EVOLVE

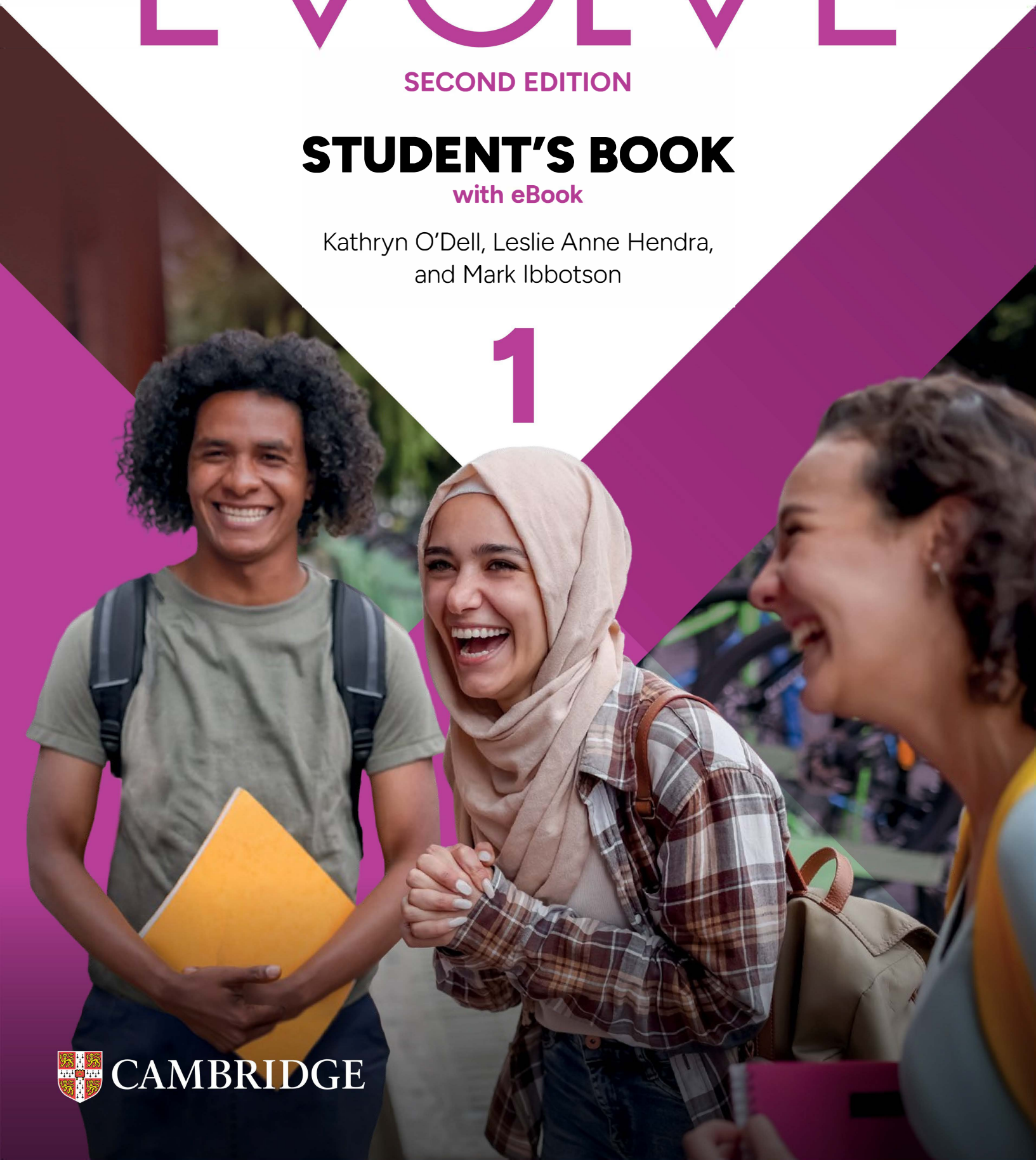
SECOND EDITION

STUDENT'S BOOK

with eBook

Kathryn O'Dell, Leslie Anne Hendra,
and Mark Ibbotson

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CAMBRIDGE

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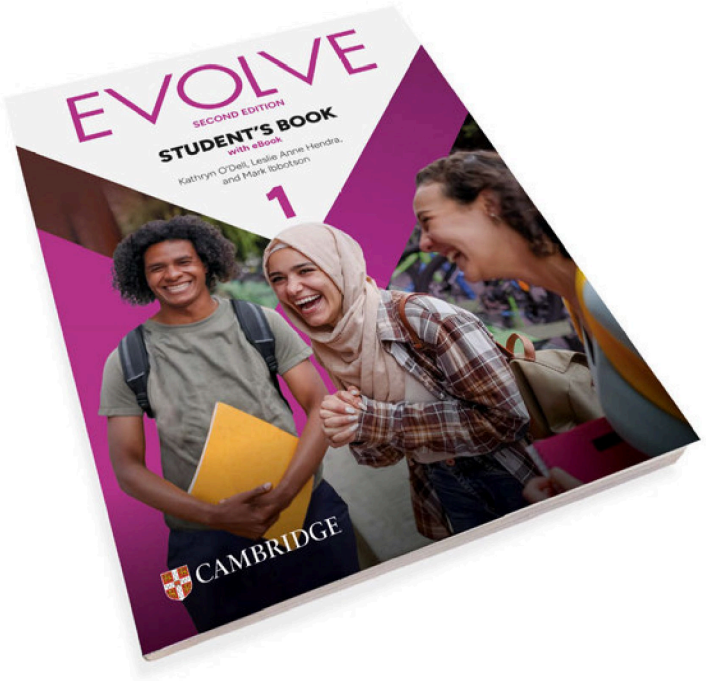
EVOLVE

Speaking matters.

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students as well as being research informed, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.



"EVOLVE is teacher friendly. We know that whatever we do, our students are going to achieve their goal – they're going to speak."

Debora Teixeira Menezes Guimaraes, Brazil

EVOLVE is a globally popular course that has been shaped by unique **insights** gained from our extensive **research**. EVOLVE Second Edition builds on the success of the First Edition by preserving everything you love and value while updating and improving the course to make it even more motivating, supportive, and relevant.

What's new in EVOLVE Second Edition?

1 Enhanced grammar support

Additional grammar support, particularly in the early levels, makes learning more intuitive, with extra practice to enable students to gain a deeper understanding of the language.

- Students now encounter examples of the language being used before analyzing the grammar rules.
- More context is provided within the grammar tables, with extra support for more complex points.
- Further practice, with two additional grammar activities in every unit to help build knowledge and confidence for the communicative activities at the end of every unit.

2 Refreshed design

A contemporary design gives EVOLVE Second Edition an eye-catching, fresh look. All-new unit-opener photos help students engage with a range of themes.

3 New Reading and Listening

A selection of the reading and listening texts have been updated with contemporary, high-interest topics from around the world, helping to keep students motivated.

4 New videos

- **All new Real Student videos.** These videos feature students from a wide range of countries and cultures discussing new, up-to-date topics.
- **Selected new documentary videos.** Several of the documentaries have been refreshed at every level to ensure content is current and of high interest. They can be found on the Cambridge One platform.

5 Sustainability

Sustainability is at the heart of everything we do at Cambridge University Press & Assessment, and this is reflected in EVOLVE Second Edition. Sustainability themes and content are embedded throughout the course.

6 Enhanced accessibility

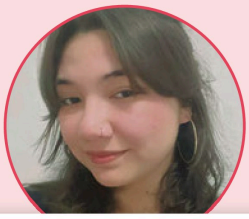
Several key design changes have been made to the Student's Books to make the content more accessible for SEN (special educational needs) learners. These changes include more straight rather than tilted type, extraneous colors and icons removed, and simplified typography. Where possible, text is now in one column to simplify reading order.

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

Real Student videos

In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE Second Edition a truly international coursebook. Let's meet them!



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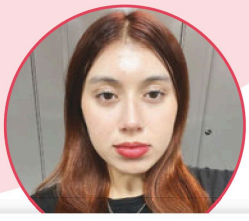
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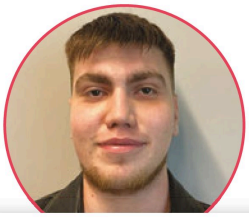
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The Real Student videos have a number of benefits. They:

- **Serve as an ideas prompt.** Students are prompted to think of their own answers to discussion questions in the book.
- **Provoke a response.** Students may find they agree or disagree with the featured speaker and want to react to what they say.
- **Demonstrate attainable speaking models.** The speakers are of a similar level to the students using the book. This gives them the confidence to try for themselves!

The videos are accessed using QR codes seen at different points throughout the book.

Time to speak

Students' progress in English is usually measured by how confident they feel speaking when they are faced with a real situation. To make the most of speaking opportunities in the classroom, students need a "safe speaking environment" where they feel confident, supported, and able to experiment with their English. That's why EVOLVE has dedicated the final lesson in each unit to speaking: **Time to speak**.

These lessons focus on a task with a cognitive challenge beyond language learning, which requires students to collaborate. These immersive activities include decision-making, negotiating, and problem-solving.

"EVOLVE also builds students' confidence by preparing them for everyday conversations."

Elena Farkas (U.S.A.)



