANDER** • Other ways to express future wishes • Would love / would prefer / would hate + infinitive • Other ways to express the future

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
• Greet someone informally with "Hey" • Indicate understanding with "Oh" • Express gratitude with "I appreciate it" • Respond to a thank-you with "Anytime" • Respond emphatically with "You bet" • Express surprise with "What do you mean?" • Sympathize with another person's problem	**Listening Skills** • Listen to infer • Listen for details **Pronunciation** • Intonation of questions	**Texts** • A survey about electronic devices • An illustrated conversation • An article about smart phone addiction • A survey about smart phone habits **Skills / Strategies** • Activate language from a text • Interpret an infographic • Understand from context	**Task** • Write about an electronic device that is important to you **WRITING HANDBOOK** • Placement of adjectives: before nouns and after the verb be **SOFT SKILLS BOOSTER** • Empathy: Share common experiences
• Welcome someone home who has been away for a while • Use "So" to initiate small talk • Offer assistance with "Can I give you a hand?" • Decline help with "It's OK. I'm fine." • Identify yourself on the phone with "It's" or "This is" • Express sympathy with "Oh, no" • Express relief with "Thank goodness" • Agree strongly with "You can say that again"	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • The three simple past tense endings for regular verbs	**Texts** • A vacation activities preference test • An illustrated conversation • A passenger boarding pass • A magazine travel column **Skills / Strategies** • Understand from context • Draw conclusions	**Task** • Write about a vacation you took **WRITING HANDBOOK** • Time order **SOFT SKILLS BOOSTER** • Willingness to learn more: Confirm understanding of what someone said
• Begin an interaction with a salesperson with "Excuse me" • Start a new topic with "By the way" • Respond helpfully with "Certainly" or "Of course" • Acknowledge someone's assistance with "Thanks for your help" • Say "That depends" when an answer might be complicated • Ask for more information with "What about . . .?"	**Listening Skills** • Listen for key information **Pronunciation** • Contrastive stress for clarification	**Texts** • A questionnaire about clothing preferences • An illustrated conversation • An article about planning for a business trip • A questionnaire about personal dress codes **Skills / Strategies** • Identify the main idea • Understand from context • Apply ideas	**Task** • Write an explanation for visitors to your country of the do's and don'ts for appropriate dress **WRITING HANDBOOK** • Connecting ideas with because and since **SOFT SKILLS BOOSTER** • Intercultural competence: Demonstrate your awareness that cultures differ
• Say "Why don't we . . . ?" to make an invitation • Accept an invitation with "I'd love to" • Propose a tentative time or place as a question • Propose an option with "How about . . . ?" • Use "To tell you the truth" to soften a statement of disagreement	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • Sound reduction of to in have to / has to	**Texts** • A brochure for a popular health club • An illustrated conversation • An article about physical therapy **Skills / Strategies** • Scan for facts	**Task** • Write about the outdoor activities you like and don't like **WRITING HANDBOOK** • The paragraph **SOFT SKILLS BOOSTER** • Empathy: Show others that you care about their hardships
• Use "So" to introduce a conversation topic • Say "What do you mean?" to request clarification • Politely request a favor with "Could you possibly . . . ?" • Respond willingly to a request with "I'd love to" or "I'd be happy to" • Assure someone that everything is OK with "No worries"	**Listening Skills** • Listen to confirm content • Listen for details • Make personal connections **Pronunciation** • Be going to + base form	**Texts** • A self-test about what makes people successful • An illustrated conversation • An article about life dreams • Descriptions of employment situations **Skills / Strategies** • Understand from context • Infer a point of view	**Task** • Write about your idea of a perfect job **WRITING HANDBOOK** • Connecting contradictory ideas **SOFT SKILLS BOOSTER** • Optimism: Offer encouragement to others

Reference Charts ..... page 124
Grammar Expander ..... page 126
Writing Handbook ..... page 145
Soft Skills Booster ..... page 154

For the Teacher

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

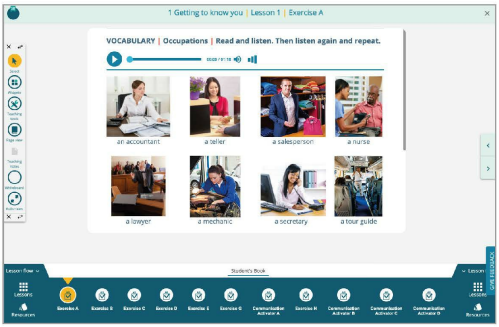
Presentation Tool

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.

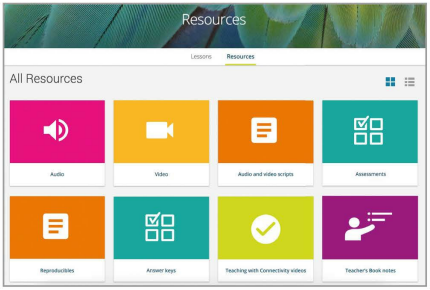
The Presentation Tool is also available to download, enabling you to teach offline.



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.

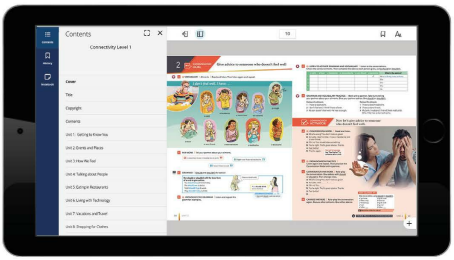
For the Student

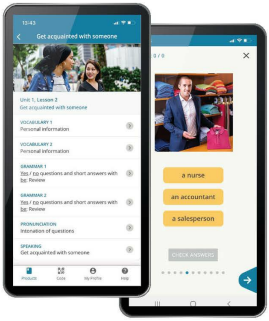
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

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.

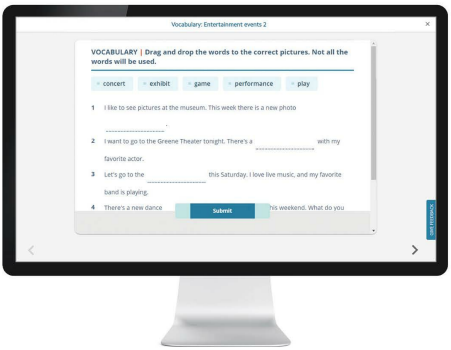
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

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.

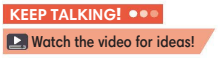
Offers:

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

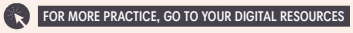
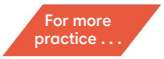
KEY TO ICONS IN THE STUDENT'S BOOK

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: Printable exercises for extra listening comprehension and language practice • *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

UNIT 1

Getting to Know You



Warm-Up

Why are you studying English? You can check ✓ more than one reason!

☐ I want to communicate with people who don't speak my language.



☐ I want to travel internationally.



☐ I want to study in another country.



☐ I want to use English in my work.



☐ For a different reason: _____

UNIT 1 COMMUNICATION GOALS

Lesson 1 Introduce and greet people

Lesson 2 Get acquainted with someone

Lesson 3 Discuss the importance of English in your life

Lesson 4 Discuss some difficulties of learning a language

Topic Warm-Up

A **WHY STUDY ENGLISH?** | Read the information on the language school website. Add a comment.

HOME | ENGLISH COURSES | ABOUT US | LOCATIONS | CONTACT US

ENGLISH! LEARNING CENTERS!

Why study English?

Here are five popular reasons.

It's the international language of science and technology.





It's the international language of business.

It makes it easy to get information on the Internet.



It's a language of popular culture (movies, TV, music).



It's useful for communicating with visitors to my country.

Read comments from our students. Add a comment of your own! Login

Samtheman March 3 at 7:55 A.M.
A lot of my favorite websites are in English.

Friendly Frida March 4 at 2:25 P.M.
I love American movies! I like the actors' accents.

Add your own comment:

B **SURVEY** | How many students in your class are studying English for . . .

..... work?
..... travel?
..... study in another country?
..... the Internet?
..... movies, TV, or music?
..... another reason? .....

Language Warm-Up

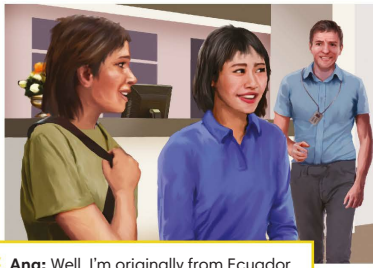
A ZOOM-IN | **Read and listen to tourists getting acquainted before a tour. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS

Marty = American English (standard)
Jin-soo = Korean
Catherine = American English (standard)
Ana = Spanish
Sunny = Korean
Guy = French







Marty: Excuse me. Are you on the nine o'clock tour?

Jin-soo: Yes, we are. You too?

Marty: We are. By the way, I'm Marty Teller. And this is my wife, Ana . . . and our daughter, Catherine.

Jin-soo: And I'm Jin-soo Park. Nice to meet you, Mr. and Mrs. Teller . . . Catherine.

Marty: It's a pleasure to meet you, too. But please call me Marty.

Catherine: And everyone calls me Cat. It's my nickname.

Jin-soo: OK, then, Cat! And let me introduce you all to my wife, Sunny.

Ana: So where are you from?

Sunny: We're from Seoul, South Korea. And you?

Ana: Well, I'm originally from Ecuador, but Marty's from the States. We live in Dallas.

Guy: Good morning, everyone. I'm Guy from Paris City Tours. Does everyone here speak English?

Sunny: Yes, we do.

Guy: Well, that's great! The bus is right outside.

B UNDERSTAND FROM CONTEXT | **Reread the conversation. With a partner, find:**

1 a way to start a conversation with people you don't know.
2 two polite things to say to someone when you first meet.
3 two ways to introduce someone.
4 two ways to invite someone to address you informally.

SPEAKING GROUP WORK | **Read Sunny's information form. Complete the other one with your information. Use the information to introduce yourself to your classmates.**



ENGLISH! LEARNING CENTERS!

Personal information

Last / Family Name: Park
First / Given Name: Mi-sun
Nickname (optional): Sunny
Nationality: South Korean
Occupation: Bank manager
Present English language level (check one)
☐ Beginner ☐ High Beginner
✓ Intermediate ☐ Advanced

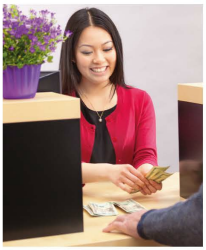
PERSONAL INFORMATION

Your school's name:
Last / Family Name
First / Given Name
Nickname (optional)
Nationality
Occupation
Present English language level (check one)
☐ Beginner ☐ High Beginner
☐ Intermediate ☐ Advanced

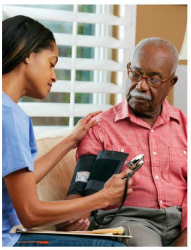
1 COMMUNICATION GOAL — Introduce and greet people

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


an accountant


a teller


a mechanic


a nurse


a lawyer


a salesperson


a secretary / an administrative assistant


a tour guide


an electrician


an architect

B LISTEN TO ACTIVATE VOCABULARY | Listen to people and complete the statements. Circle the correct occupations.

1 She's (a tour guide / an architect).
2 He's (a bank manager / an administrative assistant).
3 He's (a nurse / an accountant).
4 He's (a lawyer / a tour guide).
5 She's (an electrician / a teller).
6 He's (a nurse / a mechanic).
7 She's (an architect / a teller).
8 She's (a nurse / a salesperson).

C GRAMMAR | Information questions with be: Review

What's her email address?	(It's selma@realcity.com.)
What are your names?	(Alison and Jack.)
Where's Sam from?	(He's from Seoul, South Korea.)
What city are you from?	(I'm from Montevideo.)
When's your birthday?	(It's March 22nd.)
What time's the movie?	(It's at 5:35.)
Who's your teacher?	(George Baker.)
Who's that?	(That's my friend Tony.)
Who are they?	(They're my classmates.)
How's the weather today?	(It's hot and sunny.)
How old is Melanie?	(She's eleven.)

Contractions

What's = What is	**he's** = he is
Where's = Where is	**she's** = she is
When's = When is	**it's** = it is
Who's = Who is	**you're** = you are
How's = How is	**we're** = we are
I'm = I am	**they're** = they are

GRAMMAR EXPANDER p. 126
- Information questions with be: usage and form (review)
- Possessive nouns and adjectives (review)

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

E **GRAMMAR PRACTICE** | **Complete the conversations. Use contractions of the verb be when possible.**

1 **A:** Your teacher ..... so young! ..... he?
B: I'm not sure. I think he ..... about twenty-five.
A: ..... his name?
B: It ..... Franklin Blake. But everyone just calls him Frank.

2 **A:** ..... that woman over there?
B: Oh, that ..... my colleague Fareesa.
A: ..... she from?
B: ..... from Pakistan.

3 **A:** ..... your sister's occupation?
B: ..... a lawyer.
A: Really? ..... her office?
B: ..... on Center Street.

4 **A:** Hey, Ellen. ..... the movie?
B: ..... at 6:30. Do you want to go?
A: ..... not sure. Let's talk later.
B: OK. How about at 2:30?
A: Perfect. ..... your number?
B: ..... 555-4377.

F **PAIR WORK** | **Now practice the conversations from Exercise E.**

G **GRAMMAR PRACTICE** | **On a separate piece of paper, write four information questions with be for a partner.**

Ideas
Who . . . ? Where . . . ?
What . . . ? How old . . . ?

H **PAIR WORK** | **Ask your partner your questions from Exercise G.**

COMMUNICATION ACTIVATOR

Now let's introduce and greet people.



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

A: Let me introduce you to Mark.
B: OK!
A: Lisa, I'd like you to meet Mark. Mark, Lisa.
B: Pleasure to meet you, Mark!
C: Same here! So where are you from?
B: I'm from Atlanta. What about you?
C: I'm from New York.
B: And what do you do?
C: I'm a photographer.

Social language
Say "Same here" when you have the same opinion.

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

C **CONVERSATION GROUP WORK** | **With two classmates, personalize the conversation, using real names and information. Then change roles.**

A: Let me introduce you to ..... .
B: ..... !
A: ..... , I'd like you to meet .... , ...
B: ..... to meet you, ... !
C: Same here! So where are you from?
B: I'm ..... . What about you?
C: I'm ..... .
B: And what do you do?
C: I'm ..... .

KEEP TALKING!
Ask more questions and provide more information.
What's your last name?
What's your [email address]?
Watch the video for ideas!

D **CHANGE PARTNERS** | **Personalize the conversation again. Introduce other people.**

2 COMMUNICATION GOAL Get acquainted with someone

A VOCABULARY | Personal information | Read and listen. Then listen again and repeat.



Titles

For men:	For women:
Mr. = married or single	**Ms.** = married or single
	Mrs. = married
	Miss = single

Use titles with family names, not given names.

B PAIR WORK | Get acquainted with a classmate. Ask him or her questions. Answer your partner's questions. Use all the vocabulary.

What's your birthplace?

My birthplace? It's Taipei.

C COACH GRAMMAR | Yes / no questions and short answers with be: Review

Are you married?	Yes, I **am**.	No, I**'m not**.
Is she Chinese?	Yes, she **is**.	No, she**'s not**. [No, she **isn't**.]
Is your birthplace São Paulo?	Yes, it **is**.	No, it**'s not**. [No, it **isn't**.]
Are you and your brother single?	Yes, we **are**.	No, we**'re not**. [No, we **aren't**.]
Are they from Chicago?	Yes, they **are**.	No, they**'re not**. [No, they **aren't**.]

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

GRAMMAR EXPANDER p. 127
- Verb be: usage and form
- Short answers with be: common errors
- Modification with adjectives

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

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

1 **A:** ..... your nationality Brazilian?
B: Yes, ...

2 **A:** ..... they single?
B: No, ... They're married.

3 **A:** ..... your first language English?
B: No, ... It's Swedish.

4 **A:** ..... that man's name Bart?
B: No, ... not. It's Ken.

5 **A:** ..... you married?
B: Yes, we ..... .

6 **A:** ..... Janet's title Mrs.?
B: I don't know. ..... she married?
A: Yes, I think she ..... .

7 **A:** ..... the new students from Mexico?
B: I'm not sure, but I think ..... .

8 **A:** ..... Jim's hometown the same as his birthplace?
B: Actually, no, ... He lives in Dallas now.

F **PAIR WORK** | Now practice the conversations from Exercise E.

G **PRONUNCIATION** | Intonation of questions | Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

Yes / no questions	Information questions
Is she single?	What's her marital status?
Are they from Canada?	Where are they from?

H **PAIR WORK** | Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

COMMUNICATION ACTIVATOR

Now let's get acquainted with someone.



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

A: Are you Michael Spencer?
B: Yes, I am. But everyone calls me Spence.
A: OK, Spence. It's great to meet you. I'm Joseph. Joe for short.
B: Good to meet you, too. So, Joe, is Boston your hometown?
A: No, it isn't. I'm originally from Miami.
B: Interesting!

Social language

Respond with interest

Interesting!	No way!
Wow!	That's great!
Really?	

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

C **CONVERSATION PAIR WORK** | Personalize the conversation, using real names and information. If you have a nickname, tell your partner. Then change roles. Start like this:

A: Are you ..... ?
B: Yes, I am.
A: It's nice to meet you. I'm ....
B: Good to meet you, too. So, ...
A: . . .

KEEP TALKING!

Exchange more information.
Are you [married]?
Are you [Japanese]?
Are you [a lawyer]?
What's your nationality?
What do you do?
What's your birthplace?
What's your native / first language?

Watch the video for ideas!

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

3 COMMUNICATION GOAL

Discuss the importance of English in your life

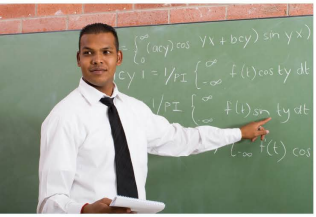
A VOCABULARY | Fields of study for a career or occupation | Read and listen. Then listen again and repeat.


architecture


business


engineering


information technology


mathematics / math


medicine


psychology



B VOCABULARY PRACTICE | Complete the statements.

1 Jason wants to be a doctor. He's studying ..... in Miami.
2 My wife is great with numbers. She's a professor of ..... at a technical university.
3 If you want to design buildings for your career, City University has a good school of ..... .
4 I'm really good with computers. I want a career in ..... .
5 Miranda enjoys talking to people when they have problems in their lives and helping them find solutions. She's studying for a career in ..... .
6 Some people think it's important to study ..... if you want to be a good manager, and I agree.
7 Liz is studying ..... because she thinks cars, buildings, airports, and appliances are interesting.

C LISTEN FOR DETAILS | Listen to the interviews. Circle the correct answers.

Interview 1

1 Gloria's hometown is ..... .
- a Santo Domingo
- b Busan
- c Shanghai

2 Gloria is ..... .
- a a manager
- b an engineer
- c an architect

Interview 2

1 Louie's birthplace is ..... .
- a Wuhan
- b Seoul
- c Puebla

2 Louie needs English for his ..... .
- a studies and travel
- b studies and career
- c career and travel

Interview 3

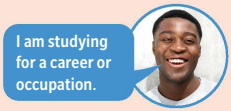
1 Adriana is originally from ..... .
- a Turkey
- b Brazil
- c Chicago

2 Adriana needs English for her ..... .
- a studies
- b travel
- c career

COMMUNICATION ACTIVATOR

Now let's discuss the importance of English in our lives.

A TALKING POINTS | Read three possible situations. Choose the one that describes you and answer the questions in that section.



What is the career or occupation?

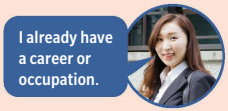
Are you studying in your own country?
yes no

What country is that?

Where are you studying?

Do people with your career need English?
yes no

If so, why do they need English?
- to speak with others in meetings
- to speak with others in video conferences
- to study in another country
- to work with visitors to my country
- to work with people in other countries



What is the career or occupation?

Do you work in your own country?
yes no

If so, what country is that? OR If not, in what country do you work?

Do you use English in your work?
yes no

If so, how often do you use English?
- sometimes
- often
- all the time

Do you like your work?
yes no

Would you like to change your career or occupation?
yes no



Where are you studying English?
- at a secondary school
- at a university
- at a private language school
- with a private tutor

Do you use English in your life outside of English class?
yes no

What do you use English for?
- social media
- movies and TV
- other:

Do you like English?
yes no sometimes

What area(s) of English do you want to improve?
- my conversation skills
- my reading comprehension
- my listening comprehension
- my pronunciation
- other:

B PAIR WORK | Use your responses from Talking Points to discuss the importance of English in your life.

> "I'm going to an engineering university in Turkey next year. All the classes are in English, so I need English for my studies."

SOFT SKILLS BOOSTER p. 154

WRITING

Interview a classmate in your English class and take notes. Then write a short description of her or him. Include the following information. Write as much as you can.

- first and last name
- hometown
- age
- nickname
- birthplace
- occupation, career, and / or field of study

My classmate is Marie Martin. She's 20 years old. Her hometown is. . .

WRITING HANDBOOK p. 145
- Capitalization
- Guidance for this writing exercise

READING | Read about accents. Which feature of English pronunciation do you want to improve?

Is pronunciation important?



Approximately 80% of the world's English speakers are not native speakers. If they speak with an accent, is that a problem? IT specialist Marcus Tamm answers this way:

> "I actually don't want to lose my accent completely. It's a part of who I am. But it's important for people to understand me, so I practice sounds, intonation, rhythm, and stress."

The sounds of letters and words

The sounds of your native language can make some English sounds difficult for you. For example, the sound "th" (as in "thing") is hard for speakers of French because French doesn't have that sound. French speakers often replace the "th" with "s" or "f."

We know—from research—that saying "s" or "f" instead of "th" doesn't make a speaker hard to understand. However, we know that if a speaker mispronounces certain vowel sounds, it may cause a problem. It's important, then, to practice those vowel sounds.

Intonation

In English, your voice usually rises when you ask a yes / no question: *Is she a doctor?* And your voice falls when you ask an information question: *What's her name?* Intonation can also make it clear in conversation that you are responding with true interest, as in these examples: *Really?* or *No kidding!*

Rhythm and stress

English has a characteristic rhythm that comes from stressing some words or parts of words within a sentence. For example, look at this question: *WHAT'S her occuPAtion?* Stress also affects the pronunciation of certain sounds. For example, in that same question, the sound "h" in "her" simply disappears: *What's* ~~*h*~~*er occupation?* When you stress the correct words and syllables, it helps people understand you.

Marcus Tamm continues:

> "Here's my advice: Listen to people speak English—in movies, on TV, and on social media. And repeat what you hear those people say—quietly, to yourself of course! Repetition is a very effective way to improve your pronunciation!"

B **CONFIRM CONTENT** | **Write T (true), F (false), or NI (no information), according to the article.**

..... **1** Mispronouncing a sound is never a problem.
..... **2** Only a small number of the English speakers in the world are non-native speakers of the language.
..... **3** French speakers often find the "th" sound difficult.
..... **4** English rhythm is difficult.
..... **5** Intonation doesn't change in different types of questions.
..... **6** Listening to English speakers can help your pronunciation.
..... **7** Repeating what you hear helps you pronounce words in English.

C **UNDERSTAND FROM CONTEXT** | **Find these words in the article. Match each word with its meaning.**

..... **1** accent — **a** the characteristic stress pattern of sentences
..... **2** rhythm — **b** the particular way you pronounce sounds and words
..... **3** intonation — **c** the rising or falling of the voice

COMMUNICATION ACTIVATOR

Now let's discuss some difficulties of learning a language.



A **TALKING POINTS** | **What's important to you? What's difficult for you? Complete the chart and compare your responses with a partner.**

1 = not very difficult or important
2 = difficult or important
3 = very difficult or important

Aspects of English	How important is it?	How difficult is it?	An example of one difficulty
pronunciation of certain sounds	1 2 3	1 2 3	
rhythm of sentences	1 2 3	1 2 3	
rising and falling intonation	1 2 3	1 2 3	
grammar	1 2 3	1 2 3	
vocabulary	1 2 3	1 2 3	

B **DISCUSSION** | **Discuss how you practice English outside of class.**

"I watch TV in English, and I repeat what I hear."

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: ". . . is a very effective way to improve your . . ."

Ideas
- watching TV
- studying my textbook
- doing grammar exercises
- watching videos online
- using English language apps on my phone
- writing what I hear and then repeat it

Let's get PERSONAL

PARTNER A: Look at these personal information forms.
PARTNER B: Look at the personal information forms on page 121.

Ask information questions with be about the people. Write the missing information. For example:

"What's Peter Baker's nickname?"

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER A



Name: Peter Baker Age: 25 Nickname: Pete
Occupation: accountant Nationality:
Birthplace: Atlanta Hometown:
Native language: Marital status: single



Name: Elif Sari Age: Nickname: Lif
Occupation: Nationality: Turkish
Birthplace: Hometown: Ankara
Native language: Turkish Marital status:



Name: Diane Miller Age: 45 Nickname: Dee Dee
Occupation: Nationality: Canadian
Birthplace: Hometown:
Native language: French Marital status:



Name: Antonio Molina Age: Nickname:
Occupation: student Nationality:
Birthplace: Puebla Hometown: Puebla
Native language: Marital status: single

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Introduce and greet people.
- ☐ Get acquainted with someone.
- ☐ Discuss the importance of English in my life.
- ☐ Discuss some difficulties of learning a language.

UNIT 2

Events and Places

Warm-Up

Which do you prefer? Rock concerts or soccer games?



UNIT 2 COMMUNICATION GOALS

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Invite someone to an event	Give directions to a place	Talk about musical preferences	Make plans to see an event

Topic Warm-Up

A ENTERTAINMENT EVENTS | Complete the survey.

WHAT'S MORE YOUR STYLE?

What's your opinion of each entertainment event? Circle the emoji.

❤ = love ☹ = don't like
🙂 = like 😐 = no opinion

1 a classical music concert ❤ 🙂 ☹ 😐

2 a rock concert at a stadium ❤ 🙂 ☹ 😐

3 a play with my favorite actors ❤ 🙂 ☹ 😐

4 a late-night movie at a theater ❤ 🙂 ☹ 😐

5 an art exhibit at a museum ❤ 🙂 ☹ 😐

6 a basketball game ❤ 🙂 ☹ 😐

7 a dance performance ❤ 🙂 ☹ 😐

8 a talk about an interesting topic ❤ 🙂 ☹ 😐

B VOCABULARY | Entertainment events | Listen and repeat.

a concert	an exhibit	a performance
a play	a game	a talk
a movie		

C PAIR WORK | Compare your surveys. Do you have the same opinions?

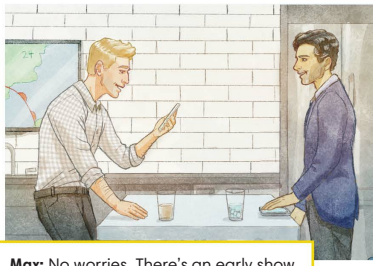
"I love art exhibits at museums. How about you?"

Language Warm-Up

A **ZOOM-IN** | **Read and listen to a conversation about entertainment events. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Max = Russian
Eddie = American English (standard)





Max: Are you free this weekend?

Eddie: I think so. What do you have in mind?

Max: Well, there's a photo exhibit at the Greene Gallery on 16th Street. Would you like to go?

Eddie: A photo exhibit? Sorry. That's not for me.

Max: OK. Are you in the mood for some live music? There's usually something good at Club Six.

Eddie: Now that's more my style.

Max: Hey, listen to this! Demo's playing there this Saturday at midnight. I love that band!

Eddie: Me too. I'm a huge fan. But that's way past my bedtime.

Max: No worries. There's an early show at 8:00. What do you think?

Eddie: Sounds good. I'm in!

Max: Great! Let's meet at Jake's Grill and grab something to eat first. It's right around the corner from Club Six.

Eddie: Perfect. Hey, can we buy tickets online?

Max: Let me check . . .

B **UNDERSTAND FROM CONTEXT** | **Match the descriptions with the expressions from Zoom-In. Write the letters.**

..... **1** two positive responses to an invitation
..... **2** two negative responses to an invitation
..... **3** a way to say that you really like someone or something
..... **4** a way to express what you'd like to do

a "That's not for me."
b "I'm in the mood for . . ."
c "That's more my style."
d "I'm a huge fan."
e "That's way past my bedtime."
f "I'm in."

C **THINK AND EXPLAIN** | **Circle the correct answer. Then complete the sentence to support your answer.**

1 Does Eddie like photo exhibits? **a** Yes, he does. **b** No, he doesn't.
How do you know? He says, "*That's not for me.*"
2 Does Eddie like the band Demo? **a** Yes, he does. **b** No, he doesn't.
How do you know? He says, "....."
3 Does Eddie want to go to a late-night show? **a** Yes, he does. **b** No, he doesn't.
How do you know? He says, "....."
4 Does Eddie want to go to the early show? **a** Yes, he does. **b** No, he doesn't.
How do you know? He says, "....."

SPEAKING **PAIR WORK** | **Discuss your answers to the questions.**

1 What time is "way past your bedtime" for an entertainment event?
2 What kinds of events are you "in the mood for" tonight or this weekend?
3 Are you "a huge fan" of any actors, singers, or athletes? Which ones?



1 COMMUNICATION GOAL — Invite someone to an event

A LISTEN FOR KEY DETAILS | Listen to the conversations about entertainment events. Complete the chart.

	Kind of event	Day and time of event	Location of event
1			
2			
3			
4			

a theater
a stadium
a bookstore
a park

B GRAMMAR | Prepositions of time and place: Review

Prepositions of time

on	in	at
on Sunday	in April	at 7:30
on May 12th	in the afternoon	at noon
on the 12th	in 2022	at night
on the weekend	in five minutes	at midnight
on Saturday evening	in a half hour	

When's the concert?



It's **on Friday**. Would you like to go?

Prepositions of place

on	in	at
on Baltic Street	in Mexico City	at Marvin's Books
on Smith Avenue	in Japan	at work / school / home
on the right	in Room 105	at the mall
on the corner	in the neighborhood	at 26 Main Street
on the second floor	in my office	at a theater

Where's the exhibit?

It's **at the City Museum.**



GRAMMAR EXPANDER p. 128
• Prepositions of time and place: usage rules

C NOTICE THE GRAMMAR | Look at Zoom-In on page 15. Find six prepositions of time or place.

D GRAMMAR PRACTICE | Complete the text messages with prepositions of time and place.

Hi, Scott! Are you busy ..... Thursday evening? There's an interesting talk ..... Main Street Books. That's ..... your neighborhood, right?

Hey, Cindy! It's right around the corner from my office. Who's giving the talk?

It's the writer Shelley Mason. And the talk's ..... 8:00.

I'm in! Let's meet ..... the bookstore ..... 6:15. We could grab something to eat ..... the restaurant next door.

Perfect! See you ..... half an hour.

E PAIR WORK | Ask and answer questions about the events. Use When, Where, and What time.

Where's the concert?

At Elliot Stadium.



COMMUNICATION ACTIVATOR

Now let's invite someone to an event.

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

A: Would you like to go to a movie on Friday night? *Sweet Tea* is at the Bell Theater.
B: Sure! What time?
A: At 7:45.
B: Perfect. Let's meet there at 7:30, OK?
A: Good. See you then!

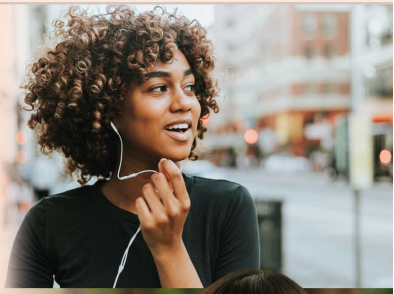
To decline an invitation

B: Sorry, I'd love to, but I'm busy then.
A: Too bad. Maybe some other time.
B: OK!

Social language

Accept an invitation
Sure!
Definitely!
Sounds like fun!

Decline an invitation
Sorry, I'd love to, but I'm busy then.





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

C CONVERSATION PAIR WORK | **Change the conversation. Use a different event. Accept or decline the invitation. Then change roles.**

A: Would you like to go to ..... on ..... ? ..... is at ..... .
B: ..... ! What time?
A: ....

KEEP TALKING!

Give more information and ask questions about the event.
It's a famous band.
It's a great team.
It's a talk about [food].
Who's in the movie / play?
Is [*Sweet Tea*] a good movie?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Sounds good!
I'm in!
Sorry. That's not for me.
That's (way) past my bedtime.
[I'm / I'm not] a huge fan.
I'm in the mood for [a concert].
That's more my style!



D CHANGE PARTNERS | **Change the conversation again. Choose different events.**

2 COMMUNICATION GOAL Give directions to a place

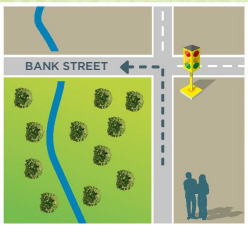
A VOCABULARY | Directions and locations | Read and listen. Then listen again and repeat.

DIRECTIONS

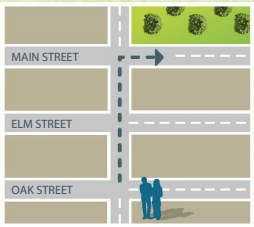
How do I get to the museum?

Turn left on Bank Street. It's down the street, on the right.





Turn left on Bank Street. (OR **at** the corner / **at** the light.)

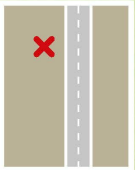


Go two blocks (to Main Street) and **turn right.**



Go to the corner of Ash Street **and** Rose Avenue.

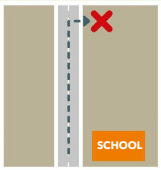
LOCATIONS



It's **on the left** (side of the street).



It's **across the street** (from the park).



It's **down the street** (from the school).



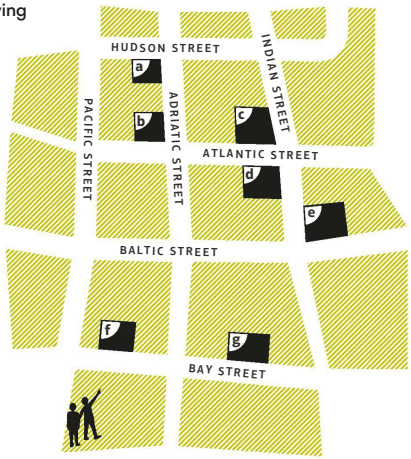
It's **around the corner** (from the museum).



It's **between** Main **and** Elm. It's **next to** the bank.

B LISTEN TO ACTIVATE VOCABULARY | Listen to people giving directions to places on the map to the right. Then write the letter of the correct place.

Conversation 1: ..... Conversation 2: ..... Conversation 3: .....



C COACH PRONUNCIATION | Rising intonation to confirm understanding | Read and listen. Then listen again and repeat.

1 **A:** How do I get to the bank?
B: The bank?

2 **A:** Is there a park near here?
B: A park?

D PAIR WORK | Talk about other places. Practice confirming information with rising information.

Where's the pharmacy?

The pharmacy?

COMMUNICATION ACTIVATOR

Now let's give directions to a place.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. Is the Hall Museum near here?
B: The **Hall Museum? Yes, it is. Are you walking or driving?**
A: Walking.
B: OK. Walk three blocks to the corner of Fifth and Gary. It's right around the corner, across from Barrow Park.
A: Great! Thanks a lot! Oh. One more question. Is there a bank near here?
B: Yes. Right across the street.
A: Thanks again.

Or if you don't know . . .
B: The Hall Museum? Sorry, I'm not sure.
A: That's OK. Thanks, anyway.

Social language
Acknowledge an attempt to help

Thanks a lot!	Thanks, anyway.
Thanks so much!	Thanks just the same.
Thanks a million!	No worries.

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

C CONVERSATION PAIR WORK | Change the conversation. Use the Vocabulary and the map (or a map of your neighborhood). Then change roles.

A: Excuse me. Is the ..... near here?
B: The ..... ? Yes, it is. Are you walking or driving?
A: ..... .
B: OK. ..... . It's ..... .
A: Great! ..... ! Oh. One more question. Is there a(n) ..... near here?
B: Yes. ..... .
A: Thanks again.

KEEP TALKING! ●●●

- **Ask for directions to other places.**
- **Say more about the places.**
  It's my favorite [restaurant].
  ___ is really good!
  ___ has great [movies].

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again. Give directions to other places.



3 COMMUNICATION GOAL Talk about musical preferences

A VOCABULARY | Musical genres | Read and listen. Then listen again and repeat.



B PAIR WORK | What are your favorite kinds of music? Who are your favorite performers?

C READING | Read about the benefits of music. Which are your favorites?

What's so great about music?

EVERYTHING!

Everyone loves listening to music, right? Well, scientific research shows that music is actually good for you! Here's how:



Music makes you happy.

When you listen to the music you like, your brain produces a chemical called dopamine. Dopamine makes you feel good. Research shows that a cold shower also helps the brain produce dopamine—but music seems like a better choice! Listen to your favorite music fifteen minutes a day and get happy!



Music helps you exercise.

Sometimes exercising isn't easy. Sometimes you just don't want to! But studies show that listening to the right kind of music, for example rock or pop, makes you want to exercise. And it helps your performance go from not-so-great to awesome!

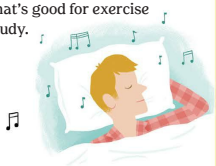
Music helps you relax.

After you come home from work, are you still thinking about work? Do you have a lot of worries? Do you worry about your boss or your neighbors or your family? Well, here's some good news: Music can help. Listening to the music you love makes your worries go away so you can relax.



Music helps you sleep.

Is sleeping difficult for you at night? Do you want to feel good when you get up in the morning? Listening to classical music for forty-five minutes before going to bed helps you get a good night's sleep. And that's good for exercise and study.





Music helps you study.

Is it a good idea to listen to music while you study? That depends. Heavy metal or pop, especially if there are singers, can make studying difficult. However, other types of music can help. According to research, learners remember new words and ideas when they study while listening to nice classical music.

So try listening to more music. It's GOOD for you!

D **SCAN FOR FACTS** | **Match each statement with a word or phrase, according to the article.**

.....	**1** It produces dopamine.	**a**	rock or pop music
.....	**2** It helps you sleep.	**b**	dopamine
.....	**3** It makes you feel good.	**c**	heavy metal music
.....	**4** It makes it difficult for you to relax.	**d**	your brain
.....	**5** It doesn't help you study.	**e**	classical music
.....	**6** It helps you go running or bike riding.	**f**	worry

E **MAKE PERSONAL CONNECTIONS** | **Complete each statement with a genre of music.**

1 ..... makes me happy.
2 ..... helps me relax.
3 ..... helps me study.
4 ..... helps me exercise.
5 ..... helps me sleep.

COMMUNICATION ACTIVATOR

Now let's talk about musical preferences.

A **TALKING POINTS** | **Complete the survey and then compare with a partner.**

1 WHEN DO YOU LISTEN TO MUSIC?

- ☐ first thing in the morning when I get up
- ☐ when I'm studying
- ☐ when I'm driving my car
- ☐ when I'm exercising
- ☐ when I'm eating
- ☐ when I'm working
- ☐ after I come home from work or school
- ☐ right before I go to bed
- ☐ other _____



2 WHAT ARE THE WAYS YOU LISTEN TO MUSIC?

- ☐ on the car radio
- ☐ on my phone
- ☐ on the Internet
- ☐ on TV
- ☐ on CDs
- ☐ other _____





3 HOW OFTEN DO YOU GO TO CONCERTS?

- ☐ never
- ☐ once or twice a year
- ☐ very often
- ☐ other _____



4 WHO DO YOU REALLY WANT TO SEE LIVE?

_____

5 FOR EACH BENEFIT, WRITE THE NAME OF A SINGER, MUSICIAN, OR GROUP YOU KNOW.

Makes me happy: _____
Helps me relax: _____
Helps me study: _____
Helps me exercise: _____
Helps me sleep: _____

B **DISCUSSION** | **Tell the class about the music you like. Use your Talking Points as a guide to say as much as you can.**

"I love heavy metal. I always listen to the band Pantera when I'm driving my car."

"I listen to classical music. It helps me relax."