Key features

Accuracy check

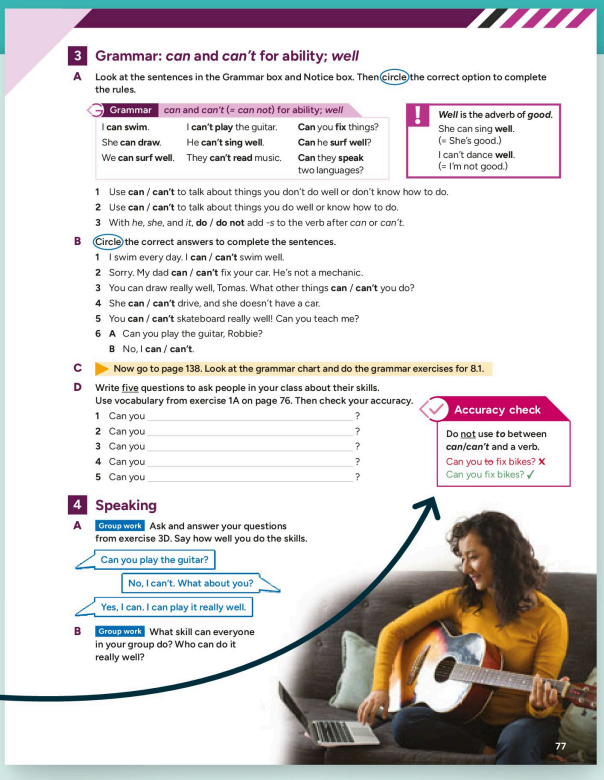
The **Accuracy check** feature shows students the most common errors that occur in written and spoken English and explains how to avoid them. These common learner errors are determined by using our unique research tool, the Cambridge Learner Corpus, and can be used for self-editing.

Accuracy check

Do not use *to* between *can/can't* and a verb.

Can you ~~to~~ fix bikes? ✗

Can you fix bikes? ✓



3 Grammar: *can* and *can't* for ability; *well*

A Look at the sentences in the Grammar box and Notice box. Then circle the correct option to complete the rules.

Grammar *can* and *can't* (= *can not*) for ability; *well*

I **can swim**.	I **can't play** the guitar.	**Can** you **fix** things?
She **can draw**.	He **can't sing well**.	**Can** he **surf well**?
We **can surf well**.	They **can't read** music.	**Can** they **speak** two languages?

! ***Well*** is the adverb of ***good***.
She can sing **well**. (= She's good.)
I can't dance **well**. (= I'm not good.)

1 Use **can / can't** to talk about things you don't do well or don't know how to do.
2 Use **can / can't** to talk about things you do well or know how to do.
3 With *he, she,* and *it*, **do / do not** add *-s* to the verb after *can* or *can't*.

B Circle the correct answers to complete the sentences.
1 I swim every day. I **can / can't** swim well.
2 Sorry. My dad **can / can't** fix your car. He's not a mechanic.
3 You can draw really well, Tomas. What other things **can / can't** you do?
4 She **can / can't** drive, and she doesn't have a car.
5 You **can / can't** skateboard really well! Can you teach me?
6 A Can you play the guitar, Robbie?
B No, I **can / can't**.

C ▶ Now go to page 138. Look at the grammar chart and do the grammar exercises for 8.1.

D Write five questions to ask people in your class about their skills. Use vocabulary from exercise 1A on page 76. Then check your accuracy.
1 Can you _____?
2 Can you _____?
3 Can you _____?
4 Can you _____?
5 Can you _____?

Accuracy check
Do not use *to* between *can/can't* and a verb.
Can you ~~to~~ fix bikes? ✗
Can you fix bikes? ✓

4 Speaking

A Group work Ask and answer your questions from exercise 3D. Say how well you do the skills.

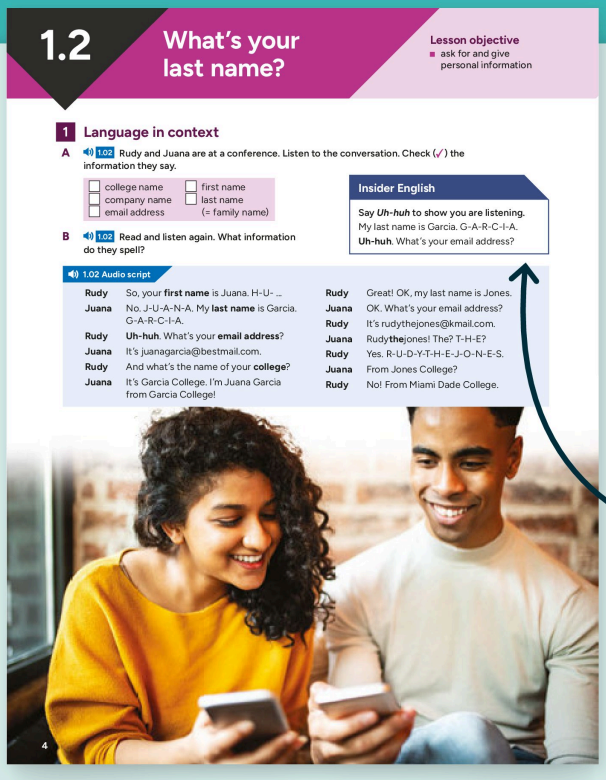
Can you play the guitar?
No, I can't. What about you?
Yes, I can. I can play it really well.

B Group work What skill can everyone in your group do? Who can do it really well?

77

Insider English

Even in a short exchange or conversation, idiomatic language can inhibit a student's understanding. That's why we have **Insider English**. This feature focuses on the informal language and colloquial expressions frequently found in everyday situations, helping students become more confident about communicating in the real world.



1.2 What's your last name?

Lesson objective
- ask for and give personal information

1 Language in context

A 1.02 Rudy and Juana are at a conference. Listen to the conversation. Check (✓) the information they say.

- ☐ college name
- ☐ company name
- ☐ email address
- ☐ first name
- ☐ last name (= family name)

B 1.02 Read and listen again. What information do they spell?

Insider English
Say *Uh-huh* to show you are listening.
My last name is Garcia. G-A-R-C-I-A.
Uh-huh. What's your email address?

1.02 Audio script

Rudy	So, your **first name** is Juana. H-U- ...	Rudy	Great! OK, my last name is Jones.
Juana	No. J-U-A-N-A. My **last name** is Garcia. G-A-R-C-I-A.	Juana	OK. What's your email address?
Rudy	**Uh-huh**. What's your **email address**?	Rudy	It's rudythejones@kmail.com.
Juana	It's juanagarcia@bestmail.com.	Juana	Rudy**the**jones! The? T-H-E?
Rudy	And what's the name of your **college**?	Rudy	Yes. R-U-D-Y-T-H-E-J-O-N-E-S.
Juana	It's Garcia College. I'm Juana Garcia from Garcia College!	Juana	From Jones College?
		Rudy	No! From Miami Dade College.

4

Insider English

Say ***Uh-huh*** **to show you are listening.**
My last name is Garcia. G-A-R-C-I-A.
Uh-huh. What's your email address?



Register check

Teachers often report that their students struggle to master the differences between written and spoken English. The **Register check** feature in EVOLVE draws on research into the Cambridge English Corpus and highlights potential problem areas. Students learn to recognize different levels of formality and understand when to use them appropriately.

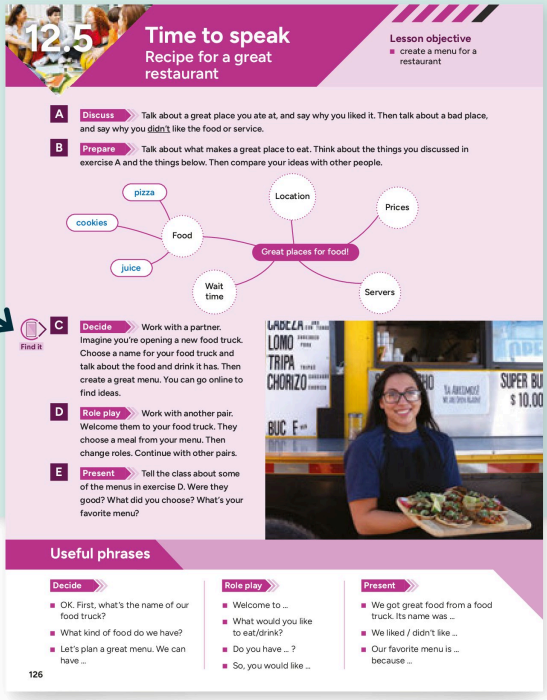
Register check

Many speakers of English use contractions in informal writing. In formal writing, people often use the full forms.

Find it

Research with hundreds of teachers and students across the globe has revealed a desire to bring the real world into the classroom. With the **Find it** activities, EVOLVE is helping to make that happen. These mobile-friendly tasks allow students to bring live content into the class and personalize their learning experience with research and group activities. These activities are always optional, meaning the teacher can choose whether to include them as part of the lesson.

Find it



Digital content

EVOLVE's digital content is available on the **Cambridge One** platform. Here, students can access the eBook and students with a Digital Pack will also find further practice and resources to support their learning. Instructions on how to access the digital content on Cambridge One can be found on the inside front cover of this book.

Learn more

Students using the Digital Pack can learn more about the range of materials available on our website here.

EVOLVE

Unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.



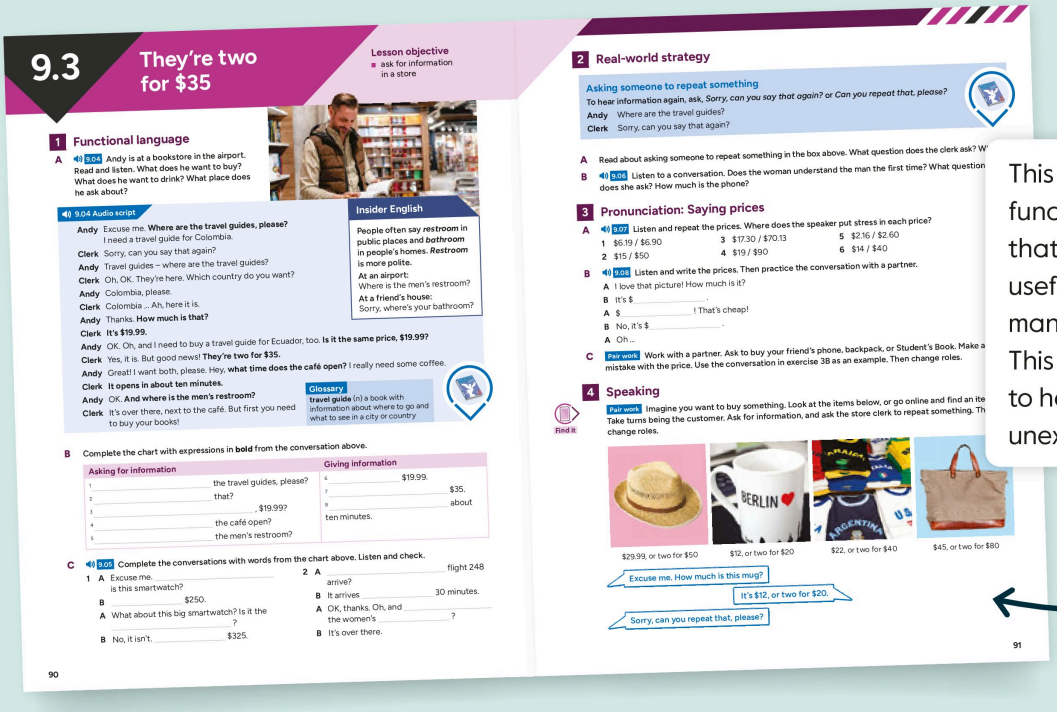


Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

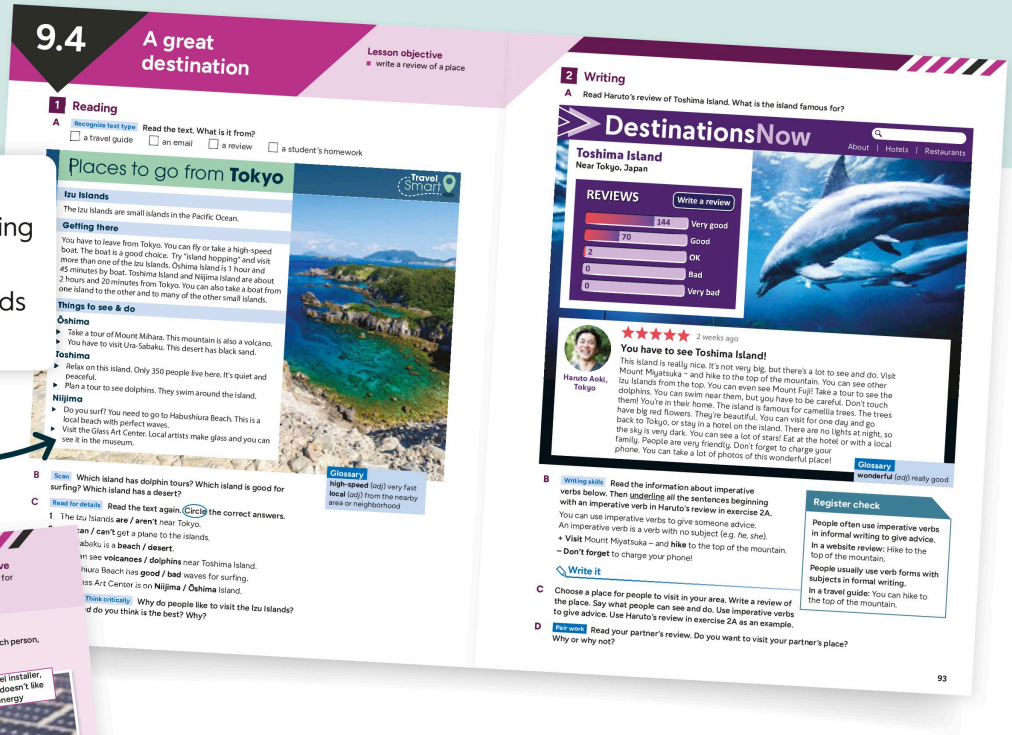
Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.



Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.



Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information-sharing and decision-making.



Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am ...	• Say where you're from • Ask for and give personal information • Check in to a hotel • Write a profile • Meet new people	• *I am, you are* • *What's ... ?, It's ...*	• Countries and nationalities • The alphabet • Personal information • Numbers (0–10) • Jobs	• Saying /ɪ/ and /i/ vowel sounds
Unit 2 Great people	• Talk about your family • Describe friends and family • Talk about ages and birthdays • Write a post about friends in a photo • Compare information about friends and family	• *is/are* in statements and *yes/no* questions • *is not / are not* • Prepositions of place	• Family • Numbers (11–100) • Adjectives to describe people • *really/very* • Dates	• Saying numbers • Listening for short forms
Unit 3 Come in	• Talk about your home • Talk about furniture • Offer and accept a drink and snack • Write an email about a home-share • Choose things for a home	• Possessive adjectives; possessive *'s* and *s'* • *It is* (statements and questions with short answers) • Information questions with *be*	• Rooms in a home • Furniture • Drinks and snacks	• Saying /k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	• Talk about your favorite things • Say how you use technology • Talk about how you communicate • Write product reviews • Talk about your favorite music	• Simple present statements with *I, you, we* • Simple present *yes/no* questions with *I, you, we* • *a/an*; adjectives before nouns	• Technology • Words for using technology	• Saying stressed words • Listening for the end of a sentence
Unit 5 Mondays and fun days	• Talk about weekday and weekend activities • Tell the time and talk about your routines • Show you agree and have things in common • Write a report about your activities • Compare different work weeks	• Simple present statements with *he, she, they* • Questions in the simple present	• Days and times of day • Everyday activities (1) • Telling the time • Everyday activities (2)	• Saying syllables in words
Unit 6 Zoom in, zoom out	• Talk about places in the city • Talk about nature in your area • Ask for and give directions • Write a fact sheet about a place in nature • Plan a new neighborhood for a city	• *There's, There are; a/an, a lot of, some, no* • Count and non-count nouns	• Places in cities • Nature	• Saying /ɪr/ and /er/ sounds • Listening for important words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
• Check in to a hotel **Real-world strategy** • Check spelling		**Meet the artists** • Profiles of two artists	**A profile** • A personal or work profile • Capital letters and periods	• Introduce yourself • Say where you're from • Say and spell personal information • Arrive at a hotel and check in **Time to speak** • Talk to people at a party
• Ask about and say people's ages and birthdays; give birthday wishes **Real-world strategy** • Correct yourself	**Here's my band** • A conversation between friends		**A post** • A post about friends in a photo • *and* to join words and sentences	• Describe the people in a picture • Talk about your family • Describe your friends and family • Talk about ages and birthdays **Time to speak** • Talk about things in common
• Make and reply to offers **Real-world strategy** • Ask about words you don't understand		**A home-share in Burnaby** • Emails about a home-share	**An email** • An email about a home-share • Question marks	• Describe a house in a picture • Talk about rooms in your home • Talk about unusual furniture • Offer a drink or snack **Time to speak** • Talk about what furniture to buy for a new home
• Ask about a new topic; ask for a response **Real-world strategy** • Show you are listening	**Product reviews** • A program with product reviews		**A review** • A product review • *but* and *because*	• Talk about things that you love or like • Talk about your favorite technology • Talk about how you use your phone • Talk about how you communicate with people **Time to speak** • Talk about your favorite music
• Show you agree or have things in common **Real-world strategy** • Short answers with adverbs of frequency		**Work, rest, and play** • An article about work-life balance	**A report** • A report about your activities • Headings and numbered lists	• Talk about your fun days • Say when and how often you do things • Talk about your daily routine • Compare information about your activities **Time to speak** • Talk about the best week for your body clock
• Ask for and give directions **Real-world strategy** • Check information	**Walk with Yasmin** • A podcast about a place in nature		**A fact sheet** • A fact sheet • Order size and opinion adjectives	• Describe a picture of a city • Talk about good places in your neighborhood • Talk about nature in your area • Give directions to a visitor **Time to speak** • Talk about a good place to live

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	• Talk about activities around the house • Ask and answer questions about travel • Share news on the phone • Write a post about things happening now • Ask what people are doing these days	• Present continuous statements • Present continuous questions	• Activities around the house • Transportation	• Saying *-ing* at the end of the word
Unit 8 You're good!	• Talk about your skills and abilities • Say what you can and can't do at work or school • Say why you're the right person for a job • Write an online comment with your opinion • Talk about what people in your country are good at	• *can* and *can't* for ability; *well* • *can* and *can't* for possibility	• Verbs to describe skills • Work	• Saying groups of words • Listening for *can* and *can't*
Unit 9 Places to go	• Talk about travel and vacations • Make travel plans • Ask for information in a store • Write a description of a place • Plan a vacation for someone	• *this* and *these* • *like to, want to, need to, have to*	• Travel • Travel arrangements	• Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	• Make outdoor plans for the weekend • Talk about what clothes to wear for different trips • Suggest plans for evening activities • Write an online invitation • Plan and present a fun weekend in your city	• Statements with *be going to* • Questions with *be going to*	• Going out • Clothes • Seasons	• Saying the letter *s* • Listening for *going to*
Unit 11 Colorful memories	• Describe people, places, and things in the past • Talk about colors and memories • Talk about movies and actors • Write an email about things you keep from your past • Talk about TV shows from your childhood	• Statements with *was* and *were* • Questions with *was* and *were*	• Adjectives to describe people, places, and things • Colors	• Saying /oʊ/ and /ɑː/ vowel sounds
Unit 12 Stop, eat, go	• Talk about snacks and small meals • Talk about meals in restaurants • Offer and accept food and drink • Write a restaurant review • Create a menu for a restaurant	• Simple past affirmative • Simple past negative and questions	• Food and drink (1) • Food and drink (2)	• Saying /h/ and /r/ sounds • Listening for *Do you want to ... ?*
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144	**Vocabulary practice, pages 145–155**			