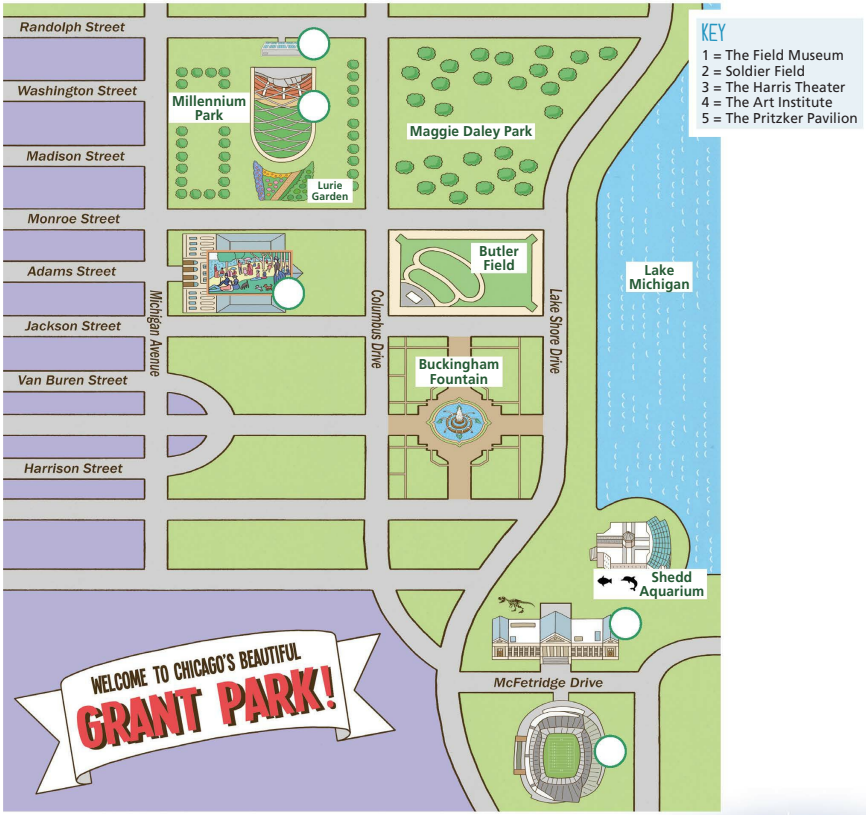
RECYCLE THIS LANGUAGE
___ is more my style.
___ is not for me.
I'm a huge fan of ___.
Same here!

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: ". . . is actually good for you."

SOFT SKILLS BOOSTER p. 155

4 COMMUNICATION GOAL Make plans to see an event

A LISTEN FOR KEY INFORMATION | Study the map. Listen to five people calling for information and directions to five events in Grant Park. Write the correct place number in each white circle on the map.



B LISTEN FOR ERRORS | Listen to the phone calls again. Correct each of these false statements.

1 The Field Museum is open at night.
2 There's a concert at Soldier Field on Sunday at 3:00.
3 There's a folk concert at the Harris Theater on Thursday at 9:00.
4 The Art Institute is a famous hotel in Chicago.
5 There's a dance performance at the Pritzker Pavilion on Saturday evening.

"That's wrong. The Field Museum is only open from 9 to 5."



Grant Park's famous Buckingham Fountain

COMMUNICATION ACTIVATOR

Now let's make plans to see an event.

A TALKING POINTS | Read about the Grant Park events and circle the ones you would like to see.

This week in **Grant Park**

News Shows This week Coming soon Subscribe

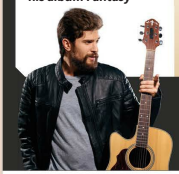
Monday, June 3 through Sunday, June 9

CONCERTS



World-famous cellist
Marc Chen
Performing international favorites
The Harris Theater
Sunday, June 9th, 8:00 P.M.

Australian pop singer
Chris Lambo
Singing recent hits as well as classics from his album *Fantasy*



Soldier Field
Two shows! Sunday, June 9th, 8:00 P.M. and midnight

Barry Fine and Friends on Tour!
The Harris Theater
Friday, June 7th, 10:30 P.M.



THEATER



The Ellen Schubert Dancers
Modern dance and cool jazz
The Pritzker Pavilion
Wednesday, June 5th, 3:00 P.M.



Wendy Pratt in
Our Town
A classic American play
The Harris Theater
June 4th and 5th, 8:00 P.M.

TALKS

Great Painters
Susan Moore, Professor of Art History
The Art Institute of Chicago, in Fullerton Hall
Sunday, June 9th, 11:30 A.M.



EXHIBITS

Japanese Design
The Art Institute of Chicago
June 9th through 15th, 9:00 A.M.–4:00 P.M.





Wildlife Photography
The Field Museum of Natural History
June 9th through 15th, 9:00 A.M.–5:00 P.M.

B PAIR WORK | Make plans to see one or more of the events together. Use the map on page 22 to make arrangements to meet before the event.

Let's go to the play at the Harris Theater on June 4th at 8:00.

I'm sorry. I'm busy on the 4th. How about the 5th?

RECYCLE THIS LANGUAGE

Invite
Would you like to ___ ?
There's a(n) ___ at ___ .
Let's meet at ___ .

Ask for information
What time's the ___ ?
Where's the ___ ?

Accept and decline
Sure! / Definitely! / Perfect!
Sounds great!
See you then!
Now that's more my style!
Sorry. I'd love to, but I'm busy on ___ .
That's not for me.
That's past my bedtime.
Too bad. Maybe some other time.

Locations / directions
How do I get to ___ ?
Turn right / left on ___ .
Go to the corner of ___ and ___ .
It's [next to / across from] ___ .
It's around the corner from ___ .
It's between ___ and ___ .

WRITING Write about your tastes in entertainment.

I'm a big fan of classical music. It helps me study, and it helps me sleep. I always . . .

WRITING HANDBOOK p. 145
- The sentence
- Guidance for this writing exercise

WHAT'S DIFFERENT?

- Partner A: Look at your map. Take turns asking your partner questions to find the fifteen differences.
- Partner B: Look at the map on page 122.

On your map, is there a gas station on Green Street, across from the stadium?

PARTNER A'S MAP



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Invite someone to an event.
- ☐ Give directions to a place.
- ☐ Talk about musical preferences.
- ☐ Make plans to see an event.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

UNIT 3

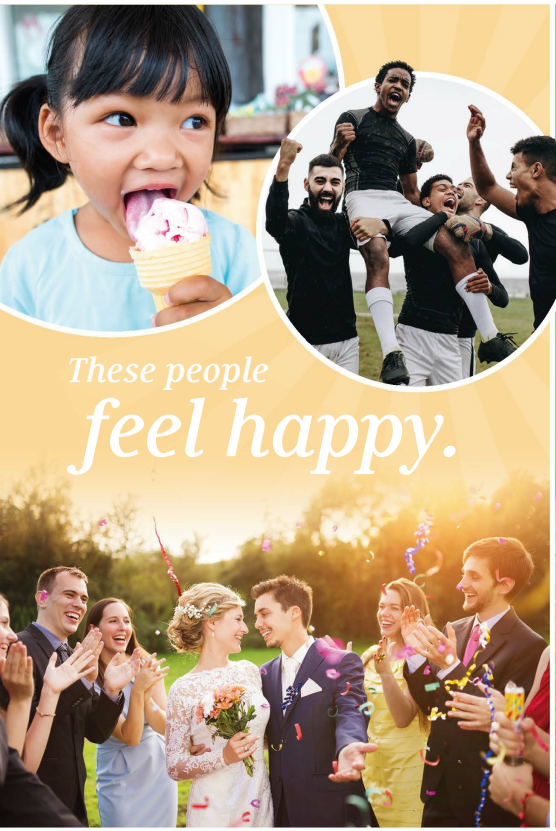
How We Feel

Warm-Up

Do you feel happy or sad today? Why?



PRONUNCIATION | Listen and repeat.





UNIT 3 COMMUNICATION GOALS

Lesson 1
Identify people's abilities

Lesson 2
Give advice to someone who doesn't feel well

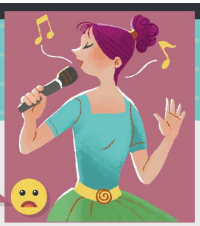
Lesson 3
Describe feelings

Lesson 4
Discuss how we develop abilities

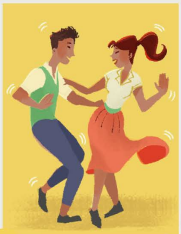
Topic Warm-Up

A PERSONAL ABILITIES | Take the self-test.

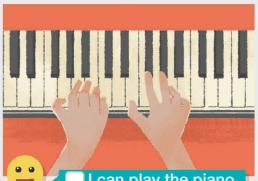
What can you do?



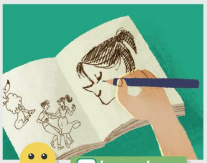
I can sing.
I can't sing.



I can dance.
I can't dance.



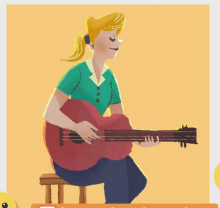
I can play the piano.
I can't play the piano.



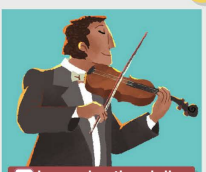
I can draw.
I can't draw.



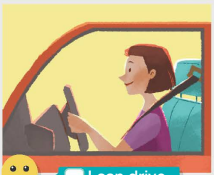
I can paint.
I can't paint.



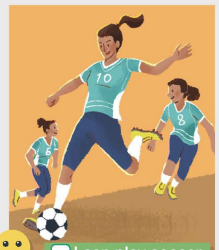
I can play the guitar.
I can't play the guitar.



I can play the violin.
I can't play the violin.



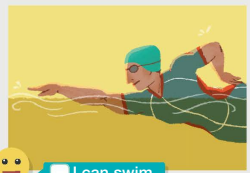
I can drive.
I can't drive.



I can play soccer.
I can't play soccer.



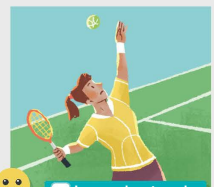
I can cook.
I can't cook.



I can swim.
I can't swim.



I can play basketball.
I can't play basketball.



I can play tennis.
I can't play tennis.



B VOCABULARY | Abilities | Listen and repeat.

C PAIR WORK | Compare your abilities.

I can play the guitar. What about you?

Well, I can't play the guitar, but I can play the piano.

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation between two old friends. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Andrew = American English (standard)
Coral = Caribbean English (Jamaican)





Andrew: Coral! Nice to see you after such a long time! Ah-CHOO!

Coral: Uh-oh. Sounds like you've got a cold. Bless you, Andrew!

Andrew: Thank you. It's nothing serious. But I just can't work this afternoon. I feel awful.

Coral: Oh, I'm sorry to hear that.

Andrew: Thanks. I'll be OK. But, hey, enough about me. How's Ben doing?

Coral: Ben? He can play three instruments now: piano, guitar, and violin.

Andrew: Well, I'm not surprised. He's a talented kid. … And what are you up to? Still at Miller Industries?

Coral: Wow, you have a good memory! Actually, I'm not working right now.

Andrew: So that's why you're out in the middle of the afternoon!

Coral: You know, Andrew, they say fruit's good for a cold. You should buy some oranges and go home and make some juice. Then take a nice nap.

Andrew: That's good advice, Coral. Will do.

Coral: Great seeing you, Andrew. Take care. And feel better!

B UNDERSTAND FROM CONTEXT | Circle the correct answers, based on Zoom-In.

1 Why does Coral say, "Bless you!" to Andrew?
   a because he sneezes
   b because he's going home

2 Why does Coral say, "I'm sorry to hear that"?
   a because Andrew can't work this afternoon
   b because Andrew feels awful

3 Why does Andrew say, "But, hey, enough about me"?
   a because he wants to change the topic of the conversation
   b because he wants Coral to ask more questions about his cold

4 Why does Andrew ask Coral, "What are you up to?"
   a because he wants to know what she's doing these days
   b because he wants to know if she plays musical instruments, too

5 Why does Andrew say, "Will do"?
   a because he wants to tell her he agrees to follow her advice
   b because he doesn't want to go home and take a nap

SPEAKING PAIR WORK | Complete the chart with abilities you are happy to have and ones you feel sad you don't have. Then compare charts with a partner.

I feel happy because I can . . .	I feel sad because I can't . . .





1 COMMUNICATION GOAL Identify people's abilities

A GRAMMAR | Can and can't for ability and possibility



Use the modal can or can't and the base form of a verb to talk about ability.

Affirmative statements

David **can play** the guitar.
My grandparents **can dance** well.

Negative statements

Victor **can't cook** well.
My friends **can't drive**.

Yes / no questions and short answers

Can you **draw**?	Yes, I **can**. / No, I **can't**.
Can he **swim**?	Yes, he **can**. / No, he **can't**.

You can also use can or can't for possibility.

I'm not working right now. We **can meet** for lunch.
I **can't go** to class. I have a cold.

Use can or can't with well to indicate the degree of ability.

She can't play the piano **well**.



GRAMMAR EXPANDER p. 129

- Can + base form for permission

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

C GRAMMAR PRACTICE | Complete each conversation, using can or can't.

1 **A:** ..... Lily make dinner tonight?
B: Yes, she ..... . She comes home at 4:00.

2 **A:** ..... your brother ..... your car to the mall?
B: My brother? No way. He ..... drive.

3 **A:** ..... Ana speak English well?
B: No, she ..... . That's why she's in the beginning class.

4 **A:** ..... you ..... basketball?
B: Yes, I ..... . But I ..... play well.

5 **A:** ..... your dad paint?
B: No, he ..... . But he ..... draw very well.

6 **A:** ..... your parents ..... tennis on Friday?
B: Yes, they ..... . They play tennis every Friday. I'm sure this Friday's no different.

D PAIR WORK | Practice the conversations from Exercise C.

E PRONUNCIATION | Can / can't | Read and listen to the pronunciation and stress of can and can't. Then listen again and repeat.

/kən/ I can **play** the piano. /kænt/ I **can't** play the guitar.

F PRONUNCIATION PRACTICE | Listen to the statements and check can or can't. Then listen again and repeat each statement.

1	☐ can	☐ can't	4	☐ can	☐ can't
2	☐ can	☐ can't	5	☐ can	☐ can't
3	☐ can	☐ can't	6	☐ can	☐ can't

G GRAMMAR | Can and can't: Information questions

What **can** we **make** for dinner?	(How about eggs and rice?)
When **can** she **go** to the bank?	(I think she can go at 4:00.)
Why **can't** we **go** swimming today?	(Because the weather is too cold.)
Who **can** Tom **call** if he has a bad cold?	(He can call our doctor.)

BUT: Note the different word order when who is the subject.

Who **can speak** English?	(We all can!)



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

I PAIR WORK | On the notepad, complete three yes / no questions and three information questions with can for your partner. Answer your partner's questions.

Can you	When
Can you	Who
Can your	What

COMMUNICATION ACTIVATOR

Now let's identify people's abilities.

A CONVERSATION MODEL | Read and listen.

A: David, I have a problem. Maybe you can help.
B: Sure. What's up?
A: Well, I'm meeting a French colleague today, and I need to find someone who can speak French. Can you?
B: I'm sorry, Mary, but I can't.
A: That's too bad.
B: Let me think . . . Oh! I know. Paul can speak French!
A: You're right! Thanks, David. I owe you one.

Social language
Say "Sure. What's up?" to respond to a request for help.



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

C CONVERSATION PAIR WORK | Role-play the conversation. Say why you need to find someone with a particular ability. Then change roles.

A: ....., I have a problem. Maybe you can help.
B: Sure. What's up?
A: Well, ..., and I need to find someone who can ..... . Can you?
B: I'm sorry, ..., but I can't.
A: That's too bad.
B: Let me think . . . Oh! I know. ..... can .....!
A: You're right! Thanks, ... I owe you one.

Ideas
- I'm going to the airport. / drive
- There's a dinner for my colleagues. / cook
- My teammate can't play in the game tonight. / play soccer
- We're having a party on Saturday. / play the guitar
- Your own idea: .....

KEEP TALKING!
- **Explain why you can't help.**
- **Offer to speak to someone who can.**
- **Suggest other people.**

Watch the video for ideas!

D CHANGE PARTNERS | Role-play the conversation again.

2 COMMUNICATION GOAL — Give advice to someone who doesn't feel well

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



B PAIR WORK | Tell your partner about your ailments.

"I sometimes have a headache at work."

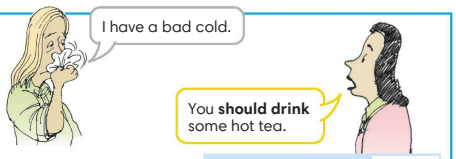
"Right now I have a backache."

"I never have a cold."

C COACH GRAMMAR | Should and shouldn't for advice

Use should or shouldn't with the base form of a verb to give advice.

You **should stay** at home today.
She **should see** a doctor.
Todd **shouldn't go** to work.
They **shouldn't stay** out late.



GRAMMAR EXPANDER p. 130
• Can and should: common errors

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

E LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY | Listen to the conversations. Check the correct ailments. Then complete the advice each person gives, using should or shouldn't.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	What's the advice?
1						✓	He *should stay home and rest.*
2							She
3							She
4							She
5							He

F GRAMMAR AND VOCABULARY PRACTICE | Work with a partner. Take turns telling your partner about your ailments. Give your partner advice. Use should or shouldn't.

Partner A's ailments

1 I have a backache.
2 I don't feel well. I think I have a fever.
3 My son doesn't feel well. He has a cough.

Partner B's ailments

1 I have a bad headache.
2 I have a sore throat.
3 My [wife / husband / friend] feels really sick. [She / He] has a stomachache.

COMMUNICATION ACTIVATOR

Now let's give advice to someone who doesn't feel well.

A CONVERSATION MODEL | Read and listen.

A: What's wrong? You don't look so good.
B: Actually, I feel horrible. I have a headache and a sore throat.
A: Oh, no! You should take something.
B: You're right. That's good advice. Thanks.
A: Feel better!
B: Thanks again.

Social language
Say "Feel better!" to someone who is sick.



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

C CONVERSATION PAIR WORK | Role-play the conversation. Give advice with should or shouldn't. Then change roles.

A: What's wrong? You don't look so good.
B: Actually, I feel ..... . I ..... .
A: Oh, no! You ..... .
B: You're right. That's good advice. Thanks.
A: Feel better!
B: ..... .

D CHANGE PARTNERS | Role-play the conversation again. Discuss other ailments. Give other advice.

KEEP TALKING!

Give more advice, using should or shouldn't.

✓ go home	✗ go to class
✓ take a nap	✗ exercise
✓ make soup	✗ go to work
✓ rest	✗ go out
✓ other: ___	✗ other: ___

Watch the video for ideas!

3 COMMUNICATION GOAL Describe feelings

A VOCABULARY | Adjectives for feelings | Read and listen. Then listen again and repeat.



They're **excited.**



She's **scared.**



He's **angry.**



He's **bored.**

Remember
happy
sad

B PAIR WORK | When do you have the feelings from the Vocabulary?

> "I feel excited when I see my favorite team play soccer."

C READING | Read two letters requesting advice on an advice website. Why do you think people ask for advice from someone they don't know?

When there's something wrong, ask the
Answer Man!



Ask Now

Most viewed | Recent | No answers



Emma Lane

Answer Man, help! My 13-year-old daughter, Ruby, is on her school soccer team. Their first game is tomorrow, and she's very excited. Unfortunately, she has a cold. It's nothing too serious, and she doesn't have a fever, but she feels sick—runny nose, sore throat, etc. I know you're not a doctor, Answer Man, but I need advice. I want to make the right decision. Ruby can't play tomorrow, right?

559 views | 19 | Today



Answer Man

Well, the question isn't "Can she play?" It's "Should she play?" I think you know the answer, Mom. But in case you aren't sure, my advice is she shouldn't. Give her lots of hot chicken soup and tell her she should rest. I'm sure she'll be OK in a day or two—maybe she'll feel a bit bored or even angry. In any case, I hope she feels better soon!



Bruce Clark

I need help, Answer Man, and fast! My new girlfriend, Daisy, and I are going out tomorrow night on our first big date. Daisy is a great dancer, and she wants to go to the Dance Palace downtown, but there's one serious problem. I can't dance! What should I do? Daisy is so excited about going out dancing. I don't want to make her sad and ruin our first date. This is bad, Answer Man. I need advice now!

1498 views | 1 | 2 days



Answer Man

Well, Bruce, I don't think you can learn to dance in the next 24 hours. The way I see it, you have two choices: Either tell Daisy the truth—that you simply can't dance. Or lie to her—don't tell the truth—and say that you have a backache or some other ailment, and you can't go dancing. Then you can go to dance school and take a crash course so you can learn really fast! When you feel ready to dance, invite Daisy on a date at the Dance Palace. But here's my personal advice: You should tell Daisy the truth—that you just can't dance, or that you dance badly—and ask her to teach you to dance. I'll bet she'll be really happy!

D **CONFIRM CONTENT** | **Check the statements that you know are true. Explain how you know, based on the Reading.**

> "Her mom says, 'My 13-year-old daughter, Ruby, . . .'"

- [x] **1** We know Ruby is 13 years old.
- [ ] **2** We know that Ruby likes chicken soup.
- [ ] **3** We know that Ruby plays on a team.
- [ ] **4** We know that Bruce lies to Daisy.
- [ ] **5** We know that Daisy can dance.
- [ ] **6** We know that Bruce follows the Answer Man's advice.

E **UNDERSTAND DETAILS** | **Circle the correct word to complete each statement, based on the Reading.**

1 Ruby doesn't feel (sad / excited) about her game.
2 The Answer Man thinks Ruby (should / shouldn't) go to the game.
3 Bruce is (scared / excited) because he can't dance.
4 The Answer Man thinks Bruce (should / shouldn't) lie to Daisy.
5 The Answer Man thinks Daisy (can / can't) teach Bruce to dance.

COMMUNICATION ACTIVATOR

Now let's describe feelings.

A **TALKING POINTS** | **Take the Feelings Self-Test.**

FEELINGS SELF-TEST

Imagine each situation is real.
Choose the adjective that describes your feelings.

1 Your friend invites you to take a dance lesson with him or her. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

2 You get a new job in a different city. It starts next month. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

3 You have no plans for this weekend and you are at home. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

4 You are making dinner for your husband's or wife's boss. Ten minutes before the dinner, the boss calls and says she can't come. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

5 Your doctor says you shouldn't work or go to class for a week. You are resting at home. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

B **DISCUSSION** | **Compare the feelings you checked on the self-test. Do you share the same feelings for each situation?**

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "There's one serious problem."



4 COMMUNICATION GOAL Discuss how we develop abilities

A **INFER MEANING** | **Look at the cartoon. Study the proverb. With a partner, choose the meaning you infer from it. Then discuss whether you know a proverb with a similar meaning.**

- ☐ Some dogs don't like to follow directions.
- ☐ It's hard to learn new things when you're not young.
- ☐ Some dogs are happy and some dogs are bored.



B **LISTEN FOR MAIN IDEAS** | **Listen to the podcast interview. Circle the statement that expresses Dr. Meyer's main idea.**

a Practice is important if you want to learn a language.
b There are three factors that can help people develop new abilities.
c You can't teach an old dog new tricks.
d A motivated person wants to learn.

C **LISTEN FOR DETAILS** | **Listen again. Circle the correct answer to complete each statement, based on the podcast.**

1 The two speakers are in ..... .
   a the same city
   b the same country
   c two different countries
   d the same room

2 The two speakers are discussing ..... .
   a psychology
   b the difficulty of learning English
   c the development of abilities
   d the age when we can't learn a language

3 The three factors that affect language learning are ..... .
   a native language, motivation, and teacher
   b learning languages, sports, and musical instruments
   c motivation, practice, and natural ability
   d paying attention, reading, and listening

D **LISTEN FOR KEY INFORMATION** | **Read the statements. Then listen again. Write T (true) or F (false), according to Dr. Meyer.**

..... **1** People can be too old to learn a language.
..... **2** People can't learn to communicate in English after a certain age.
..... **3** If a language student is bored, he or she doesn't pay attention in class.
..... **4** People can develop new abilities without practice.
..... **5** We are sure that natural ability is not a factor in learning a language.



Now let's discuss how we develop abilities.

A **TALKING POINTS** | In your opinion, what makes a person successful in developing each ability? Give a percentage to the importance of each factor.

Ability	Motivation	Practice	Natural ability
playing a musical instrument	40%	50%	10%

Ability	Motivation	Practice	Natural ability
playing a musical instrument			
playing a sport			
speaking a new language			
swimming			
drawing			
painting			
cooking			

B **DISCUSSION** | Compare the percentages you each gave motivation, practice, and natural ability. Share personal examples of your abilities.

SOFT SKILLS BOOSTER p. 156

> "I can cook pretty well. I don't have natural ability, but I practice a lot. I cook every day."

WRITING

Choose one of the following situations and write a conversation between the two people:



A school advisor and a student: The student is having difficulty in her or his language class and needs advice on how to be more successful.



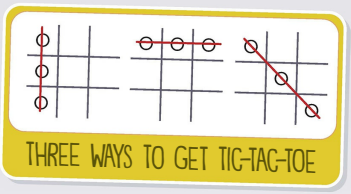
Two colleagues in an office: One colleague is having difficulty writing clearly and correctly.

Advisor: Good morning, Ellen.
Ellen: Good morning, Mr. Lane. I have a problem. I can't ...

WRITING HANDBOOK p. 146
- Punctuation of statements and questions
- Guidance for this writing exercise

FIND SOMEONE WHO ...

TIC-TAC-TOE



- Circulate around the class. Use the game card to ask your classmates questions with Are you . . . ? Do you . . . ? and Can you . . . ?
- When you find a classmate whose answer completes the statement, write his or her name there.
- When you get three tic-tac-toes, say "TIC-TAC-TOE!"
- The first person in the class to say it wins. Then play game 2.

GAME 1

_____ can play the piano.	_____ can cook a good soup.	_____ can draw well.
_____ is usually happy.	_____ can't swim.	_____ can't drive.
_____ doesn't often have a cold.	_____ is often bored.	_____ often sings in the shower.

GAME 2

_____ can dance well.	_____ is often angry.	_____ sometimes has a backache.
_____ doesn't cook every day.	_____ doesn't often have a headache.	_____ goes to the doctor when he or she is sick.
_____ feels well today.	_____ can't play tennis.	_____ is often scared.

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Identify people's abilities.
- ☐ Give advice to someone who doesn't feel well.
- ☐ Describe feelings.
- ☐ Discuss how we develop abilities.

UNIT 4

Talking about People

Warm-Up

Which adjective describes your personality? How about other members of your family?

PRONUNCIATION | Listen and repeat.



UNIT 4 COMMUNICATION GOALS

Lesson 1 Respond to good or bad news

Lesson 2 Describe and compare people

Lesson 3 Describe similarities and differences

Lesson 4 Discuss trends in family households

Topic Warm-Up

A FAMILY RELATIONSHIPS | Look at Kim's photos. Complete her immediate family relationships, and then learn the words for extended family relationships.

immediate family = your parents, brothers and sisters, children, wife, or husband.
extended family = your grandparents, your parents' brothers and sisters, their children, your wife or husband's parents.

My immediate and extended family

I'm Kim. This is a picture of me with my husband, Matt, and our kids.



1. Matt is Kim's h u s b a n d, and Kim is his ____.
2. Kim and Matt are Luke and Amy's parents. Kim is Luke and Amy's ____, and Matt is their ____.
3. Luke and Amy are Kim's children. Luke is Kim's ____, and Amy is her ____.
4. Luke is Amy's ____, and Amy is Luke's ____.



And here's a picture of my mom and dad.

5. Judy and Bill are Luke and Amy's grandparents. Judy is their ____, and Bill is their ____.
6. Luke and Amy are Judy and Bill's grandchildren. Luke is their ____, and Amy is their ____.

Kim's parents, Judy and Bill, are Kim's husband Matt's **in-laws**. Judy is Matt's **mother-in-law**, and Bill is his **father-in-law**.

Matt is Judy and Bill's **son-in-law**. They don't have a **daughter-in-law**.

And this is my sister Nina's family.



Beth is Kim's **niece**. Jake is Kim's **nephew**. Kim is Beth and Jake's **aunt**. Kim's husband, Matt, is their **uncle**.

Beth, Jake, Luke, and Amy are **cousins**.

Nina is Matt's **sister-in-law**. Tom is Kim's **brother-in-law**.

B VOCABULARY | More family relationships | Listen and repeat.

C PAIR WORK | Ask and answer questions with Who about other relationships in the photos.

"Who is Nina's nephew?"

"Who are Tom's in-laws?"

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about family. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Kyla = American English (standard)
Emi = Japanese





Kyla: Do you have a lot of brothers and sisters?

Emi: Actually, no. I'm an only child. But I've got tons of cousins.

Kyla: Really? How many?

Emi: Well, I have twelve on my mother's side, and three on my father's.

Kyla: Wow! Do you all keep in touch?

Emi: It isn't easy. They're all over the world, in Hong Kong, New York, Tokyo, London . . . Some of us like to do video calls. That's fun.

Kyla: But is it hard to really get together?

Emi: Well, a bunch of us get together at my great-grandmother's place once every couple of years.

Kyla: You have a great-grandmother?

Emi: Yeah. Here's a photo. She actually lives nearby. My mom and I drop by to say hello once a week.

Kyla: She looks terrific! How old is she?

Emi: Ninety-one.

Kyla: No way! She looks much younger! What's she like?

Emi: She's super outgoing. Much more outgoing than me!

B UNDERSTAND FROM CONTEXT | Look at these words and phrases in Zoom-In. Circle the correct word or phrase to complete each statement.

1 "An only child"..... brothers and sisters.
a has one or more **b** doesn't have any **c** has many

2 When you say you have "tons of" cousins, it means you have ..... cousins.
a no **b** a few **c** a lot of

3 When you "keep in touch" with someone, you ..... that person often.
a speak or write to **b** don't speak to **c** don't visit

4 When you "get together" with people, you ..... them.
a meet with **b** call **c** write

5 When you "drop by" to see people, you ..... them.
a visit **b** call **c** write to

6 When you say someone is "super" outgoing, it means that person is ..... outgoing.
a very **b** a little **c** not

SPEAKING GROUP WORK | Complete the chart about your family. Write the number of people in each category. Then use the information to ask and answer questions about your immediate and extended family.

I have . . .	On my mother's side, I have . . .	On my father's side, I have . . .
..... sister(s).	..... aunt(s).	..... aunt(s).
..... brother(s).	..... uncles(s).	..... uncles(s).
..... niece(s).	..... cousin(s).	..... cousin(s).
..... nephew(s).		

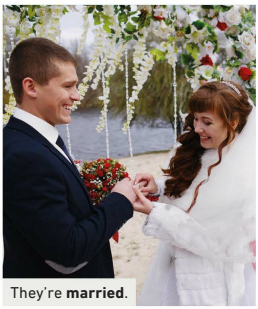
"Do you come from a large family?"

"How many ___s do you have?"

"Do you keep in touch?"

1 COMMUNICATION GOAL Respond to good or bad news

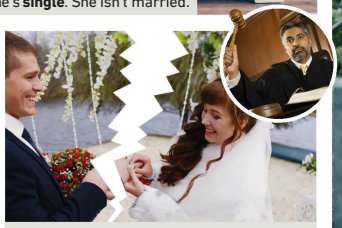
A VOCABULARY | Marital status and relationships | Read and listen. Then listen again and repeat.


They're **married**.


She's **single**. She isn't married.


They're **engaged**.
He's her **fiancé**. She's his **fiancée**.


The husband and wife are **separated**.


They're **divorced**. He's her **ex-husband**.
She's his **ex-wife**.


He's **widowed**.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Circle the correct marital status.

1 The woman is (single / engaged / married).
2 The man's aunt is (engaged / widowed / divorced).
3 The man's sister is (engaged / separated / divorced).
4 The woman's sister is (engaged / separated / divorced).

C GRAMMAR | The simple present tense: Review

Affirmative and negative statements

My in-laws **live** in Canada.	My aunt **lives** nearby.
My cousins **don't work** now.	My grandfather **doesn't work** on weekends.

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

Questions

Do you **have** kids? (Yes, I do. / No, I don't.) **Does** he **have** grandkids? (Yes, he does. / No, he doesn't.)

Where **do** your in-laws **live**?	Where **does** his ex-wife **live**?
How many kids **do** they **have**?	How many grandkids **does** she **have**?
What **do** your **cousins** do?	What **does** her ex-husband **do**?
When **do** you **visit** your fiancé?	When **does** he **visit** his uncle?
Who **do** they **call** in Los Angeles?	Who **does** she **call** every Friday?

BUT Who **calls** on Fridays? NOT Who ~~does call~~ on Fridays?

GRAMMAR EXPANDER p. 130
- The simple present tense: usage and form
- Spelling rules with he, she, and it (review)

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

E **GRAMMAR PRACTICE** | **Complete the conversations, using the simple present tense.**

1 **A:** ..... your sister-in-law live in Miami?
B: No, she ..... . She ..... in Atlanta.

2 **A:** ..... your cousins work at the airport?
B: Two of them do, but one ..... at a hospital.

3 **A:** ..... your nephew like hip-hop music?
B: No. He ..... hip-hop at all.

4 **A:** ..... your aunts and uncles ..... ?
B: The ones on my father's side live here. But the ones on my mother's side live in Mexico City.

5 **A:** ..... your father-in-law do?
B: He's a bank manager. He ..... at Metro Bank on First Avenue.

6 **A:** ..... you ..... your niece in London?
B: Oh, we visit her about once a year.

7 **A:** ..... your fiancée have any cousins?
B: Yes, she ..... . I think she ..... five.

8 **A:** ..... nieces and nephews ..... ?
B: Three. My brother and his wife ..... two girls. And my sister ..... a boy.

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

COMMUNICATION ACTIVATOR

Now let's respond to good or bad news.



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

A: I have some good news. My brother Tom is getting married!
B: That's great. Congratulations!
A: Thanks!
B: So tell me about his fiancée. What does she do?
A: His fiancée? She's a sales manager. She works at a large international company.

Or bad news . . .

A: I have some bad news. My cousin Tina is getting divorced.
B: I'm sorry to hear that. Is she OK?
A: Yes, she is. Thanks for asking.

Social language

Respond to good news
That's great / terrific / wonderful!
That's so nice!

Respond to bad news
I'm sorry to hear that.
That's too bad.
Oh, no.

good news	bad news
getting engaged	getting separated
getting married	getting divorced

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

C **CONVERSATION PAIR WORK** | **Imagine you have good or bad news about someone. Write notes about it on the notepad. Use your notes to role-play the conversation. Then change roles.**

A: I have some ..... news. My ..... is getting ..... .
B: ....

KEEP TALKING!

Ask more questions.
Is [he] / Are they / Does [she] / Do they ___ ?
Where ___ ? How old ___ ?

Provide more information.
She [likes / doesn't like / studies] ___ .
They [want / have / visit] ___ .

Watch the video for ideas!

Relationship to me:
What's the news?

What does he / she do?

What does his / her ..... do?

D **CHANGE PARTNERS** | **Role-play the conversation again. Respond to good or bad news.**

2 COMMUNICATION GOAL Describe and compare people

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



intelligent


athletic



friendly



quiet



funny


hard-working

B ACTIVATE VOCABULARY | Describe people in your family. Use the adjectives from the Vocabulary and other adjectives you know.

"My uncle Rick is really funny. Everybody loves his stories!"

Remember:
shy
outgoing

C GRAMMAR | Comparative adjectives

Use comparative adjectives to compare people, places, things, or ideas.

Who's **quieter**—Ben or his father?
Maggie's brother is pretty funny, but she's **more outgoing**.

Use than when you name the other person, place, or thing you are comparing.

Are you **older than** your two brothers?
My spoken English is **better than** my sister's.

Irregular forms
good → **better**
bad → **worse**

Formation of comparative adjectives

+ er	+ r	+ ier	consonant + er
tall → taller	large → larger	funny → funnier	big → bigger
young → younger	cute → cuter	pretty → prettier	sad → sadder

If an adjective has two or more syllables and doesn't end in -y, use more or less.

I think my mom is **more hard-working** than my dad.
I'm definitely **less athletic** than my cousins.

more ↕ less



GRAMMAR EXPANDER p. 131
- Comparative adjectives: spelling rules
- Modifying comparative adjectives with much, a lot, a little (OR a little bit)

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

E **GRAMMAR PRACTICE** | **Complete the descriptions with comparative forms of the adjectives. Add than when necessary.**



Let me tell you about my brother, Adam. Even though I'm the ..... (1 old) sibling, he's a little ..... (2 tall) I am. He's also ..... (3 outgoing). I tend to be ..... (4 quiet) in social situations. Adam is also a great storyteller. He's much ..... (5 funny) I am.



Great news . . . you know my sister Diane—the one who's widowed? Well, she's getting married again! Her fiancé's very different from her first husband. He's a lot ..... (6 friendly), and he's much ..... (7 handsome). He's also ..... (8 young) her first husband.



My daughter, Edith, is so different from my wife and me. For example, Edith is really good at math. Well, my wife and I *hate* math. My wife says we're ..... (9 intelligent) Edith is—and it's true! Edith is also a great athlete, but my wife and I are definitely much ..... (10 athletic). We just stay at home and watch TV.

F **PAIR WORK** | **Take turns making comparisons with than about people in your immediate and extended family. Use the Vocabulary and other adjectives you know.**

> "My younger sister is really good at math. I think she's more intelligent than my other brothers and sisters."

COMMUNICATION ACTIVATOR

Now let's describe and compare people.



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

A: Is there someone you really admire?
B: Let me think . . . Oh, yes. My brother Howard.
A: Why's that?
B: Well, he's really hard-working. And he's super athletic.
A: Is he at all like you?
B: Not really. I'm not very hard-working. And Howard's definitely more athletic than I am.

Social language
Say "Let me think" to give yourself time to think of an answer.

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

C **CONVERSATION PAIR WORK** | **Personalize the conversation, using comparative adjectives. Then change roles.**

A: Is there someone you really admire?
B: Let me think . . . Oh, yes. ..... .
A: Why's that?
B: Well, ... And ..... .
A: Is ..... at all like you?
B: ..... . I'm ....

Ideas
a friend
a colleague
a boss
a teacher
a classmate
a relative
a famous person

KEEP TALKING!

Ask more questions.
What does your [friend] do?
Where does your [brother-in-law] work?
How are you [the same / different]?
Are you [funny], too?

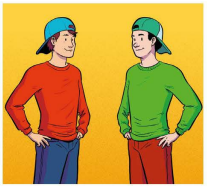
Ask about and compare other people.
Is there another person you really admire?
What about your other [friends]?

Watch the video for ideas!

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

3 COMMUNICATION GOAL Describe similarities and differences

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



They dress **alike**.



Their tastes are **similar**.



Both men have a mustache.



Neither woman likes fish.

B READING | Read about two sets of twins. How are they different?

Are twins always alike?

Identical twins usually look alike . . .



. . . but fraternal twins often do not.



Around the world, about 30 out of every 1,000 births are twins, but only about 3 of those are identical twins. Identical twins develop from the same egg, while fraternal twins develop from two different eggs. This explains why identical twins usually look alike. Nevertheless, not all do! And some fraternal twins actually do look alike—in the same way that many "non-twin" brothers and sisters do. The personalities of identical twins are also more likely to be similar. But scientists point out that there are a number of other factors that make our personalities similar or different from those of our siblings. Read about two sets of adult twins.

Paula and Rosie, both 25, are identical twins. They have the same birthday (though Paula likes to tell people that she's eleven minutes older than her sister). And they look exactly alike. Both are short with medium-length curly brown hair and blue eyes. Sometimes friends can't tell them apart and call Rosie "Paula" or Paula "Rosie" by mistake. They also have very similar personalities—both tend to be quieter than other people in social situations. And they like quiet activities such as reading and taking walks. However, everyone calls Paula "the funny one." The sisters also have the same tastes in clothes (usually dressing alike in pants and sweaters) and in music (both love classical).

Jonah and Brandon, both 19, are fraternal twins. They celebrate the same birthday, but they don't really look alike. Their friends have no problem telling them apart. Jonah is taller and more athletic, and his hair is a lot lighter than Brandon's. And their personalities are completely different: Brandon is fairly shy. He tends to be quiet when he's with larger groups of people. In contrast, Jonah is friendlier and more outgoing. Also, Jonah is a huge fan of heavy metal, while Brandon prefers jazz. Nevertheless, even though the twins have different tastes in music, they have very similar tastes in food: Both love red meat and potatoes, and neither twin eats fish.

C CLASSIFY | Circle the correct word or phrase to complete each statement.

1 Identical twins (always / sometimes / never) look different.
2 Identical twins come from (one / more than one / a different) egg.
3 Fraternal twins (always / sometimes / never) look alike.
4 Fraternal twins come from (one / more than one / the same) egg.