Functional language	Listening	Reading	Writing	Speaking
• Answer the phone and greet people; ask people how they are and respond **Real-world strategy** • React to news		**In the studio** • A post about a day in an art studio	**A post** • A post about a busy day • *and, also,* and *too*	• Talk about the lives of people in a picture • Talk about good and bad times to call someone • Tell a friend what you are doing right now • Talk about your news **Time to speak** • Talk about your life these days
• Ask for and give opinions **Real-world strategy** • Explain and say more about an idea	**Technology Talks** • A podcast about computers		**A comment** • Comments about an online post • Quotations	• Talk about activities you do • Talk about skills you have • Talk about what you can and can't do at work or school • Ask and answer questions in a job interview **Time to speak** • Talk about national skills
• Ask for and give information **Real-world strategy** • Ask someone to repeat something		**Places to go from Tokyo** • A travel guide	**A description** • A review of a place • Imperatives to give advice	• Talk about a place you like • Describe people and places in a picture • Talk about organizing a trip • Ask for information at an airport store **Time to speak** • Talk about planning a vacation
• Make, accept, and refuse suggestions **Real-world strategy** • Say why you can't do something	**Montevideo** • A TV travel show		**An invitation** • An event invitation • Contractions	• Make outdoor plans for the weekend • Talk about outdoor activities in your city • Talk about clothes to take for a trip • Talk about what to do in the evening **Time to speak** • Plan a fun weekend in your home city
• Express uncertainty **Real-world strategy** • Take time to think		**Picture it** • An article about things people keep	**An email** • An email to a friend • Paragraphs and topic sentences	• Describe a happy time in your life • Talk about things you remember • Talk about colors you remember from when you were a child • Talk about people in a movie **Time to speak** • Present your memories of a TV show from your past
• Offer, request and accept food and drink **Real-world strategy** • Use *so* and *really* to make words stronger	**Where do you want to eat?** • A conversation about restaurants on a food app		**A review** • A restaurant review • Commas in lists	• Describe a good meal you had • Talk about snacks and small meals you like • Talk about a meal you had in a restaurant • Ask for food in a restaurant or at a friend's house **Time to speak** • Design a menu for a food truck

Pair work practice, pages 156–160

Classroom language

0.01 Get started

Hi./Hello.
What's your name?
My name is _____.
This is my class.
This is my partner.
This is my teacher.

Your teacher



I'm your teacher.
Open your book.
Close your book.
Go to page _____.
Do you have any questions?

Ask for help

I don't understand.
I have a question.
How do you say _____ in English?
What does _____ mean?
How do you spell _____?
Can you repeat that, please?
Sorry, what page?



Say.



Listen.



Read.



Watch.



Write.



Work in pairs.



Work in groups.



1

I am ...

Unit objectives

- say where you're from
- ask for and give personal information
- check in to a hotel
- write a profile
- meet new people

Start speaking

Class work Say your name. Watch Haruno's video.

I am Marco.

I am Anya.



Real student

Where is Haruno from?

1.1 I'm Brazilian. And you?

Lesson objective
- say where you're from

1 Vocabulary: Countries and nationalities

A 1.01 Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1 _____
Santiago	Chile	Chilean
Beijing	China	Chinese
Bogotá	2 _____	Colombian
Quito	Ecuador	Ecuadorian
Paris	France	French
Tegucigalpa	Honduras	Honduran
Tokyo	Japan	Japanese
Mexico City	3 _____	Mexican
Lima	Peru	Peruvian
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Ankara	Türkiye (Turkey)	4 _____
Washington, D.C.	the United States	American

B Now do the vocabulary exercises for 1.1 on page 145.

C Pair work Talk to a partner. Say your name, nationality, and city.

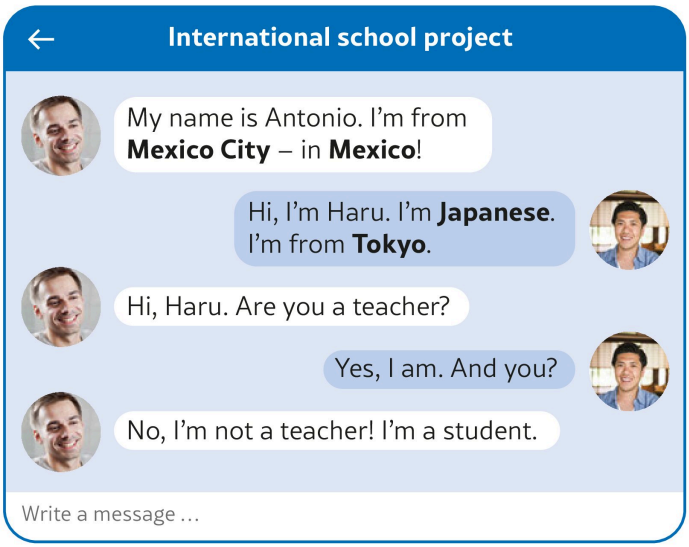
Hi! I'm Yessica. I'm Peruvian, and I'm from Callao.

Hello! I'm Daniel. I'm from Madrid, in Spain.

2 Language in context

A Read the messages from students and teachers. What cities are they from? Who is a teacher?





3 Grammar: *I am, you are*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *I am (= I'm), you are (= you're)*

I'm Brazilian.	**I'm not** from Peru.	**Am I** in room 6B?
		Yes, **you are**. / No, **you're not**.
You're from Mexico City.	**You're not** from Bogotá.	**Are you** from Tokyo?
		Yes, **I am**. / No, **I'm not**.

1 For questions (?), say **Are you … ? / You are … ?**
2 For affirmative (+) answers, say **Yes, I am. / Yes, I'm.**
3 For negative (–) answers, say **No, I am. / No, I'm not.**

B Complete the sentences with *I*, *you*, *am*, or *are*.

1 _____ 'm Ecuadorian.
2 Wow! _____ 're from Rio!
3 _____ you from Beijing?
4 **A** Are you French?
B Yes, I _____ .

C Now go to page 129. Look at the grammar chart and do the grammar exercises for 1.1.

D Look at the chart. You are Alex. Write four sentences. Then read the information in the Accuracy check box and check your work.

Name	City	Nationality	Country
Alex	Orlando	American	the United States

1 _____
2 _____
3 _____
4 _____

Accuracy check

Use *I* with *am*.
~~Am~~ Spanish. ✗
I'm Spanish. ✓

E **Pair work** Choose a name. Don't tell your partner. Ask and answer questions to find the person.

Harry	Barbara	Mike	Victor	Kristy	Nayara	Robert	Juliano
student	student	student	student	teacher	teacher	teacher	teacher
New York	New York	Chicago	Chicago	New York	New York	Chicago	Chicago
American	Brazilian	American	Brazilian	American	Brazilian	American	Brazilian

Are you a student? Yes, I am.
Are you from New York? No, I'm not. I'm from ….

4 Speaking

Group work Imagine you're a different person. Choose a new name, city, nationality, and country. Talk to other people. Ask questions. For ideas, watch Jirapat's video.



Real student
What's Jirapat's city, nationality, and country?

1.2 What's your last name?

Lesson objective
- ask for and give personal information

1 Language in context

A 1.02 Rudy and Juana are at a conference. Listen to the conversation. Check (✓) the information they say.

- ☐ college name
- ☐ company name
- ☐ email address
- ☐ first name
- ☐ last name (= family name)

B 1.02 Read and listen again. What information do they spell?

Insider English

Say *Uh-huh* to show you are listening.
My last name is Garcia. G-A-R-C-I-A.
Uh-huh. What's your email address?

1.02 Audio script

Rudy So, your **first name** is Juana. H-U- …
Juana No. J-U-A-N-A. My **last name** is Garcia. G-A-R-C-I-A.
Rudy **Uh-huh**. What's your **email address**?
Juana It's juanagarcia@bestmail.com.
Rudy And what's the name of your **college**?
Juana It's Garcia College. I'm Juana Garcia from Garcia College!
Rudy Great! OK, my last name is Jones.
Juana OK. What's your email address?
Rudy It's rudythejones@kmail.com.
Juana Rudy**the**jones! The? T-H-E?
Rudy Yes. R-U-D-Y-T-H-E-J-O-N-E-S.
Juana From Jones College?
Rudy No! From Miami Dade College.



2 Vocabulary: The alphabet; personal information

A 1.03 Read and listen. Then listen again and repeat.

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

B 1.04 Listen and circle the spelling you hear.

1	**first name**:	**a** Raymund	**b** Raimund	**c** Raymond
2	**last name**:	**a** Cummings	**b** Cummins	**c** Comyns
3	**email address**:	**a** cb_smith@kmail.com	**b** cg_smith@kmail.com	**c** cd_smith@kmail.com
4	**college**:	**a** Wallice	**b** Wallis	**c** Wallace
5	**company**:	**a** Jeferson	**b** Jefferson	**c** Jeffersen

C Now do the vocabulary exercises for 1.2 on page 145.

D Pair work Talk to a partner. Say your first name, last name, email address, and college or company name.

! In email addresses:
- "." is "dot"
- "@" is "at"
- "_" is "underscore"

3 Grammar: *What's ... ?, It's ...*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *What's ...? (= What is), It's ... (= It is)*

What's your first name?	**It's** Juana.
What's the name of your college?	**It's** Garcia College.

1 For questions, start with **What's** / **It's**.
2 For answers, start with **What's** / **It's**.

Accuracy check

Use the apostrophe (').
~~Whats~~ your first name? ✗
What's your first name? ✓
~~Its~~ Juana. ✗
It's Juana. ✓

B Write *What's* or *It's* in the spaces. Match the questions (1–3) with the answers (a–c). Check your accuracy. Then practice with a partner.

1 _____ the name of your company? ___
2 _____ your last name? ___
3 _____ your email address? ___

a _____ keikoshima@xyz.com.
b _____ Shima.
c _____ Warton Homes.



C Now go to page 129. Look at the grammar chart and do the grammar exercises for 1.2.

4 Speaking

A Look at the information in the box. Circle three things to talk about.

college name	company name	email address	first name	last name

B Class work Talk to other people. Ask questions about the information in the box.

What's the name of your college?
It's Wallace College.

1.3 This is the key

Lesson objective
- check in to a hotel

1 Vocabulary: Numbers

A 1.05 Listen and repeat the numbers.

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

B Pair work Say a number from exercise 1A. Your partner points to the number. Then change roles.

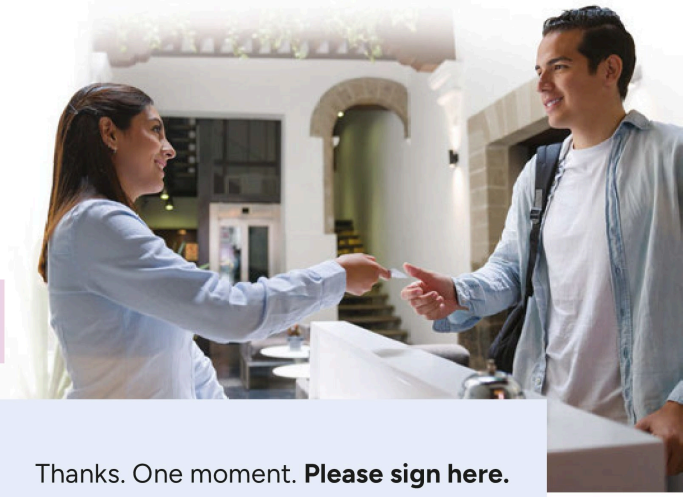
Insider English

For 0, say *zero* or *oh*.
Your room number is two-**zero**-one.
My address is seven-**oh**-nine ...

2 Functional language

A 1.06 Paulo is at a hotel. Read and listen. Check (✓) the information the hotel clerk asks for.

☐ phone number	☐ company	☐ name
☐ city	☐ email address	☐ room number



1.06 Audio script

Clerk Welcome to New York! What's your name?
Paulo I'm Paulo Vasques. **I'm here for three nights.**
Clerk Ah, yes. **What's your phone number?**
Paulo **It's (593) 555-2192.**
Clerk Thanks. And what's your email address?
Paulo It's pvasques89@travelmail.org.
Clerk Thanks. One moment. **Please sign here. Here's a pen.**
Paulo OK.
Clerk Thank you. **This is the key.** It's room 6B.
Paulo 6D. Thanks.
Clerk No, you're not in 6D. **You're in room 6B.**
Paulo Oh, OK. Thank you.
Clerk You're welcome.



B Complete the chart with expressions in **bold** from the conversation above.

Checking in (clerk)		Checking in (Paulo)
What's your [1] _____ number?	Here's a [3] _____.	[6] _____ (593) 555-2192.
Please [2] _____ here.	This is the [4] _____.	I'm here for three [7] _____.
	It's room 6B. [5] _____ room 6B.	

C 1.07 Complete the conversations. Then listen and check. Practice with a partner.

1 **A** What's your **email / phone number**?
B **I'm / It's** (593) 555-3194.
2 **A** Please **sign / write** here.
B OK.
3 **A** Hello. Welcome to the Garden Hotel.
B Thanks. I'm here for two **mornings / nights**.
4 **A** **This is / It's** the key. You're in room 4D.
B OK. Thanks.
5 **A** **Here's a / You're** pen.
B Thank you.

3 Real-world strategy

A 1.08 Listen to a conversation. Circle the correct answers.

1 The woman is at **a hotel** / **home**. 2 She says her **room number** / **phone number**.

B 1.08 Read about checking spelling in the box below. Listen to the conversation again. What does the man ask the woman to spell?

Checking spelling

To check spelling, ask *How do you spell your first name / your last name / it?*

Paulo My name is Paulo Vasques.

Clerk How do you spell your last name?

Paulo V-A-S-Q-U-E-S.



C 1.09 Listen to the questions. Answer the questions and spell words.

1 How do you spell your last name?

R-I-V-E-R-A.

4 Pronunciation: Saying /ɪ/ and /i/ vowel sounds

A 1.10 Listen and repeat the two different vowel sounds.

/ɪ/ six You're in room **6**A. /i/ three You're in room **3**A.

B 1.11 Look at the <u>underlined</u> letters below. Then listen and repeat. What vowel sounds do you hear? Write A for words with /ɪ/, for example, *six*. Write B for words with /i/, for example, *three*.

1 ___ <u>e</u>mail
2 ___ <u>i</u>s
3 ___ <u>i</u>nformation
4 ___ pl<u>ea</u>se
5 ___ k<u>ey</u>
6 ___ compan<u>y</u>



C 1.12 Pair work Listen to the conversations. <u>Underline</u> words with the vowel sounds /ɪ/ and /i/. Then practice with a partner.

1 **A** Is this your key?
B No, it's the key for room three.
2 **A** What's your company email address?
B It's c.b.smith@wallis.com.
3 **A** What's your Instagram name?
B It's SusieSix.

5 Speaking

A Pair work Put the conversation in the correct order. Then practice with a partner.

- [7] **A** Thanks. One moment. Please sign here.
- [5] **A** Great. Thank you. And what's your email address?
- [ ] **B** I'm Marie Bernard. I'm here for two nights.
- [ ] **B** OK.
- [ ] **B** It's mbernard87@mymail.org.
- [ ] **A** Ah, yes, two nights. What's your phone number?
- [ ] **B** It's (298) 555-1257.
- [ ] **A** Thank you. This is the key. It's for room 7C.
- [1] **A** Hi. Welcome to the Tree House Hotel! What's your name?

B Pair work Choose a hotel in your city. One person is a hotel clerk and the other person is a visitor. Then change roles.

Hi. Welcome to the International Hotel. What's your name?

I'm Jae-hoon Park. I'm here for two nights ...

C Pair work Student A: Go to page 156. Student B: Go to page 158. Follow the instructions.

1.4 My profile

Lesson objective
- write a profile

1 Vocabulary: Jobs

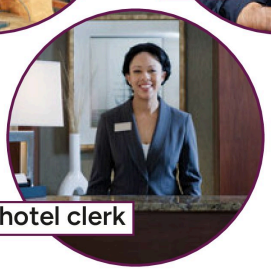
A 1.13 Listen and repeat.


salesperson


artist


teacher


student


hotel clerk


doctor


chef


server

2 Reading

A Scan Read the profiles. Circle three job words from exercise 1A.

B Read for details Read the profiles again. Complete the chart.

First name	Akemi	
Last name		Silva
City		
Nationality		
Company		
School		

C Pair work One person is Akemi. One person is Frank. How are you different?

I'm Akemi. I'm a student.

I'm Frank. I'm not a student. I live in Texas ...

> **!** Use *but* to connect two different ideas.
> I'm Peruvian, **but** my home is in the United States.

> **!** People say, ***I'm from Paris***. People also say,
> I **live** in Paris. (= Paris is my home now.)

STUDIO 10
Store Profiles
Meet the artists



About Akemi

I'm Akemi Tanaka. I live in San Diego, but I'm not American. I'm Japanese. My company is Tanaka Paints. My phone number is (324) 555-6053, and my email is akemit2000@tanakapaints.com. I'm an artist, and I'm a student, too. The name of my school is The Art Institute. It's in California.

About Frank

My name is Frank Silva. I live in Austin, Texas, in the United States. I'm American and Brazilian. The name of my company is Designs by Frank. It's in my home in Austin. I'm an art teacher, too. The classes are in my home. My phone number is (780) 555-5230, and my email is designsbyfrank@blinknet.com.



3 Writing

A Read the profiles of two people. Where are they from? Who is a student?



Seoul, South Korea

Hello. My name is Ju-won Gyeong. I am South Korean. I am from Incheon, but I live in Seoul now. I am a salesperson. The name of my company is Sojin Sales. My email is jwgyeong_812@sojinmail.com, and my phone number is (051) 555-3198.

Class Connect

Find students around the world



Hi! I'm Defne Bayer. I'm from Türkiye. My home is in Istanbul. It's a great city. I'm an English student. The name of my school is BOS College of English.

email: dbayer@bos.net.tr
Instagram: def_bayer

B Pair work Think critically The two profiles are different. Why? Discuss with a partner.

C Writing skills Read the rules. Then find two or more examples for the rules in the profiles.

A
B
C

Use capital letters (A, B, C ...):

- for ***I*** (***I'm***)
- for names of people
- for names of places, companies, schools
- for nationalities and languages
- at the beginning of sentences

Use a period (.) at the end of statements.

Register check

Hello, ***Hi***, and ***Hey***

Use ***hello*** in formal writing or speaking, for example, at work.

Hello. My name is Ju-won Gyeong.

Use ***hi*** in informal writing or speaking with friends and family. Use ***hey*** when you speak to friends and family.