D **IDENTIFY SIMILARITIES** | Write four ways Paula and Rosie are the same and one way Jonah and Brandon are the same. Then compare statements with a partner.

Paula and Rosie . . .

1 .....
2 .....
3 .....
4 .....

Jonah and Brandon . . .

5 .....

E COACH **PRONUNCIATION** | Linking sounds | Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

1 /dʌʃi/ Does she have any cousins?
2 How many cousins /dʌʃi/ does she have?
3 /dʌzi/ Does he live near you?
4 Where /dʌzi/ does he live?

F **PRONUNCIATION PRACTICE** | Now practice the questions on your own. Pay attention to the linking of the sounds.

COMMUNICATION ACTIVATOR

Now let's describe similarities and differences.

A **TALKING POINTS** | Write notes about two people in your family.

Name: *Paul* Relationship to me: *brother-in-law* Marital status: *married*
Appearance: *tall, short curly black hair, mustache, athletic*
Personality: *a little shy, very funny, hard-working*

Name: Relationship to me: Marital status:
Appearance:
Personality:
Likes and dislikes:

Name: Relationship to me: Marital status:
Appearance:
Personality:
Likes and dislikes:

B **PAIR WORK** | Use your Talking Points to compare your two relatives. Say as much as you can.

> "My brother-in-law Nelson is similar to my sister Abby—his wife—in several ways. They both love action movies and hip-hop. But their personalities are completely different. She's super outgoing."

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. Example: ". . . can't tell them apart."

RECYCLE THIS LANGUAGE

Tell me about your relatives.
What's [he] like?
Do you [keep in touch / get together]?
[They're my cousins] on my [father's] side.
[She's] an only child.
That's [so nice / great]!
Interesting! / Really?
Enough about me. What about you?

intelligent
funny
athletic
hard-working
friendly
outgoing
shy
quiet
tall / short

good-looking / cute / bald
handsome / pretty / beautiful
[straight / wavy / curly] hair
[long / short] hair
a mustache / a beard
He's a huge [sports] fan.
He [can't cook] well.
[Pop music] is more her style.

WRITING Describe the similarities and differences between two people in your extended family.

My father and my brother-in-law, Sam, are similar in some ways. They're both engineers, and they love their work. My father is . . .

WRITING HANDBOOK p. 147
- Combining sentences with and or but
- Guidance for this writing exercise

4 COMMUNICATION GOAL Discuss trends in family households

A **LISTEN FOR MAIN IDEAS** | **Listen to the radio program. Then listen again and check the main idea.**

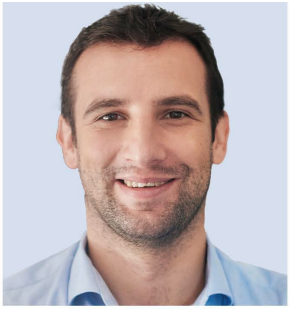
- ☐ **a** The traditional North American household consists of two parents and their children.
- ☐ **b** Some social trends are changing the traditional North American household.
- ☐ **c** A growing number of families in North America live in multi-generational households.

B **LISTEN FOR DETAILS** | **Read the following statements about trends in family households in North America. Then listen again and circle the correct numbers.**

1. Many adult children come back home and live with their parents until they are at least (18 / 20 / 30) years old.
2. About (one-third / two-thirds / 70%) of all children live in a household with a single parent.
3. About (20% / 70% / 90%) of all households are multi-generational.

C **LISTEN TO CLASSIFY** | **Listen again and match each statement with the correct person. Write the letter on the line.**

..... **1** is living with adult children and grandchildren
..... **2** is an adult child living with parents
..... **3** is a single parent



A. Tommy O'Brien



B. Helena Wu



C. Deepti Prakash

D **LISTEN TO CONFIRM CONTENT** | **Listen again. Circle T (true), F (false), or NI (no information).**

1	O'Brien is engaged to be married.	T	F	NI
2	O'Brien helps his parents with household chores.	T	F	NI
3	Wu's ex-husband visits their kids at her house once a month.	T	F	NI
4	Wu's ex-husband calls his kids every day.	T	F	NI
5	Prakash is a bank manager.	T	F	NI
6	Prakash is Anika and Neysa's grandmother.	T	F	NI

Now let's discuss trends in family households.

A **SURVEY** | Complete the survey about the typical household in your country. Then compare responses with a partner.

FAMILY TRENDS SURVEY

1 At what age do children usually leave home?
- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?
- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to continue living with their parents.
- ☐ Other _____

3 Are single-parent households common in your country?
- ☐ Yes. They're very common.
- ☐ No. They're extremely unusual.
- ☐ I'm not sure.

4 Do you know anyone who lives in a multi-generational household?
- ☐ Yes.
- ☐ No.
- ☐ I'm not sure.

5 Are multi-generational households common in your country?
- ☐ Yes. They're very common.
- ☐ No. They're extremely unusual.
- ☐ I'm not sure.



B **TALKING POINTS** | On your notepad, compare trends in family households in your country with those described on the radio program.

Similarities:	Differences:

C **GROUP WORK** | Imagine you are telling a visitor from North America about family trends in your country. Use your Talking Points as a guide. Use comparative adjectives.

> "The changes to the traditional household here and in North America are similar. For example, . . . "

SOFT SKILLS BOOSTER p. 157

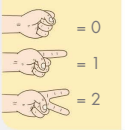
ADJECTIVE *Compar-athon*

I think the mall on Main Street is nicer than the mall on Fourth Street.

The Main Street Mall? I agree. I always shop there. What about you?

- Play with a partner. Place your coins on START and decide who moves first (Partner A).
- Partner A moves his or her coin the correct number of spaces* and uses a comparative form of the adjective in the space to make a true statement.
- Use each statement to begin a short discussion.
- Then it's Partner B's turn.
- The first person who gets to END wins.

*** TO DECIDE HOW MANY SPACES TO MOVE:**



For example, on Partner A's turn:



2 + 0 = 2

Partner A moves 2 spaces.

START	EASY	NICE	INTERESTING	ATHLETIC	GOOD
	LARGE	FAMOUS	BAD	HOT	LONG
	SUNNY	CLEAN	CLOUDY	FRIENDLY	DIFFICULT
	WINDY	EXPENSIVE	SHORT	COLD	CHEAP
	WARM	DELICIOUS	DARK	SWEET	FUNNY
END	HARD-WORKING	SMALL	YOUNG	IMPORTANT	QUIET

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Respond to good or bad news.
- ☐ Describe and compare people.
- ☐ Describe similarities and differences.
- ☐ Discuss trends in family households.

UNIT 5

Eating in Restaurants

Warm-Up

What are you in the mood for? Which dish looks delicious to you?











The meat looks delicious! Do you agree?

Actually, the sandwich is more my style.



UNIT 5 COMMUNICATION GOALS

Lesson 1 Order from a menu

Lesson 2 Discuss ways to prepare food

Lesson 3 Talk about healthy and unhealthy foods

Lesson 4 Describe food habits and tastes

Topic Warm-Up

A **A MENU** | Read the menu. Choose a food you'd like to try from each group.

EAT IN ❋ TAKE OUT ❋ ORDER ONLINE

Cleo's
INTERNATIONAL RESTAURANT

MENUS **TODAY'S SPECIALS** GIFT CARDS LOCATIONS

❋ Appetizers


○ Ecuadorean shrimp


○ Brazilian cheese bread


○ Mexican grilled fish tacos

❋ Soups and Salads


○ French Canadian yellow split pea soup


○ Japanese noodle soup


○ Russian salad


○ Greek salad

❋ Entrées


○ American classic roast beef


○ Peruvian grilled fish


○ Chinese-style sautéed vegetables with tofu

❋ Desserts


○ Chocolate cake


○ Ice cream


○ Apple pie

Beverages

- ○ Coffee (regular or decaf)
- ○ Tea
- ○ Orange soda or cola
- ○ Fruit juice
- ○ Bottled water (still or sparkling)

B VOCABULARY | Parts of a meal | Listen and repeat.

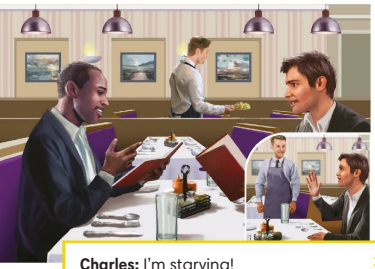
C **PAIR WORK** | Write the name of at least one dish from your country for each part of a meal. Then compare lists with a partner.

an appetizer: _____ a salad: _____
an entrée (a main course): _____
a dessert: _____ a beverage: _____

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation in a restaurant. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Charles = American English (standard)
James = British English
Server = Italian







Charles: I'm starving!

James: Me too! So what are you in the mood for?

Charles: Let's see . . . Is there any fish on the menu tonight? Oh yes, there is. And it comes with a tomato onion salad. Perfect.

James: And great! Tonight's special is roast beef with fried potatoes. I'm a real meat and potatoes man.

Charles: So, are you ready to order?

James: Totally. Excuse me!

Charles: I think I'll start with the chicken soup. And then for my main course, I'll have the grilled fish.

Server: Would you like rice or peas with the fish?

Charles: I'll have the peas.

James: And I'll have the green salad for an appetizer, and the roast beef special. By the way, is the roast beef rare*?

Server: Yes, it is.

James: Excellent.

Server: Anything for dessert?

James: No, thanks. We'll take the check, please. We're kind of in a hurry. Do you accept the Ultra Card?

Server: Of course.

James: Is the tip included?

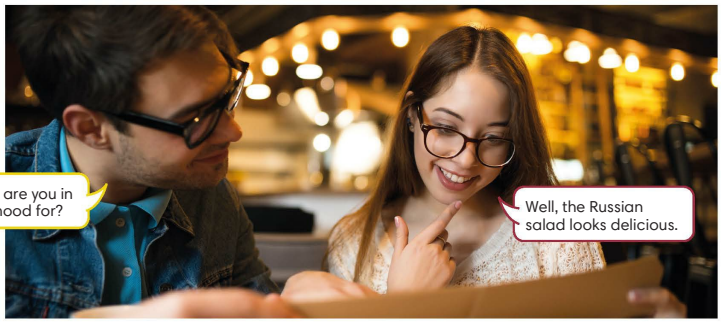
Server: Yes, it is. Ten percent.

*** Ways to order meat**
rare = still very red
medium = pink
well done = brown

B UNDERSTAND FROM CONTEXT | Write a featured sentence or phrase from Zoom-In for each item.

1 A way to get a server's attention: "....."
2 A way to tell a server you are ready to pay for your meal: "....."
3 A way to ask whether someone knows what he or she wants to ask the server for: "....."
4 A way to ask if you can pay with a credit card: "....."
5 A way to order a particular food: "....."
6 A way to find out if you need to give the server some extra money: "....."

SPEAKING ROLE PLAY | Imagine you are at Cleo's Restaurant. Talk about the food on the menu. Then tell your partner what you'd like to order for your complete dinner, using featured language from Zoom-In.



1 COMMUNICATION GOAL — Order from a menu

A GRAMMAR | Count and non-count nouns: Review

Count nouns name things you can count. They can be singular or plural.
I'd like **a banana**. He'd like **two bananas**.

Non-count nouns name things you cannot count. They are not singular or plural. Don't use a, an, or a number with a non-count noun.
I'll have **milk**. NOT ~~a milk~~ NOT ~~two milks~~

Use a singular verb with all non-count nouns.
Tea **is** good for you. NOT Tea ~~are~~ good for you.

GRAMMAR EXPANDER p. 132
- Making non-count nouns countable (review)
- Nouns that can be count or non-count
- Plural nouns: spelling rules
- Non-count nouns: categories

B PAIR WORK | On the notepad, write three foods or beverages for each group. Use count and non-count nouns. Then compare notepads with a partner.

I like	I love	I don't like	I hate
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



C GRAMMAR | Definite article the for specific reference

Use the definite article the with count and non-count nouns to name something specific.
A: I'm in the mood for soup tonight. (not specific: general)
B: Then I think you should order **the potato soup**. (specific: It's on the menu.)

Use the definite article the to name something a second time.
A: You can have a tomato salad or a green bean salad.
B: I'll have **the tomato salad**, please.

Indefinite articles a and an:
a beverage **an** appetizer

D GRAMMAR PRACTICE | Complete each conversation with a, an, or the.



1 **A:** What are you in the mood for?
B: Well, ... soup sounds delicious.



2 **A:** I'm in the mood for ..... really hot and spicy dish.
B: Well, what about ..... Thai chicken? It has lots of hot peppers. I'm sure it's spicy.



3 **A:** There are two kinds of soup: chicken rice and tomato potato.
B: I think I'd like ..... chicken rice.
A: What would you like for your main course? There's a nice roast chicken special on ..... menu tonight.
B: That sounds good. I'll have ..... roast chicken special.

E PAIR WORK | Practice the conversations from Exercise D.

F PRONUNCIATION | The | Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ðə/ (before consonant sounds)
- **the ch**icken
- **the s**oup
- **the j**uice
- **the h**ot appetizer

/ði/ (before vowel sounds)
- **the o**range juice
- **the o**nion soup
- **the a**pple juice
- **the a**ppetizer

G PRONUNCIATION PRACTICE | Write a check mark (✓) if the underlined word begins with a vowel sound. Then, with a partner, take turns saying each phrase. Be sure to use the correct pronunciation of the.

- ☑ the egg salad
- ☐ the fish special
- ☐ the tomato soup
- ☐ the apple cake
- ☐ the ice cream
- ☐ the chocolate milk
- ☐ the bean soup
- ☐ the oil
- ☐ the grilled beef

COMMUNICATION ACTIVATOR

Now let's order from a menu.



Social language
Ways to order food
I'll have the ___.
I'd like the ___.
I'll start with the ___.

A CONVERSATION MODEL | Read and listen.

A: I'll have the grilled chicken for my main course, please. What does that come with?
B: It comes with rice or potatoes and a salad.
A: What kind of salad is there?
B: There's tomato salad or mixed green salad.
A: I'd like the potatoes and the mixed green salad.
B: Certainly. And to drink?
A: Water, please. Sparkling.

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

C TALKING POINTS | Invent a restaurant and give it a name. Write foods on the menu. Include two or more choices for each category.



D CONVERSATION PAIR WORK | Change the conversation, using one of the menus you created in Exercise C. Then change roles.

A: ..... for my main course, please. What does that come with?
B: It comes with ..... .
A: What kind of ..... is there?
B: ..... .
A: I'd like ..... .
B: Certainly. And to drink?
A: ....., please.

KEEP TALKING!
- Ask the server more questions.
- Discuss what's in the dishes.
- Talk about foods you like and dislike.
- Order a dessert.

Watch the video for ideas!

E CHANGE PARTNERS | Change the conversation again.

F EXTENSION | Bring in a real menu from your favorite restaurant or get one online. Use it to practice ordering a meal.

2 COMMUNICATION GOAL Discuss ways to prepare food

A VOCABULARY | Adjectives for food preparation | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then check the correct adjective or adjectives for each food, depending on its preparation.

	steamed	fried	sautéed	baked	stewed	boiled
1 						
2 						
3 						
4 						
5 						

C COACH GRAMMAR | Some and any; Anything and nothing

Some and any describe an *indefinite* number or amount.
We have **some** apples and **some** milk. (We don't know how many or how much.)
Do we have **any** eggs or **any** bread? (We're not asking how many or how much.)

Use some in affirmative statements with non-count nouns and plural count nouns.
We need **some** milk and **some** bananas.

Use any in negative statements with non-count nouns and plural count nouns.
We don't want **any** cheese, and we don't need **any** apples.

Use any or some in questions with count and non-count nouns. There is usually no difference in meaning.
Do you need **any** apples or butter? OR Do you need **some** apples or butter?

Use nothing with an affirmative form of a verb. Use anything with negative forms and questions.
There is **nothing**. There isn't **anything**. Is there **anything** good on the menu?

GRAMMAR EXPANDER p. 133
• Questions with How much and How many (review)

D **GRAMMAR PRACTICE** | **Circle some or any to complete each statement.**

1 There isn't (some / any) soup on the online menu.
2 I'd like (some / any) sparkling water, please.
3 It's too bad there aren't (some / any) salads on the appetizer menu.
4 I don't see (some / any) fish on today's menu.
5 The restaurant is making (some / any) fried potatoes right now.

E **GRAMMAR PRACTICE** | **Rewrite the sentences, making each negative.**

1 There's some coffee on the table. *There isn't any coffee on the table.*
2 We have some cheese. .....
3 They need some beverages for lunch. .....
4 She's ordering some fruit for dessert. .....
5 There's nothing I want to order. .....

COMMUNICATION ACTIVATOR

Now let's discuss ways to prepare food.



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

A: That fish looks so good. Is it roasted or fried?
B: It's roasted. I don't like fried foods.
A: Me neither! I prefer grilled or steamed foods.
B: Me too! So are those veggies grilled or steamed?
A: The veggies? I'm actually not sure. But they're delicious!

Later

A: So are you in the mood for dessert?
B: That depends. Is there anything good on the menu?
A: Let's check.

Social language
Agree with an opinion

A: I like rice.	**A:** I don't like eggs.
B: Me too!	**B:** Me neither!

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

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Discuss the way you prefer foods to be prepared. Then change roles.**

A: That ..... looks so good. Is it ..... or .....?
B: It's ..... . I don't like ..... foods.
A: Me neither! I prefer ..... foods.
B: Me too! So .....?
A: The .....? I'm actually not sure. But ..... delicious!

Later

A: So are you in the mood for .....?
B: ..... .

KEEP TALKING!

Say more about your tastes in food.
[Fried food] is not for me.

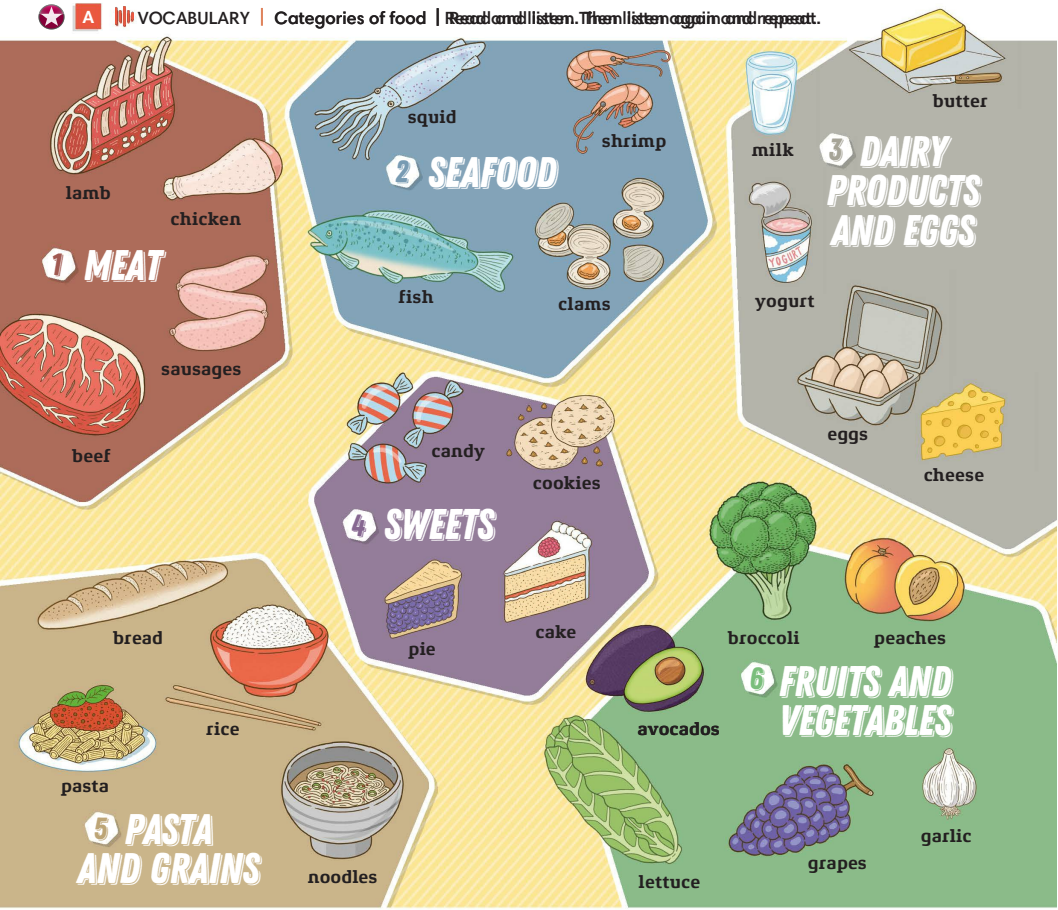
Talk about your favorite foods for breakfast, lunch, and dinner.
[Steamed veggies] are more my style.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Role-play the conversation again.**

3 COMMUNICATION GOAL Talk about healthy and unhealthy foods

A VOCABULARY | Categories of food | Read and listen. Then listen again and repeat.



B PAIR WORK | Complete the chart with foods you eat at each meal. Then compare charts with a partner.

	fruits / veggies	seafood	meat	pasta / grains	dairy products	sweets
breakfast						
lunch						
dinner						

C LISTEN TO INFER | Listen to three conversations. Circle the meal the people are eating.

1 breakfast / lunch / dinner 2 breakfast / lunch / dinner 3 breakfast / lunch / dinner

D LISTEN FOR DETAILS | Listen again. Circle the correct answers.

Conversation 1

1 What's Caroline eating?
- a a banana
- b bread
- c cookies

2 What does Caroline's friend think about sweets?
- a She doesn't think they're a healthy breakfast.
- b She thinks sweets are a terrible food.
- c She doesn't think they're good for a dessert.

Conversation 2

1 What's wrong with the Big Smack Burger?
- a It has a lot of calories.
- b It's high-fat.
- c It's low-fat.

2 What question does Harry have about the pasta with clam sauce?
- a Is it too fatty?
- b Is it salty?
- c Is it sweet?

Conversation 3

1 What looks good to Lisa on the menu?
- a something fried
- b something low-fat
- c fruits and veggies

2 What kind of food do the women eat for dinner at home?
- a sausages with fried potatoes
- b healthy low-fat foods
- c fatty meats and seafood

E UNDERSTAND FROM CONTEXT | Match each word with its meaning.

....e....	1 healthy	a contains a lot of sugar
.....	2 unhealthy	b contains a lot of oil
.....	3 fatty / high-fat	c is bad for you
.....	4 low-fat	d doesn't contain a lot of oil
.....	5 salty	e is good for you
.....	6 sweet	f contains a lot of salt

COMMUNICATION ACTIVATOR

Now let's talk about healthy and unhealthy foods.

A TALKING POINTS | Take the opinion survey. Check the foods you think are healthy. Write an X if you think the food is unhealthy. Write a question mark if you aren't sure. Compare opinions with a partner.

I think potato chips are unhealthy. They're too fatty and salty.

I agree. But they're OK if you don't eat them every day.


☐ salad


☐ hot peppers


☐ pasta with sauce


☐ rice


☐ chicken

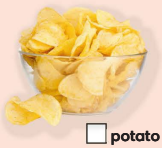

☐ tofu


☐ hamburgers


☐ french fries


☐ ice cream


☐ pizza


☐ potato chips

B DISCUSSION | Now discuss food and health with your class. Talk about other foods you think are healthy or unhealthy.

SOFT SKILLS BOOSTER p. 158

A READING | Read the article about street food. Why do people like to eat on the street?

Who doesn't like street food?


Food stands in Singapore

What is street food?

Street food is ready-to-eat food that vendors sell in the street or in another public place, such as a market. People usually eat street food immediately, often right on the street.

What kind of foods do street vendors sell?

Some street food vendors sell from a menu of traditional, regional, or national styles. Others specialize in only one food, such as hot dogs, and they don't sell anything else.


A food cart in Istanbul, Turkey

Stand? Stall? Cart? Truck?

Traditional markets often have food stands or stalls. In some places, there are tables where people can buy and eat something right there. Elsewhere, people buy food from a cart on the street. The carts often occupy the same location each day.

Food trucks are trendy now in many cities around the world. Workers can go out of their offices at lunchtime and buy something from the food trucks on the street. You can buy some really great food from food trucks. And food trucks can be fun. There are some places in the world where people don't typically eat on the street. But even in those places, you can find food trucks!

What are some advantages of street food?

It's faster to eat a street food meal than a restaurant meal. And it's almost always cheaper than the food in a traditional restaurant. Street food is usually fresh because vendors don't make a large variety of foods, and they can sell it all in one day.

What are some of its disadvantages?

When you buy street food, it's difficult to know if the food and dishes are clean. Food carts, stalls, stands, and trucks sometimes don't have refrigerators or water for washing dishes.

But street food is delicious, cheap, and fun, and it's usually healthy and safe. That's why it's popular all over the world.


A food truck in Tokyo, Japan

B CONFIRM CONTENT | Write T (true), F (false), or NI (no information), based on the article.

..... 1 A vendor is a person who sells something.
..... 2 People usually take street food home to eat.
..... 3 Carts, stands, stalls, and trucks sell only one kind of food at each location.
..... 4 It's possible to sit at a table at some market food stalls.
..... 5 Food carts can't move from one place to another.
..... 6 Food trucks have better food than market stalls.
..... 7 You can find food trucks in some places where it's not traditional to eat on the street.
..... 8 They sell a lot of fried food at food trucks, carts, and stands.
..... 9 Street food isn't always clean and safe to eat.
.....10 Food trucks are cleaner than food carts.

COMMUNICATION ACTIVATOR

Now let's describe food habits and tastes.

A **TALKING POINTS** | **Complete the questionnaire about street food.**

Do some people eat street food in your city or country? ◯ yes ◯ no

If so, do they eat the food on the street, or do they take the food home?

If not, why not?

What kinds of places sell street food? ◯ food carts ◯ market stalls ◯ food stands ◯ food trucks

Do you eat street food? ◯ yes ◯ no

If so, how often? ◯ sometimes ◯ every day

What kind?

If not, why not?

B **DISCUSSION** | **Look at a few popular street foods from around the world. Discuss the foods that you'd like to try. Say as much as you can about the foods.**

> "I think the Mexican grilled corn looks delicious. We usually boil our corn, but now I'd like to try grilled corn."



Chinese steamed shrimp dumplings



Mexican grilled corn



Vietnamese beef noodle soup



Ecuadorean fried cheese pies



Cuban fried green bananas



Colombian baked cheese bread



Korean grilled chicken

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.

Example: "ready-to-eat"

RECYCLE THIS LANGUAGE

Adjectives for preparation
boiled, fried, sautéed, grilled, steamed, baked, roasted, stewed

Categories of foods
grains, dairy, fruit, vegetables, meat, seafood, sweets

Adjectives for healthfulness
high-fat / fatty, low-fat, sweet, salty

Parts of a meal
appetizer, salad, soup, entrée, dessert

WRITING Write about eating out in your country. Do people often eat in restaurants? Do they eat on the street? Write as much as you can.

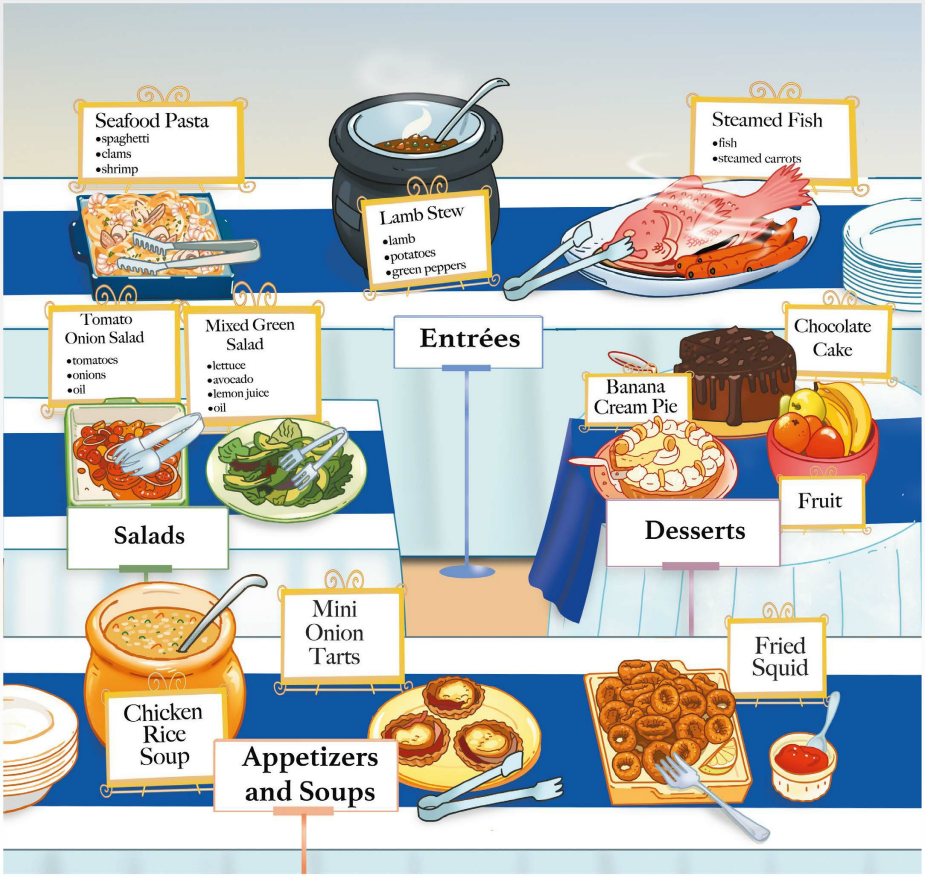
In my country, people love to eat out. They like different types of food . . .

WRITING HANDBOOK p. 148

- Connecting words or ideas: and and in addition
- Guidance for this writing exercise

Buffet GAP

- **PARTNER A:** Look at your buffet table. Ask and answer questions to find the differences in the foods. Use count and non-count nouns correctly.
- **PARTNER B:** Go to page 123.



PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Order from a menu.
- ☐ Discuss ways to prepare food.
- ☐ Talk about healthy and unhealthy foods.
- ☐ Describe food habits and tastes.

UNIT 6

Living with Technology

Warm-Up

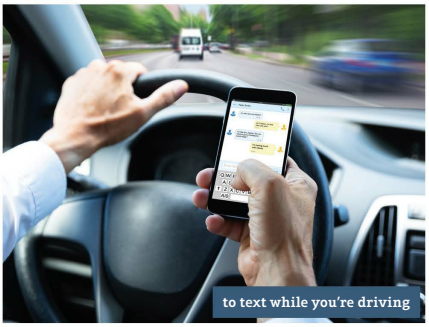
Look at the photos. In your opinion, which situations are OK? Which are not OK?



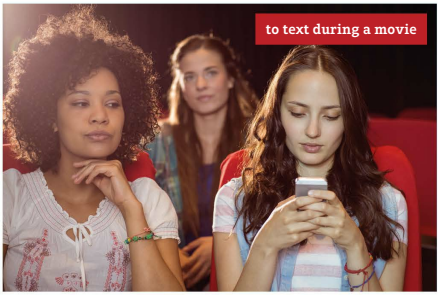
I don't think it's OK to use your phone in a restaurant. It's not nice.



to use your phone while you're eating a meal with other people



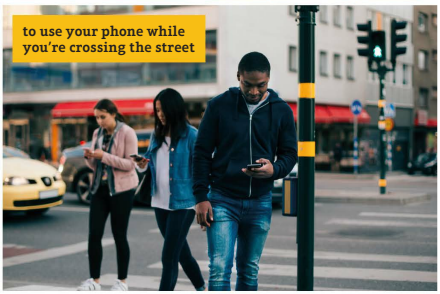
to text while you're driving



to text during a movie



to listen to music while you're riding a bike



to use your phone while you're crossing the street

UNIT 6 COMMUNICATION GOALS

Lesson 1
Describe advantages and disadvantages of a brand

Lesson 2
Talk about things that aren't working

Lesson 3
Describe smart phone habits

Lesson 4
Discuss the challenges of traveling with technology

Topic Warm-Up

A YOUR DEVICES | Complete the survey.

Which devices do you have now, which do you want, and which don't you want?



a virtual assistant
- have
- want
- don't want



a tablet
- have
- want
- don't want



a desktop computer
- have
- want
- don't want



a smart TV
- have
- want
- don't want

a laptop
- have
- want
- don't want



a printer
- have
- want
- don't want



a video camera
- have
- want
- don't want

a copier
- have
- want
- don't want





wireless earbuds
- have
- want
- don't want



headphones
- have
- want
- don't want



a fitness tracker
- have
- want
- don't want



a digital camera
- have
- want
- don't want



speakers
- have
- want
- don't want

B VOCABULARY | Devices | Listen and repeat.

C PAIR WORK | Compare surveys. Tell your partner why you want certain devices. Tell your partner why you don't want other ones.

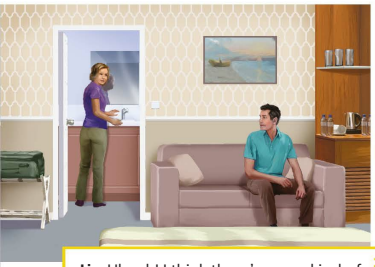
I'd like to have a virtual assistant. It can help with everything!

I actually have one, but I only use the thing once or twice a week.

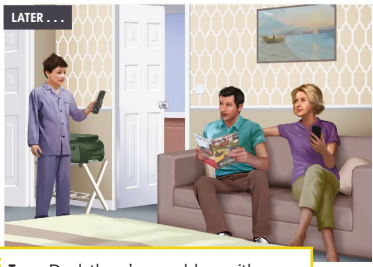
Language Warm-Up

A **ZOOM-IN** | **Read and listen to a conversation in a hotel room. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Liz, Ralph, and Tony = American English (standard)







Liz: Uh-oh! I think there's some kind of plumbing problem in this hotel.

Ralph: Seriously? What kind of problem?

Liz: Well, for starters, the sink is clogged. The water isn't going down. And now the toilet won't flush!

Ralph: That's ridiculous! This is a brand-new hotel! Let me call housekeeping.

Liz: Ralph? Are you on the line with housekeeping now?

Ralph: I am. More problems?

Liz: Yup. The air-conditioner won't turn on. And the window won't open.

Ralph: . . . Oh, hello. This is room 231. We have a number of problems. The sink and toilet are clogged. Our air-conditioner isn't working, and the window is stuck.

Tony: Dad, there's a problem with the TV.

Ralph: No way. What's wrong with the TV? Is it broken?

Tony: Actually, no. The TV IS working, but . . . it's like totally obsolete. I can't even stream *Monster City*.

Ralph: Tony, there's no problem with the TV. It's not defective, and it works fine. It's just old and not up to date. Forget *Monster City*. Watch something else, OK?

B **UNDERSTAND DETAILS** | **Name five things in the hotel room that aren't working or present problems for the guests.**

C **UNDERSTAND FROM CONTEXT** | **With a partner, find a featured word or phrase in Zoom-In you can use to replace the words and phrases in [brackets].**

1 [The first thing I want to say is that] there are two things in the bathroom that aren't working.
2 [Oh, no.] The door to the bedroom won't open.
3 I'm [talking on the phone with] my parents. They say hello.
4 [I think that's unacceptable.] The food in a good restaurant should be delicious.
5 [Are you kidding?] That sounds impossible.
6 [I just can't believe that.] Are you certain?

D **INFER MEANING** | **Find these words in the conversation. Then match each word with its meaning.**

..... 1	**broken**	**a** has a problem
..... 2	**obsolete**	**b** is hard to use because the technology is old
..... 3	**up to date**	**c** isn't working
..... 4	**defective**	**d** uses new or recent technology

SPEAKING **PAIR WORK** | **Does something in your home have a problem? Choose one of the devices from Topic Warm-Up or one of the devices from the More Ideas list. Tell your partner about the problem, using words and phrases from Exercises C and D. Respond to your partner's problem.**

More Ideas
a refrigerator
a microwave
a stove
a sink
a toilet
a shower
a lamp
a car

I have a bad problem with my new air-conditioner. It won't turn on.

Seriously?

1 COMMUNICATION GOAL

Describe advantages and disadvantages of a brand

A VOCABULARY | Household appliances and devices | Read and listen. Then listen again and repeat.



B PAIR WORK | Tell your partner about your household appliances and devices.

> "My food processor is really up to date. But I need a new washing machine. My machine's totally obsolete."

C GRAMMAR | The present continuous: Review

Use the present continuous for actions in progress now and for future plans.

Actions in progress
A: What **are** you **microwaving**?
B: My soup. I like my soup hot.

Future plans
A: What **are** you **doing** next Saturday?
B: I'**m cooking** dinner for my dad.

Questions

Are you **buying** an air-conditioner?	(Yes, we are. / No, we aren't.)
Is she **using** the hair dryer right now?	(Yes, she is. / No, she isn't.)
What'**s** he **making** with that blender?	(Some kind of fruit drink.)
Where **are** they **buying** the dishwasher?	(At Shopper's Paradise.)
Who **are** you **talking** to?	(I'm talking to someone at the front desk.)
Who'**s vacuuming** the house tomorrow?	(No one is! The vacuum cleaner isn't working.)

GRAMMAR EXPANDER p. 134
The present continuous:
- Spelling rules for the present participle
- Rules for forming statements and questions

D GRAMMAR AND VOCABULARY PRACTICE | Complete each conversation, using the present continuous and an item from the Vocabulary. Then practice the conversations with a partner.

1 **A:** What kind of ..... is that?
B: It's a Quick Dry. It dries clothes faster than my old one.
A: When ..... (you / use) it?
B: Not until tomorrow. Would you like to use it today?

2 **A:** (you / make) ..... orange juice for breakfast?
B: Yes, ...
A: Great. Can I have a glass, too?
B: Sure! It's still in the ..... on the counter in the kitchen.

3 **A:** (you / wash) ..... the dishes right now?
B: Well, not exactly. The ..... is washing the dishes, not me!
A: Your machine is so noisy! Is it working OK?
B: Yes. But I'd really like a quieter one.

4 **A:** (Marie / fry) ..... the rice?
B: I don't think so. She has a(n) ..... , and I think she always makes steamed rice.

E PRONUNCIATION | Intonation of questions | Read and listen. Check for rising or falling intonation. Then, with a partner, take turns saying each question.

1 What are you doing?
2 Are you buying a vacuum cleaner?
3 What time are you going?
4 Is she looking for a new dryer?

F PAIR WORK | Practice the conversations from Exercise D on page 64. Use correct rising and falling intonation in the questions.

G PAIR WORK | Ask your partner questions about his or her plans for the week, using the present continuous. Answer your partner's questions.

What are you doing tonight?

I'm eating at home.

COMMUNICATION ACTIVATOR

Now let's describe advantages and disadvantages of a brand.



A CONVERSATION MODEL | Read and listen.

A: Hey, Jonathan. What are you doing?
B: I'm shopping online.
A: Oh. What are you looking for?
B: A new dishwasher. Any suggestions?
A: What about a Kitchenfriend? It's very popular. And I hear it's top notch.
B: Any disadvantages?
A: Well, they say it's a bit pricey, but it's worth it. It lasts for years.
B: That's helpful. I appreciate it.
A: Anytime!

Social language
Respond to a thank-you with "Anytime!"

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

C CONVERSATION PAIR WORK | Role-play the conversation, using a different appliance or device. Describe the advantages and disadvantages of a brand. Use the adjectives. Then change roles.

A: Hey, ... What are you doing?
B: I'm shopping online.
A: Oh. What are you looking for?
B: A new ..... . Any suggestions?
A: What about a(n) ..... ? It's ..... . And I hear it's ..... .
B: Any disadvantages?
A: Well, they say it's ..... , but it's worth it. It lasts for years.
B: That's helpful. I appreciate it.
A: ..... !

Ideas

Advantages	Disadvantages
fast	a bit pricey
cheap	expensive
not expensive	a little slow
small	quite large / small
easy to use	

Adjectives
popular = people like it
top notch = excellent quality
convenient = easy to use
portable = you can move it
affordable = doesn't cost a lot

KEEP TALKING!

Ask and answer more questions.
What brand do you have (now)?
What's wrong with your [dishwasher]?

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again. Discuss the advantages and disadvantages of another brand.

2 COMMUNICATION GOAL Talk about things that aren't working

A VOCABULARY | Collocations for using technology | Read and listen. Then listen again and repeat.


take a picture / photo


upload a photo


make a video


make a photocopy

B COACH GRAMMAR | The present continuous and the simple present tense: Review

The present continuous
(for actions in progress and future plans)
I'm uploading a photo right now.
They're making a video of the game.
He's buying a new scanner tomorrow.