Hi! I'm Defne Bayer.

Write it

D Choose a work profile or a personal profile. Then write your profile. Use the profiles in exercise 3A as an example.

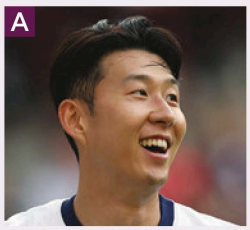
E Group work Work in groups. Read other profiles. Are they work profiles or personal profiles? Say why.



1.5 Time to speak
A special dinner party

Lesson objective
- meet new people

A Who are the people in the photos? Tell your partner.









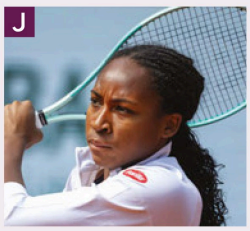












B Read the conversations (1–3). Then match them to a–c. Which conversation is between three people?

a an introduction ___ **b** a greeting ___ **c** a goodbye ___

1
A Good evening.
B Hello. How are you?
A I'm fine, thanks. And you?
B I'm fine.

2
A Gabi, this is Caio.
B Hi, Gabi. Nice to meet you.
C Nice to meet you, Caio.

3
A See you later.
B Bye.

C **Prepare** Practice the conversations from exercise B. Then change roles.

Find it

D **Research** Choose a person from exercise A. Go online and find their nationality and home city. Think of a phone number for them.

E **Role play** Imagine you're the person from exercise D. You are at a party with other famous people. Ask and answer questions (e.g., name, nationality, home city, phone number). Write notes.

F **Agree** Say the nationality or city of a person from the party. Other students guess the person.

G **Discuss** Who is your favorite person from the party?

Useful phrases

Role play
- Are you (American)?
- Yes, I am. / No, I'm not. I'm ...
- I'm from (city).
- How do you spell it?
- What's your phone number?
- It's ... (number)

Agree
- The person is from (city). / The phone number is ...
- It's (name of person).

Discuss
- My favorite person is ...
- Me, too.



2

Great people

Unit objectives

- talk about your family
- describe friends and family
- talk about ages and birthdays
- write a post about friends in a photo
- compare information about friends and family

Start speaking

Look at the photo. Say words about the people.

chef

class

family

2.1 A family party

Lesson objective
- talk about your family

1 Language in context

A 2.01 Sara and Liz are at a party. Read and listen to the conversation. How old are David and Emily? Who are Elizabeth One and Elizabeth Two?

2.01 Audio script

Sara What a great party, Liz! Are your **children** here?

Liz Yes, they are. David … He's my **son**. He's eight. And the girl with him is my daughter Emily. She's ten.

Sara And the man … Is he your **husband**?

Liz No, he's my **brother** Marcus. My husband isn't here.

Sara Oh, OK. Are your **parents** here?

Liz No, they're not. Oh, look. Here's my **grandmother**. She's 86. Grandma, this is my friend Sara.

Grandma Nice to meet you, Sara. I'm Elizabeth.

Sara Nice to meet you. Hey, are you both Elizabeth?

Liz Yes, we are! With friends, I'm Liz. But in my family, she's Elizabeth One, and I'm Elizabeth Two!

Register check

Some words for family are formal and informal. Use formal words at work. Use informal words with friends and family.

Formal	Informal
grandfather	grandpa
grandmother	grandma
father	dad
mother	mom

Glossary

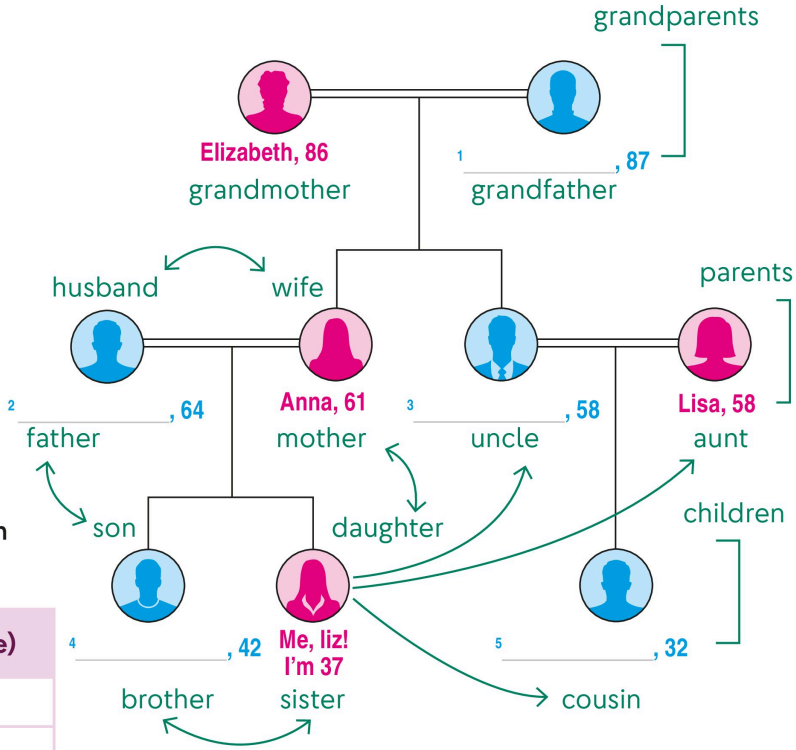
both two people/things

2 Vocabulary: Family; numbers

A 2.02 Listen and repeat the words in the family tree.

B Read the information below about Liz and her family. Then complete the family tree with the names in **bold**.

- Liz = sister of **Marcus**
- **Kyle** = uncle of Liz
- **Tim** = cousin of Liz
- **John** = grandfather of Liz
- Anna = wife of **Paul**



C 2.03 Complete the table with words from the family tree. Then listen and check.

Singular (1 person)	Plural (2+ people)
1 _____	cousins
child	2 _____
3 _____	wives

D Pair work Make three more sentences about the people in the family tree. Then compare with a partner.

E 2.04 **Write the numbers. Then listen and repeat.**

11 eleven	___ sixteen	21 twenty-one	___ sixty
12 twelve	___ seventeen	22 twenty-two	___ seventy
13 thirteen	___ eighteen	30 thirty	___ eighty
___ fourteen	___ nineteen	___ forty	___ ninety
___ fifteen	20 twenty	___ fifty	100 one hundred

F Now do the vocabulary exercises for 2.1 on page 145.

3 Grammar: *is/are* in statements and *yes/no* questions

A **Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.**

Grammar *is/are* in statements and *yes/no* questions

Are your children here?
Yes, they **are**. / No, they**'re not**.
He**'s** my son (**'s** = **is**). He**'s** eight.
She**'s** my daughter. She**'s** ten.

Is he your husband?
Yes, he **is**. / No, he**'s not**. He**'s** my brother.
Are you her parents?
Yes, we **are**. / No, we**'re not**. We**'re** her aunt and uncle.

1 Use **is** / **are** with *he* and *she*.

2 Use **is** / **are** with *we*, *you*, and *they*.

B **Complete the sentences with *is* or *are*. Use *'s* or *'re* when possible.**

1 This _____ my sister. She _____ 23.
2 **A** _____ your parents Colombian? **B** Yes, they _____ .
3 This _____ my grandfather. He _____ 88.
4 **A** _____ your mother at home? **B** Yes, she _____ .
5 We _____ American. We live in New York.

C **Match the questions with the answers. Then answer the questions so they're true for you.**

1 Are your parents Chilean? b
2 Are you 21? ___
3 Is your best friend in class? ___
4 Is your teacher Chinese? ___

a Yes, she is. She's from Beijing, in China.
b No, they're not. They're Colombian.
c No, he's not. He's at work.
d Yes, I am.

D Now go to page 130. Look at the grammar chart and do the grammar exercises for 2.1.

4 Speaking

A **Pair work** **Draw a simple family tree. Then talk to a partner about people in your family. Ask and answer questions. For ideas, watch Bianca's video.**

This is Demir. He's from Istanbul. He's 25.

Is he your brother?



Real student
Who does Bianca talk about? Is your family tree the same or different?

B **Group work** **Tell your group about three people from your family tree. You can show photos of the people on your phone.**

Find it



2.2 They're really funny!

Lesson objective
- describe friends and family

1 Language in context

A Read the messages. Where is Lara from? Where is she now? Who are the other people in the photos?

B Read the messages again. Find the numbers in the messages. What are they?

four 12 19 24 85

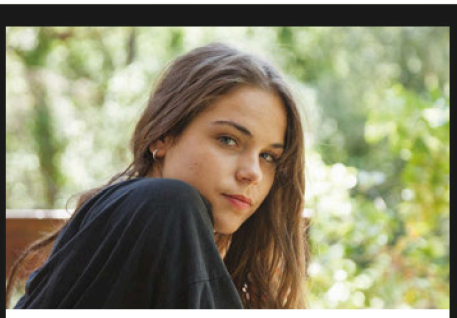
Four days with my family

Hi! I'm Lara. I'm 24. I live with my family in Texas, but we're not in Texas now. We're with Grandma Vera at her home in Miami. ☀️ Here's a photo of me ... and here are photos of my family. 😍





Look at my mom and dad. My parents are both 50 – not **old**, and not **young**! My mom is **short** and my dad is **tall**. They're not **boring!** They're both really **funny**.



This is Erika. She's my sister – and she's my best friend! ❤️ She's 19. She's a student, and she's very **smart**. She's **shy**, but she's **friendly**, too.

This is Justin. He's my brother. He's funny. 😂 He's young (12), but he's not short – he's really tall.



This is my grandmother, Grandma Vera. She's old (85!), and she's very **interesting**. She's a good grandma! ❤️



2 Vocabulary: Describing people; *really/very*

A 2.05 Listen and repeat the adjectives below. Then find them in the messages. Match the adjectives to the people.