Questions
Are you shopping online now?
What time are you going to the mall today?

The simple present tense
(for frequency, habits, and routines)
I upload my photos every day.
They always make videos of their kids.
He hardly ever buys devices online.

Questions
Do you sometimes shop online?
Where do you usually make photocopies?

Remember:
Don't use the present continuous with frequency adverbs.
Don't say: ~~She's never making~~ videos.
We don't usually use the present continuous with have, want, need, or like.
Don't say: ~~She's liking~~ the new scanner.

Frequency adverbs
100% always
almost always
usually / often / generally
sometimes / occasionally
hardly ever
0% never

GRAMMAR EXPANDER p. 135
- The simple present tense: non-action verbs
- The simple present tense: placement of frequency adverbs
- Time expressions

C INTEGRATED PRACTICE | Complete each conversation with the correct forms of the verbs and appropriate devices.

1 **A:** Why ..... (you / take) a picture of your lunch?
B: Because this is a new digital .... (I / use) it for the first time. ..... (I / practice). ..... (you / take) photos with a camera or with a .....?
A: Me? I don't have a camera. ..... almost always ..... (I / use) my phone.

2 **A:** Oh, no! My .... (not print) right now. Again!
B: What's wrong with it? Is it broken?
A: Not really. The paper won't go through. It's stuck.
B: No problem. Send me the document. ..... (I / make) photocopies right now on the office ..... . How many copies ..... (you / need)?

3 **A:** Hello, Ben. What ..... (you / do) right now?
B: ..... (I / upload) some photos to FacePlace.
A: ..... (we / go) to a movie. ..... (you and Anne / want) to go too?
B: Oh, I'm sorry. ..... (She and I / make) a video at school later. ..... (She / bring) her new ..... . What about a movie this weekend?

D PAIR WORK | Practice the conversations from Exercise C.

E LISTEN TO ACTIVATE GRAMMAR | **Listen to each conversation. Infer and circle the correct frequency adverb.**

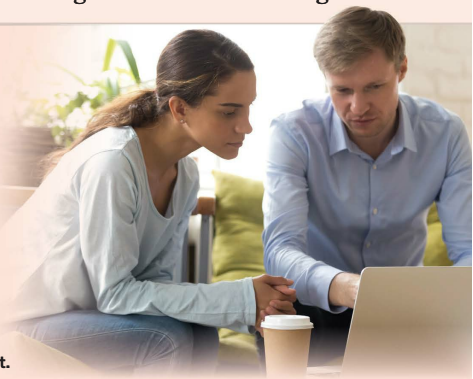
1 The woman (often / hardly ever / never) makes videos of family parties.
2 The man (sometimes / never / often) takes pictures with his digital camera.
3 The woman (always / hardly ever / never) makes photocopies of documents.
4 The man (always / sometimes / hardly ever) uploads his photos to his computer.

F PAIR WORK | **Tell your partner how frequently you do the activities from Vocabulary on page 66. Use frequency adverbs.**

> "I usually make short videos at basketball games when my favorite team is playing."

COMMUNICATION ACTIVATOR

Now let's talk about things that aren't working.



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

A: Is something wrong?
B: You bet! I'm trying to upload a photo, but my camera isn't working.
A: What do you mean? It's a new one, right?
B: It is, but it's a piece of junk.
A: That's a shame.
B: It's driving me crazy!

Negative descriptions

a piece of junk	awful
terrible	horrible

Social language
Ask "What do you mean?" to express surprise at what someone just said.

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

C CONVERSATION PAIR WORK | **Role-play the conversation. Use one of the pictures. Then change roles and use a different picture.**

A: Is something wrong?
B: You bet! I'm trying to ....., but ..... isn't working.
A: What do you mean? It's ....., right?
B: It is, but it's ..... .
A: That's a shame.
B: It's driving me crazy!



RECYCLE THIS LANGUAGE
It's [broken / defective].
It's [not up to date / obsolete].
It isn't working / is stuck.
It won't [start].
For starters, . . .
Seriously?
No way!

KEEP TALKING!

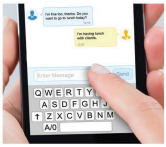
- **Say more about the device and the problem.**
- **Suggest ways to solve the problem.**
  You should [call the store].
  Do you want to [use my camera]?

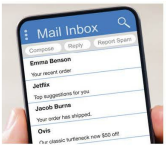
Watch the video for ideas!

D CHANGE PARTNERS | **Role-play the conversation again. Use another device or appliance.**

3 COMMUNICATION GOAL Describe smart phone habits

A VOCABULARY | Some smart phone activities | Read and listen. Then listen again and repeat.


text



check email


post to social media


play games

Additional activities
- listen to podcasts
- listen to music
- read local and world news
- stream movies
- shop online
- get information

B PAIR WORK | Tell your partner which activities you use your smart phone for on a typical day.

C READING | Read the article. In which ways are you dependent on your phone?

Are you addicted to your smart phone?

When does a habit become dependence? When does dependence become an addiction?

According to a 2018 study of smart phone habits in the U.S., smart phone users check their phones more than 50 times a day. Another study reports that some people actually touch their phones more than 5,000 times a day! And the number of times people touch their phones is increasing, not just in the U.S., but in every country where smart phones are common.

Smart phones make everything easier: social contact, entertainment, and finding information. Because they make life easier, people are now dependent on them. People use their phones all the time—from first thing in the morning to the last thing at night. They even use their phones while they are doing other things, such as talking to friends and family or working. Many people actually take their phones to bed with them; some even take their phones into the bathroom!

Some social psychologists think this is a problem. They say that when we spend too much time on social media or texting, playing games, emailing, and checking email, we interact less with our family and friends. This makes our relationships suffer. What begins as a habit—something we like to do regularly—can become something we need to do—a dependence. Some people fear that we can become so dependent on our smart phones that our dependence can become an addiction—a habit we cannot stop.

Here are some helpful methods for decreasing our dependence on phones and, hopefully, avoiding smart phone addiction:



When you're in social situations:
- Put the phone in a pocket or purse.
- Turn off audio notifications.

When you're alone:
- Put the phone in another room.
- Turn off the phone at night.

SOURCES: Deloitte Consumer Surveys / dscout Consumer survey

SMART PHONE USAGE in the United States

Smart phone owners in the United States check their phones **>50 times a day.**

They spend almost **2 hours and 30 minutes** on their phones each day.

They touch their phones **2,617 times a day.**

And some of them touch their phones almost **5,500 times a day.**

88% check their phones within an hour of waking up.

81% check their phones within an hour of going to sleep.

ABOUT 2/3 are trying to limit their smart phone use.

ABOUT 1/3 have been successful.

D ACTIVATE LANGUAGE FROM A TEXT | With a partner, create definitions for a habit, a dependence, and an addiction.

E **INTERPRET AN INFOGRAPHIC** | **Write T (true) or F (false), based on the Smart Phone Usage infographic.**

..... **1** The infographic is about smart phone users around the world.
..... **2** Eighty-one percent (81%) of smart phone users look at their phone an hour before they go to sleep.
..... **3** In the U.S., most people touch their phones more than 2,000 times a day.
..... **4** About 67% of people who want to limit their smart phone use are successful.

F **UNDERSTAND FROM CONTEXT** | **Circle the correct word or phrase to complete each statement.**

1 Habits are activities you (often / hardly ever) do.
2 Addictions are very hard to (do / stop).
3 If a number increases, it gets (bigger / smaller).
4 If you're dependent on something, you (dislike / need) it all the time.
5 If a number decreases, it gets (bigger / smaller).
6 If something is common, it's (unusual / usual).
7 When the quality of our work suffers, it gets (worse / better).

COMMUNICATION ACTIVATOR

Now let's describe smart phone habits.

A **TALKING POINTS** | **Complete the survey, using Vocabulary from page 68 when possible.**

1 Do you look at your phone first thing in the morning when you get up?
- ☐ Always (Why?) _____
- ☐ Never (Why not?) _____
- ☐ Sometimes (When?) _____

2 Do you look at your phone after you go to bed at night?
- ☐ Always (Why?) _____
- ☐ Never (Why not?) _____
- ☐ Sometimes (When?) _____
- ☐ I don't keep my phone in my bedroom. (Why don't you?) _____

3 Do you use your phone when you are bored?
- ☐ Sometimes.
- ☐ Definitely. Every day.
- ☐ I'm hardly ever bored, so no.

4 Is your phone usage increasing or decreasing?
- ☐ It's increasing. (Which activities do you do more often now?) _____
- ☐ It's decreasing. (Which activities do you do less often now?) _____
- ☐ It's staying the same.

5 Would you like to change your smart phone habits?
- ☐ Yes (In what ways?) _____
- ☐ No (Why not?) _____
- ☐ I'm not sure.

6 Are you (or is someone you know) dependent on or addicted to a smart phone?
- ☐ Yes (Why is this a problem?) _____
- ☐ No



B **DISCUSSION** | **With a partner or a small group, discuss your responses on the survey.**

I look at my phone first thing in the morning because I want to see if I have any text messages.



OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "According to . . ."

WRITING **Describe a smart phone or another device that's important to you. Write about its advantages and disadvantages.**

My smart phone is my best friend. It's always with me, even when I'm alone. If I need information, . . .

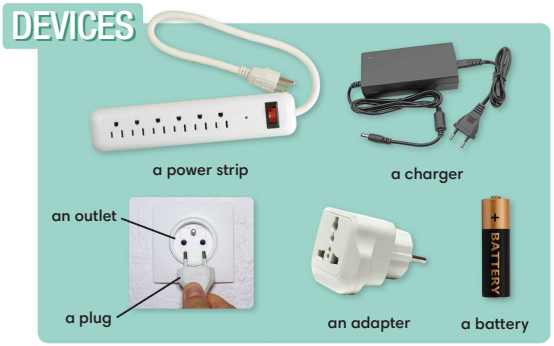
SOFT SKILLS BOOSTER p. 159

WRITING HANDBOOK p. 149
- Placement of adjectives: before nouns and after the verb be
- Guidance for this writing exercise

4 COMMUNICATION GOAL

Discuss the challenges of traveling with technology

A VOCABULARY | Powering electronic devices | **Read and listen. Then listen again and repeat.**





B ACTIVATE VOCABULARY | **Complete each statement with a word from the Vocabulary.**

1 Oh, no! I can't ..... my phone. Where's the charger?
2 Would you like to use my ..... ? My battery's at 100%.
3 There's only one ..... in this room. But I'm in luck because I have a(n) ..... .
4 I need to ..... the battery in my fitness tracker. It's not working.
5 When your laptop shows 100% power, you can ..... it.
6 What a weird ..... ! I can't plug my hair dryer in without a(n) ..... .

C LISTEN TO INFER | **Listen to an episode of *Travels with Adrienne*, a podcast about international travel. Why do people call Adrienne?**

- ☐ a They want to choose good places to travel.
- ☐ b They have questions about possible and real problems when they travel.
- ☐ c They want to give advice to other travelers.

D LISTEN FOR DETAILS | **Listen again. Circle the correct answers.**

1 Who is an author of travel books?
   a Adrienne
   b Caitlin
   c Joaquim
   d Kwame
2 Which caller is in the U.S.?
   a Adrienne
   b Caitlin
   c Joaquim
   d Kwame
3 Which person is in Canada?
   a Adrienne
   b Caitlin
   c Joaquim
   d Kwame
4 What does Caitlin have questions about?
   a batteries for her e-reader
   b changing a battery in an e-reader
   c charging her devices
   d an adapter for her hair dryer
5 Which two things are <u>not</u> a problem in Joaquim's hotel room?
   a the outlets
   b the wi-fi
   c the bathtub
   d the sink
6 What doesn't work well in the Atlanta hotel?
   a the shower
   b the coffee maker
   c the wi-fi
   d all of the above

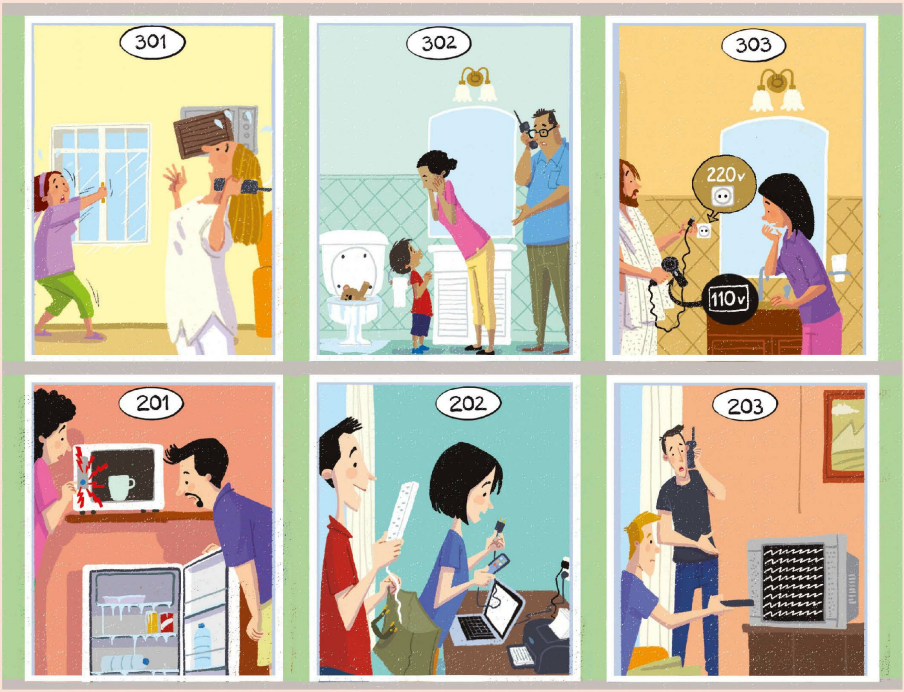
COMMUNICATION ACTIVATOR

Now let's discuss the challenges of traveling with technology.

A **TALKING POINTS** | **Look at the situations in each hotel room. Write the problems on the notepad.**

Room	Problem(s)
301	
302	
303	

Room	Problem(s)
201	
202	
203	



B **PAIR WORK** | **Choose one of the rooms in the hotel. Role-play a conversation between the people in that room. Then choose another room and role-play a new conversation. Take turns doing this until you role-play a conversation in each room.**

The toilet is clogged. The water won't go down.

That's horrible!

RECYCLE THIS LANGUAGE

___ won't open / close
___ won't turn on / off
___ isn't working
___ is clogged
___ is broken
___ is driving me crazy
___ is defective
___ is a piece of junk
___ is obsolete
___ is terrible
___ is awful
___ is horrible

Is something wrong?
What do you mean?
You bet!
I'm trying to ___, but ___.
Seriously?
No way!
That's a shame.
That's ridiculous!
I'm sorry to hear that.
That's too bad.
Oh, no!
Let's call [the front desk / housekeeping].

Shopping Spree

- First, in a small group, read the Priceless ad and compare the products.
- Next, with one person playing a salesperson, role-play a call to the store and ask for more information.
- Finally, decide which items you each are going to buy.

"I live downtown. Is there a Priceless Store nearby?"

"I'm calling about the___ dryer in your ad. What's today's price?"

"My ___ is obsolete. I really need a new one."

"Which ___ is less expensive?"

"Does it come in a different color?"

"Which brand is better?"

Priceless

"Prices so low we can't print them. Call 1–800–555–6500 for today's price."

Free shipping on some items. Call for details. Ready in 2 hours for in-store pickup. Call for locations.

TODAY ONLY!!

COMPARE!

MOREFIT COMFORTABLE, AFFORDABLE

Bitfit Popular

COMPARE!

The **Flexa** virtual assistant NEW!

DOES IT ALL virtual assistant SMART!

COMPARE!

HIGHTONE Model 2400 Inexpensive but top notch

COMPARE!

MARVEL SOUND COST A BIT MORE BUT WORTH IT

Clean Machine Washer and dryer set. Fast, quiet

COMPARE!

Yummy Brand Simple. Does what it needs to do.

All-in-One INSTANT COOKER For rice and more! Convenient! Makes soup, slow cooks, steams, and cooks rice!

GOES EVERYWHERE DRYER DUAL VOLTAGE 110 AND 220! Comes with adapter plug that fits all outlets.

COOL YOU DOWN High quality and affordable! PORTABLE!

Kitchenfriend Food Processor Up to Date! Comes with a FREE recipe book.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe advantages and disadvantages of a brand
- ☐ Talk about things that aren't working
- ☐ Describe smart phone habits
- ☐ Discuss the challenges of traveling with technology

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 7

Vacations and Travel

Warm-Up

What kinds of vacations do you like?



PRONUNCIATION | Listen and repeat.



EXCITING



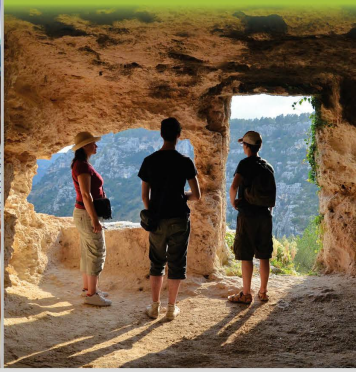
RELAXING



INTERESTING







UNIT 7 COMMUNICATION GOALS

Lesson 1
Greet someone arriving from a trip

Lesson 2
Report a change in travel plans

Lesson 3
Describe good and bad vacations

Lesson 4
Discuss some hassles of travel

Topic Warm-Up

A VACATION ACTIVITIES | Take the preference test.

YOUR FAVORITE VACATION ACTIVITIES

Which activities do you like to do on vacation? Rate them from 0 to 3, with 3 being your favorites.



















Which activity (or activities) do you absolutely NOT like? _____

_____

B VOCABULARY | Activities | Listen and repeat.

do nothing	hang out with friends	take a tour
go snorkeling	learn about other cultures	go sport fishing
go surfing	take a cruise	visit a museum

C PAIR WORK | Which activities are exciting? Which are relaxing? Which are interesting?

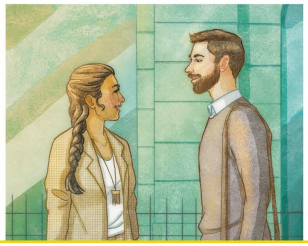
In my opinion, taking a cruise is exciting.

Really? I think taking a cruise is relaxing. Going surfing is exciting!

Language Warm-Up

A **ZOOM-IN** | **Read and listen to a conversation about a vacation. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Marta = Spanish
Brett = American English (standard)


Marta: Hey, Brett! When did you get back?

Brett: Hi, Marta! Late last night.

Marta: So how was the cruise? Did you have a good time?

Brett: We sure did! The weather was fantastic. And everyone was so friendly and warm . . . Hey, you and Danny were on vacation, too, right? Did you go away?

Marta: As a matter of fact, no. We just stayed home and took a *staycation*.

Brett: That doesn't sound very exciting.

Marta: True. But it was relaxing.

Brett: Really? What did you do every day?

Marta: Well, basically we slept late and went to the beach. It was really nice . . . until Friday.

Brett: What happened on Friday?

Marta: Someone stole my wallet at the mall.

Brett: Oh, no! How awful!

Marta: Well, luckily it didn't have any money in it, so it wasn't the end of the world.

Brett: I guess that's true, but I'm so sorry.

Marta: Thanks, Brett. Gotta run now.

Brett: OK, Marta. It was great seeing you. Say hi to Danny for me, OK?

B **THINK AND EXPLAIN** | **With a partner, answer the questions, using information from Zoom-In.**

1 What kind of vacation did Brett take?
2 What is a staycation?

C **UNDERSTAND FROM CONTEXT** | **Reread the conversation. Find:**

1 a polite, friendly thing to say to someone when you're saying good-bye .....
2 a statement that means "It wasn't so terrible." .....
3 a way to say "That's terrible!" .....
4 an informal way to end a conversation .....
5 a phrase that means "leave your home and travel somewhere" .....

SPEAKING **PAIR WORK** | **Check the kinds of vacations you like. Then write activities you like to do on each kind. Compare responses with a partner.**

Kinds of vacations	Activities you like to do
☐ beach vacations	
☐ family vacations	
☐ city vacations	
☐ staycations	
☐ other:	



I love beach vacations. They're so relaxing. You can go fishing or swimming.

1 COMMUNICATION GOAL — Greet someone arriving from a trip

A VOCABULARY | Adjectives to describe trips; Intensifiers | Read and listen. Then listen again and repeat.



The bus trip was so **scary**.



The flight was very **bumpy**.



The flight was really **short**. / It was really **long**.

Intensifiers
so
very
really
pretty
quite
kind of



The train trip was pretty **scenic**.



It was quite **comfortable**.



The drive was kind of **boring**.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. First, check the kind of trip it was. Then listen again and circle ☺ if the person liked the trip or ☹ if the person didn't.

1 ☐ a cruise ☐ a flight ☺☹
2 ☐ a train trip ☐ a drive ☺☹
3 ☐ a cruise ☐ a bus trip ☺☹
4 ☐ a drive ☐ a train trip ☺☹

C COACH GRAMMAR | The past tense of be

GRAMMAR EXPANDER p. 137
• The past tense of be: form

Use was and were to talk about the past.

Statements

I He She It	**was** **wasn't**	there.
We You They	**were** **weren't**	in Canada.

Contractions
wasn't = was not
weren't = were not

Questions

Was your flight late?	(Yes, it was. / No, it wasn't.)
Were there lots of people?	(Yes, there were. / No, there weren't.)
Where **was** your brother on Friday?	(In Seoul.)
What day **was** your birthday?	(Monday.)
Who **was** with you on the bus?	(My girlfriend.)
Who **were** your parents with?	(The tour guide.)
How **was** the food on the cruise?	(Terrible!)
How **were** the activities?	(They were awesome.)
How long **was** the drive?	(It was three hours.)



D PRONOUNCE THE GRAMMAR | Listen and repeat the questions from the grammar chart.

E NOTICE THE GRAMMAR | Look at Zoom-In on page 75. Find eight examples of the past tense of be.

F **GRAMMAR PRACTICE** | **Complete the conversations with was, were, wasn't, or weren't. Then practice the conversations with a partner.**

1 **A:** Where ..... you last week?
B: I ..... in Bogotá.
A: Who ..... with you?
B: My in-laws. They ..... in Bogotá, too.
A: Really? No kidding! So how long ..... you there?
B: We ..... there for five days.

2 **A:** ..... Richard on vacation last week?
B: Actually, I don't think he ..... on vacation.
A: Really? He ..... at work.
B: Oh, yeah. You're right! He ..... sick.

3 **A:** How long ..... your tour?
B: Fourteen days. It ..... great. But the people on the tour ..... very nice.
A: That's too bad! ..... the weather good?
B: No, it ..... , actually. Most days it ..... rainy.

4 **A:** Welcome home! How long ..... you away?
B: Only a week, unfortunately. The vacation really ..... long enough.
A: Too bad. ..... you alone?
B: No, I ..... . My sister ..... with me.

COMMUNICATION ACTIVATOR

Now let's greet someone arriving from a trip.



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

A: Hi, Grant.
B: Welcome back, Steve!
A: Thanks!
B: So, how was the drive?
A: It was pretty long and boring, actually.
B: That's too bad. Hey, can I give you a hand?
A: It's OK. I'm fine.

Social language

Decline help	Accept help
It's OK. I'm fine.	Thank you!
No, thanks. I'm OK.	That's really nice of you!

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

C **CONVERSATION PAIR WORK** | **Change the conversation. Then change roles.**

A: Hi, ... !
B: Welcome back, ... !
A: ..... .
B: So how was the ..... ?
A: It was ..... , actually.
B: That's ..... . Hey, can I give you a hand?
A: ....

KEEP TALKING!

Ask and answer other questions.
Were there a lot of people on the ___ ?
How long was the ___ ?

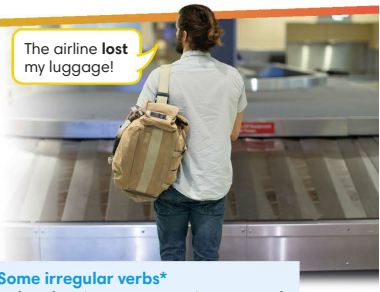
Watch the video for ideas!

Responses

comfortable, scenic, short, relaxing, interesting, exciting	That's good! ☺
boring, bumpy, long, scary	That's too bad! ☹

D **CHANGE PARTNERS** | **Change the conversation again. Greet someone arriving from another type of trip. Ask more questions.**

2 COMMUNICATION GOAL Report a change in travel plans



A GRAMMAR | The simple past tense: Statements

Use the simple past tense to talk about past actions.

Regular verbs: formation
Add -ed to the base form. If the base form ends in -e, add -d.

call → called like → liked

BUT

study → studied shop → shopped

In affirmative statements, use a regular or an irregular* past tense form. In negative statements, use didn't + a base form.

I **liked** the cruise. / I **didn't like** the flight.
They **went** to the beach. / They **didn't go** shopping.

Contractions
didn't = did not

GRAMMAR EXPANDER p. 137
The simple past tense:
- More about usage and form
- Spelling rules for regular verbs

Some irregular verbs*

buy	**bought**	get	**got**	read	**read**
come	**came**	go	**went**	say	**said**
do	**did**	have	**had**	see	**saw**
drive	**drove**	leave	**left**	sleep	**slept**
eat	**ate**	lose	**lost**	steal	**stole**
find	**found**	make	**made**	take	**took**
fly	**flew**	meet	**met**		

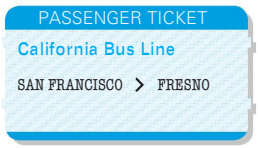
See page 124 for a more complete list.

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

C GRAMMAR PRACTICE | Complete Claire's email message about her vacation. Use the simple past tense.

Hey, Lynn—quick update: We ..... (1 get up) early this morning and ..... (2 pack) all our clothes into our luggage. Then we ..... (3 check out) of the hotel and ..... (4 take) a taxi to the station, where we ..... (5 meet) the other people on the tour. So we all ..... (6 get) on the bus and ..... (7 drive) into the mountains. The trip ..... (8 take) four hours, but it wasn't at all boring because the scenery was beautiful. The bus finally ..... (9 arrive) at noon, and we ..... (10 have) lunch in a cute restaurant. I ..... (11 post) a photo on Instasnap—have a look there. After lunch, we ..... (12 take) it easy and just ..... (13 relax). We ..... (14 leave) at about 6:00 and are now on the way to the airport.
Gotta run now! —xoxo Claire

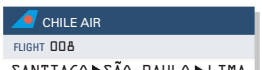
D VOCABULARY | Kinds of tickets and seats | Read and listen. Then listen again and repeat.



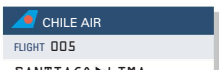
a one-way ticket



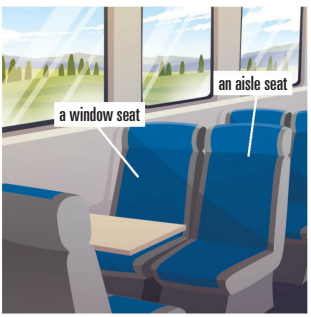
a round-trip ticket



a direct flight



a non-stop flight



E **ACTIVATE VOCABULARY** | **Complete the conversations with the Vocabulary.**

1 **A:** What kind of seat would you like? A window or an aisle?
B: ..... . I like to walk around.

2 **A:** Would you like ..... seat? We have one in the first car.
B: Actually, no. I'd like ..... seat. I like to see the scenery.

3 **A:** Do you want ..... to Montevideo?
B: Actually, I need ..... . I'm not coming back.

4 **A:** Is Flight 3 ..... ?
B: No. It's a direct flight. It makes a stop, but you don't have to change planes.

F **GRAMMAR** | **The simple past tense: Questions**

Use did + a base form in questions for both regular and irregular verbs.
Did he **buy** a non-stop ticket? (Yes, he did. / No, he didn't.)
Did we **get** aisle seats? (Yes, we did. / No, we did. / No, we didn't.)
Where **did** you **go**?
How much luggage **did** she **have**?
Who **did** they **meet**? (They met **Max**.)
BUT Who **returned** the wallet? (**She** returned the wallet.)

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

H **PAIR WORK** | **Look at Exercise C on page 78. Write five questions about Claire's vacation, using the simple past tense. Then practice asking and answering your questions.**

How long did Claire's trip to the mountains take?

It took four hours.

COMMUNICATION ACTIVATOR

Now let's report a change in travel plans.



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

A: Hello, Paul? It's Nora. Listen, I missed the 5:12 flight to Miami.
B: Oh, no! Is there a later one?
A: Luckily, there is. I got a ticket on the 8:30.
B: Well, thank goodness you got a seat.
A: You can say *that* again!

Social language
Say "You can say *that* again!" to strongly agree with what someone said.

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

C **CONVERSATION PAIR WORK** | **Role-play the conversation, inventing the place you're going and the flight, train, or bus times. Then change roles.**

A: Hello, ...? It's ..... . Listen, I missed the ..... to ..... .
B: .....! Is there a later one?
A: Luckily, there is. I got a ticket on the ..... .
B: Well, thank goodness you got a seat.
A: You can say *that* again!

KEEP TALKING!

Ask or tell your partner about . . .
the kind of seat [you] got
whether the [flight] is non-stop
the arrival time

Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again. Make other changes.**



3 COMMUNICATION GOAL Describe good and bad vacations

A VOCABULARY | Past time expressions; Years, decades, and centuries | Read and listen. Then listen again and repeat.

PAST TIME EXPRESSIONS

Today is Sunday, June 14th.

Yesterday was Saturday, June 13th.

The day before yesterday was Friday, June 12th.

Four days ago was June 10th.

It's June. **Last month** was May. **Three months ago** was March.



Remember: **in** June / **on** June 1st / **on** Saturday

YEARS, DECADES, AND CENTURIES

- 1900 = Say "nineteen hundred"
- 1901 = Say "nineteen 'oh' one"
- 2000 = Say "two thousand"
- 2001 = Say "two thousand and one"
- 2018 = Say "twenty eighteen" OR "two thousand eighteen"
- 1990–1999 = Say "the (nineteen) nineties"
- 2001–2100 = Say "the twenty-first century"

in 2018 / **in** the nineties / **in** the twenty-first century

B ACTIVATE VOCABULARY | Look at the calendar. Today is Thursday, January 8th. Complete each statement with the correct time expression.

1 *The day before yesterday* was January 6th.
2 ..... was January 7th.
3 ..... was December.
4 ..... was January 5th.

JANUARY

M	Tu	W	Th	F	Sa	Su
			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	

C LISTEN FOR MAIN IDEAS | Listen to each conversation. Check whether the person had a good or bad vacation experience—or a mixture of both.

1	☐ a good experience	☐ a bad experience	☐ a mixture of both
2	☐ a good experience	☐ a bad experience	☐ a mixture of both
3	☐ a good experience	☐ a bad experience	☐ a mixture of both
4	☐ a good experience	☐ a bad experience	☐ a mixture of both

D LISTEN FOR DETAILS | Listen again. Circle the correct word or phrase.

Conversation 1

1 They got back (yesterday / the day before yesterday / after two days).
2 The airline lost their (ticket / camera / luggage).
3 Someone stole their tablet (on the first day / on the third day / when they arrived).

Conversation 2

1 The people were (warm and friendly / cold and unfriendly / unhappy).
2 They really liked their (hotel room / tour / tour guide).
3 The vacation was too (short / long / boring).

Conversation 3

1 They got back (last weekend / yesterday / three days ago).
2 They missed the flight from (New York / Atlanta / Santo Domingo).
3 They got (aisle seats / seats together / window seats).

Conversation 4

1 The food at the Miami hotel was (fantastic / pretty bad / terrible).
2 The people were (cold / nice / unfriendly).
3 They returned her (kids / car / bike).



E PRONUNCIATION | The three simple past tense endings for regular verbs | Read and listen. Then listen again and repeat.

1 /d/	2 /t/	3 /ɪd/
played = play/d/	**liked** = like/t/	**wanted** = want/ɪd/
rained = rain/d/	**missed** = miss/t/	**needed** = need/ɪd/

Be careful!
played = /pleɪd/ NOT ~~/pleɪɪd/~~
liked = /laɪkt/ NOT ~~/laɪkɪd/~~

F PRONUNCIATION PRACTICE | Read and listen to the verbs. Circle the -ed ending you hear. Then say each word aloud.

1 tried	/d/ /t/ /ɪd/	**3** visited	/d/ /t/ /ɪd/	**5** danced	/d/ /t/ /ɪd/
2 walked	/d/ /t/ /ɪd/	**4** checked	/d/ /t/ /ɪd/	**6** waited	/d/ /t/ /ɪd/

COMMUNICATION ACTIVATOR

Now let's describe good and bad vacations.

A BAD TRAVEL EXPERIENCES | Listen and repeat. Then check the experiences you have had.


☐ We had an accident.


☐ We had mechanical problems.



☐ We missed our train.


☐ We got bumped from our flight.


☐ We got seasick.

Also
carsick
airsick

B TALKING POINTS | Write notes about your good and bad travel experiences.

Good experiences	Bad experiences

C PAIR WORK | Discuss your experiences. Use your notepad for support. Ask and answer questions.

RECYCLE THIS LANGUAGE

Ask	Describe	Respond
How was the ___ ?	I had a [wonderful] time.	That's [fantastic / wonderful]!
How long was the ___ ?	The [flight / drive / trip] was ___ .	No kidding!
[What / When] did you ___ ?	The ___ drove me crazy.	Oh, no!
Who were you with?	The ___ didn't work.	That's too bad.
Tell me about ___ .	I was in the mood for ___ , but ___ .	What a shame!
	They didn't accept credit cards.	I'm sorry to hear that.

SOFT SKILLS BOOSTER p. 160

WRITING Write about a vacation you took. Use the questions for ideas.

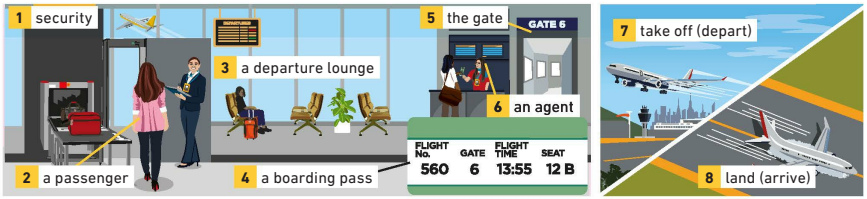
In 2017, I went on a great trip to . . .

When / Where did you go?	What did you do?
How long did you stay?	Did you have a good time?
How was the trip / weather?	When did you get back?

WRITING HANDBOOK p. 150
- Time order
- Guidance for this writing exercise

4 COMMUNICATION GOAL Discuss some hassles of travel

A VOCABULARY | Airport information | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | Complete the pre-flight instructions with the Vocabulary.

PRE-FLIGHT INSTRUCTIONS
SEAT 17 A

When you arrive at the airport, take your luggage to the check-in counter and get your ..... (1). Next, go through ..... (2). After that, proceed to the ..... (3). When they call your flight, show your boarding pass to the ..... (4) and board the plane. Be sure to turn off your phone when the plane ..... (5). Have a good flight!

C READING | Read a magazine travel column. What are some of the hassles of flying?



Travel writer
Laura Lee

All this week, we're covering common hassles of air travel—delays due to mechanical problems, lost luggage, and the latest remedies for airsickness.

Air travel can be a hassle

Most of the time, things go well. You whiz through security. You get a comfortable seat in the departure lounge at the gate, excited about your trip and ready to board, with your boarding pass in hand. You feel lucky because you've scored an aisle seat in the first row—your favorite seat. Your plane boards on time, takes off on time, and lands on time.

But sometimes, things don't go that way. Sometimes, there are hassles. Suddenly, you hear the gate agent's announcement: "Your attention, please. This is an announcement for passengers on flight 651 to Orlando. This flight is overbooked. There aren't enough seats for all the passengers. At this time, we're requesting volunteers to give up their seats. We can rebook you on the next flight and compensate you with a $200 travel voucher for travel on a future trip, to any destination on our airline's route. Do we have volunteers? Please see the agent at the desk."

What should you do? Well, that depends. If you have some time to kill, it's possible that waiting two hours for the next flight isn't a problem for you. And the $200 voucher is tempting—you could use that on your next trip! On the other hand, if this is a business trip, volunteering to get off is probably out of the question. You can't risk being late for your business meeting at your destination.

One choice is to simply sit and wait. Airlines frequently increase the perks to convince people to give up their seats. The value of the voucher can go up and up until it's too good to refuse. If the airline is desperate, the offer can include a hotel stay and / or meals. In the end, if no one volunteers, you may get bumped and need to get off the flight and get all those perks anyway. So getting bumped isn't always the end of the world.



D **UNDERSTAND FROM CONTEXT** | **Circle the correct word or phrase to complete each sentence.**

1 If someone "volunteers" to get off the plane, she or he (has to / agrees to / pays to) get off.
2 When you "give up" your seat, you (agree / pay / like) to take a different flight.
3 If an airline "compensates" you, it gives you (a voucher / the ticket / another seat on the flight).
4 If an offer is "tempting" to you, it is (hard / easy / impossible) to decline.
5 If someone says that something is "out of the question," it means it's (good / acceptable / not acceptable).
6 A "perk" is an (attractive / unusual / impossible) offer.
7 When an offer is "too good to refuse," it's an (excellent / impossible / awful) idea.

E **DRAW CONCLUSIONS** | **Based on the Reading and your own ideas, discuss the following questions.**

1 Why do you think airlines "overbook" flights?
2 Why do you think Laura Lee suggests you wait before volunteering to give up your seat?
3 When is the airline's offer for giving up your seat "too good to refuse"? Do you think all passengers would accept the same offer? Explain your answer.

COMMUNICATION ACTIVATOR

Now let's discuss some hassles of travel.

A **MORE MEANS OF TRANSPORTATION** | **Listen and repeat. Then check the means of transportation you have taken.**



☐ a limo



☐ a ferry



☐ a helicopter

Also: ☐ a bus ☐ a train ☐ a taxi ☐ a ship ☐ an airplane ☐ a subway

B **PAIR WORK** | **Ask your partner questions about the means of transportation she or he checked. Answer using past time expressions.**

> "When was the last time you took a ferry?"

C **TALKING POINTS** | **On the notepad, write notes about a time you had transportation problems.**

means of transportation:
month, day, or year of trip:
destination:
problems:



> I had a terrible experience on my business trip. First, I got carsick in the airport limo. Then . . .

D **DISCUSSION** | **Use your Talking Points as a guide to tell the class about your transportation problem or problems. Answer your classmates' questions.**

RECYCLE THIS LANGUAGE

The ___ was terrible.
The ___ were unfriendly.
The ___ didn't work.
They lost my ___.
Someone stole my ___.

The ___ drove me crazy.
The [flight] was bumpy / scary.
The [drive] was long / boring.
We missed our ___.

What was wrong with the ___?
I'm sorry to hear that.
That's a shame / too bad.
Oh, no!

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "That depends."

TRAVELER *Game*

Flip a coin. **Heads** = Go 1 space. **Tails** = Go 2 spaces.



- Place your coins on start. Then flip a coin to determine how many spaces to move.
- When you land on a space, use the word or phrase to make a past tense statement about a vacation or travel.
- If your statement uses the past tense correctly, wait for your next turn. If your statement is incorrect, go back to your last space.
- The first partner to reach END wins.

When I went to Chicago, I took a non-stop flight.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Greet someone arriving from a trip.
- ☐ Report a change in travel plans.
- ☐ Describe good and bad vacations.
- ☐ Discuss some hassles of travel.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

UNIT 8

Shopping for Clothes

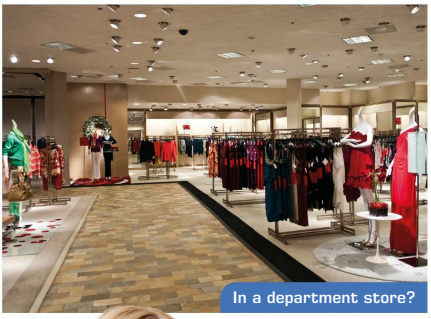
Warm-Up

Where do you usually buy your clothes?

PRONUNCIATION Listen and repeat.



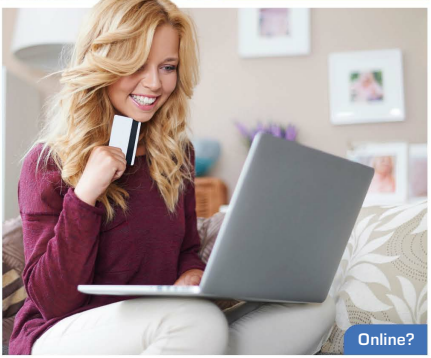
In a small shop?



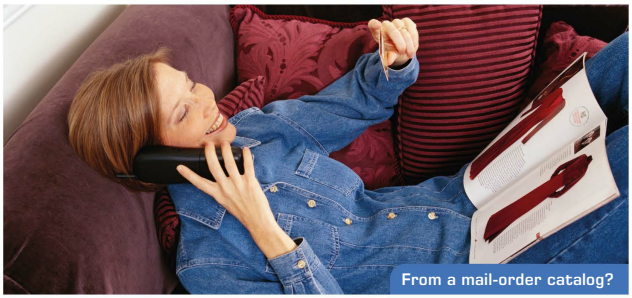
In a department store?



At a street market?



Online?



From a mail-order catalog?



UNIT 8 COMMUNICATION GOALS

Lesson 1 Shop and pay for clothes

Lesson 2 Ask for a recommendation for a place to shop

Lesson 3 Give directions within buildings

Lesson 4 Describe local clothing customs

Topic Warm-Up

A CLOTHING | Complete the questionnaire.

YOUR CLOTHING PREFERENCES?

Check what you like to wear in each situation.

To keep you warm on a cool day:

- a sweater over a shirt
- a heavy jacket and a scarf
- a light coat over a sweater
- other _____

To keep you cool on a hot day:

- a loose, short-sleeve shirt and pants
- a pair of shorts and a tank top
- a bathing suit
- other _____

To wear at home:

- an old sweatshirt and sweatpants
- a casual shirt and jeans
- a dress shirt or blouse with a pair of khakis or slacks
- other _____

For a party at a friend's home:

- a wild sweater
- a nice suit
- a blazer and slacks
- a T-shirt and jeans
- other _____

B VOCABULARY | Clothing items | Listen and repeat.

a bathing suit	a sweatshirt	khakis
a blazer	a tank top	shorts
a coat	a T-shirt	slacks
a scarf	jeans	sweatpants
a shirt		

C PAIR WORK | Compare your clothing preferences.

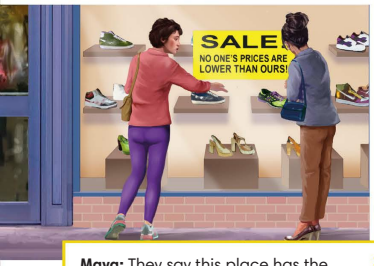
I like to wear a T-shirt and sweatpants at home, but not at a party. What about you?

I agree. T-shirts and sweatpants aren't OK for a party. But they're great at home.

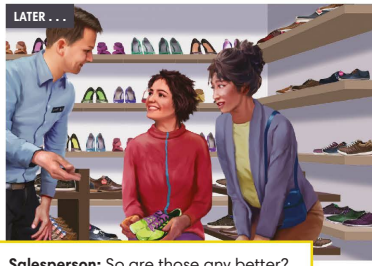
Language Warm-Up

A ZOOM-IN | Read and listen to a conversation between two friends shopping for shoes. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Maya = American English (standard)
Emily = Mandarin Chinese
Salesperson = American English (standard)







Maya: They say this place has the biggest selection of brands in town. And look how cheap those running shoes are!

Emily: Well, no wonder! According to the sign in the window, they've got the lowest prices, too. Everything's on sale this week. Want to go in?

Maya: Why not?

Maya: Wow, those are really attractive. And they're half price.

Emily: You're right. What a bargain! I think you should try them on.

Salesperson: I'd be happy to help you with that. What's your size?

. . .

Emily: So how are they?

Maya: They're a little small. Let me ask for a larger size . . . Excuse me?

Salesperson: So are those any better?

Maya: Much better. I'll take them.

Salesperson: Great. If you'd like to keep shopping, I can hold them here for you.

Maya: Thank you so much!

Salesperson: My pleasure.

Emily: Well, they've got the best service in town, too.

B ACTIVATE VOCABULARY | Match each word with its meaning.

..... **1** selection — **a** the amount of money you pay to buy something
..... **2** price — **b** the number of choices that are available
..... **3** service — **c** the way salespeople treat customers

C UNDERSTAND FROM CONTEXT | Circle the correct word or phrase to complete each statement, based on the conversation.

1 "No wonder" means .....
a "Oh, that's the reason!" **b** "Oh, I can't understand."

2 When something's "on sale," its price is ..... .
a higher than usual **b** lower than usual

3 If you say, "What a bargain!" you're surprised about ..... .
a a high price **b** a low price

4 When Maya decides she wants to buy the shoes, she says, ...
a "We'll keep shopping." **b** "I'll take them."

SPEAKING PAIR WORK | Complete the chart about what's important to you when you shop for clothes and shoes. Then compare charts with a partner.

> "Price is very important to me. I don't want to spend a lot of money."

	not important to me	somewhat important to me	very important to me
price	☐	☐	☐
selection	☐	☐	☐
service	☐	☐	☐

1 COMMUNICATION GOAL — Shop and pay for clothes

A VOCABULARY | Types of clothing and accessories | Read and listen. Then listen again and repeat.

TOPS



1. a long-sleeve shirt
2. a short-sleeve shirt
3. a polo shirt
4. a sleeveless blouse

SWEATERS



5. a V-neck
6. a crewneck
7. a turtleneck
8. a cardigan

SLEEPWEAR



9. pajamas
10. a nightgown

FOOTWEAR



11. high heels
12. flats
13. loafers
14. running shoes
15. sandals

ACCESSORIES



16. a belt
17. a purse
18. gloves
19. a hat
20. a cap

Note: You can use "a pair of" with:
shoes
high heels
flats
loafers
running shoes
sandals
gloves
pants
shorts
jeans
pajamas

B PAIR WORK | Tell your partner about some of your favorite clothing and accessories.

> "I love my old jeans. They're so comfortable."

C COACH GRAMMAR | Object pronouns: Usage

An object pronoun replaces a noun or a noun phrase.

As a direct object

I want the belt. _____ → I want **it**.
She loves those sandals. → She loves **them**.

In a prepositional phrase

Did you give your credit card to the salesperson? → Did you give your credit card **to her**?
I'm buying a blue blazer for my husband. → I'm buying a blue blazer **for him**.

When a sentence has both a direct object and a prepositional phrase, the direct object comes first.

Did you give **the scarf to your brother**? NOT Did you give ~~to your brother the scarf~~?
I'm buying **it for her**. NOT I'm buying ~~for her it~~.

Subject pronouns	Object pronouns
I →	**me**
you →	**you**
he →	**him**
she →	**her**
it →	**it**
we →	**us**
they →	**them**

GRAMMAR EXPANDER p. 139
• Direct and indirect objects

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

E GRAMMAR PRACTICE | Write the object pronouns. Then practice the conversations with a partner.

1 **A:** Should I buy this short-sleeve shirt ?
B: It's really nice. You should definitely buy ..... .

2 **A:** I'm buying a gift for Mom. It's her birthday. What do you think of these pajamas?
B: Actually, you shouldn't buy those for ..... . She doesn't like green. Get a different color.

3 **A:** Did you want that belt, sir?
B: Yes, please. I'll take ..... in black.

4 **A:** Are you giving your husband that tie?
B: Yes. I'm giving ..... a nice dress shirt, too.

5 **A:** I want these sandals, but I need ..... in size 40.
B: No problem. I can get ..... for ..... .

6 **A:** Can you help ..... ? I'd like these five items, but I want to keep shopping.
B: Certainly. I can hold ..... for ..... . Just tell ..... when you're ready to pay.

F GRAMMAR PRACTICE | On a separate sheet of paper, unscramble the words and phrases to write statements. Use a capital letter for the first word in the sentence.

1 for my sister-in-law / I / them / bought
2 it / he / getting / for me / is
3 she / them / for him / buying / is
4 holding / the salesperson / it / is / for us
5 give / please / to me / them
6 it / is / he / for her / buying

COMMUNICATION ACTIVATOR

Now let's shop and pay for clothes.





A CONVERSATION MODEL | Read and listen.

A: Excuse me. I like this skirt, but can I get it in a different color?
B: Certainly. Is black OK?
A: Perfect. I'll take it. By the way, how much are those small purses over there?
B: They're on sale . . . twenty dollars.
A: That's great. I'll take the black one.
B: Of course. And how would you like to pay: cash or credit?
A: Credit, please. Thanks for your help!

Social language
Respond helpfully with:
Certainly. Of course. My pleasure.

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, accessories, and prices. Then change roles.

A: Excuse me. I like ..... , but can I get ..... in ..... ?
B: ..... . Is ..... OK?
A: Perfect. I'll take ..... . By the way, how much ..... ?
B: ..... on sale . . . .
A: That's great. I need a size ..... .
B: ..... . And how would you like to pay: cash or credit?
A: ..... , please. Thanks for your help!

KEEP TALKING!

Ask for a different size.
Can I get [this shirt] in [large]?

Ask the salesperson about other clothes or accessories.
What about [those sandals]?

Discuss likes, dislikes, and needs.
I love that [tank top]!

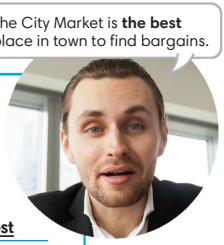
Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

2 COMMUNICATION GOAL

Ask for a recommendation for a place to shop

A GRAMMAR | Superlative adjectives



Superlative adjectives compare more than two people, places, things, or ideas. Use the before a superlative adjective.

Which of these men's coats is **the cheapest**?
The most popular stores are on Smith Street.
Jake's Shoes has **the best** prices in town.

Irregular forms
good → **the best**
bad → **the worst**

Formation of superlative adjectives

+ est	+ st	+ iest	consonant + est
cheap → **the** cheap**est**	nice → **the** nice**st**	easy → **the** easi**est**	big → **the** big**gest**
great → **the** great**est**	cute → **the** cute**st**	pretty → **the** pretti**est**	hot → **the** hot**test**

If the adjective has two or more syllables and doesn't end in -y, use the most or the least.

These shoes are **the most comfortable**.
This sweater is **the least expensive**.

the most ↕ the least

GRAMMAR EXPANDER p. 140
- Superlative adjectives: spelling rules
- Comparatives and superlatives (review)

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

C NOTICE THE GRAMMAR | Find three examples of superlative adjectives in Zoom-In on page 87.

D GRAMMAR PRACTICE | Complete conversations about recommendations, using the superlative form of the adjectives.

1 **A:** Is there a nice mall around here? I need a birthday gift for my husband.
B: Try the Park Plaza. It's ..... (new) mall in town.

2 **A:** Do you recommend Gloria's Jeans?
B: Absolutely! They're ..... (comfortable) jeans we sell.

3 **A:** What's ..... (popular) brand of running shoes right now?
B: Definitely Marlins. And they're ..... (attractive), too.

4 **A:** What's ..... (near) department store from the train station?
B: Teller's Department Store. Just walk two blocks down Main Street and turn right.

5 **A:** Hey, Silvia, I'm at Crane's Shoes, and I'm in the mood for Japanese food! Is there a good place nearby?
B: Actually, Sid's Sushi is ..... (good) Japanese restaurant in that neighborhood.

6 **A:** Can you recommend a store that has bargains on kitchen equipment? I need a new blender.
B: Well, I got a good deal on a Mixwell at the Bargain Barn. It's not ..... (cheap) blender, but it's ..... (easy) to use.



E PAIR WORK | Practice the conversations from Exercise D.

COMMUNICATION ACTIVATOR

Now let's ask for a recommendation for a place to shop.



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

A: Where's the best place in town to buy footwear?

B: That depends. What are you looking for?

A: A pair of sandals.

B: Well, they say Tom's Outdoor Store has the largest selection and the best bargains.

A: What about location? I'd like something near public transportation.

B: Well, Tom's is near the subway station. It's probably the most convenient.

Social language
Say "That depends" when an answer might be complicated.

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

C CONVERSATION PAIR WORK | **Role-play the conversation, comparing stores. Use the ideas and the pictures. Then change roles.**

A: Where's the best place in town to buy .....?

B: That depends. What are you looking for?

A: ..... .

B: Well, they say ..... has the ....

KEEP TALKING!

Tell your partner about your preferences.
I'd like . . . / I want . . . / I need . . . .

Ask more questions.
Do you prefer . . . ? / Would you like . . . ?

Ask about selection / prices / service.
What about . . . ?

Watch the video for ideas!

Ideas
- footwear
- sleepwear
- men's / women's tops
- sweaters
- men's / women's accessories
- warm-weather clothing
- casual clothing

















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

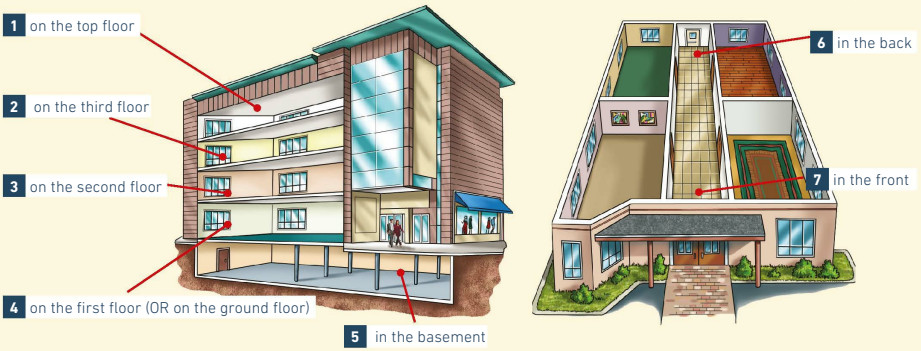
3 COMMUNICATION GOAL Give directions within buildings

A VOCABULARY | Interior locations and directions | Read and listen. Then listen again and repeat.

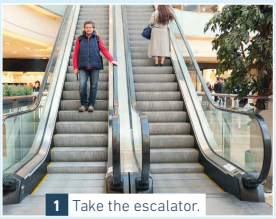
LOCATIONS

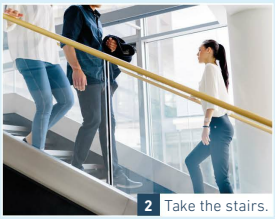


Take the escalator **to** the third floor. The men's department is **on** the third floor, **in** the back, **on** the right.



DIRECTIONS


1 Take the escalator.


2 Take the stairs.


3 Take the elevator.

Also:
Go up (or down) the escalator.
Go up (or down) the stairs.
DON'T SAY:
~~Go up (or down)~~ the elevator.

B LISTEN FOR KEY INFORMATION | Listen to the conversations at the first floor information desk in a department store. Complete each sentence with the correct location.

1 The electronics department is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
2 The men's bathroom is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
3 The coffee shop is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
4 Women's sweaters are (on this floor / upstairs / downstairs). They're in (the front / the back) of the store.
5 The luggage department is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.

C COACH PRONUNCIATION | Contrastive stress for clarification | Read and listen. Then listen again and repeat.

A: It's on the third floor.
B: Excuse me? The FIRST floor?
A: No. It's on the THIRD floor.

D PRONUNCIATION PRACTICE | Now practice these conversations with a partner.

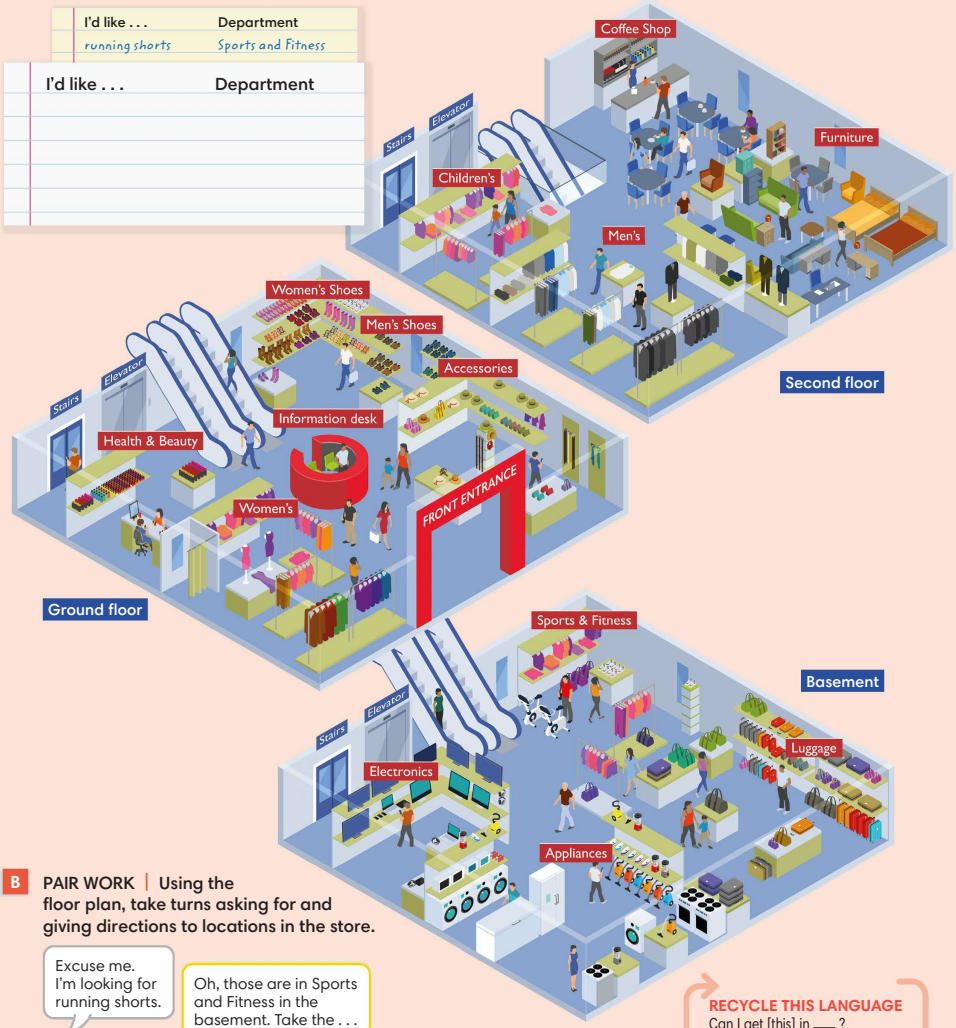
1 **A:** Is it in the BACK of the store?
B: No. It's in the FRONT of the store.

2 **A:** Should I take the STAIRS?
B: No. It's on the third floor. Take the ESCALATOR.

Give directions within buildings.

A **TALKING POINTS** | Look at the departments on each floor of the store. On the notepad, write five things you'd like to buy and the department where each item is located.

I'd like . . .	Department
running shorts	Sports and Fitness



B **PAIR WORK** | Using the floor plan, take turns asking for and giving directions to locations in the store.

Excuse me. I'm looking for running shorts.

Oh, those are in Sports and Fitness in the basement. Take the . . .

RECYCLE THIS LANGUAGE

Can I get [this] in ___?
Is this [the heaviest] coat?
I'll take [them].

How would you like to pay?
I can hold that for you.

C **ROLE PLAY** | Role-play a conversation with a salesperson in one of the departments. Shop for and pay for one of the things from your Talking Points.

4 COMMUNICATION GOAL Describe local clothing customs

A VOCABULARY | Adjectives for describing clothing customs | Read and listen. Then listen again and repeat.

formal for special events when casual clothes aren't OK
informal for everyday events when casual clothes are OK
appropriate socially correct for a particular situation
inappropriate socially incorrect for a particular situation
liberal without many rules for appropriate dress
conservative with more rules for appropriate dress

B READING | Read about planning for a business trip. Explain the meaning of "a dress code."

GOING ABROAD ON BUSINESS?

Well, that's pretty exciting! But before you pack your clothes, it's a good idea to learn the clothing do's and don'ts at your destination—because customs there can sometimes be very different from the ones back home.

In some countries, clothing customs are pretty liberal, and in other ones, "anything goes"—there are almost no rules at all. So if that describes *your* destination, you can just relax and pack whatever you want.

But in more conservative cultures, the rules can be really strict. The biggest mistake you can make in places like those is to make your business colleagues uncomfortable because you're wearing inappropriate clothes.

In countries with more liberal "dress codes," such as the U.S., the clothing style in some offices is "business casual." Instead of wearing suits and ties to work, most men simply wear a nice pair of slacks—such as khakis—and a dress shirt. Women typically wear a blouse or sweater over a casual skirt or slacks. Nevertheless, even in countries with generally liberal dress codes, some items are *not* "business casual." Shorts and tank tops may be fine on the street, but they're never appropriate in an office.

In countries with conservative business dress codes, men and women typically wear formal suits in an office, even on the hottest days of the year. Dressing casually—for example, not wearing a tie or a suit jacket—may actually seem impolite. Both men and women wear darker colors such as gray, dark blue, brown, and black. And shoes are always clean and polished.

If clothing customs for men and women are similar in your culture, you may be surprised that in some conservative settings the dress code for women can seem especially strict. In some places, the local custom is for women to avoid sleeveless or short-sleeve blouses in public settings. If travelers are aware of such customs, they can avoid feeling uncomfortable when in a culture different from their own.

The most important thing is the success of your business trip. If you have colleagues at your destination, don't be afraid to ask them for advice. Or do a search on the Internet to learn the do's and don'ts of dressing appropriately at your destination.



In some countries, office dress codes are pretty casual.



In other countries, dress codes are much more formal.

C IDENTIFY THE MAIN IDEA | Which statement expresses the writer's main idea?

- ☐ 1 Clothing customs for women can be very strict in some places.
- ☐ 2 Business casual is common in some places.
- ☐ 3 It's important to learn about local dress codes before business travel.

D **UNDERSTAND FROM CONTEXT** | **Circle the correct word or phrase to complete each statement.**

1 Another way to say "put clothes in your luggage" is (pack / travel).
2 The rules about what to wear are sometimes called clothing (do's and don'ts / mistakes).
3 The rules about appropriate and inappropriate dress are sometimes called a (destination / dress code).
4 When people dress in a business casual style, they wear (more formal / less formal) clothing in an office.
5 Another way to describe an extremely liberal attitude about clothing is ("anything goes" / "very strict").

E **APPLY IDEAS** | **With a partner, plan your specific clothes for a business meeting in the following destinations. Share your ideas with the class.**

1 a country with a very conservative dress code
2 a country where "anything goes" in casual settings
3 a country where people generally wear "business casual" in offices

COMMUNICATION ACTIVATOR

Now let's describe local clothing customs.

A **TALKING POINTS** | **With a partner, complete the questionnaire about your personal dress codes.**

WHICH STATEMENTS DO YOU AGREE WITH?	ME	MY PARTNER
It's important to wear nice clothes in a restaurant.	○	○
It's sometimes OK to wear casual clothes to work in an office.	○	○
It's inappropriate for men or women to wear sleeveless clothing in public.	○	○
It's inappropriate for men or women to wear shorts in some places.	○	○
It's OK to wear anything that makes you feel comfortable.	○	○
WHICH BEST DESCRIBES YOUR PERSONAL DRESS CODE?		
I tend to be conservative.	○	○
I tend to be liberal.	○	○
My attitude is "anything goes!"	○	○

B **DISCUSSION** | **Discuss and write some clothing do's and don'ts for visitors to your country. Use specific kinds of clothing as examples. Agree and disagree about your opinions.**

SOFT SKILLS BOOSTER p. 161

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "[Women] typically wear . . . "

- on the street
- in a formal restaurant
- in an office
- in a casual social setting
- at a movie theater



WRITING **Write an explanation for visitors to your country of the do's and don'ts for appropriate dress.**

In this country, dress codes are pretty liberal. However, there are a few rules you should keep in mind. First of all, . . .

WRITING HANDBOOK p. 151
- Connecting ideas with because and since
- Guidance for this writing exercise

Which is THE BEST?

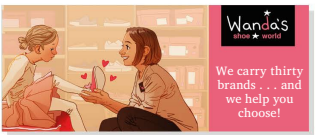
- Take turns with a partner.
- One of you makes a true or false statement about one of the businesses in the ads, using a superlative form of an adjective.
- The other explains why the statement is true or false and corrects any false statement.

Tech World has the best bargains for electronics.

False. The prices at the other two stores are lower. The lowest prices are at . . .





































PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Shop and pay for clothes.
- ☐ Ask for a recommendation for a place to shop.
- ☐ Give directions within buildings.
- ☐ Describe local clothing customs.

UNIT 9

Fitness and Health



Warm-Up

Which kinds of activities are the most fun for you?

PRONUNCIATION | Listen and repeat.

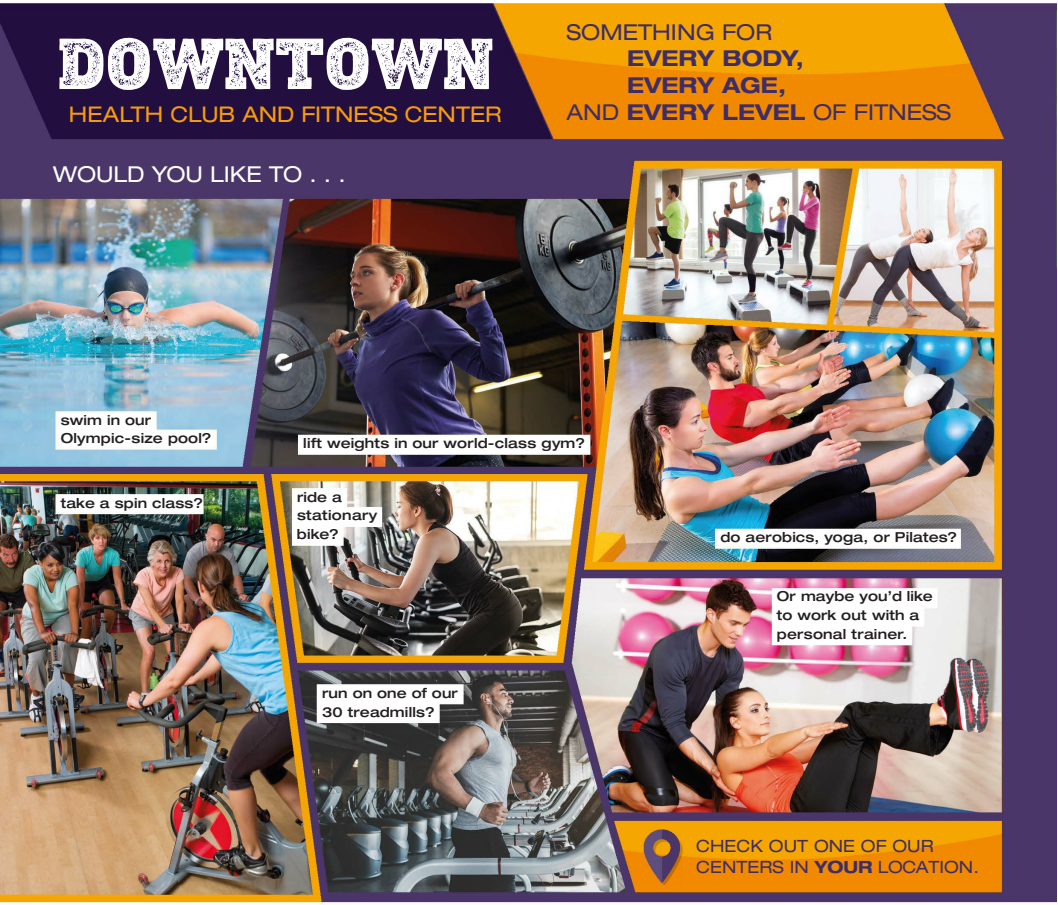


UNIT 9 COMMUNICATION GOALS

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Make a date to get together	Suggest how to get in shape	Discuss recreation equipment	Describe accidents and injuries

Topic Warm-Up

A EXERCISE | Look at the brochure for a popular health club. Choose two activities you'd like to do.



B VOCABULARY | Exercise activities | Listen and repeat.

swim	do aerobics	do Pilates	ride a stationary bike	work out
lift weights	do yoga	take a spin class	run on a treadmill	

C PAIR WORK | Tell your partner which activity or activities you would like to do at the Downtown Health Club and Fitness Center.

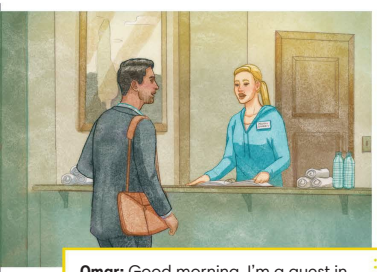
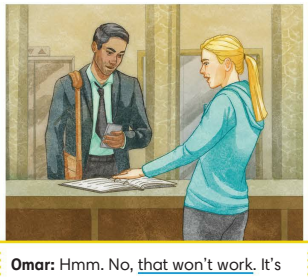
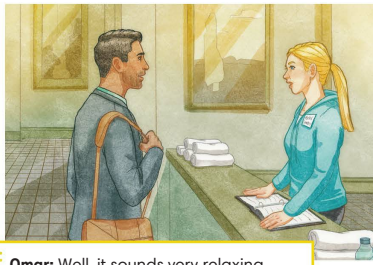
I'd like to swim in that beautiful pool. What about you?

Me? I'd like to take a spin class. It's great exercise.

Language Warm-Up

A **ZOOM-IN** | Read and listen to a conversation at a fitness center in an international hotel. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Omar = Arabic
Martina = German

Omar: Good morning. I'm a guest in the hotel, and I'd like to take the 6 P.M. spin class. Do I have to sign up? Or can I just walk in?

Martina: Let me check. That's a very popular time, so a lot of people come in then.

Omar: Thanks.

Martina: Oh, I'm sorry, sir. That class *is* full. But you could take an earlier one, at 5:00.

Omar: Hmm. No, that won't work. It's a bit too early for me.

Martina: Well, what about another option at 6:00?

Omar: Like what?

Martina: Well, there's a really nice yoga class—yoga's a good way to unwind after a busy day. Does that appeal to you?

Omar: Well, it sounds very relaxing, but I like to unwind with something a little more strenuous. I'm afraid yoga's not really a good fit for me.

Martina: Well, by any chance did you bring your bathing suit? There's a really strenuous water aerobics class at 5:30.

Omar: Water aerobics? Sounds like a good workout. And the time's convenient—I can make that class.

B **UNDERSTAND FROM CONTEXT** | Look at the featured words and phrases in Zoom-In. Choose the correct way to complete each statement.

1 When Omar asks, "Do I have to sign up?" he wants to know if ..... .
   - **a** he needs to put his name on the list of people who are taking the class
   - **b** there's a class at that time

2 When Omar says, "No, that won't work," he means ..... .
   - **a** a spin class isn't for him
   - **b** he can't come to the class at that time

3 When Martina says it's "a good way to unwind," she means ..... .
   - **a** it helps you relax
   - **b** it helps you work hard

4 When Martina asks, "Does that appeal to you?" she wants to know if ..... .
   - **a** Omar likes the idea of a yoga class
   - **b** Omar has another idea

5 When Omar says yoga's "not really a good fit for me," he means ..... .
   - **a** yoga's not really his style
   - **b** he doesn't know what yoga is

6 When Omar says, "I can make that class," he means ..... .
   - **a** he can go because the time is good for him
   - **b** it sounds like a good workout

SPEAKING **PAIR WORK** | Complete the chart. Then compare opinions with a partner.

Sports and activities that . . .

don't appeal to me:	
are a good fit for me:	
are a good workout:	
are a good way to unwind:	

Ideas
- indoor activities
- outdoor activities
- individual sports
- team sports
- warm-weather sports
- cold-weather sports
- relaxing activities
- strenuous activities

1 COMMUNICATION GOAL Make a date to get together

A VOCABULARY | Places for sports, games, and other exercise | Read and listen. Then listen again and repeat.



1 a swimming pool



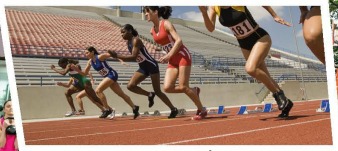
2 an athletic field



5 a basketball court



3 a gym



4 a track



6 a tennis court



7 a golf course

B PAIR WORK | Choose one of the places from the Vocabulary that you sometimes go to. Tell your partner where it is and how often you go there.

> "I go to the basketball court in Stone Park once a week, usually on the weekend. What about you?"

C GRAMMAR | Have to / has to

Use have to or has to + the base form of a verb to express a present obligation.

I **don't have to work** late today. I can go out for dinner with you.
You **have to sign up** for the water aerobics class. You can't just walk in.
Teri **has to teach** a Pilates class now. Can she call you back later?
Jeremy **doesn't have to pay** for classes at the club. He's a member.

Use had to + a base form for past obligations.

I'm so sorry I'm late. I **had to go** to the bank.
We **didn't have to get** to the game so early. It started late.

Yes / no questions

Does he **have to go** right home after class tonight? (Yes, he does. / No, he doesn't.)
Do they **have to wear** running shoes at the gym? (Yes, they do. / No, they don't.)
Did she **have to work** late yesterday? (Yes, she did. / No, she didn't.)



GRAMMAR EXPANDER p. 141
Have to / has to
- Form and common errors
- Information questions

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

E PRONUNCIATION | **Sound reduction of to in have to / has to | Read and listen. Notice how the pronunciation of to changes to /tə/ when it's not stressed in natural speech. Then listen again and repeat. Practice the sentences with a partner.**

1 I had to play tennis with my daughter today.
2 Charlotte has to teach a yoga class tonight.
3 We have to wait for the aerobics instructor.
4 Ben has to be on time for his Pilates class.

F GRAMMAR PRACTICE | **Complete the conversations with a form of have to.**

1 **A:** I'd love to see *Yoga Tales* tonight. Would you like to go, too?
B: I definitely would. But ..... (I / study) for a test.

2 **A:** My daughter was sick, so she didn't take her swimming lesson. ..... (She / stay home) today.
B: Sorry to hear that. You're right. She should rest.

3 **A:** ..... (you / drive) the kids home from school today?
B: No. Blake's driving them today. I'm driving them tomorrow.

4 **A:** ..... (I / not work) tonight! We can go running. How would 6:30 be?
B: Perfect! Let's meet at the park. OK?

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

COMMUNICATION ACTIVATOR

Now let's make a date to get together.



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

A: Hey, Julie. Why don't we go swimming sometime?
B: I'd love to. When's good for you?
A: Sunday afternoon?
B: Sorry, I can't then. I have to drive my parents to the airport.
A: Well, how about Friday at 6:30?
B: Let me check . . . Yes, that's good for me. Where should we meet?
A: How about at the pool?
B: Perfect. See you there!

Social language
Invite someone with:
Why don't we ___?
Would you like to ___?
Do you want to ___?
How about we ___?

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

C CONVERSATION PAIR WORK | **Role-play the conversation, using real or invented plans. Choose activities from Warm-Up and Topic Warm-Up, or choose other activities. Use places from the Vocabulary. Then change roles.**

A: Hey, ... sometime?
B: I'd love to. When's good for you?
A: ..... ?
B: Sorry, I can't then. I have to ..... .
A: Well, how about ..... ?
B: Let me check . . . Yes, that's good for me. Where should we meet?
A: How about at the ..... ?
B: ..... . See you there!

KEEP TALKING!
- **Suggest other days and times.**
- **Ask for and give directions to a place to meet.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
That won't work.
What do you think?
Does that appeal to you?

D CHANGE PARTNERS | **Role-play declining and accepting another invitation.**

2 COMMUNICATION GOAL Suggest how to get in shape

A GRAMMAR | Modals should and could

Modals add meaning to the main verb in a sentence.

Use the modal should to give advice.
It's late. You **should go** home.

Use the modal could to present an option.
We **could go** to the pool. Or we **could go** to the beach.

Note: Could is also the past form of the modal can.
I **couldn't play** golf yesterday.

Remember: In statements, follow a modal with the base form of a verb.
We **could sign up** early for the aerobics class. It's at a good time.
You **shouldn't go** to the spin class today. It's too strenuous!

In yes / no questions, the modal comes before the subject of the sentence.
Should I **get** tickets for all of us? (Yes, you should.)
Could I **go running** on a track instead of on the treadmill? (Yes, you could.)



GRAMMAR EXPANDER p. 142
- Should and could: information questions
- Modals: common errors
- Can and be able to: present and past forms

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

C GRAMMAR PRACTICE | Complete the conversation. Circle the correct words.



Dana: You know, my husband comes home from work every day with a headache. The doctor says it's just stress.

Sally: Well, exercise (1. can help / has to help) him unwind. He (2. should / can) exercise. (3. Can / Should) your husband swim? There's a nice indoor pool at my gym. I (4. could / have to) invite him.



Dana: He says he hates indoor activities. But he *does* like outdoor activities like hiking and bike riding.

Sally: Well, (5. could he / does he have to) do that after work or on the weekend?



Dana: I guess he (6. can / could), but I think he (7. shouldn't / has to) buy a new pair of hiking boots. He (8. doesn't have to / can't) wear his old ones. They're too tight.

Sally: What about a bicycle? Does he have one?



Dana: No, unfortunately, he doesn't.

Sally: Well, we have an extra one. He (9. has to / could) use that instead of buying one.

Dana: That's so kind of you. Thanks a million!

D PAIR WORK | Practice the conversation from Exercise C.

COMMUNICATION ACTIVATOR

Now let's suggest how to get in shape.



A CONVERSATION MODEL | Read and listen.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like outdoor activities.

B: You could play tennis or basketball. Those are pretty strenuous.

A: To tell you the truth, I prefer individual sports.

Social language
Use "To tell you the truth" to soften a statement of disagreement.

B: OK! Well, you should go bike riding or running. You can do those every day.

A: And they're a great workout! Why didn't *I* think of that?

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

C CONVERSATION PAIR WORK | Change the conversation. Say what you prefer. Then change roles.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like _____ activities.

B: You could _____ or _____. Those are pretty _____.

A: To tell you the truth, I prefer _____.

B: OK! Well, you should _____. . . .

KEEP TALKING!

- Suggest other activities.
- Suggest a location.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

3 COMMUNICATION GOAL Discuss recreation equipment

A VOCABULARY | Land and water recreation activities; Collocations with go | Read and listen. Then listen again and repeat.

LAND ACTIVITIES


walking / go walking


rock climbing / go rock climbing


mountain biking / go mountain biking


camping / go camping

WATER ACTIVITIES


kayaking / go kayaking


sailing / go sailing


fishing / go fishing


paddleboarding / go paddleboarding

And remember:

(go) hiking	(go) sport fishing
(go) running	(go) surfing
(go) snorkeling	(go) swimming

B PAIR WORK | Tell your partner which of the activities from the Vocabulary you do and which you don't do.

> "I go mountain biking in the national park. I never go camping."

C LISTEN FOR MAIN IDEAS | Listen to the episode of *Let's Be Practical*. Which of the following is Clemson's main idea?

a Vacations with exciting activities can be very expensive.
b The problem with health clubs is that you have to exercise indoors.
c It's not necessary to take an expensive vacation to enjoy outdoor recreation.


Let's Be Practical host Clem Clemson

D LISTEN FOR DETAILS | Listen again. Check the statements that agree with what Clemson says.

- ☐ **1** Many people think vacations with a lot of outdoor activities are appealing.
- ☐ **2** One reason vacations are expensive is because of air travel.
- ☐ **3** Most people need some training if they want to go sport fishing, snorkeling, or surfing.
- ☐ **4** The activities you do on a vacation can keep you fit all year long.
- ☐ **5** It's important to exercise all year round, not just on a vacation.
- ☐ **6** Outdoor activities are more appealing than indoor activities.
- ☐ **7** Walking and going to the beach can be just like a mini-vacation.
- ☐ **8** If you have a little money to spend on exercise, it's better to spend it in a health club than to buy a paddleboard or a mountain bike.

Now let's discuss recreation equipment.

A TALKING POINTS | Listen and repeat the names of the equipment. Write an activity for each piece of equipment. Then check the statement that you agree with.



a tennis racket

activity: tennis

- ○ You could use this.
- ○ You should use this.
- ⊘ You have to use this!



a mountain bike

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a helmet

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!



a tent

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a kayak and a paddle

activity: _____

- ○ You could use these.
- ○ You should use these.
- ○ You have to use these!



a sailboat

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a fishing rod

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a surfboard

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



hiking boots

activity: _____

- ○ You could wear these.
- ○ You should wear these.
- ○ You have to wear these!



running shoes

activity: _____

- ○ You could wear these.
- ○ You should wear these.
- ○ You have to wear these!



a bathing cap

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!



a life vest

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!

B PAIR WORK | Compare responses in Talking Points. Do you agree about necessary equipment?