Age	Appearance	Personality		
old	short	boring	funny	shy
young	tall	friendly	interesting	smart

B Circle *really* and *very* in the messages. Do they make the adjectives stronger (++) or weaker (––)?

C Circle the correct word to complete the sentences.

1 **A** Is he short?
B No, he's not. He's **tall** / **shy**.

2 **A** Is she boring?
B No! She's really **short** / **interesting**.

3 **A** How old is your grandmother?
B She's 90. She's very **young** / **old**.

4 **A** Is Mi-jin a college student?
B Yes. She's really **smart** / **short**.

5 **A** Is your cousin interesting?
B Yes, and he's **boring** / **funny**.

6 **A** Are your children shy?
B No, they're very **friendly** / **interesting**.

D Now do the vocabulary exercises for 2.2 on page 146.

3 Grammar: *is not / are not*

A Look at the sentences in the Grammar box and the Notice box. Then circle the correct option to complete the rules.

Grammar *is not (= 's not) / are not (= 're not)*

He**'s not** short.	They**'re not** boring!
She**'s not** from Miami.	We**'re not** in Texas.
My sister **isn't** old.	My parents **aren't** from Miami.

1 For negative (–) statements with *he* and *she*, use **'s not** / **'re not.**

2 For negative statements with *we*, *you*, and *they*, use **'s not** / **'re not.**

! After pronouns (***he, she, we, you, they***), use ***'s not*** and ***'re not***.
She**'s not** tall.
You**'re not** from South Korea.
After nouns (people, places, and things), use ***isn't*** and ***aren't***.
Filip **isn't** American.
My friends **aren't** boring.

B Look at the Notice box. Then make the sentences negative (–).

1 My brother is boring. My brother isn't boring.
2 You're in this class. _____
3 My cousins are from Rio. _____
4 She's short. _____
5 They're my teachers. _____
6 My aunt is from South Korea. _____

C Now go to page 130. Look at the grammar charts and do the grammar exercises for 2.2.

D **Pair work** Write two true sentences and two false sentences about a friend or a person in your class. Then exchange sentences with a partner. Correct the false sentences.

My friend Carina isn't tall. She's very funny. She's from Japan. She's smart.

Correct!

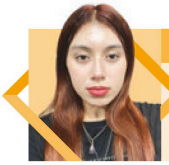
She's very funny, and she's smart. She's tall, and she's not from Japan.

4 Speaking

A Choose four people, for example, family or friends. Write adjectives to describe them. For ideas, watch Mariana's video.

Find it

B **Group work** Talk about your people. You can show photos on your phone. Ask for more information about people, for example, age, nationality, and city.



Real student
Are your family or friends the same as Mariana's?

2.3 When is your birthday?

Lesson objective
- talk about ages and birthdays



1 Functional language

A 2.06 Read and listen. How many parties does Vivian talk about?

2.06 Audio script

Lucas This is a really great picture!
Vivian Oh, thanks.
Lucas Are they your children?
Vivian Yes. This is Miranda. **She's eight.**
Lucas Miranda. Nice name.
Vivian And this is Carlos.
Lucas **How old is he?**
Vivian **He's three years old.**
Lucas **When's his birthday?**
Vivian It's March 28. **His party is on March 29.**
Lucas Oh, right. He's four this month!
Vivian Yeah. And **Miranda's birthday is April 2.**
Lucas So two birthday parties in five days.
Vivian Yeah, two parties. No, sorry, three parties! One party for Carlos, one party for Miranda, and then one party with the family.
Lucas Well, say "**Happy birthday!**" from me!



B Complete the chart with expressions in **bold** from the conversation above.

Asking about ages and birthdays	Saying ages and birthdays	Giving birthday wishes
1 _____ old is he?	She 3 ___ eight.	6 _____ birthday!
When's your birthday?	He's three 4 _____ old.	
2 _____ 's his birthday?	His party is 5 _____ March 29.	
When's her birthday?	Miranda's birthday is April 2.	

2 Vocabulary: Saying dates

A 2.07 Look at the chart. Listen and repeat the months. What month is your birthday month?

Months					
January	February	March	April	May	June
July	August	September	October	November	December

Dates			
1 first	7 seventh	13 thirteenth	19 nineteenth
2 second	8 eighth	14 fourteenth	20 twentieth
3 third	9 ninth	15 fifteenth	21 twenty-first
4 fourth	10 tenth	16 sixteenth	22 twenty-second
5 fifth	11 eleventh	17 seventeenth	30 thirtieth
6 sixth	12 twelfth	18 eighteenth	31 thirty-first

B 2.08 Pair work Now listen and repeat the dates. Then say the date of your birthday.

My birthday is February eighth.

C **Pair work** Imagine the dates below are your birthday. Work with a partner. Ask questions and say the birthdays.

1 May 8 **3** August 31 **5** January 25
2 November 23 **4** April 19 **6** June 4

When's your birthday?

It's May eighth.

3 Real-world strategy

A 2.09 Listen to a conversation. Circle the correct answers.

1 The conversation is about a **wife** / **child**.
2 The man says **an age** / **a birthday**.

B 2.09 Listen again. What number does the man say first? Then what correct number does he say?

Correcting yourself

To correct yourself, say *No, sorry* or *Sorry, I mean* ... and say the correct word.

He's twenty. No, sorry, twenty-one.

It's March twenty-first. Sorry, I mean May twenty-first.



C Read the information in the box above about correcting yourself. What does the man say?

D **Pair work** Student A: Go to page 156. Student B: Go to page 159. Follow the instructions.

4 Pronunciation: Saying numbers

A 2.10 Listen and repeat the numbers. Then listen again and underline the stress.

13 thirteen / 30 thirty
14 fourteen / 40 forty
15 fifteen / 50 fifty
16 sixteen / 60 sixty
17 seventeen / 70 seventy
18 eighteen / 80 eighty
19 nineteen / 90 ninety

B **Pair work** Look at the numbers in the chart. Student A says a number. Student B points to the number. Then change roles.

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

5 Speaking

A **Pair work** Match sentences 1–4 to sentences a–d. Then practice with a partner.

1 How old is your brother? ___ **a** Happy birthday!
2 When's your birthday? ___ **b** Say "Happy birthday!" from me.
3 My brother is 30 today. ___ **c** It's June 18.
4 It's my birthday today. ___ **d** He's 23.

B **Pair work** Say the name of a friend. Then say their birthday. Make one mistake. Then correct yourself.

My friend is Julia. Her birthday is June fifth. No, sorry, June sixth.



2.4 Here's my band

Lesson objective
- write a post about friends in a photo

1 Listening

A **Pair work** Talk to a partner. Say what you see in the photo at the top of page 19.

B 2.11 **Listen for gist** Listen to Isabel talk to a friend, Linda. What do they talk about?

C 2.11 **Listen for details** Listen again. Circle the words that Isabel uses to describe the people.

boring cool friendly funny interesting shy smart

2 Grammar: Prepositions of place

A Look at the photo at the top of page 19 and complete the sentences with the words in the box.

between in ~~in~~ next to on the left

1 We're not ___in___ Las Vegas! We're _____ Seattle, at college.
2 This is Joshua, on the right. And this is Nuwa, _____ .
3 I'm Isabel. Guy is _____ me.
4 Guy is _____ Nuwa and me.

3 Pronunciation: Listening for short forms

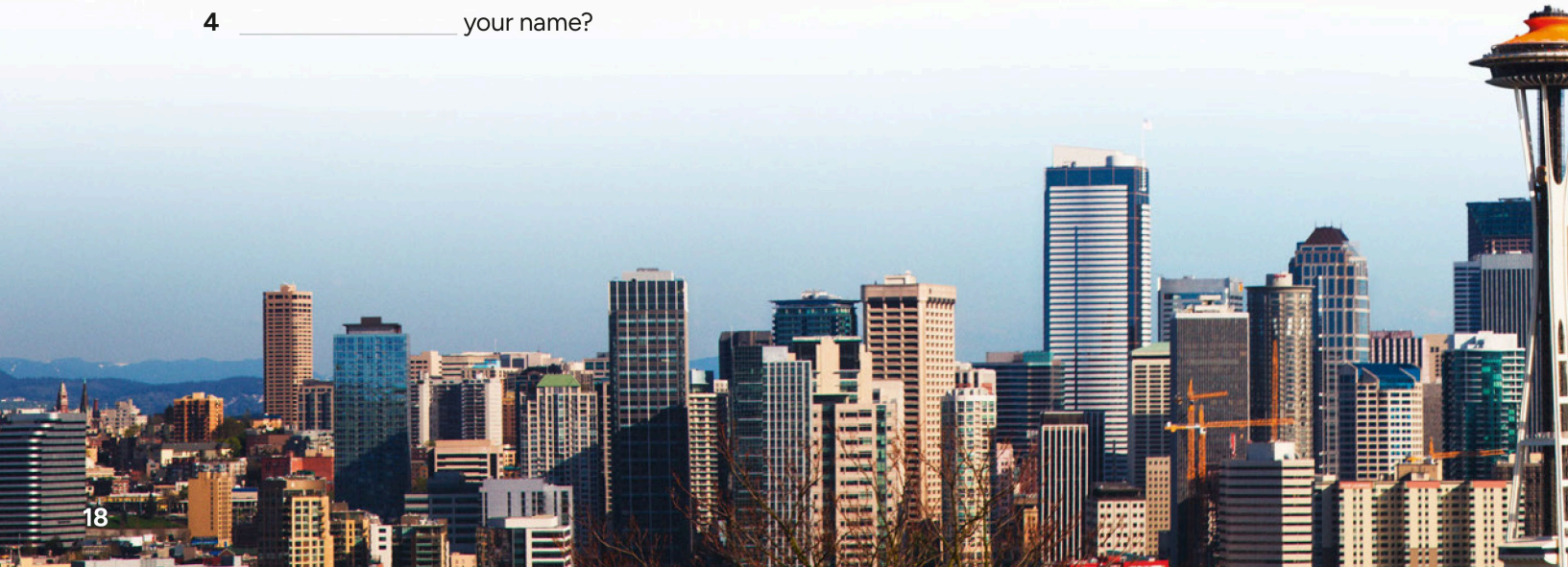
A 2.12 Listen. Write the words you hear. Then write the full forms.