If you go mountain biking, you have to have a mountain bike and you have to wear a helmet.

To tell you the truth, I don't think a helmet is really necessary.

WRITING Write two paragraphs about outdoor recreation. In the first paragraph, write about your favorite activities. In the second, write about the activities that don't appeal to you.

I love outdoor activities. My favorite is hiking. I go hiking almost every weekend with my brother. We just get up, put on our hiking boots, and . . .

WRITING HANDBOOK p. 152
- The paragraph
- Guidance for this writing exercise

4 COMMUNICATION GOAL Describe accidents and injuries

A VOCABULARY | Parts of the body | Read and listen. Then listen again and repeat.



two **feet**
BUT one **foot**

B VOCABULARY | Accidents and injuries | Read and listen. Then listen again and repeat.



1 He **burned** his finger.



2 She **hurt** her back.



3 She **cut** her hand.



4 He **broke** his arm.



5 He **fell** down.

Base form		Past form
burn	→	**burned**
hurt	→	**hurt**
cut	→	**cut**
break	→	**broke**
fall	→	**fell**

C READING | Read about physical therapy. What's one way a physical therapist can help a patient with an injury?

YOU SAY YOU WANT TO BE A PHYSICAL THERAPIST?



Read "A day in the life" of physical therapist Martha Roberts.

I'm a physical therapist, and I specialize in exercise therapy for sports injuries. Each day, I work with seven or eight patients in my center, which looks sort of like a gym. I have special therapy tables and exercise equipment. The exercises help patients walk, work, and carry on their normal activities without pain.

How can exercise therapy help? Well, let's say you go rock climbing in the rain and you fall and break a bone in your leg. You're in a lot of pain. Your companions take you to the hospital, where a doctor sets the broken bone and puts your leg in a cast so the bone can heal. You get crutches so you don't have to walk on that leg, and you can let the broken leg rest.



Patient with leg in a cast, walking with crutches

I always tell my patients, "Bodies *want* to move." If you don't move, your muscles get weak. So after six to eight weeks in a cast and not moving, your muscles need to wake up and get moving to be strong again. The only thing that can make that happen is exercise.

My training taught me how to choose the exact *right* exercises for each injury and make sure my patients do the exercises correctly and without pain. I advise them to practice the exercises several times a day between their visits to my office. This helps my patients get strong again so they can get back to their regular activities—even rock climbing!—if that's what they want to do.

Not all physical therapists specialize in sports injuries, but I do, and I love my work. I can help my patients get active again fast.

D **SCAN FOR FACTS** | **Circle the correct answer to complete each statement, according to the Reading.**

1 Martha Roberts works in ..... .
   a a gym
   b a physical therapy center

2 Her work is to help ..... .
   a patients with injuries
   b set broken bones

3 She chooses ..... that can help each patient with his or her specific injury.
   a exercises
   b sports

4 A physical therapist gets special ..... so he or she knows how to treat each patient.
   a exercise
   b training

5 Ms. Roberts uses ..... in her physical therapy.
   a special tables and equipment
   b casts and crutches

6 When you wear a cast, your muscles ..... .
   a don't move
   b don't rest

7 If you don't use your muscles, they can get ..... .
   a weak
   b painful

8 After they finish their physical therapy, patients can ..... .
   a go back to their normal activities
   b continue therapy

COMMUNICATION ACTIVATOR

Now let's describe accidents and injuries.

A **TALKING POINTS** | **Complete the notepad with injuries and accidents.**

Injury	When did it happen?	Where were you?
I burned my *arm.*	*last night*	*I was in my kitchen.*

Injury	When did it happen?	Where were you?
I burned my		
I hurt my		
I cut my		
I broke my		
I fell down.		

B **PAIR WORK** | **Tell your partner about your accidents and injuries. Use your notepad for support. Say as much as you can.**

SOFT SKILLS BOOSTER p. 162



Last summer I had a mountain biking accident. I was on vacation in Europe. I broke my foot.

Did you have to go back home?



RECYCLE THIS LANGUAGE

Statements
I was in a lot of pain.
I had to go to the hospital.
They gave me a cast.
I had to use crutches.
I needed physical therapy.
I'm [OK / not OK] now.

Responses
I'm sorry to hear that.
That's too bad.
Oh, no!
I'm sorry.
Feel better!
You should ___ .
You could ___ .

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. Example: "If you don't move, . . ."

MOVING SQUARES

Form two teams, two partners each. Place a coin for each team on START. Flip a coin to see which team goes first.
Team 1 flips a coin: heads = advance one square; tails = advance two squares. When you land on a square, follow the directions there to begin a conversation. Team 2 corrects any errors. Then it's Team 2's turn to flip the coin and advance. Continue play until one team reaches FINISH. That team wins.

Start

Invite your partner to

Ask where.

Politely decline an invitation to

Suggest another time or day.

MOVE FORWARD TWO SQUARES.

Finish

Invite your partner to

Tell your partner the equipment he or she has to use or wear.

MOVE BACK THREE SQUARES. MISS A TURN.

Invite your partner to

Tell your partner the equipment he or she should use or wear.

Tell your partner about an injury or accident you had at home.

Give your partner advice.

Suggest a place to meet to

Suggest a different place.

Tell your partner one thing you are doing to get in shape.

Make two other suggestions with could or should.

Invite your partner to

Accept the invitation.

MOVE FORWARD THREE SQUARES.

Tell your partner he or she needs a helmet to

Disagree with the advice.

Tell your partner about an injury or accident you had at work or school.

Express sympathy.

Ask your partner about the kinds of outdoor activities he or she prefers.

Answer.

Tell your partner why you prefer indoor (or outdoor) activities.

Express your own opinion in response.

Hints

Why don't we ___ sometime?
What should I do?
Well, what / how about ___?
I'm sorry. I can't then.
How about we ___ sometime?
Do you mean it?
I have to ___.
You should ___.
You could ___.
Do you want to ___ sometime?
See you there!
Let me check.
I actually hate ___.
I like ___ better.
I totally do.
Where should we meet?
Would you like to ___ sometime?
That's fine.
That's good for me.
At the [park], OK?
That's a good idea.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Make a date to get together.
- ☐ Suggest how to get in shape.
- ☐ Discuss recreation equipment.
- ☐ Describe accidents and injuries.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

UNIT 10

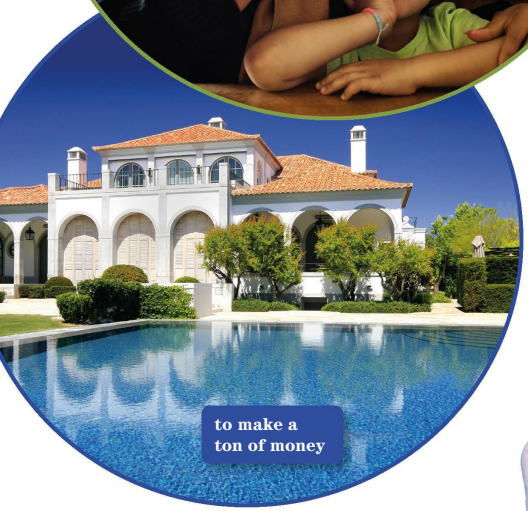
Life Goals and Plans

Warm-Up

Which of the three life goals do you find the most appealing? Why?









UNIT 10 COMMUNICATION GOALS

Lesson 1 Express wishes for the future

Lesson 2 Plan a business or social event

Lesson 3 Describe ways to make a dream come true

Lesson 4 Discuss what makes a job attractive

Topic Warm-Up

A SUCCESS | Take the self-test.

WHAT MAKES **PEOPLE SUCCESSFUL?**

Check the opinions you agree with. Write an x on the ones you don't.



ADAM ○

"I hate to say it, but you need help from friends or family—or you're never going to be successful in life. No one does it alone."



KATHERINE ○

"I think it's necessary to have lots of money. People who don't have money are never successful. That's just the way it is."



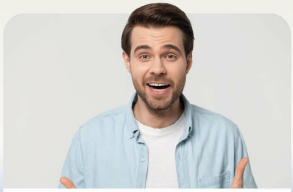
KEVIN ○

"In my opinion, anyone can be successful. If you work hard, no way you're not going to be successful."



GRACE ○

"If you're not succeeding, you should change the way you usually do things. No offense, but you can't just keep doing things the same way and expect different results."



CASEY ○

"I think it's important to take small steps until you feel ready to take the big ones. That's the best way to be successful."



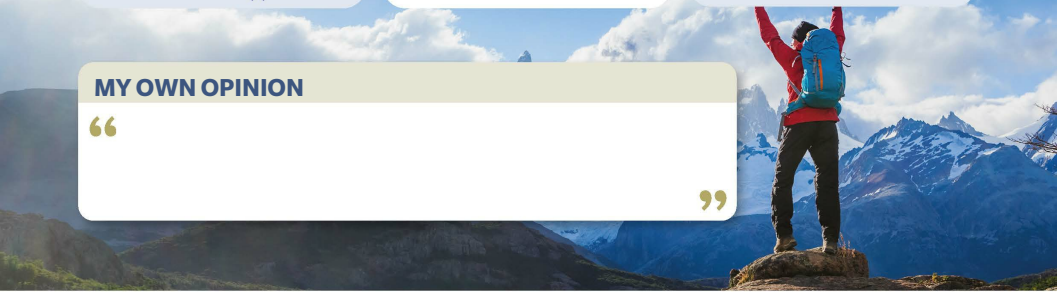
SOPHIE ○

"Don't let anyone tell you you can't succeed. They're just being negative. Believe in yourself. It's best to keep your ideas to yourself."

MY OWN OPINION

"

"

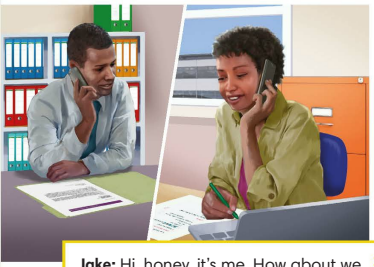
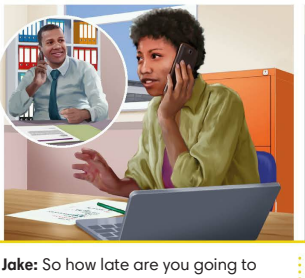
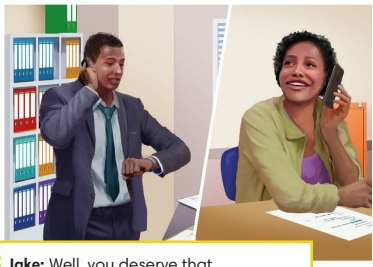


B PAIR WORK | Compare your choices. Support your choices with examples from your life or the news.

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation between a husband and wife. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jake = American English (regional)
Nicole = American English (standard)

Jake: Hi, honey, it's me. How about we meet in twenty minutes and grab a bite at that new restaurant on King Street?

Nicole: Sorry, I can't. Believe me, I'd love to call it a day. But remember that meeting I told you about? It's next week, and I still have tons to do.

Jake: Can't someone give you a hand?

Nicole: You mean like Tom? He has a lot on his plate, too. We're all super busy.

Jake: So how late are you going to stay?

Nicole: I think I should keep working for another hour or two so I don't have to stay late again tomorrow.

Jake: I hope they know how lucky they are to have you. It's about time they promoted you to group manager!

Nicole: I wish! Anyway, if I want that, I'm going to have to show my boss I can go the extra mile.

Jake: Well, you deserve that promotion. You're the hardest working person in that office, and I'm sure they know it.

Nicole: Thanks. Listen, go ahead and eat. I'm just going to get something from the machine and keep working.

Jake: Tell you what . . . Call me when you're done, and I'll come pick you up. OK?

Nicole: Sounds good!

B UNDERSTAND FROM CONTEXT | Complete each statement about the featured language.

1 When you "grab a bite" somewhere, it means you ..... there.
a eat **b** meet **c** go

2 When you "call it a day," it means your work is ..... .
a just beginning **b** ending **c** continuing into the evening

3 When someone "has a lot on his or her plate," it means that person is really ..... .
a hard-working **b** hungry **c** busy

4 When someone says, "I wish," it means that person ..... something to happen.
a would like **b** doesn't want **c** asks for

5 When someone "goes the extra mile," it means that person ..... .
a works really hard **b** takes a long walk **c** gets help from others

6 When someone says "you deserve" something, it means that person thinks you ..... get it.
a can't **b** have to **c** should

SPEAKING GROUP WORK | Complete the chart. Then discuss your ideas with the class.

Write a tip about how to be successful in each of the following areas.	
love	
studies	
career	
family	

"If you want to be successful in love, you have to be able to understand the needs of another person."

1 COMMUNICATION GOAL — Express wishes for the future

A VOCABULARY | Wishes for the future | Read and listen. Then listen again and repea t.

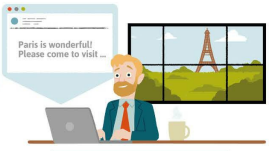

1 fall in love



2 get married


3 graduate


4 move



5 live (or work) abroad

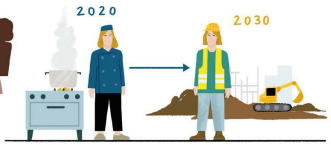

6 become famous



7 get a promotion



8 retire



9 change careers


10 get rich

Remember also:
have children
live a long, healthy life

B LISTEN TO ACTIVATE VOCABULARY | What would each person like to do in the future? Complete each statement, using the Vocabulary.

1 She'd like to .....
2 He'd like to .....
3 She'd like to .....
4 He'd like to .....
5 She'd like to .....
6 He'd like to .....
7 She'd like to .....
8 He'd like to .....
9 She'd like to .....

C COACH GRAMMAR | Would like + an infinitive

Use would like + an infinitive to express wishes for the future.

		infinitive
I	**'d like**	**to buy** a new car this year.
Her son	**would like**	**to become** a doctor.
We	**wouldn't like**	**to move** to another small apartment.

Contractions
would like → **'d like**
would not like → **wouldn't like**

Yes / no questions
Would you **like to retire** next year? (Yes, I would. / No, I wouldn't.)
Would they **like to live** abroad? (Yes, they would. / No, they wouldn't.)

Information questions
What **would** they **like to do** after class?
When **would** he **like to graduate**?
Why **would** she **like to work** abroad?
Who **would** you **like to marry**?

BUT: Note the difference in word order when Who is the subject.
Who **would like to get** married? (Susan would.)

GRAMMAR EXPANDER p. 143
- Other ways to express future wishes: would love / would prefer / would hate + infinitive

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

E **GRAMMAR AND VOCABULARY PRACTICE** | On a separate sheet of paper, write true statements about your wishes for the future with would like and wouldn't like. Use the Vocabulary from Exercise A.

I'd like to move to a new neighborhood.

F **GRAMMAR PRACTICE** | Write information questions with would like + an infinitive, using the cues. Begin each question with a capital letter and end with a question mark.

1 when / you / retire .....
2 where / your nephew / study law .....
3 where / Maxine / move .....
4 why / you / become famous .....
5 who / they / meet at the café .....
6 who / live in Canada .....

COMMUNICATION ACTIVATOR

Now let's express wishes for the future.



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

A: So, what would you like to do in the next few years?
B: What do you mean?
A: Well, would you like to get married? Or change careers?
B: Actually, I'd really like to get married. What about you?
A: Me? I'd love to study art.
B: Study art? That's terrific!

Social language
Say "What do you mean?" to request clarification.

Variations

terrific	fantastic
awesome	wonderful

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

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

A: So, what would you like to do in the next ..... ?
B: What do you mean?
A: Well, would you like to ..... ? Or ..... ?
B: Actually, I'd really like to ..... . What about you?
A: Me? I'd love to ..... .
B: ..... ? That's ..... !

Some ideas

graduate	get married	have kids
buy a house	get a new car	move to a new city
get rich	become famous	fall in love with someone
travel	change careers	buy a virtual assistant
(your own ideas)		

KEEP TALKING!

Ask questions with would like.
When would you like to . . .
Who would you like to . . .
Why would you like to . . .

Watch the video for ideas!

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

2 COMMUNICATION GOAL Plan a business or social event

A VOCABULARY | Organizing a business or social event | Read and listen. Then listen again and repeat.



send out announcements / send out invitations



set up the room / decorate the room



order food / bring refreshments



clean up afterwards

B PAIR WORK | When you have a party, which activities in the Vocabulary do you do first? Which do you do last? With a partner, put the activities in time order.

C GRAMMAR | Be going to + base form

Use be going to + the base form of a verb to express future plans.

I'm going to order food and beverages.
He's going to decorate the room.
She's not going to come to the event.
We're not going to be late.

Questions

Are you going to go to the party? (Yes, I am. / No, I'm not.)
Is she going to send out the announcements? (Yes, she is. / No, she isn't.)
Are they going to come early? (Yes, they are. / No, they aren't.)

What are we going to do first?
When's he going to clean up afterwards?
Who are they going to invite to the event?

BUT Who's going to bring refreshments? (Rick is.)

Note:
The present continuous also expresses future plans with all verbs except be:
I'm coming home = I'm going to come home.
But say: She's going to be at home.
NOT ~~She's being~~ at home.

GRAMMAR EXPANDER p. 144
• Other ways to express the future

D PRONUNCIATION | Be going to + base form | In speaking, the words going to are often pronounced as /gʌnə/. Read and listen. Then listen again and repeat.

1 We're going to order food from a restaurant.
2 We're not going to bring any refreshments.
3 Are you going to decorate the room?
4 Is she going to send out announcements?
5 Are we going to make plans for the party?
6 What are we going to do before the event?
7 Who are they going to invite?
8 Who's going to set up the room?

E PRONUNCIATION PRACTICE | Take turns saying the examples from the grammar chart aloud. Use /gʌnə/.

F **GRAMMAR PRACTICE** | **Complete the conversations, using a form of be going to. Then practice the conversations with a partner.**

1 **A:** What ..... (you / do) after class?
B: ..... (I / go) to the mall.

2 **A:** ..... (Judy / meet) us tomorrow morning?
B: Yes, ... (she / be) at the office at 8:00.

3 **A:** Where ..... (the party / be)?
B: At my house. ..... (you / come)?

4 **A:** When ..... (Tom / call) you?
B: Actually, ... (he / not / call).
..... (he / send) me an email.

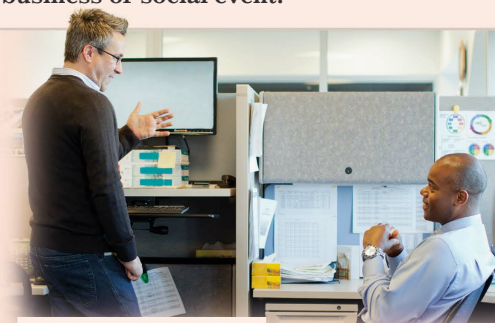
5 **A:** What ..... (you / bring) to the party?
B: Actually, I'm not sure yet. ..... (it / be) a surprise!

G **PAIR WORK** | **Take turns asking and answering questions with be going to.**

1 ..... after class today? 2 ..... on your next trip? 3 ..... for dinner tonight? 4 ..... go to bed tonight?

COMMUNICATION ACTIVATOR

Now let's plan a business or social event.



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

A: We're going to have an office party on the 23rd at 3:00. Can you help out?
B: I'd love to. What can I do?
A: Could you possibly send out announcements?
B: I'd be happy to. Anything else?
A: Well, someone's going to order refreshments.
B: That's good. Is anyone going to set up the room?
A: Yes. So no worries.
B: Great. If you think of anything else, please let me know.
A: OK! Thanks so much for your help.

Social language
Respond willingly to a request with "I'd love to" or "I'd be happy to."

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

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Then change roles.**

A: ..... going to have ..... on ..... at ..... . Can you help out?
B: ..... . What can I do?
A: Could you possibly ..... ?
B: ..... . Anything else?
A: Well, ... 's going to ..... .
B: That's good. Is anyone going to ..... ?
A: Yes. So no worries.
B: Great. If you think of anything else, please let me know.
A: .....

Other events
a meeting
a lunch
a dinner
a get-together

KEEP TALKING!

- **Ask more questions.**
  Who's going to come?
  Where's it going to be?
- **Make other requests.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
You really go the extra mile!
But you have a lot on your plate.
That's terrific / fantastic / wonderful / awesome!

D **CHANGE PARTNERS** | **Role-play the conversation again.**

A READING | Read the article. Which ideas seem the most helpful to you?

Can your dreams come true?

All of us dream about the future. Perhaps we'd like to get married and have kids or buy our first home. Or maybe we dream about traveling the world or starting a new career. But how can we make those dreams a reality?

The Chinese philosopher Lao Tze said, "Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles begins with a single step." Here are some tips to start your journey.

Dream big!

Spend time every day thinking about the future you want. If you'd like to get married, picture what your future spouse is going to look like. What does he or she do? What's his or her personality? What are his or her likes and dislikes?

Find your passion

Think about what you really love to do. If you'd like to change careers, think about what you're really good at. Let's say you're dreaming about buying a house—do you love decorating? Think about all the things that are important to you.

Target your weaknesses

Is there anything about yourself that you think you'd like to change? Is it difficult for you to save money? Or do you immediately spend it on things you don't need? Use that information to change the way you do things and to create a future that works for *you*.

Stay positive!

Avoid negative thinking. Go from "I wish" to "I can!" Thinking you're not good enough or smart enough or good-looking enough isn't going to make your dreams come true. If you keep telling yourself, "I can't," try repeating or writing "I can" over and over until you believe it.



Learn from your mistakes and failures

Many of our dreams end when we don't get exactly what we want. For example, we apply for a new job, but we don't get it. Or we change careers but hate what we're doing. In fact, every mistake or failure is an opportunity to prepare for the next step.

So go for that big dream! Start with one small step.

B UNDERSTAND FROM CONTEXT | Complete each statement.

1 A "journey" is a ..... .
   a long trip **b** helpful tip

2 If you "picture" someone or something, you are ..... that person or thing.
   a looking for **b** imagining

3 Your future "spouse" is your future ..... .
   a wife or husband **b** plan

4 "Your passion" is the thing that you really ..... .
   a love to do **b** want to change

5 When you "stay positive," you are avoiding ..... .
   a your dreams **b** negative ideas

C **INFER A POINT OF VIEW** | **Check the statements that you think represent the writer's opinion. Explain your reasons.**

- ☐ **1** A small action can have big results.
- ☐ **2** You should imagine your future often.
- ☐ **3** If you want your dreams to come true, don't think about what's important to you.
- ☐ **4** It's a good idea to think about changing the way you usually do things.
- ☐ **5** Mistakes can never help you succeed.
- ☐ **6** Positive thinking isn't going to help your dreams come true.

COMMUNICATION ACTIVATOR

Now let's describe ways to make a dream come true.

A **TALKING POINTS** | **Complete the chart about yourself and your dreams. Then ask your partner about his or her dreams, strengths, and weaknesses.**

1 Write three dreams you have for your future.

_____

_____

_____

2 Check adjectives that describe your strengths:

- ○ hard-working
- ○ friendly
- ○ intelligent
- ○ interesting
- ○ funny
- ○ talented
- ○ other: _____

3 Complete two statements about your weaknesses:

I sometimes think I _____

I don't always _____

I could be more _____

Other: I _____

B **GROUP WORK** | **Interview your classmates about their dreams. Ask them how they plan to make them come true. Offer them encouragement.**

SOFT SKILLS BOOSTER p. 163

What's your dream for the future?

My dream is to be an English teacher. I need to improve my pronunciation to make my dream come true.

That's fantastic! Stay positive.

OPTIONAL Underline new words or phrases in the Reading you can use in your Group Work.
Example: "Perhaps . . ."

RECYCLE THIS LANGUAGE
You should ___.
- dream big
- target your weaknesses
- stay positive
- learn from your mistakes



4 COMMUNICATION GOAL Discuss what makes a job attractive

A VOCABULARY | Job benefits | **Read and listen. Then listen again and repeat.**

a challenge an opportunity to do something difficult that helps you learn something new
a salary the money you earn for doing a job
a perk extra money or advantages you get in addition to your regular salary
feedback compliments, criticism, and advice
flexible hours a work schedule that allows you to change the times you start and finish each day
the atmosphere the way your workplace makes you feel

B ACTIVATE VOCABULARY | **Complete each statement, using a form of the Vocabulary.**



1 **Diana Solis** is looking for a position in a company that offers some nice _____ in addition to her yearly _____. For example, she'd like opportunities to attend company meetings abroad. Then she can, with permission, take vacation time before or after, and the company would pay for her flights.



2 **Carolyn Colter** is married with two young children. She'd like to find a position at a company that offers _____ so she can adjust her work schedule. She wants to begin later in the morning so she can take her kids to the babysitter before work. And her husband would pick them up in the afternoon.



3 **Takashi Nakamura** is a receptionist at a bank in Tokyo. He likes his job, but he's looking for _____. Today he applied for a more difficult position abroad so he can learn about international banking and improve his spoken and written English.



4 In his current position, **Saleem Saeed** doesn't feel he gets enough _____ from his managers. He'd like to get a promotion, so this is very important to him. He wants to know what he's doing well and what he needs to improve.



5 **Frederica Pellegrini** doesn't like the _____ at her current company. She feels that none of her colleagues are friendly and that her managers only give her negative _____.

C LISTEN TO CONFIRM CONTENT | **Read the topics. Then listen to a conversation between an employment counselor and a man looking for a new job. Check the topics they discuss.**

- ☐ **1** opportunities to learn and grow
- ☐ **2** opportunities to travel
- ☐ **3** the amount of vacation time
- ☐ **4** relationships between colleagues
- ☐ **5** how much money a company pays its employees
- ☐ **6** communication between managers and employees
- ☐ **7** the ability to choose a more convenient schedule

D LISTEN FOR DETAILS | **Listen again. Write T (true) or F (false).**

..... **1** He wants to change careers at this time.
..... **2** He doesn't think his current job offers a challenge.
..... **3** He needs to have a higher salary.
..... **4** He wants to know what he's doing right in his job and what he can improve.
..... **5** He doesn't think flexible hours are important.
..... **6** He'd like his company to help him with the cost of classes.

E MAKE PERSONAL CONNECTIONS | **Which of the job benefits they discuss in the conversation are important to you? In what ways are you and the man similar? In what ways are you different?**

COMMUNICATION ACTIVATOR

Now let's discuss what makes a job attractive.



A **TALKING POINTS** | **First, choose the situation that describes you. Then check the statements that are true for you.**

I have a job, but I'd like to make a change.

- ☐ I'd like a promotion, but my manager isn't going to give me one.
- ☐ I'd like a boss who gives helpful feedback.
- ☐ I'd like to work in an office with a more positive atmosphere.
- ☐ I'd like a workplace closer to my home.
- ☐ I'd like a job with flexible hours.
- ☐ I'd like more challenge.
- ☐ Other reason: .....

I don't have a job yet, but I'd like one in the future.

- ☐ I'd like a job with opportunities to learn.
- ☐ I'd like a job with flexible work hours.
- ☐ I'd like a job with a good salary.
- ☐ I'd like a job where I can grow.
- ☐ I'd like my workplace to have a friendly, positive atmosphere.
- ☐ I wouldn't like a job with a long commute.
- ☐ Other reason: .....

I have a job, but I'm happy and I don't want to change.

- ☐ I have a great boss who gives me positive feedback.
- ☐ My co-workers are friendly and helpful.
- ☐ My commute's not a hassle.
- ☐ I'd like a promotion, and I think I'm going to get one.
- ☐ My office is comfortable and attractive.
- ☐ I believe I have a good future here.
- ☐ Other reason: .....

B **ROLE PLAY** | **With a partner, choose the interview (A) or the conversation (B). Say as much as you can. Then change roles or situations.**

A **An interview between a career counselor and a job applicant. Use your Talking Points and start like this:**

Counselor: So, what kind of position are you looking for?

Applicant: Well, …

B **A conversation between two colleagues. One is happy at the company; the other isn't. Use your Talking Points and start like this:**

Colleague A: This is a great company. I think I have a good future here. What about you?

Colleague B: To tell you the truth, I don't like the atmosphere. I just don't think it's a good fit . . .

RECYCLE THIS LANGUAGE

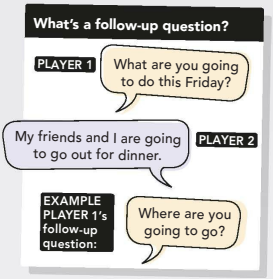
What are your strengths?
What's important to you?
What do you mean?
Do you want to [work abroad]?
When would you like to [retire]?
Would you like to have [perks]?
I'm very hard-working.
I can go the extra mile.
I appreciate helpful feedback.
I'd like to [change careers].
I like a challenge.
I'd like to be more successful.
I have a lot on my plate.

WRITING **Describe your idea of a perfect job. Explain why you'd like to have that job and why it's attractive to you.**

Next year, I'm going to look for a new job. Here are some of the important factors for me. First, I'd like to work at a company with a comfortable and positive atmosphere. For me, this is the most . . .

WRITING HANDBOOK p. 153
- Connecting contradictory ideas
- Guidance for this writing exercise

Twenty Questions



- Flip a coin to decide who goes first. Then take turns.
- Player 1 points to a square and uses the prompt to ask Player 2 a question. Player 2 answers the question. Player 1 can get an extra 10 points by asking Player 2 a follow-up question.
- Player 1 writes a check mark (✓) in the circle and writes the points she or he got on the scorecard. Then Player 2 takes a turn.
- The winner is the player who has more points after all the circles have been checked.

Player 1's scorecard					TOTAL:

Player 2's scorecard					TOTAL:

10 points each Use the simple present	20 points each Use the present continuous for future	30 points each Use <u>be going to</u> + base form	40 points each Use <u>would like</u> + an infinitive
○ what time / get up / morning	○ what / do / weekend	○ where / go / on your next vacation	○ where / live
○ who / make dinner / your family	○ where go / after / class	○ what / do / this weekend	○ what / famous person / meet
○ how often / text people / every day	○ who / cook / dinner tonight	○ what / have / breakfast / tomorrow	○ how / many years / live
○ where / shop / clothes	○ what / time / go to bed / tonight	○ how many / years / study English	○ when / retire
○ how / practice / English	○ what / have / dinner / tonight	○ how / use / English / in your life	○ what / do / tomorrow

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Express wishes for the future.
- ☐ Plan a business or social event.
- ☐ Describe ways to make a dream come true.
- ☐ Discuss what makes a job attractive.

Let's get PERSONAL

PARTNER B: Look at the personal information forms.

Ask information questions with be about the people. Write the missing information. For example:

"How old is Peter Baker?"

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER B

Name: Peter Baker Age: 25 Nickname: Pete

Occupation: Nationality: American

Birthplace: Hometown: Boston

Native language: English Marital status:





Name: Elif Sari Age: 33 Nickname:

Occupation: doctor Nationality:

Birthplace: Istanbul Hometown:

Native language: Marital status: married

Name: Diane Miller Age: Nickname:

Occupation: lawyer Nationality:

Birthplace: Montreal Hometown: Montreal

Native language: Marital status: single





Name: Antonio Molina Age: 18 Nickname: Tono

Occupation: Nationality: Mexican

Birthplace: Hometown:

Native language: Spanish Marital status:

WHAT'S DIFFERENT?

- Partner B: Look at your map. Take turns asking your partner questions to find the fifteen differences.

On your map, is there a bank on North Street, between an office building and a school?

PARTNER B'S MAP



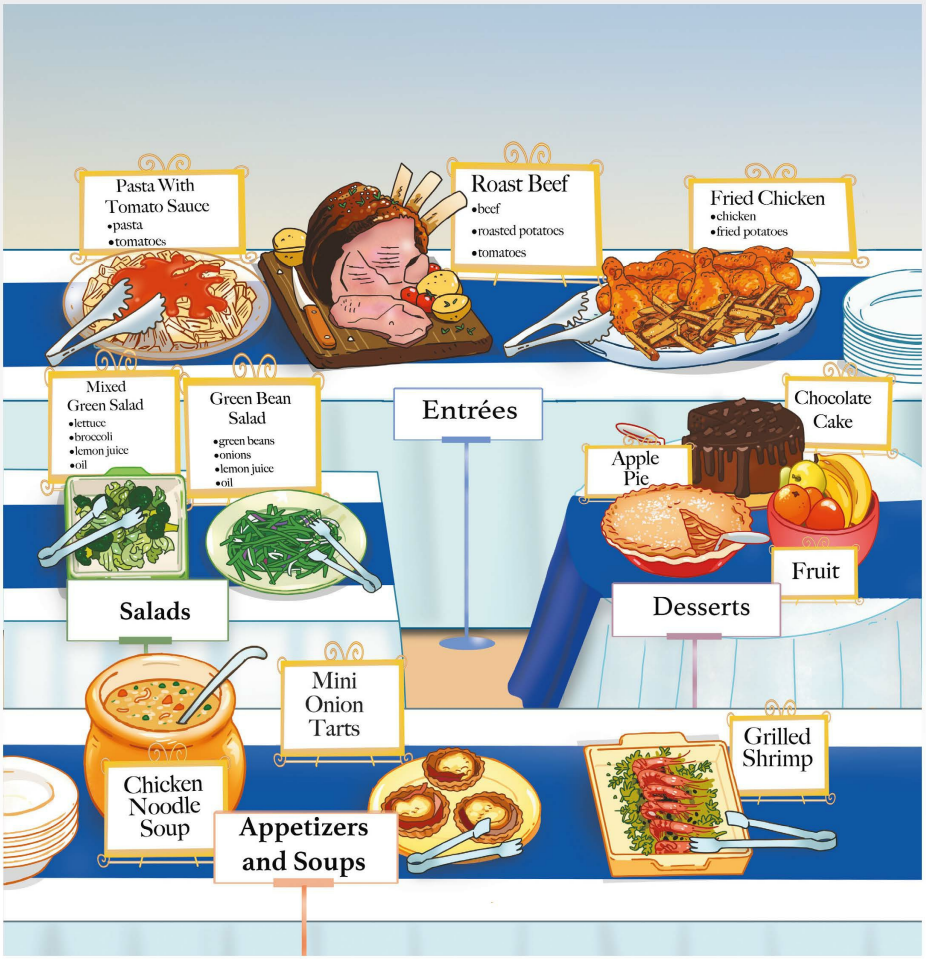
Buffet GAP

What kind of salad is there?

Is there any pasta on your buffet?

What's in the chicken soup?

- **PARTNER B:** Look at your buffet table. Ask and answer questions to find the differences in the foods. Use count and non-count nouns correctly.



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

NON-COUNT NOUNS

This list is an at-a-glance reference to the non-count nouns used in *Connectivity 1*.

aerobics	cash	engineering	history	music	service	tennis
architecture	cheese	English	ice	oil	shopping	transportation
basketball	chicken	entertainment	ice cream	pasta	shrimp	TV
beef	clothing	fish	information	pie	sleepwear	walking
bike riding	coffee	fishing	juice	psychology	snorkeling	water
bread	culture	food	lamb	rice	soccer	weather
broccoli	dancing	fruit	lettuce	running	soup	wildlife
butter	dessert	garlic	math	salad	squid	yoga
cake	dinner	golf	meat	salt	surfing	yogurt
candy	electronics	health	milk	seafood	swimming	

IRREGULAR VERBS

base form	simple past tense	base form	simple past tense	base form	simple past tense
be	was / were	give	gave	sell	sold
begin	began	go	went	send	sent
break	broke	grow	grew	shake	shook
bring	brought	have	had	sing	sang
build	built	hear	heard	sit	sat
buy	bought	hit	hit	sleep	slept
catch	caught	hurt	hurt	speak	spoke
choose	chose	keep	kept	spend	spent
come	came	know	knew	stand	stood
cost	cost	leave	left	steal	stole
cut	cut	lose	lost	swim	swam
do	did	make	made	take	took
drink	drank	mean	meant	teach	taught
drive	drove	meet	met	tell	told
eat	ate	pay	paid	think	thought
fall	fell	put	put	throw	threw
feel	felt	quit	quit	understand	understood
find	found	read	read	wake up	woke up
fit	fit	ride	rode	wear	wore
fly	flew	run	ran	win	won
forget	forgot	say	said	write	wrote
get	got	see	saw		

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity 1*.

Vowels

Symbol	Key Words
i	beat, feed
ɪ	bit, did
eɪ	date, paid
ɛ	bet, bed
æ	bat, bad
ɑ	box, odd, father
ɔ	bought, dog
oʊ	boat, road
ʊ	book, good
u	boot, food, flu
ʌ	but, mud, mother
ə	banana, among
ɚ	shirt, murder
aɪ	bite, cry, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	deer
ɛr	bare
ɑr	bar
ɔr	door
ʊr	tour

Consonants

Symbol	Key Words
p	pack, happy
b	back, rubber
t	tie
d	die
k	came, key, quick
g	game, guest
ʧ	church, nature, watch
ʤ	judge, general, major
f	fan, photograph
v	van
θ	thing, breath
ð	then, breathe
s	sip, city, psychology
t	butter, bottle
tˀ	button

Symbol	Key Words
z	zip, please, goes
ʃ	ship, machine, station, special, discussion
ʒ	measure, vision
h	hot, who
m	men
n	sun, know, pneumonia
ŋ	sung, ringing
w	wet, white
l	light, long
r	right, wrong
y	yes

GRAMMAR EXPANDER

The Grammar Expander is optional. It offers a variety of information and extra practice. Sometimes it further explains the unit's grammar and points out common errors. In other cases, it expands on the unit's grammar with key related topics, or it reviews and practices previously learned grammar that would be helpful when learning the new grammar from the unit. If you use the Workbook, you will find a separate section in each unit with extra exercises for the Grammar Expander. The Grammar Expander content is not tested on any *Connectivity* tests.

UNIT 1 Lesson 1

Information questions with be: usage and form (review)

Use Who to ask about people, What to ask about things, Where to ask about places and How old to ask about age.

Singular nouns	Plural nouns
Who's your teacher?	Who are the new students?
What's your occupation?	What are their names?
Where's your mother from?	Where are your colleagues from?
How old's your brother?	How old are your parents?

A Choose an answer for each question.

..... 1 What's your name?
..... 2 Where are they from?
..... 3 Who is Johnny Peterson?
..... 4 What are their occupations?
..... 5 How old are your children?

a He's a tour guide at the museum.
b Kim is four, and Lucy is seven.
c They're both nurses, actually.
d Camilla. But everyone calls me Milly.
e Well, Lisa's from Spain, but Tony's from the States.

Possessive nouns and adjectives (review)

Possessive nouns

Add 's to a name or a noun.
Where is Jason's father from? What's the secretary's name?

Add an apostrophe (') to plural nouns that end in -s.
What are the teachers' names?

Add 's to the name or noun that comes last in a list of two or more.
What is Natalie and Tom's address?

Possessive adjectives
Where's Cindy's mother from? → Where's her mother from?
What's Eric's last name? → What's his last name?
What's Sharon and Rick's phone number? → What's their phone number?

I → **my**
you → **your**
he → **his**
she → **her**
it → **its**
we → **our**
they → **their**

B Complete each sentence with a possessive form of the noun.

1 ..... (Harry) mother is an accountant.
2 What is ..... (Jane) email address?
3 The house is ..... (Fred).
4 ..... (Margot and Eric) party is at 7:00.
5 What are your ..... (sisters) occupations?

C **Write a What question for each answer, using a possessive adjective.**

1 **A:** What's your last name.....? **B:** My last name? It's Jackson.
2 **A:** .....? **B:** Tom's email address? It's adam242@ymail.com.
3 **A:** .....? **B:** Mary's phone number? It's 555-1748.
4 **A:** .....? **B:** Simon's wife's occupation? She's an accountant.
5 **A:** .....? **B:** John's nickname? It's Johnny.
6 **A:** .....? **B:** Cathy and Eric's address? It's 45 Maple Street.
7 **A:** .....? **B:** Her dad's first name? It's Greg.

D **Complete each sentence with a possessive adjective.**

1 Sara and Carlos live in Lima, but ..... hometown is in Ecuador.
2 I'd like you to meet ..... friend Josh. He lives in my apartment building.
3 This is my daughter. ..... husband is from Japan.
4 My wife and I live in Los Angeles, but ..... children don't.
5 I like that building. ..... color is very nice.
6 My sister's a new student. ..... nickname is Sammy.

E **On a separate sheet of paper, write two additional sentences about people you know. Use possessive nouns and adjectives.**

1 Our teacher's hometown is . . .

UNIT 1 Lesson 2

Verb be: usage and form

The verb be gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject	pronoun subject
Our teacher is from the United States.	**She** is from the United States.
That school is new.	**It** is new.

Affirmative statements

There are three forms of the verb be in the present tense: am, is, and are.

I **am** a student.	He / She / It	**is** late.	You / We / They	**are** married.

Contracted forms

Contract be with subject nouns and pronouns. Use contractions in speaking and informal writing.

Nicole is a nurse. = **Nicole's** a nurse.
He is married. = **He's** married.
I am a student. = **I'm** a student.
They are on time. = **They're** on time.

Negative contractions

There are two ways to form negative contractions.

He**'s not** Brazilian. = He **isn't** Brazilian.
They**'re not** teachers. = They **aren't** teachers.

Note: There is only one way to contract I am not. → **I'm not.**

Short answers with be: common errors

Don't use contractions with affirmative short answers to yes / no questions.

Are you a salesperson?	Yes, I am. NOT ~~Yes, I'm.~~
Is he American?	Yes, he is. NOT ~~Yes, he's.~~
Are they mechanics?	Yes, they are. NOT ~~Yes, they're.~~

Note: It is also common to answer just with Yes or No.

Are you an architect? Yes.

A **On a separate sheet of paper, rewrite the sentences, using contractions. Then practice saying each sentence aloud.**

1 She is a tour guide.
2 They are tellers.
3 I am a student.
4 Brad is from Australia.
5 We are late.
6 Your mother is nice.

B On a separate sheet of paper, write a short answer for each question.

1 Is New York in England?
2 Are you a lawyer?
3 Are South Korea and Japan in Asia?
4 Is Brazil a city?
5 Is it 2:00 right now?
6 Are you a student?
7 Are you Canadian?
8 Is your mother a manager?
9 Is English difficult?

Modification with adjectives

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.

Sofia Vergara is **terrific**. She's a **terrific actor** from Colombia.
Renzo Piano and Vittorio Gregotti are **famous**. They're **famous architects** from Italy. Their buildings are **wonderful**.

When an adjective modifies a noun, the adjective always comes before the noun.

They're great musicians. NOT ~~They're musicians great~~.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician~~.

Some positive adjectives

amazing	great
famous	terrific
fantastic	wonderful

C On a separate sheet of paper, combine each pair of sentences into one.

1 Santiago Calatrava is an architect from Spain. He's amazing.
2 Nobu Matsuhisa is a chef from Japan. He's famous.
3 Isabel Allende is a writer from Chile. She's wonderful.
4 Sebastião Salgado is a photographer from Brazil. He's great.
5 Adele is a singer from the U.K. She's fantastic.

D On a separate sheet of paper, write three more sentences about famous people you know.

UNIT 2 Lesson 1

Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Tuesday	on Monday morning	on New Year's Day	on May 12th
on weekends	on Sundays	on a weekday	on the 15th

Use in with periods of time (but not with names of days).

in 2015	in June	in the summer	in an hour
in the morning	in the 21st century	in the 1990s	in two weeks

Use at with specific moments in time.

at 9:00	at noon	at midnight
at sunrise	at dusk	

Place

Use on with the names of streets and specific physical locations.

on Main Street	on Smith Avenue	on the corner
on the street	on the right	on the left

Use in with the names of cities, countries, continents, and other large locations.

in Kyoto	in Africa	in the neighborhood
in Peru	in the center of town	in the ocean

Use at for buildings and addresses.

at the theater	at the supermarket	at the bank
at the train station	at 10 Elm Street	

Use at for general locations of activity.

at home	at work	at school

A Complete the sentences with on, in, or at.

1 A: When's the play?
B: The play's ..... Friday ..... 7:30.
2 A: Where is she?
B: She's not here right now. She's ..... work.
3 A: Where's his apartment?
B: It's ..... the center of the city.
4 A: When's his father's birthday?
B: It's ..... October 16th.
5 ..... Sunday, I'm going to a talk ..... the local university.
6 The park opens ..... 6:00 ..... the morning and it closes ..... dusk.
7 Is the concert hall ..... Pacific Avenue?
8 I think the bookstore is ..... the left side of the street.
9 Let's go to the movie ..... the afternoon.
10 ..... weekends ..... the summer, I go to the beach.

B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.





UNIT 3 Lesson 1

Can + base form for permission

Use a question with can + a base form to ask for permission to do something.
To respond, use a short answer with can.

Can I play the piano now?	Yes, you can. / No, you can't.
Can they use your computer?	Yes, they can. / No, they can't.

You can also use other kinds of short affirmative responses.

Can Carl call you tonight? (OK. / Sure. / No problem.)

Remember: To be polite, place please before the base form or at the end of the sentence.

Can I please see the recipe? OR Can I see the recipe, please?

A Complete each question, using can.

1 .....Can I use..... (I / use) your phone?
2 ..... (I / leave) the office early today?
3 ..... (we / listen) to hip-hop and not jazz?
4 ..... (I / call) you later? I'm busy right now.
5 ..... (we / go) to the movies tonight? I really want to see *The Bookstore*!
6 ..... (Natalie / sing) at the party? She has a beautiful voice.

B On a separate sheet of paper, write the questions in Exercise A, using please.

UNIT 3 Lesson 2

Can and should: common errors

Follow can and should with the base form of a verb.

She **can play** golf. They **can meet** at the museum.
He **should take** a nap. You **should call** your brother.

Be careful!

Don't say: She ~~can plays~~ golf. / He ~~should takes~~ a nap.
Don't say: They ~~can meeting~~ at the museum. / You ~~should to call~~ your brother.

Don't add -s to can or should with he, she, and it.

Don't say: He ~~cans sing~~ well. / She ~~shoulds see~~ a doctor.

A Correct the sentences.

1 Can they ~~coming~~ *come* to the exhibit next week?
2 My brother can't plays basketball tomorrow.
3 You shoulds exercise every day.
4 We're going to the beach this week, but I can't to swim.
5 Your son should to make dinner tonight.
6 Peter can goes out for dinner on Friday.
7 She isn't busy. She cans go to the movie tonight.
8 Can he playing the piano at the party?

UNIT 4 Lesson 1

The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

Facts	Habitual actions
Cindy **speaks** Korean very well.	Cindy **speaks** Korean every day.
They **work** at Central Books.	They **work** late on weekdays.

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I **like** Thai food. He **likes** Mexican food.
You **play** the piano. She **plays** the guitar.
We **work** at a café. Kim **works** at a school.

Negative forms

Use don't (do not) or doesn't (does not) + the base form of a verb to make negative statements.

I **don't play** soccer. He **doesn't play** tennis.

Yes / no questions

Use do or does + the base form of a verb to form yes / no questions.

Do you **speak** Japanese? **Does** she **speak** Italian? NOT Does she ~~speaks~~ Italian?

A Write negative statements.

1 Greg likes classical music. (his brother) *His brother doesn't like classical music.*
2 The café closes at 7:00. (the bookstore) .....
3 Patrick lives in Caracas. (his parents) .....
4 Elena works in an office. (her sister) .....
5 I have a big family. (my husband) .....
6 My brother-in-law speaks Chinese. (I) .....
7 Mark's niece likes jazz. (his nephew) .....

B Write yes / no questions.

1 **A:** Does your sister live ..... near you?
B: No, she doesn't. My sister lives in another city.

2 **A:** ..... coffee?
B: No, he doesn't. My brother drinks tea.

3 **A:** ..... children?
B: No. We don't have any yet.

4 **A:** ..... in Canada?
B: No. My cousins live in Bolivia.

5 **A:** ..... English?
B: Yes, she does. My niece speaks it well.

6 **A:** ..... soccer?
B: Yes, they do. My brothers play on the weekends.

7 **A:** ..... early?
B: No. The bookstore opens late.

Spelling rules with he, she, and it (review)

Add -s to the base form of most verbs.
sings swims dances

Add -es to verbs that end in -s, -sh, -ch, or -x.
brush → brushes watch → watches

If a verb ends in a consonant and -y, change the y to i and add -es.
study → studies

Remember:
do → does
go → goes
have → has

C Complete each sentence with the correct form of the verb.

1 He ..... (cook) on the weekends.
2 She ..... (wash) her clothes every Wednesday.
3 Maria ..... (go) to the movies often.
4 Lisa and Mark's son ..... (play) basketball at school.
5 It ..... (rain) in the winter.
6 She ..... (listen) to music on the train.
7 Trevor ..... (have) a lot of cousins!
8 My aunt ..... (like) classical music.
9 Our daughter ..... (brush) her hair every morning.
10 He ..... (draw) really well.
11 My mom ..... (fly) to Rio every year.

UNIT 4 Lesson 2

Comparative adjectives: spelling rules

Add -er to one-syllable adjectives. If the adjective ends in -e, add -r.
shy → shyer nice → nicer

If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding -er.
hot → hotter

For most adjectives that end in -y, change the y to i and add -er
friendly → friendlier angry → angrier

To make the comparative form of most adjectives that have more than two syllables (and don't end in -y), use more or less.
interesting → more interesting expensive → less expensive

A On a separate sheet of paper, write the comparative form of the adjectives.

1 big
2 clean
3 cute
4 difficult
5 dirty
6 friendly
7 happy
8 important
9 intelligent
10 late
11 large
12 long
13 loose
14 old
15 popular
16 sad
17 short
18 tall
19 tight
20 high

Modifying comparative adjectives with intensifiers much, a lot, a little (OR a little bit)

Intensifiers make the meaning of adjectives stronger. Use intensifiers much, a lot, and a little (OR a little bit) to modify comparative adjectives. Place the intensifier before the comparative adjective.

Your brother is **much** taller than you!
My cousins are **a lot** more athletic than I am.
My aunt is **a little** older than my uncle. OR My aunt is **a little bit** older than my uncle.

Be careful! Not all intensifiers can be used with comparative adjectives.
I'm **much** funnier than her. NOT I'm ~~very funnier~~ than her. OR I'm ~~too funnier~~ than her.

B Complete each sentence with an intensifier and the comparative form of the adjective.

1 Nancy is ..... (much / short) than Karen.
2 I am ..... (a little / outgoing) than my brother and sister.
3 Concerts are ..... (much / exciting) than plays.
4 A stomachache is ..... (a lot / bad) than a runny nose.
5 Dave is ..... (a little bit / funny) than I am.
6 A soccer game is ..... (a lot / long) than a basketball game.

UNIT 5 Lesson 1

Making non-count nouns countable (review)

We can make many non-count nouns countable by expressing a quantity:
a slice of cheese / **a loaf of** bread / **a box of** pasta / **three pieces of** cake / **two kinds of** rice

The following phrases are used with non-count nouns in order to make them countable:
liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of, a spoonful of
solids: a cup of, a piece of, three slices of, a kilo of, a box of, a bag of, two spoonfuls of

A Complete the statements with phrases of quantity. (Note: More than one phrase of quantity may be possible.)

1 To make one ..... rice, I need two ..... water.
2 I like my coffee sweet. Please put in one ..... sugar.
3 Would you like a ..... milk with your cookies?
4 I ate five ..... cheese, and now I feel sick.
5 A club sandwich doesn't have two ..... bread. It has three ..... bread.
6 She must be very thirsty. This is her third ..... soda.

Nouns that can be count or non-count

Some nouns can be used as count or non-count nouns. The word is the same, but the meanings are different.

Count use	Non-count use
He made two **chickens** for the party.	**Chicken** is a kind of meat.
We have three **TVs** in our house.	Let's watch **TV**.
I'd like **a glass** of water.	The window is made of **glass**.

Some words can have a count sense or a non-count sense with only a slight difference in meaning.
I'm in the mood for **salad**. OR I'm in the mood for **a salad**.
They'd like **steak** for dinner. OR We bought two **steaks** at the supermarket.

Plural nouns: spelling rules

Add -s to most nouns.

book → book**s** cup → cup**s** apple → apple**s**

If a noun ends in a consonant and -y, change the y to i and add -es.

baby → bab**ies** candy → cand**ies**

BUT: Do not change the y when the letter before the y is a vowel.

boy → boy**s**

Add -es to most nouns that end in -ch, -o, -s, -sh, or -x.

peach → peach**es** glass → glass**es** box → box**es**

tomato → tomato**es** eyelash → eyelash**es**

B Write the plural form of each count noun.

1 bottle ..... 3 noodle ..... 5 pepper ..... 7 potato .....

2 egg ..... 4 pie ..... 6 party ..... 8 clam .....

Non-count nouns: categories

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, oil

All non-count nouns require a singular verb.

Sugar **isn't** good for you.
Mathematics **is** my favorite subject.

C Complete each sentence with the correct form of the verb.

1 Pie ..... (be) my favorite dessert.
2 Soup ..... (help) you feel better when you are sick.
3 Chemistry ..... (be) a hard subject for many students, but not for me!
4 Influenza ..... (cause) a fever and a runny nose.
5 Medical information ..... (help) you know what to do about your health.
6 Swimming ..... (be) a great type of exercise for people of all ages.

D Complete the sentences with a or an. If the noun is a non-count noun, write an x.

1 She has ..... diabetes.
2 My family loves ..... music.
3 Would you like ..... beverage?
4 He always gives ..... good advice.
5 There's ..... pasta on the shelf.
6 I'm making ..... coffee. Would you like ..... cup?
7 I don't usually like to eat ..... chicken.

UNIT 5 Lesson 2

Questions with How much and How many (review)

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup? (Not much. One cup.)
How many eggs are there in the fridge? (Not many. Three.)

A Complete each question with How much or How many.

1 ..... cups of tea do you drink a day?
2 ..... sugar do you want in your coffee?
3 ..... bread do we have?
4 ..... slices of cheese do you want on your sandwich?
5 ..... milk is there in the fridge?
6 ..... grapes would you like?
7 ..... boxes of pasta are there on the shelf?
8 ..... salt is there in this soup?

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.

To form a present participle, add -ing to the base form of a verb.

talk → talking

If the base form ends in a silent (unvoiced) -e, drop the -e and add -ing.

leave → leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant sequence, double the last consonant and then add -ing to the base form.

sit → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → blowing
fix → fixing
say → saying

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per – mit → permitting **BUT** or – der → ordering

A Write the present participle for each base form. Follow the rules.

1 turn	.....	7 stop	.....	13 write	.....	19 be	.....
2 rain	.....	8 sit	.....	14 begin	.....	20 have	.....
3 run	.....	9 eat	.....	15 use	.....	21 put	.....
4 help	.....	10 buy	.....	16 charge	.....	22 go	.....
5 open	.....	11 listen	.....	17 read	.....	23 text	.....
6 close	.....	12 do	.....	18 play	.....	24 make	.....

The present continuous: rules for forming statements and questions

Statements

Remember to form the present continuous with be and a present participle of a verb.

Affirmative statements	Negative statements
I'm studying English.	I'm not studying French.
You're watching TV.	You're not watching a movie.
He's reading a book.	He's not reading news.

Questions

Yes / no questions: Place a form of be before the subject of the sentence.

Is she taking a picture? Are they playing a game?
Are you listening to music?

Information questions: Use question words to ask information questions.

When are you going? How are you feeling?
What are you doing right now? Why are you buying that digital camera?
Who is he talking to on the phone?

Be careful! The word order changes when using Who to ask a question about the subject:

Who's talking on the phone? (James is.)

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

1 He's going to the mall.
2 She's calling her manager.
3 I'm cooking dinner tonight.
4 Matt and Jake are shopping online.
5 Joanne's driving to the movies.
6 We're getting a new smart TV.

C Write a question in the present continuous to complete each conversation.

1 **A:** .....?
B: No. Luke's not streaming a movie right now.

2 **A:** .....?
B: He's going to the office.

3 **A:** .....?
B: I'm calling Claire Jones.

4 **A:** .....?
B: She's coming home later tonight.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I **want** a cup of coffee. NOT I ~~am wanting~~ a cup of coffee.

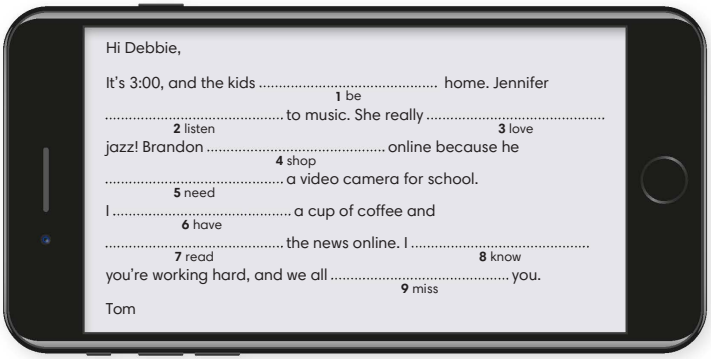
Some non-action verbs have action and non-action meaning.

Non-action meaning	Action meaning
I **have** two laptops. (possession)	I'**m having** lunch. (eating)
I **think** English is easy. (opinion)	I'**m thinking** about her. (the act of thinking)

Some non-action verbs

be	miss
have	need
know	see
like	understand
love	want

A Complete the message. Use the simple present tense or the present continuous form of the verbs.



Hi Debbie,

It's 3:00, and the kids ..... (1 be) home. Jennifer ..... (2 listen) to music. She really ..... (3 love) jazz! Brandon ..... (4 shop) online because he ..... (5 need) a video camera for school. I ..... (6 have) a cup of coffee and ..... (7 read) the news online. I ..... (8 know) you're working hard, and we all ..... (9 miss) you.

Tom

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb be and before other verbs.

I **am usually** at the park on Saturdays.
I **usually go** to the park on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Sundays.
I go to the bookstore **occasionally**.

Be careful! Don't use never or always at the beginning or end of a sentence.

Don't say: ~~Never I go to the beach~~. OR ~~I go to the beach always~~.

In negative statements, most frequency adverbs can go before or after don't or doesn't.

Harry **usually doesn't** go swimming on Mondays. OR
Harry **doesn't usually** go swimming on Mondays.

Be careful! The frequency adverb always cannot go before don't or doesn't.

I **don't always** have breakfast in the morning. NOT I ~~always don't~~ have breakfast in the morning.

Be careful! Use the frequency adverb never or not + ever to form the negative. Don't use never with a negative verb.

I **never** eat candy. OR I **don't ever** eat candy. NOT I ~~don't never~~ eat candy.

Time expressions

Time expressions generally go at the beginning or end of a sentence.
When a time expression is at the beginning, a comma is optional.
Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool.
I go to the pool **three times a week**.

The time expression a lot goes at the end of a sentence.

I go to the pool **a lot**. NOT ~~A lot I go to the pool~~.

Some time expressions
every week
every other day
once a month
twice a year
three times a week
once in a while
a lot

B On a separate sheet of paper, rewrite the sentences correctly.

1 She plays usually tennis on Sunday.
2 They go to the mall hardly ever.
3 I always am hungry in the morning.
4 We once in a while listen to podcasts.
5 Chris doesn't never exercise.
6 Never I stream movies.
7 Violet doesn't drink always tea.
8 Carl and I play twice a month basketball together.
9 We go often bike riding on the weekend.
10 She is every day late for class.

UNIT 7 Lesson 1

The past tense of be: form

Use was and were for affirmative statements. Use wasn't and weren't for negative statements.

I **was** in Lima yesterday. They **were** in Berlin.
She **wasn't** on time. We **weren't** early.

Begin yes / no questions with Was or Were.

Was your flight late? **Were** you late?

Begin information questions with a question word followed by was or were.

How long was your train trip? **How many** people **were** there?
Where was your seat? **Where were** your tickets?

A **Complete the conversations with was, were, wasn't, or weren't.**

1 **A:** ..... you on vacation last week?
B: No, I ..... Why?
A: Well, you ..... at work all week.

2 **A:** How long ..... your drive?
B: Three hours. But it ..... very scenic, so we ..... bored. It ..... great!

3 **A:** So, ... your flight OK?
B: Well, actually it ..... The food ..... terrible, and it ..... uncomfortable.

4 **A:** Where ..... you last weekend?
B: I ..... on a cruise.
A: Really? How ..... it?

5 **A:** How ..... the food?
B: Great! There ..... lots of fresh seafood, and the desserts ..... delicious.

6 **A:** ..... your mother on vacation last week?
B: Yes, she ..... Both my parents ..... at the beach.

B **On a separate sheet of paper, unscramble the words and add was or were to write questions.**

1 vacation / your / very long
2 your cruise / where
3 boring / bus trip / your
4 late / your friends
5 there / how many / on the flight / people
6 train trip / your / really scenic

UNIT 7 Lesson 2

The simple past tense: more about usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents **went** to Tokyo in May. Last month, we **played** tennis every day.

Negative forms

Use didn't + the base form of a verb.

He **didn't go** fishing last weekend. NOT He ~~didn't went~~ fishing last weekend.
They **didn't have** a good time. NOT They ~~didn't had~~ a good time.

Questions

Begin yes / no questions with Did. Use the base form of the verb.

Did you **go** swimming every day? NOT ~~Did you went~~ swimming every day?

Begin information questions with a question word followed by did. Use the base form of the verb.

Where did you **go** snorkeling? **When did** he **arrive**? **What did** they **eat**?

A **On a separate sheet of paper, change each affirmative statement into a negative statement.**

1 I drank a lot of coffee.
2 Sally and Tim danced at the party.
3 The flight arrived on time.
4 We took a tour of the art museum.
5 He had a comfortable trip.
6 They went fishing.

B On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.

1 they / a good flight / have
2 stay / Anita / in La Paz / how long
3 in Seoul / do / what / you
4 get back / when / your family / from vacation
5 your husband / his trip / enjoy
6 go snorkeling / you / in the sea

The simple past tense: spelling rules for regular verbs

Form the past tense of most verbs by adding -ed to the base form.
play → played

For verbs ending in -e or -ie, add -d.
smile → smiled tie → tied

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add -ed.
stop → stopped plan → planned

For two-syllable verbs ending in one vowel + one consonant: If the first syllable is stressed, add -ed.
vi - sit → visited

If the second syllable is stressed, double the consonant and add -ed.
pre - fer → preferred

For verbs ending in a consonant and -y, change the -y to -i and add -ed.
study → studied

Be careful! Do not use -ed for irregular verbs.
See page 124 for a list of irregular verbs in the simple past tense form.

C Write the simple past tense form of the verbs.

1 return .....
2 like .....
3 change .....
4 cry .....
5 try .....
6 stay .....
7 travel .....
8 arrive .....
9 rain .....
10 wait .....
11 offer .....
12 hurry .....

D Write the simple past tense form of these irregular verbs.

1 eat .....
2 drink .....
3 swim .....
4 go .....
5 write .....
6 meet .....
7 run .....
8 begin .....
9 buy .....
10 read .....
11 pay .....
12 understand .....

Direct and indirect objects

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

subject	verb	direct object
I	like	fried food.
Alice	wears	dark clothes.

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase	indirect object
I'm buying the gloves for her.	I'm buying her the gloves.
Give the sweater to Jenny.	Give Jenny the sweater.

Be careful! When a sentence contains a prepositional phrase and a direct object, the direct object comes first.

Amanda wrote an email to her parents. NOT Amanda wrote ~~to her parents an email~~.

When a sentence contains a direct object and an indirect object, the indirect object comes first.

Amanda wrote them an email. NOT Amanda wrote ~~an email them~~.

A

Underline the subjects in the sentences. Circle the direct objects.

1 Sandy is wearing a scarf right now.
2 Many people buy clothing online.
3 I love red sweaters.
4 Jane never wears slippers.
5 You can't wear sandals in winter.
6 Do you have a credit card?
7 Ellen wants a warm coat.

B

On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun.

1 She buys clothes for her children. *She buys them clothes.*
2 Ethan sends an email to his mother every day.
3 Can you give your phone number to me?
4 They serve meals to us on the flight.
5 They never give gifts to me for my birthday.

C

On a separate sheet of paper, rewrite each sentence, changing the indirect object into a prepositional phrase, using the preposition in parentheses.

1 They never buy me dinner. (for) *They never buy dinner for me.*
2 The flight attendant gave me a snack. (to)
3 I sent my colleagues the tickets. (to)
4 His friend showed him the smart TV. (to)
5 She'd like to get her brother a book. (for)

D

On a separate sheet of paper, rewrite the sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any other words.

1 They sent it on Friday. (to me) *They sent it to me on Friday.*
2 He bought flowers yesterday. (his wife)
3 We never buy candy. (her)
4 Did they serve breakfast at the hotel? (you)
5 We make dinner every day. (for her)

Superlative adjectives: spelling rules

Form the superlative in the same way as the comparative. Use the before a superlative adjective.

- **If the adjective is one syllable, add -est:**
  cheap → the cheapest
- **If the one-syllable adjective ends in -e, only add -st:**
  nice → the nicest
- **If the adjective is (or ends in) a consonant-vowel-consonant sequence, double the final consonant and add -est:**
  big → the biggest
- **If the adjective ends in a consonant and -y, change the y to i and add -est:**
  easy → the easiest
- **If the adjective has two or more syllables and doesn't end in -y, use most:**
  All three sweaters are comfortable, but the cardigan is the most comfortable.

Comparatives and superlatives (review)

Usage

An adjective describes a noun:
Mexico City is very large.

A comparative adjective compares one noun to another noun:
Mexico City is larger than Los Angeles.

A superlative adjective compares a noun to a group (two nouns or more):
Of all the cities in North America, Mexico City is the largest.

Form

adjective	comparative adjective	superlative adjective
cheap	cheaper (than)	the cheapest
expensive	more expensive (than)	the most expensive
outgoing	less outgoing (than)	the least outgoing

Remember:

Use than with a comparative adjective except when it's clear which nouns are being compared.
Compared to Mexico City, Los Angeles is much smaller.

Use the with superlative adjectives.
Don't say: Mexico City ~~is largest~~.

A Write both the comparative and superlative form of each adjective.

		comparative	superlative
1	tall	.....	.....
2	easy	.....	.....
3	heavy	.....	.....
4	short	.....	.....
5	exciting	.....	.....
6	interesting	.....	.....
7	casual	.....	.....
8	comfortable	.....	.....
9	big	.....	.....
10	long	.....	.....
11	bumpy	.....	.....
12	scary	.....	.....
13	pretty	.....	.....
14	scenic	.....	.....
15	fast	.....	.....
16	small	.....	.....
17	boring	.....	.....
18	friendly	.....	.....

B **Complete each sentence with a comparative or superlative adjective. Use than if necessary.**

1 That dinner was great! It was ..... (delicious) meal we had on our vacation.
2 The train trip was so nice. It was ..... (comfortable) the bus trip.
3 I like that dress, but I think this one is ..... (pretty).
4 This laptop is ..... (fast) of all the models we sell.
5 I can't decide if I should buy this book or that one. Which one is ..... (interesting)?
6 I like that camera, but this one is ..... (easy) to use.
7 Our vacation in Brazil was wonderful. It was ..... (relaxing) our vacation in New York last year.
8 Which of these three blouses do you think is ..... (nice)?
9 The Caribbean cruise is very affordable. It's ..... (expensive) of our vacation packages.
10 I think that classical music is ..... (good) pop music.

UNIT 9 Lesson 1

Have to / has to: form and common errors

I / You / They / We **have to go** to class at 9:00.

She / He **has to go** to class at 10:00.

Be careful!

He **has to leave** at 4:00.
NOT He ~~has to leaves~~ at 4:00.
NOT He ~~has to leaving~~ at 4:00.

Does she **have to drive**?
NOT Does she ~~have to drives~~?
NOT Does she ~~has to drive~~?

A **Correct the sentences.**

1 My sister-in-law ~~have~~ has to go shopping this afternoon.
2 Does he has to meet his nephew at the airport?
3 She doesn't have to working late tomorrow.
4 You has to fill out an application.
5 Do we have to studying now? We're watching TV.
6 They has to be three hours early for the flight.

Have to / has to: information questions

Use a question word with do or does to ask information questions with have to.

What **does** she **have to do** this weekend? (She has to work.)
How often **does** he **have to work** late? (Not often.)
When **do** we **have to buy** the tickets? (At 9:00.)
Where **do** you **have to go** this morning? (To the office.)

Be careful! Notice the difference when Who is the object or the subject.

Who **does** Lena **have to call**? Lena has to call **her assistant**. (object)
Who **has to print** the report? **My assistant** does. (subject)

B Complete the questions and answers, using a form of have to.

1 **A:** ..... he ..... (go) right now?
B: He ..... (go) to class.

2 **A:** ..... she ..... (call) her boss?
B: She ..... (call) her at 4:30 in the afternoon.

3 **A:** ..... we ..... (go) to the airport?
B: We ..... (leave) here in half an hour.

4 **A:** ..... they ..... (send) the report to?
B: They ..... (send) it to the office.

5 **A:** ..... you ..... (talk) to after school?
B: I ..... (talk) to my teacher.

6 **A:** ..... (drive) them to the train station?
B: Kyle does. He has a car.

UNIT 9 Lesson 2

Should and could: information questions

In information questions with should and could, the question word comes before the modal.

When **should** they **leave**?
Where **should** we **go** hiking?
Why **should** they **take** a cruise?
Which bus **could** I **take**?
Who **could** I **call** for information?

Modals: common errors

Never add -s to the third-person singular form of modals.

He **should buy** a ticket in advance. NOT He ~~shoulds buy~~ a ticket in advance.

Never use to between modals and the base form.

You **could go** hiking or running. NOT You ~~could to go~~ hiking or running.

A Circle the correct phrases to complete the sentences.

1 Who (should buy / should to buy) the tickets?
2 Where (I can go / can I go) running?
3 Who (should I invite / should invite) to the party?
4 You (could to drive / could drive) or (go / going) by bike.
5 (I should call / Should I call) you when I arrive?
6 Which classes (could I take / I could take) this afternoon?
7 When (should we go / should we going) swimming?
8 We (can to not go / can't go) ice skating; it's too warm.

Can and be able to: present and past forms

You can use can or be able to + a base form for ability or possibility. Can is more frequent in spoken language.

I **can swim**. = I'**m able to swim**. (ability)
Ted **can meet** you at five. = Ted **is able to meet** you at five. (possibility)
He **can't ride** a bike. = He **isn't able to ride** a bike. (ability)
We **can't go** out to dinner tonight. = We **aren't able to go** out to dinner tonight. (possibility)

Use could or was / were able to + a base form to talk about ability in the past.

When I was four, I **could swim**. OR When I was four, I **was able to swim**.
You **couldn't ride** a bike before you were ten. OR You **weren't able to ride** a bike before you were ten.

Use was / were able to (NOT could) for affirmative past statements of possibility. Use couldn't or wasn't / weren't able to for negative past statements of possibility.

She **was able to be** at the meeting yesterday. NOT She ~~could be~~ at the meeting yesterday.
She **couldn't come** to the party last weekend. OR She **wasn't able to come** to the party last weekend.
They **couldn't understand** the directions. OR They **weren't able to understand** the directions.

B **On a separate sheet of paper, change can to be able to in the sentences.**

1 She can speak English very well.
2 I can't meet you tonight because I have to work late.
3 Jeff can drive you to the airport tomorrow.
4 Mary can't make a video on her phone.
5 We can dance well, but we can't sing.
6 I can call you after the meeting.

C **On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.**

1 We're able to help them.
2 Jerry and Tom can't go to the play.
3 She is able to go to the movies at 8:00.
4 Nicole can cook the food for the party.
5 Jennifer and Rebecca aren't able to play basketball at school.

UNIT 10 Lesson 1

Other ways to express future wishes

I'**d love to go** shopping on New York's famous Fifth Avenue.
Ronnie likes her job, but she'**d prefer to retire** early.
I'**d hate to move** right now. I like my apartment!

would love + an infinitive
would prefer + an infinitive
would hate + an infinitive

A **On a separate sheet of paper, rewrite these sentences, using the cues. Use contractions when possible.**

1 (would prefer) I love travel, but this year I'd like to take a staycation.
2 (would love) Kate would like to buy her first house before she's thirty.
3 (would hate) Nick wouldn't like to change careers at this time in his life.
4 (would prefer) Would Barry like to live abroad for a few years or just stay here?
5 (would hate) Valerie wouldn't like to marry the wrong person.
6 (would love) I'd like to bring a dish or two to the party.

Other ways to express the future

Be going to or the present continuous for future plans

You can use be going to or the present continuous to express future plans.

I'm going to go to the park tomorrow. OR I'm going to the park tomorrow.

Use be going to, NOT the present continuous, for predictions about the future. We often use a time expression to indicate we're making a prediction.

It's going to rain tomorrow. NOT ~~It's raining~~ tomorrow.

In a few years, everyone is going to own a virtual assistant. NOT In a few years, everyone ~~is owning~~ a virtual assistant.

Are most people going to drive electric cars in the future? NOT ~~Are most people driving~~ electric cars in the future?

The simple present tense for future time

The simple present tense sometimes expresses a future action with verbs of motion: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

Tomorrow we leave at noon.

His flight arrives at 8:30 tonight.

What time does your flight depart?

The soccer game starts at 3:00.

The present form of be

The present form of be can describe a future event if it includes a word or phrase that indicates the future.

The concert is on Sunday.

My next vacation is in two weeks.

A **On a separate sheet of paper, write statements and questions about the future with be going to. If the statement or question is a future plan, NOT a prediction, write the sentence again, using the present continuous.**

1 my sister / become a famous singer.
2 Kenna / go on vacation at the end of the week.
3 I / speak English very well in a few years.
4 your husband / remember your birthday this week?
5 we / go rock climbing in July.
6 you / need a new fridge very soon.

B **Read the arrival and departure schedules. Then complete each sentence or question with an appropriate verb in the simple present.**







1 The bus ..... at 11:00. It ..... at 8:00.
2 **A:** When ..... the flight .....?
B: It ..... at 23:30.
3 **A:** What time ..... the train ..... in Beijing?
B: At 22:20.
4 **A:** ..... the train ..... at 7:00?
B: Yes, it does.

WRITING HANDBOOK

The Writing Handbook is optional. It is intended to teach students the conventions of written English. Each unit's Writing Handbook is focused both on a skill and its application to the Writing exercise from the unit.

UNIT 1

Capitalization

Use a capital letter to begin a sentence.

Meet my new colleague. Her first name is Sandy.

Use a capital letter for:

cities / countries	I live in Seoul. He's from Bolivia.
nationalities	They're Ecuadorian.
languages	I speak French and Japanese.
days and months	The party is on Friday, June 22nd.
the pronoun I	My sister and I are accountants.
names and formal titles	I'd like you to meet Mr. Smith.

A **On a separate sheet of paper, rewrite each sentence, using correct capitalization.**

1 please say hello to emilio soto from santiago, chile.
2 mr. park is an engineer from south korea.
3 he is mexican, and his birthday is in november.
4 ms. silva is twenty-three years old.
5 miss yu teaches chinese to college students.
6 frank has a new neighbor named mr. Thomson.
7 when i travel, i need to use english.
8 fred is canadian, but his wife is peruvian.

Guidance for the Writing Exercise (on page 9) **Use the questions below as a guide when you write about your partner. Add more information if you can. Make sure to use capital letters correctly.**

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's hometown?
- Is your partner's hometown her or his birthplace?
- What's your partner's occupation, career, or field of study?

UNIT 2

The sentence

In English, a sentence is a group of words that expresses a complete thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb		subject	verb	
The concert	is	great.	She	loves	jazz.

A **Circle the subject and underline the verb in each sentence.**

1 Her children like hip-hop.
2 I prefer pop music to jazz.
3 My boyfriend loves heavy metal.
4 Our favorite musician is Juanes.
5 The exhibit isn't very good.

B **Write an x next to the groups of words that are not sentences.**

☐ 1 A folk music fan.
☐ 2 The bank is down the street from the bookstore.
☐ 3 And across the street from the bus station.
☐ 4 I listen to music in the car.
☐ 5 Really loud concerts.
☐ 6 Watching a play.

Guidance for the Writing Exercise (on page 23) **Use the ideas as a guide to help you write five sentences about your tastes in entertainment. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.**

Some ideas

- your favorite kinds of entertainment events
- your favorite musical genre and performer
- your favorite sport and team
- the kind of music or entertainment you're in the mood for now

UNIT 3

Punctuation of statements and questions

Use a period at the end of a statement.
I play soccer every weekend.

Use a question mark at the end of a question.
What's the weather like today?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising, or to express a strong emotion.
I'm so excited about the game!

a period = .
a question mark = ?
an exclamation point = !

A **On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.**

1 I don't feel very well today
2 do you have a headache
3 I can speak English and French
4 I play the violin and sing at school
5 my father never cooks
6 what do you do on weekends
7 you should stay home and rest today
8 can you drive or ride a bicycle

Guidance for the Writing Exercise (on page 35) **Use the ideas to write a conversation between two people about one of the situations. Use should / shouldn't and your own ideas. Be sure to check all your sentences and questions for correct punctuation. Hint: When you write a conversation, write each speaker's name and follow it with a colon (:). Here's an example of how to start:**

Mr. Blake: Good afternoon, John.
John: Good afternoon, Mr. Blake. I have a problem. . .

Ideas

- describe the problem
- respond with concern
- ask for advice
- give advice

Combining sentences with and or but

And and but are conjunctions. Conjunctions connect words and sentences. When a conjunction connects two sentences, they become one sentence.

And

And can connect statements that express similar ideas. It can also connect a second statement that adds more information to the first one. The subjects of the two original statements can be the same or different.

My cousin is intelligent **and** she's a great soccer player. (two similar ideas)
My parents live nearby, **and** I see them every weekend. (adds more information about the first idea)

But

But connects statements that express opposite ideas or a contrast. The subjects of the two original statements can be the same or different.

My niece can swim, **but** I can't. (opposite idea or a contrast.)

Punctuation

It's common, but not necessary, to use a comma (,) before and or but when you connect two sentences.

My cousin is athletic, **and** she's hard-working.
My father-in-law plays tennis, **but** I play basketball.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My aunt is outgoing. ~~And~~ she's very funny.
Don't write: My aunt is outgoing. ~~But~~ I'm not.

A On a separate sheet of paper, combine these sentences, using and.

1 My niece has wavy hair. She's very tall.
2 My uncle is a mechanic. His wife is a nurse.
3 My mother-in-law likes classical music. She plays the violin.
4 We look very different. We have different taste in music.

B On a separate sheet of paper, combine these sentences, using but.

1 My sister is married. I'm single.
2 My brother has blond hair. I have brown hair.
3 My cousin is athletic. His parents aren't.
4 I can cook. My sister can't.
5 We look different. We wear very similar clothes.

Guidance for the Writing Exercise (on page 45) **Use the ideas to help you write statements describing the similarities and differences between two people in your extended family. Use and or but to combine sentences.**

Ideas

- appearance
- tastes in music and entertainment
- clothing preferences
- birthplaces and hometowns
- marital status

Connecting words or ideas: and and in addition

And

Remember that and connects two sentences and makes them one sentence.

I like fish, **and** I also like meat.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like bananas, peaches, grapes, **and** other fruits.
We need milk, bread, **and** eggs from the store.

Be careful! Don't use a comma when and connects only two words.

I like broccoli and beans. NOT I like ~~broccoli, and beans~~.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like shrimp. **In addition,** I like clams.
I like cookies and pie. **In addition,** I like cake and other desserts.

Be careful! In addition is not a conjunction. Don't use in addition to combine sentences.

She has coffee for breakfast. **In addition,** she has eggs and bread.
NOT She has coffee for breakfast, ~~in addition,~~ she has eggs and bread.

A **Connect the following words and ideas with and or in addition.**

1 The people eat a lot of vegetables ..... fish in Greece, Italy, ... Spain.
2 A lot of people eat too much meat. ....., they eat too many fatty foods.
3 There is a great Japanese restaurant near the hotel. ....., there are two Italian restaurants, a Mexican restaurant, ... even a Thai restaurant!
4 She loves pasta dishes. ....., she loves noodle soup.
5 Apples taste great, ... they're good for you.
6 This restaurant has great entrées. ....., the desserts are excellent.
7 I usually order a salad, an entrée, ... a beverage.

Guidance for the Writing Exercise (on page 59) **Read the description of eating out in the United States for ideas. Then use the questions on page 59 as a guide to help you write an article about eating out in your country. Use and and in addition to connect words and ideas.**

In the U.S., especially in cities, people eat out pretty often. For example, a lot of people eat out for lunch at work. Sometimes people buy a sandwich or fast food for lunch, and sometimes they go to a restaurant with colleagues. In addition, many people in the U.S. like to eat out for dinner. It's great to eat dinner out with friends or your spouse and to celebrate birthdays. In addition, food trucks are very popular now. In a city or in a park, you can get great Mexican tacos, Vietnamese bahn mi, and lots of other kinds of food from around the world.

There are some disadvantages to eating out often. It's much more expensive than eating at home, of course. It can also be less healthy, because meals in restaurants in the U.S. are often very big and have a lot of salt and fat.

Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

noun — pronoun

The old printer is obsolete. It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.

I have a new tablet.
The tablet is new. It's terrific.

Be careful! Adjectives never have plural forms.

They're new dishwashers.
NOT They're ~~news~~ dishwashers.

When two adjectives describe the same noun after the verb be, connect them with and. When there is a series of more than two adjectives, use commas.

The rice cooker is popular and convenient.
This copier is obsolete, broken, and defective.

negative adjectives
awful, broken, defective, expensive, obsolete, terrible

positive adjectives
affordable, awesome, cheap, convenient, easy to use, fast, good, great, popular, portable, up to date

A Circle the adjectives in each sentence.

1 My old desktop computer is obsolete.
2 This tablet is very convenient. And it's portable, too.
3 Is your washing machine broken?
4 My new car is defective! It's awful.
5 Our new dryer is both affordable and guaranteed.
6 This popular fitness tracker is cheap and easy to use.

B On a separate sheet of paper, write sentences about five of your own devices. Use the adjectives from the chart above.

Ideas	
a smart TV	a desktop computer
a phone	a digital camera
a virtual assistant	a fitness tracker
a tablet	a video camera

My smart TV is very convenient.

Guidance for the Writing Exercise (on page 69) Use the questions below as a guide and write about an electronic device that is important to you. Describe a device you use, including its advantages and disadvantages.

- What is it?
- What brand is it?
- What does it do?
- Is it new or old?
- What adjectives describe it?
- How often do you use it?
- Is it expensive?
- Is it a good product? Why or why not?

Time order

Use transition signals to show time order in a paragraph. Use First to begin a series and Finally to end one. Use Then, Next, and After that to indicate a series of events. Commas are optional.

First, we went to our hotel. **Then,** we went snorkeling and had lunch. **Next,** we took a tour of the town. **After that,** we went to a market and had some street food. **Finally,** we went back to our hotel.

Use a time clause in a sentence to show the order of events.

We took a tour of the town **after we had lunch.** (= We had lunch. Then we took a tour of the town.)
We went snorkeling **before we had lunch.** (= We went snorkeling. Then we had lunch.)

You can also begin a sentence with a time clause. Most writers use a comma when the time clause comes first.

After we had lunch, we took a tour of the town.
Before we had lunch, we went snorkeling.

A **On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause. Follow the example.**

1 (before) First we had breakfast. Then we went to the beach.
Before we went to the beach, we had breakfast.
2 (after) First we visited Lima. Then we went to Cuzco.
3 (before) First they hung out with friends. Next, they went surfing.
4 (after) He arrived in Taipei in the morning. Then he looked for a hotel.
5 (before) I spent three days in Mexico City. Next I flew to Acapulco.
6 (after) She arrived at the airport. Then she called her sister.
7 (before) The weather was beautiful. Then it rained.

B **On a separate sheet of paper, rewrite the paragraph, using the transition signals First, Then, Next, After that, and Finally.**

I had a great trip! I flew from Atlanta in the U.S. to Vancouver, Canada. It was beautiful and interesting, and I spent two days there. I took a tour of the city. I visited Vancouver Island and I went fishing. I got a car and drove to Seattle. It was a long drive, but it was really scenic. I visited the market and ate a lot of great street food. It was so much fun! I flew back to Atlanta.

Guidance for the Writing Exercise (on page 81) **Answer the questions in the chart. On a separate sheet of paper, use your answers to write a paragraph about a vacation you took. Use time clauses and transition signals when possible to indicate the order of events.**

Questions	My answers
• When was the vacation?	
• Where did you go?	
• How was the flight / drive / train or bus trip?	
• How long did you stay?	
• How was the weather?	
• What did you do?	
• Did you have a good time?	

Connecting ideas with because and since

Clauses with because and since present reasons. There's no difference in meaning between because and since in the following sentences.

I'm going shopping **because I need new shoes**.
He's not wearing a sweater **since it's really warm today**.

In speaking, it's OK to answer a question using only a clause beginning with because or since.

A: Why are you wearing a suit?
B: **Because I'm going to an important meeting.**

In writing, however, a clause beginning with because or since is not a sentence; it's an incomplete thought. Connect the clause beginning with because or since to a sentence to make the thought complete.

I'm wearing a suit because I'm going to an important meeting.

A clause with because or since can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat a lot of vegetables **because they are healthy.**
Because they are healthy, I eat a lot of vegetables.

Remember:
In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A **On a separate sheet of paper, connect and rewrite the sentences, using clauses with either because or since. Be careful! Make sure the clause with because or since presents a reason.**

1 I'm wearing a scarf. It's cold today.
2 He called his mother. It was her birthday.
3 She bought a bathing suit. She's going on a trip to the beach.
4 It's raining. They didn't go surfing.
5 My clothes are too informal for that party. I have to buy a blazer and slacks.

B **On a separate sheet of paper, answer each of the questions with a complete sentence containing a clause with because or since. Follow the example.**

1 Why do you like shopping online? I like shopping online since it's convenient.
2 Why are you studying English?
3 Why do you want to take a cruise?
4 Why do people like classical music?
5 Why do you like window seats on flights?

Guidance for the Writing Exercise (on page 95) **Write at least five sentences for a visitor to your country about do's and don'ts for appropriate dress. Explain the reasons for your tips, using because and since.**

Ideas
- formal and informal places
- differences for men and women
- liberal or conservative culture

The paragraph

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs. Traditionally, the first word of a paragraph is **indented**.

The reading passage to the right is about two people. Dividing the passage into two paragraphs—each about one of those people—makes it easier to read and understand.

Note: Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving **a blank line space**. (See the yellow space between the first and second paragraphs above.)

Never give up

When he was 18 years old, a terrible accident changed Mark Zupan's life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move a wheelchair. Zupan became a "quad rugby" champion, helping his team win a gold medal in the Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

At the age of 13, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport, but she lost her left arm when she was attacked by a shark. A month later, she was surfing again. Today, she's a professional competitive surfer. Because she can use only one arm, she has to use her legs more to help her go in the right direction. "People can do whatever they want," she says, "if they just set their hearts to it, and just never give up."

A **Write a check mark (✓) in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.**

Famous families

Gael García Bernal is a famous actor from Mexico. His parents, Patricia Bernal and José Ángel García, are actors, too. He has one sister and two brothers. Mr. García Bernal's good friend Diego Luna is also an actor. Many people think they are both very handsome. A famous American actor is Dakota Fanning. Her younger sister, Elle, is also an actor in movies. They are from Georgia, USA, and they are both very pretty. Their father, Steven Fanning, is a salesperson, and their mother, Heather Joy, is an athlete. Finally, a famous singer from Taipei is Jay Chou. He is also an excellent musician and actor. His parents are both teachers. Mr. Chou has no brothers or sisters. His wife is Hannah Quinlivan. Her father is from Australia, and her mother is from Taipei. Her Chinese name is Kun Ling. She is very young and pretty.

Guidance for the Writing Exercise (on page 105) **Use some or all of your answers to the questions below as a guide to help you write two paragraphs about outdoor sports. Follow the directions.**

Paragraph 1

Begin your paragraph with an opening statement, such as: *My favorite outdoor sports are ...*

- What outdoor sports do you like?
- Do you need any equipment for them?
- Are they warm-weather or cold-weather sports?
- Are they land or water sports?
- Where do you do them?
- Who do you do them with?

Paragraph 2

Begin your next paragraph with an opening statement, such as: *Sports I don't like are ...*

- What sports do you not like?
- Do you need any equipment for them?
- Are they warm-weather or cold-weather sports?
- Are they land or water sports?
- Why don't you like them?

Ideas

surfing	rock climbing
hiking	golf
water skiing	kayaking
tennis	ice skating

UNIT 10

Connecting contradictory ideas: even though, however, on the other hand

Use even though to connect contradictory ideas in a sentence. (A comma is optional before even though when it comes at the end of the sentence.)

Elegant Gifts is the most popular store in town **even though it's quite expensive**.
My cousin really loves his job, **even though he often works late**.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Elegant Gifts is the most popular store in town.
Even though he often works late, my cousin really loves his job.

Use However or On the other hand at the beginning of a sentence to connect contradictory ideas from one sentence to another. Always use a comma.

My cousin really loves his job. **However,** he often works late.
Elegant Gifts is quite expensive. **On the other hand,** it's the most popular store in town.

Be careful! However and on the other hand are not conjunctions. Don't use however or on the other hand to combine clauses in a sentence.

Don't write: My cousin really loves his job, ~~however, he often works late~~.

A **On a separate sheet of paper, combine each pair of sentences into one sentence, using even though in the second clause. Then rewrite your sentences, using even though to begin each one.**

1 The food at Raphael's Restaurant is very expensive. It's only so-so.
2 I love my job in the city. The commute is very long.
3 This laptop is fast and works well. It's more than five years old.
4 I would like to change jobs. My present job has flexible hours and a lot of perks.
5 The train trip was very scenic. It was not comfortable.

B **Now rewrite the sentences in Exercise A, using However or On the other hand.**

Guidance for the Writing Exercise (on page 119) **Write at least six sentences that describe your idea of a perfect job. Use the Ideas.**

Ideas

- regular hours or flexible hours
- the atmosphere in the company
- working in an office or working at home
- feedback from colleagues and managers
- opportunities to learn and grow
- an easy commute to and from work
- vacation time
- perks

SOFT SKILLS BOOSTER

The Soft Skills Booster is optional. The Booster gives students an opportunity to develop soft skills increasingly valued by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in a work setting. The skills in this Booster also contribute to students' success in academic settings and in everyday life. Each unit of the Booster focuses on one key soft skill and provides communication practice linked to one Communication Activator exercise from the corresponding *Connectivity* Student's Book unit. As students accumulate new soft skills, they can apply them in other activities throughout the *Connectivity* course.

UNIT 1 Soft skill: RESPECT

Demonstrate respect for what other people say

(For Exercise B, page 9)

A **Study the example and the possible responses.**

Demonstrate respect for what other people say

Example

"It's so hard to speak a new language well!"

You can say *that* again.

Possible responses

- **You can say that again.**
- **That's true.**
- **I know what you mean.**
- **I think you're right.**

Tip: Showing respect for other people's ideas builds trust. Note: "You can say that again" is more informal than the other expressions.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1
A: "I think everyone needs English for their work and their life."
B: .....

2
B: "If I don't speak good English, I can't study in another country."
A: .....

3
A: "I want to improve my pronunciation. If you don't have good pronunciation, people don't understand you."
B: .....

4
B: "I'm studying English for my job. I have to interact with people from all over the world."
A: .....

5
A: "It's hard to communicate with friends on social media if you don't understand their posts! I need to improve my reading comprehension."
B: .....

6
B: "I don't have enough practice. It's hard to speak well if you don't practice."
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 9.

UNIT 2 Soft skill: ENTHUSIASM

Use verbal cues to show that you're paying attention

(For Exercise B, page 21)

A Study the example and the possible responses.

Use verbal cues to show that you're paying attention

Example

"I listen to music when I get up in the morning."

No kidding!

Possible responses

- No kidding!
- Really?
- That's really interesting!
- That's true for me, too!

Tip: Demonstrating that you're paying attention encourages others to do the same.
Note: You can also combine these expressions to show even more enthusiasm. For example: "No kidding! That's really interesting."

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "Pop music helps me relax."
   B: .....
2. **B:** "I go to lots of concerts every year."
   A: .....
3. **A:** "I always listen to music when I'm driving my car."
   B: .....
4. **B:** "I usually listen to music on the Internet."
   A: .....
5. **A:** "Rock music helps me exercise."
   B: .....
6. **B:** "I really want to see Bruno Mars live."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 21.

UNIT 3 Soft skill: CONFLICT RESOLUTION — Politely introduce a different opinion

(For Exercise B, page 35)

A Study the example and the possible responses.

Politely introduce a different opinion

Example

"I think natural ability is necessary for success at drawing."

I see your point, but practice is also very important.

Possible responses

- I see your point, but . . .
- You're right, but . . .
- That's interesting, but . . .

Tip: If you introduce your point of view with something positive, there's less chance of conflict.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1
A: "If you want to play a musical instrument well, I think only practice is important."
B: .....

2
B: "Motivation doesn't really help if you want to speak a new language well."
A: .....

3
A: "I cook a lot, but I still don't cook very well. I think that shows that practice doesn't help."
B: .....

4
B: "My brother doesn't have natural ability in sports, but he's very motivated. I think that's important."
A: .....

5
A: "If you don't have natural ability, I don't think you can play the piano very well."
B: .....

6
B: "My friend Pat never practices English. I think that's why she doesn't speak it very well."
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 35.

UNIT 4 Soft skill: OPEN-MINDEDNESS — Offer a new perspective on an issue

(For Exercise C, page 47)

A Study the example and the possible responses.

Offer a new perspective on an issue

Example

"In this country, kids live at home until they get married."

True, but not always. My older sister lives in an apartment.

Possible responses

- **True, but . . .**
- **True. However, . . .**
- **That's generally true, but . . .**
- **True. But on the other hand, . . .**

Tip: Demonstrate your open-mindedness by confirming the value of someone else's opinion before introducing *your* perspective.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1
A: "I have friends who live in multi-generational households."
B: .....

2
B: "Single-parent households are not very common here."
A: .....

3
A: "In this city, adult children often leave home for a job."
B: .....

4
B: "I know many adults who live with their parents."
A: .....

5
A: "In North America, children usually live with their parents before they go to university."
B: .....

6
B: "Many people here only leave home when they get married."
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C GROUP WORK ON PAGE 47.

UNIT 5 Soft skill: CREATIVITY

Generate many ideas in response to an open-ended prompt

(For Exercise B, page 57)

A Study the example and the possible responses.

Generate many ideas in response to an open-ended prompt

Example

"I think salad is a healthy food."

OK. But what about chicken?

Possible responses

- OK. But what about [cheese]?
- That's good. What else?
- And how about [french fries]?
- Good. Any other ideas?

Tip: When working with others on a project, asking questions can produce many more ideas than one person can create alone.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1
A: "Chicken and tofu are two very healthy foods."
B: .....?

2
B: "I think it's bad for you to eat hamburgers every day."
A: .....?

3
A: "A very unhealthy food is french fries."
B: .....

4
B: "Pasta can be healthy, if you make it with veggies."
A: .....?

5
A: "It's ok to eat ice cream, but not too often."
B: .....?

6
B: "I think hot peppers and other spicy foods are good for you."
A: .....?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 57.

UNIT 6 Soft skill: EMPATHY — Share common experiences

(For Exercise B, page 69)

A Study the example and the possible responses.

Share common experiences

Example

"I always look at my phone when I go to bed."

Same here!

Possible responses

- Same here!
- Me too!
- I do too.
- I'm the same.

Tip: Sharing common experiences with others helps build good relationships at work, at school, and in life.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "I look at my phone first thing in the morning when I am waiting for an important email."
   B: .....
2. **B:** "I sometimes use my phone when I'm bored."
   A: .....
3. **A:** "I think my phone use is increasing."
   B: .....
4. **B:** "I use social media a lot more often these days."
   A: .....
5. **A:** "I'd like to use my phone less during the day."
   B: .....
6. **B:** "I'm totally addicted to my smart phone!"
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.

UNIT 7 Soft skill: WILLINGNESS TO LEARN MORE — Confirm understanding of what someone said

(For Exercise C, page 81)

A Study the example and the possible responses.

Confirm understanding of what someone said

Example

"We got bumped from our flight and stayed an extra day."

For real?

Possible responses

- For real?
- Is that right?
- Seriously?
- Are you kidding?

Tip: Showing interest in learning more demonstrates that you are an engaged, open-minded member of the team.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "The trip was great, but the flight was 10 hours long!"
   B: .....?
2. **B:** "Unfortunately we were late, and we missed our train."
   A: .....?
3. **A:** "The hotel was so comfortable we stayed an extra day."
   B: .....?
4. **B:** "The cruise was awful. We all got seasick!"
   A: .....?
5. **A:** "The beach was beautiful, but the weather was awful."
   B: .....?
6. **B:** "The airport was so busy we almost missed our flight!"
   A: .....?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C PAIR WORK ON PAGE 81.

UNIT 8 Soft skill: INTERCULTURAL COMPETENCE

Demonstrate your awareness that cultures differ

(For Exercise B, page 95)

A Study the example and the possible questions.

Demonstrate your awareness that cultures differ

Example

I don't know the clothing do's and don'ts here. **Is it appropriate to wear** shorts in an office?

"Actually, no. You can wear shorts on the street here, but not in an office."

Possible questions

- **Is it appropriate to wear [shorts]?**
- **Is it OK to wear [shorts]?**
- **Is it offensive to wear [sandals]?**
- **What are the rules about [sleeveless shirts]?**

Tip: Asking about cultural norms demonstrates respect for other people's customs and shows you understand the importance of traditions other than your own.

B PAIR WORK | Take turns asking questions. Choose from ones on the list.

1
A: .....?
B: "We have a pretty liberal dress code, so you can wear casual clothes most of the time."

2
B: .....?
A: "Shorts and tank tops may be fine on the street, but they're not appropriate in an office."

3
A: .....?
B: "In general, anything goes."

4
B: .....?
A: "We're pretty conservative here, so people don't usually wear sleeveless shirts."

5
A: .....?
B: "You really shouldn't wear sandals to formal restaurants."

6
B: .....?
A: "At formal occasions, men wear a suit and a tie and women wear a dress or a suit."

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.

UNIT 9 Soft skill: EMPATHY

Show others that you care about their hardships

(For Exercise B, page 107)

A Study the example and the possible responses.

Show others that you care about their hardships

Example

"I fell and hurt my leg yesterday."

I'm so sorry!

Possible responses

- I'm so sorry!
- I'm sorry to hear that!
- How awful!
- That's terrible!

Tip: Responding with concern to other people's problems helps them feel understood and valued. This builds their trust in you.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "I broke my leg when I was on vacation."
   B: .....
2. **B:** "I had to go to the hospital and they gave me a cast."
   A: .....
3. **A:** "I cut my finger in the kitchen when I was at my parents' house."
   B: .....
4. **B:** "I dropped my coffee and I burned my hand!"
   A: .....
5. **A:** "Last year I fell off my mountain bike and I cut my arm."
   B: .....
6. **B:** "I hurt my back, and I'm in physical therapy."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 107.

UNIT 10 Soft skill: OPTIMISM — Offer encouragement to others

(For Exercise B, page 117)

A Study the example and the possible responses.

Offer encouragement to others

Example

"I like my job, but my dream is to be a manager someday."

That's great!

Possible responses

- That's great!
- Go for it!
- That would be wonderful!

Tip: Offering encouragement to others builds confidence and ensures their success.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1
A: "My dream is to buy a house someday."
B: .....!

2
B: "I hope to get married and have a large family, with lots of kids."
A: .....!

3
A: "People say I'm talented in art, and I'd love to be an artist in the future."
B: .....!

4
B: "I think I'd like to change careers."
A: .....!

5
A: "I'd love to travel all over the world."
B: .....!

6
B: "I'm really friendly, so I'd like a job where I work with people."
A: .....!

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.

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Unit 1 Page 1 (TR):Aastock/Shutterstock; 1 (shaking hands):Syda Productions/Shutterstock; 1 (hiking):Tyler Olson/Shutterstock; 1 (lecture): MBI/Shutterstock; 1 (business meeting): Shutterstock; 2 (scientists): Dmitriy Shironosov/123RF; 2 (business meeting): MBI/Shutterstock; 2 (health & medicine): Zerbor/123RF; 2 (hands holding tablet): Antonio Guillem/123RF; 2 (image on tablet): Chad Zuber/123RF; 2 (tourists & pyramid): LMspencer/Shutterstock; 2 (male avatar): Summersun/123RF; 2 (female avatar): Summersun/123RF; 3 (headshot, man): Rido/Shutterstock; 4 (accountant): Andrey_Popov/Shutterstock; 4 (teller): YinYang/E+/Getty Images; 4 (mechanic): Wavebreakmedia/Shutterstock; 4 (nurse): Shutterstock; 4 (lawyer): RichLegg/E+/Getty Images; P. 004 (salesperson): Iakov Filimonov/Shutterstock; 4 (secretary): Elena Elisseeva/Shutterstock; 4 (tour guide): SolStock/E+/Getty Images; 4 (electrician): Dmitry Kalinovsky/123RF; 4 (architect):Andrey Burmakin. Shutterstock; 5: Mangostar/Shutterstock; 7: Javier Sanchez Mingorance/123RF; 8 (architect): Belchonock/123RF; 8 (business): Andrey_Popov/Shutterstock; 8 (engineering): Avatar_023/Shutterstock; 8 (information tecŽology): Dotshock/Shutterstock; 8 (maths): Michaeljung/Shutterstock; 8 (medicine): Levent Konuk/Shutterstock; 8 (psychology): Blaj Gabriel. Shutterstock; 8 (headshot, woman): IKO/123RF; 9 (TL): Mimagephotography/Shutterstock; 9 (TC): Iroha/123RF; 9 (TR): Jon Barlow/Pearson Education Ltd; 10: Wavebreakmedia/Shutterstock; 11: Mentatdgt/Shutterstock; 12 (T): Michael Simons/123RF; 12 (CL): Daniel M Ernst/Shutterstock; 12 (CR): Michael Simons/123RF; 12 (B): AJR_photo/Shutterstock.

Unit 2 Page 13 (concert): DR–PSD/Shutterstock; 13 (soccer match): Vm/E+/Getty Images; 13 (woman, TL): Shannon Fagan/123RF; 13 (woman, BR): Antoniodiaz/Shutterstock; 14 (1): Stokkete/123RF; 14 (2): Oleksii Sidorov/123RF; 14 (3): Joe Golby/123RF; 14 (4): James Steidl/123RF; 14 (5): Pixel-Shot/Shutterstock; 14 (6): Alex Kravtsov/Shutterstock; 14 (7): UfaBizPhoto/Shutterstock; 14 (8): Matej Kastelic/Shutterstock; 15 (BR): Dean Drobot/Shutterstock; 16 (woman): Aleksandr Davydov/123RF; 16 (man): Georgerudy/123RF; 17 (T): Rawpixel.com/Shutterstock; 17 (B): Artemisphoto/Shutterstock; 18: HBRH/Shutterstock; 19 (T): Motortion Films/Shutterstock; 19 (B): Westend61 GmbH/Alamy Stock Photo; 20 (hip hop/rap): Voyagerix/Shutterstock; 20 (jazz): Ysbrand Cosijn/Shutterstock; 20 (classical): Stokkete/Shutterstock; 20 (folk): Eugenio Marongiu/123RF; 20 (pop): Pixel-Shot/Shutterstock; 20 (rock): Flashpop/Getty Images; 20 (heavy metal): Viorel Sima/123RF; 22: Rudy Balasko/Shutterstock; 23 (cello): Wacpan/Shutterstock; 23 (theater performers): Izusek/E+/Getty Images; 23 (Japanese vase): Stevemart/Shutterstock; 23 (man with guitar): ShotPrime Studio/Shutterstock; 23 (woman): Aastock/Shutterstock; 23 (trumpet): Miguel Garcia Saavedra/Shutterstock; 23 (painting): ImageBROKER/Alamy Stock Photo; 23 (horse): Kitzcorner/Shutterstock.

Unit 3 Page 25 (TR): WAYHOME studio/Shutterstock; 25 (wedding party): Jozef Polc/123RF; 25 (child with ice cream): Singkham/Shutterstock; 25 (soccer players): Jacob Lund/Shutterstock; 25 (woman thinking): Olena Zaskochenko/123RF; 25 (woman crying): New Africa/Shutterstock; 25 (tennis player): Lightfieldstudios/123RF; 27 (man): Shutterstock; 27 (woman): Iuri Cazac/123RF; 28: KPG Payless2/Shutterstock; 29 (TR): Avemario/123RF; 29 (CR): UfaBizPhoto/Shutterstock; 30 (TL): Fabio Camandona/EyeEm/Getty Images; 31 (woman and man): VK Studio/Shutterstock; 31 (hand with pills): Oleg Zhukov/123RF; 32 (excited): Aleksandr Davydov/123RF; 32 (scared): New Africa/Shutterstock; 32 (angry): Tommaso79/Shutterstock; 32 (bored): Dean Drobot/Shutterstock; 32 (Answer Man): Minerva Studio/Shutterstock; 32 (Emma Lane): Olga Volodina/123RF; 32 (Answer Man): Minerva Studio/Shutterstock; 32 (Bruce Clark): Olegdudko/123RF; 32 (Answer Man): Minerva Studio/Shutterstock; 33: Vasyl Hubar/Shutterstock; 34: YAKOBCHUK VIACHESLAV/Shutterstock; 35 (left): Cathy Yeulet/123RF; 35 (right): Air Images/Shutterstock.

Unit 4 Page 37 (outgoing): Atiger/Shutterstock; 37 (shy): ER Productions Limited/Getty Images; 37 (woman, BR): Nakaridore/Shutterstock; 38 (Kim and family, top): Cathy Yeulet/123RF; 38 (Kim headshot): Cathy Yeulet/123RF; 38 (Kim's parents): Karl Naundorf/Shutterstock; 38 (Kim headshot): Cathy Yeulet/123RF; 38 (Kim's sister and family): Shutterstock; 40 (married): PRO Stock Professional/Shutterstock; 40 (single): Roman Samborskyi/123RF; 40 (engaged): Vasyl Dolmatov/123RF; 40 (separated): Aquarius Studio/Shutterstock; 40 (divorced): PRO Stock Professional/Shutterstock; 40 (judge):Sirtravelalot/Shutterstock; 40 (widowed): Hedgehog94/Shutterstock; 41: Ammentorp/123RF; 42: William Perugini/123RF; 43 (man in pink shirt): Aleksandr Davydov/123RF; 43 (woman): Wilson Araujo/Shutterstock; 43 (man in glasses): Racorn/123RF; 43 (two men talking): Theartofphoto/123RF; 44 (L): Lopolo/Shutterstock; 44 (R): Aleksandr Zhurilo/123RF; 46 (L): Mavo/Shutterstock; 46 (C): Ariwasabi/123RF; 46 (R): Szefei/Shutterstock; 47: Serezniy/123RF.

Unit 5 Page 49 (beef): Karandaev/123RF; 49 (seafood): Olga's captured moments/Shutterstock; 49 (salad): Nadianb/Shutterstock; 49 (sandwich): Alena Haurylik/123RF; 49 (man): Aaron Amat/Shutterstock; 49 (woman): Viachaslau Govorkov/Shutterstock; 50 (shrimp): Pablo Hidalgo/123RF; 50 (cheese bread): Luiz Ribeiro Ribeiro/123RF; 50 (tacos): David Kadlec/123RF; 50 (soup): Donna Vincent/123RF; 50 (Japanese soup): Kps1234/123RF; 50 (Russian salad): Gayvoronskaya_Yana/Shutterstock; 50 (Greek Salad): Foodandmore/123RF; 50 (roast beef): Hlphoto/Shutterstock; 50 (grilled fish): Mircea dobre/Shutterstock; 50 (vegetables): Margouillat/123RF; 50 (chocolate cake): Africa Studio/Shutterstock; 50 (ice cream):M. Unal Ozmen/Shutterstock; 50 (pie): Elena Veselova/123RF; 51: Anton Horobets/123RF; 52: Primagefactory/123RF; 53: Ferli/123RF; 53 (clipboard): SmileStudio/Shutterstock; 54 (boiled): Darryl Brooks/123RF; 54 (steamed): StesŽin Yevgeniy/Shutterstock; 54 (fried): Ari Nousiainen/123RF; 54 (grilled): Joshua Resnick/Shutterstock; 54 (roasted): Funandrejss/123RF; 54 (baked):Joe Gough/Shutterstock; 54 (sauteed): Fernando.RM/Shutterstock; 54 (stewed): Petr Štěpánek/123RF; 54 (green beans): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 54 (chicken): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 54 (fish): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 54 (pasta): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 54 (rice): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 55: Estrada Anton/Shutterstock; 57 (salad): Marctran/123RF; 57 (hot peppers):Alexshyripa/123RF; 57 (pasta with sauce): Romeo3131/123RF; 57 (rice): MaraZe/Shutterstock; 57 (chicken): Amenic181/Shutterstock; 57 (tofu): Margouillat/123RF; 57 (pizza): Stockcreations/Shutterstock; 57 (hamburgers): Konstantin Gushcha/123RF; 57 (French fries): Sylv1rob1/Shutterstock; 57 (potato chips): Igor Tarasyuk/123RF; 57 (ice cream): Unal ozmen/123RF; 58 (TR): Joyfull/Shutterstock; 58 (CL): MoreGallery/Shutterstock; 58 (BR): RichLegg/E+/Getty Images; 59 (shrimp dumplings): Fnlxs/123RF; 59 (grilled corn): Ildianfoodimages/123RF; 59 (beef noodle soup): Jung U/Shutterstock; 59 (fried cheese pies): Sergii Koval/123RF; 59 (fried green bananas): Ildipapp/123RF; 59 (baked cheese bread): Aostojska/Shutterstock; 59 (grilled chicken): Thanthima Limsakul/123RF.

Unit 6 Page 61 (TR): Fizkes/Shutterstock; 61 (texting while eating): PhotoAlto/Frederic Cirou/Getty Images; 61 (texting during movie): Wavebreak Media ltd/Alamy Stock Photo; 61 (texting while crossing street): Maskot/Getty Images; 61 (texting while driving): Andrey_Popov/Shutterstock; 61 (riding bike with headphones): MStudioImages/E+/Getty Images; 62 (tablet): Dr. Cloud/Shutterstock; 62 (laptop): Ene/Shutterstock; 62 (desktop): Believeinme33/123RF;P.062 (smart TV): Jorge Pérez/Alamy Stock Photo; 62 (virtual assistant): Daisydaisy/123RF; 62 (speakers): Marcio Jose Bastos Silva/Shutterstock; 62 (fitness tracker): Cheskyw/123RF; 62 (digital camera): Taelove7/Shutterstock; 62 (video camera): Oleksiy Mark/Shutterstock; 62 (headphones): Ozanuysal/Shutterstock; 62 (printer): Tankist276/Shutterstock;P.062 (wireless earbuds): DUO Studio/Shutterstock; 62 (photocopier): Stephen Coburn/Shutterstock; 64 (food processor): Sutsaiy/Shutterstock; 64 (dishwasher): Dioimagens/Shutterstock;P.064 (rice cooker): Rudy Umans/Shutterstock; 64 (juicer): Galina Samoylovich / Alamy Stock Photo; 64 (blender):Georgii Dolgykh/123RF; 64 (washing machine): Kosam/Shutterstock; 64 (dryer): Tale/Shutterstock; 64 (vacuum): Vtls/Shutterstock; 64 (hair dryer): Alexander Morozov/123RF; 65: StockLite/Shutterstock; 67 (two colleagues working): Aleksandr Davydov/123RF; 67 (man taking picture): Ryan McVay/Getty Images; 67 (woman at photocopier): Dmitrii Shironosov/123RF; 67 (woman taking picture): Izf/Shutterstock; 67 (man at dishwasher): Huntstock/Shutterstock; 68 (text): Andriy Popov/123RF; 68 (check email): Andriy Popov/123RF; 68 (post social media): Georgejmclittle/123RF; 68 (play games): Georgejmclittle/123RF; 69 (five people texting): Oneinchpunch/Shutterstock; 69 (woman): Aleksandr Davydov/123RF; 70 (power strip):Bert Folsom/123RF; 70 (charger): Samum/123RF; 70 (plug/outlet): Mrstam/Shutterstock; 70 (adapter): Oleksandr Kovalchuk/123RF; 70 (battery): Oleksandr Kostiuchenko/

Shutterstock; 70 (turn on, cell phone): Ahmet Naim/Shutterstock; 70 (turn on, cell phone icons): Fad82/Shutterstock; 70 (turn off, cell phone): Ahmet Naim/Shutterstock; 70 (turn off, cell phone icons): Fad82/Shutterstock; 70 (plug in): Dmytro Grankin/123RF; 70 (unplug): Dmytro Grankin/123RF; 70 (charge): Jevanto/123RF; 70 (replace): Smileus/123RF.

Unit 7 Page 73 (TR): ARENA Creative/Shutterstock; 73 (surfing): EpicStockMedia/Shutterstock; 73 (sky diving): Darryl Leniuk/Getty Images; 73 (deck chairs): Welcomia/Shutterstock; 73 (sing-a-long): Pressmaster/Shutterstock; 73 (looking at art): Iakov Filimonov/Shutterstock; 73 (sightseeing ruins): Lothar Knopp/Getty Images; 74 (doing nothing): AstroStar/Shutterstock; 74 (snorkeling): Dmosreg/123RF; 74 (surfing): Trubavin/Shutterstock; 74 (hanging out): JoŽnyGreig/E+/Getty Images; 74 (learn about cultures): Inna Postnikova/Shutterstock; 74 (take a cruise): NAN728/Shutterstrock; 74 (take a tour): Chrisdorney/Shutterstock; 74 (fishing): Mihtiander/123RF; 74 (visit a museum): Jenoche/Shutterstock; 75: Cabeca de Marmore/Shutterstock; 76: Aleksandr Davydov/123RF; 77: Westend61/Getty Images; 78: Lighthouse Films/Getty Images; 78 (woman on phone): Ekaterina Pokrovsky/123RF; 78 (man on phone):Dzianis Apolka/123RF; 80:TravnikovStudio/Shutterstock; 82 (woman): HONGQI ZHANG/123RF; 82 (man at check-in): Tyler Olson/Shutterstock; 83 (limo): Digital Genetics/Shutterstock; 83 (ferry): CL Shebley/Shutterstock; 83 (helicopter): Matteo Gabrieli/Shutterstock; 83 (man): Photick/Michele Constantini/Getty Images.

Unit 8 Page 85 (small shop): Evikka/Shutterstock; 85 (department store): Juanmonino/E+/Getty Images; 85 (street market): Natasha Karpuk/Shutterstock; 85 (online shopping): Gallo Images/Alamy Stock Photo; 85 (catalog shopping): ROB & SAS/Getty Images; 85 (BR): AJR_photo/Shutterstock; 88 (1): Elenovsky/Shutterstock; 88 (2): Elenovsky/Shutterstock; 88 (3): Borislav Bajkic/Shutterstock; 88 (4): Belchonock/123RF; 88 (5): Elenovsky/Shutterstock; 88 (6): Andrey Simonenko/123RF; 88 (7): Kanstantsin Prymachuk/123RF; 88 (8): Elenovsky/Shutterstock; 88 (9): Khvost/Shutterstock; 88 (10): Venusangel/123RF; 88 (11): Ppart/Shutterstock; 88 (12): Ihor Shved/123RF; 88 (13): Dzmitry Marhun/123RF; 88 (14): 6493866629/Shutterstock; 88 (15): Anton Starikov/123RF; 88(16): Torsak/123RF; 88 (17): Natthapon Ngamnithiporn/123RF; 88 (18): Olga Popova/Shutterstock; 88 (19): Vova Shevchuk/Shutterstock; 88 (20): Weerayos surareangchai/123RF; 89: Nejron Photo/Shutterstock; 89 (cash): JoŽ Brueske/Shuttertsock; 89 (credit card): Jeff Metzger/Shutterstock; 90 (T): Aleksandr Davydov/123RF; 90 (B): Olexandr Panchenko/Shutterstock; 91 (T): Primagefactory/123RF; 91 (blue jacket): Art14/Shutterstock; 91 (shorts): Kustomer/Shutterstock; 91 (shoes): Serg Garkus/Shutterstock; 91 (green nightgown): Eightstock/Alamy Stock Photo; 91 (shirt): Ashwin/Shutterstock; 91 (gloves): Anna Hoychuk/Shutterstock; 91 (sweater): Ludmila BarysŽikova/123RF; 91 (belt): V.s.anandhakrisŽa/Shutterstock; 92 (TR): Takayuki/Shutterstock; 92 (escalator): Vereshchagin Dmitry/Shutterstock; 92 (stairs): Nd3000/123RF; 92 (elevator): Sirtravelalot/Shutterstock; 94 (T): Anna Bizoń/123RF; 94 (B): Wang Tom/123RF; 95: Kudla/Shutterstock.

Unit 9 Page 97 (T): Graham Oliver/123RF; 97 (waterskiing): Comstock Images/Getty Images; 97 (ice skating): Andrey Danilovich/E+/Getty Images; 97 (bowling): Syda Productions/Shutterstock; 97 (golf): Allen.G/Shutterstock; 97 (soccer): Wavebreakmedia/Shutterstock; 97 (hiking): Baranq/Shutterstock; 98 (swimming): Aleksandr Markin/Shutterstock; 98 (weightlifting): Shutterstock; 98 (aerobics step class): Dolgachov/123RF; 98 (yoga stretching): Aleksandr Markin/123RF; 98 (pilates): Tonobalaguer/123RF; 98 (spin class): Yellow Dog Productions/Getty Images; 98 (stationary bike): Unge255_photostock/Shutterstock; 98 (treadmill): Iakovenko/123RF; 98 (fitness trainer): Daniel_Dash/Shutterstock; 100 (swimming pool): AndjeiV/Shutterstock; 100 (athletic field): Piergiovanni Bielli/EyeEm/Getty Images; 100 (gym): Wavebreakmedia/Shutterstock; 100 (track): Sirtravelalot/Shutterstock; 100 (basketball): Fabio formaggio/123RF;100 (tennis): ESB Professional/Shutterstock; 100 (golf): Isogood/123RF; 100 (man): Fizkes/Shutterstock; 101: Cultura Creative (RF)/Alamy Stock Photo; 102: Syda Productions/Shutterstock; 103: Alexey Sinelnikov/123RF; 104 (walking): Cathy Yeulet/123RF; 104 (rock climbing): Izf/Shutterstock; 104 (mountain biking): Maksym Protsenko/123RF; 104 (camping): CandyBox Images/Shutterstock; 104 (kayaking): Georgerudy/123RF; 104 (sailing): Yanlev/123RF; 104 (fishing): AboutLife/Shutterstock; 104 (paddleboarding): Sergii Kozhan/123RF; 104 (man): Goodluz/Shutterstock; 105 (tennis racket): C-You/Shutterstock; 105 (mountain bike): Iamlukyeee/Shutterstock; 105 (helmet): Joseelias/123RF; 105 (tent): Luisa Leal/123RF; 105 (kayak): Marekuliasz/Shutterstock; 105 (sailboat): Holbox/Shutterstock; 105 (fishing rod): Aleksangel/123RF; 105 (surfboard): Tonobalaguer/123RF; 105 (hiking boots):Alexandr Vlassyuk/123RF; 105 (running shoes): Tong_stocker/Shutterstock; 105 (bathing cap): Splinex/123RF; 105 (life vest): Pitchayarat chootai/123RF; 106 (man in shorts and tank): Aleksander Kaczmarek/123RF; 106 (physical therapy): Africa Studio/Shutterstock; 106 (man on crutches): Nuengbk/Shutterstock; 107 (woman): Aleksandr Davydov/123RF; 107 (man): Rocketclips, Inc./Shutterstock.

Unit 10 Page 109 (family): Maskot/Getty Images; 109 (birthday): Kate_sept2004/E+/Getty Images; 109 (mansion): AMA/Shutterstock; 109 (B): Roman Samborskyi/Shutterstock; 110 (hiker): Olga Danylenko/Shutterstock; 110 (Adam): Sementsovalesia/123RF; 110 (Katherine): Aleksandr Davydov/123RF; 110 (Kevin): Shannon Fagan/Getty Images; 110 (Grace): Aleksandr Davydov/123RF; 110 (Casey): Fizkes/Shutterstock; 110 (Sophie): Vasily Gronskiy/123RF; 113: Ammentorp/123RF; 115: Inti St Clair/Getty Images; 116: Kho/123RF; 117: Cathy Yeulet/123RF; 118 (Diana Solis): Tonobalaguer/123RF; 118 (Carolyn Colter): Victor kuznetsov/123RF; 118 (Takashi Nakamura): Wrangel/123RF; 118 (Saleem Saeed): Fabio formaggio/123RF; 118 (Federica Pellegrini): Andrey Arkusha/Shutterstock; 119: Kinga/Shutterstock.

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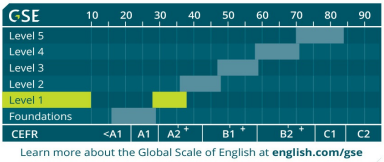
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