1 ___Here's___ my band. = ___Here is___
2 _____ in Seattle. = _____
3 _____ really funny. = _____
4 _____ great! = _____

B 2.13 Complete the conversation with the words in the box. Listen and check.

I'm It's She's What's When's

1 Nice to meet you, Sara. _____ Elizabeth.
2 **A** _____ your birthday?
B _____ March 14.
3 This is Nuwa. _____ really smart.
4 _____ your name?



4 Writing

A Read the post. How old are the students?

SocialHub



JING
September 12 at 2:24pm

We're four college students in Seattle, and we're in a band. The name of the band is JING. Joshua is on the right. He's 22, and he's from Chicago. He's really friendly and funny. The first letter in JING is for Joshua. I'm Isabel. I'm 20, and I'm the "I" in the band name. I'm next to Joshua. Nuwa is on the left. She's 21. She's Chinese, and she's here for school. She's very interesting and smart. She's the "N." Guy is between Nuwa and me. He's 20, and he's the "G." He's shy, so he's the last letter in the name!



Like Comment Share

B Pair work Think critically Why is the name of the band "JING"? Is it a good name?

C Writing skills Read about two ways to use *and*. Match them (1–2) to the correct example sentence (a–b).

1 Use **and** to connect words. ___
2 Use **and** to connect two sentences and make one long sentence. ___

a We're four college students in Seattle, and we're in a band.
b She's very interesting and smart.

D Read the post again and underline examples of *and*. Does *and* connect words or sentences?

Write it

E Choose a photo of you with three or four people. Write a post about the photo. Then check your accuracy.

- Say where you are (*in* + city/country).
- Say where people are in the photo (*next to, on the left/right, between*).
- Give information about the people.
- Use *and* to connect words and sentences.

Accuracy check

After prepositions, use ***me***, not ***I***.

Guy is next to ~~I~~. ✗
Guy is next to me. ✓

He's between Nuwa and ~~I~~. ✗
He's between Nuwa and me. ✓





2.5 Time to speak
True for me

Lesson objective
- compare information about friends and family

A Which family members are in the photo? Compare your ideas with a partner.



B **Prepare** Complete the sentences so they're true for you.

1 My mom is _____ (nationality).
2 My dad is _____ (age).
3 My grandmother is _____ (name).
4 My grandfather is from _____ (city).
5 My best friend is _____ (personality).
6 My birthday is in _____ (month).

C **Discuss** Say your answers from exercise B. Your partner says, **"True for me"** or **"Not true for me."** Then change roles.

My mom is Brazilian. — Not true for me.

My dad is 50. — True for me.

D Read the instructions. Then talk to people in your class.

1 Walk around the class. Say hello to someone.
2 Say your answers from exercise B. Your partner says, **"True for me"** or **"Not true for me."**
3 Change roles.
4 Say goodbye.

E **Present** Who has the same answers? Who has different answers? Tell the class.

Useful phrases

Discuss
- Hello./Hi.
- True for me.
- Really? (for surprise)
- My name is ...
- Not true for me.
- Goodbye.

Present
- (Name) is the same.
- (Name) is different.



3

Come in

Unit objectives

- talk about your home
- talk about furniture
- offer and accept a drink and snack
- write an email about a home-share
- choose things for a home

Start speaking

A Look at the photo. Where is this house?

B Who is in the house?

C What is in the house?

3.1 Welcome to my home

Lesson objective
- talk about your home







1 Vocabulary: Rooms in a home

A 3.01 Listen and repeat the words in the photos. Which words are rooms? Which words are things in rooms?

B Pair work Talk to a partner. What's your favorite room in the photos?

C Now do the vocabulary exercises for 3.1 on page 146.

2 Language in context

A 3.02 Alina gives a video tour of her family's home. Listen and read. How many rooms does she talk about?

a six **b** seven **c** eight

B 3.02 Listen again. Answer the questions.

1 What is on the wall?
2 Who is in the kitchen?
3 How many bathrooms are in the apartment?
4 What are the names of the cat and the dog?

C Pair work What are your favorite rooms? Talk to a partner. For ideas, watch Haruno's video.

Hi! Welcome to my new home. I mean, my *family's* new home. We live in an apartment, not a house. OK. First, this is the **living room**, with my mom's favorite **picture** on the **wall**. And this is the **dining area**. It's good for family dinners, or pizza with my friends. And this is the **kitchen**, through the **door**! My mom and her friend are in there now. OK, and this is the **bathroom**, the family bathroom. And here, this is my parents' **bedroom**, with a second bathroom. And this is my bedroom, with two **windows**. Oh! This is Milka. She's our cat. And this is Sergiy's room. He's my brother. Hey! T-Rex is on Sergiy's bed! Bad dog! On the floor! Now! T-Rex is Sergiy's dog. OK, now say "hi" to the camera, T-Rex. Welcome to our apartment!



Real student

What are Haruno's favorite rooms? Are your favorite rooms the same?

Accuracy check

Use *the* when you talk about a specific thing in your home:

the floor in **the** kitchen, **the** window (in my room), **the** picture on **the** wall

3 Grammar: Possessive adjectives; possessive 's and s'

A Look at the sentences in the Grammar box and the Notice box. Then circle the correct option to complete the rules.

Grammar Possessive adjectives; possessive 's and s'

Welcome to **my** home.	This is **your** bedroom.
This is **her** bedroom.	This is **his** bedroom.
This is **their** bedroom.	This is my parent**s'** bedroom.
Milka is **our** cat.	T-Rex is Sergiy**'s** dog.

This is my apartment. **Its** windows are old, but **its** doors are new.

! **a noun** = a person or thing, for example, ***Katya*** or ***room***
Singular nouns are 1 thing.
Plural nouns are 2+ things.

1 The *'s* in *Sergiy's room* = **possession** / **is**.
2 Possessive adjectives (for example, *my, our, his* ...) go **before** / **after** a noun.
3 Add *'s* to **singular** / **plural** nouns.
4 Add an apostrophe (') after the *s* of a **singular** / **plural** noun.

B Complete the sentences. Use the possessive form of the word in parentheses ( ).

1 Is ___your___ (you) apartment in the city?
2 It's not _____ (my parents) bedroom.
3 What's _____ (John) last name?
4 Maria is _____ (he) wife.
5 _____ (We) home is in Santiago.
6 The _____ (cat) name is Milka.
7 _____ (They) daughter is a college student.
8 What's _____ (she) email address?

C ▶ Now go to page 131. Look at the grammar charts and do the grammar exercises for 3.1.

D **Pair work** Complete the sentences with information about you. Then compare with a partner.

My dog's name is Friday.

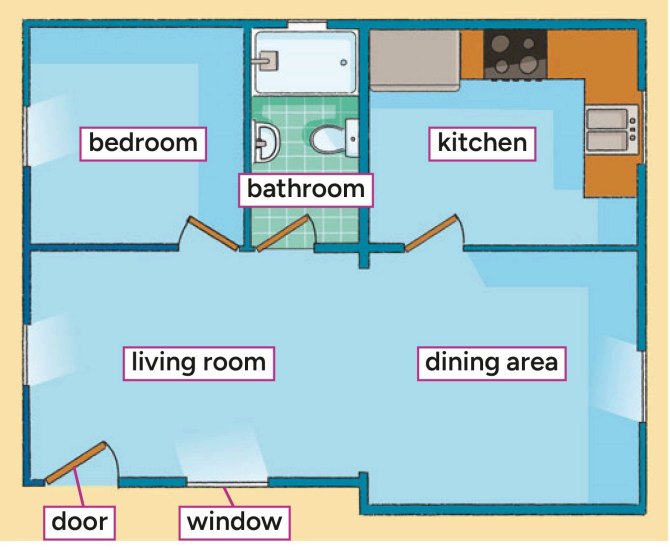
1 _____ name is _____ .
2 _____ last name is _____ .
3 _____ is my best friend. _____ home is in _____ .
4 My _____ home is great. _____ living room is really interesting.
5 _____ is my cousin. The name of _____ company is _____ .

4 Speaking

A Draw a plan of your home, with all the rooms.

B **Group work** Talk about the rooms in your homes.

This is my apartment. This is the door. And this is the living room, with two windows. This is my bedroom.



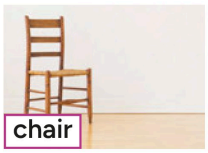
3.2 Is it really a chair?

Lesson objective
- talk about furniture

1 Vocabulary: Furniture

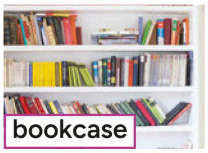
A 3.03 Listen and repeat the words. Then complete the chart below. Some furniture is in more than one room.

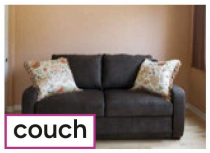

bed


chair


table


desk


bookcase


couch


shower


refrigerator


television/TV


sink


rug


lamp

Bedroom	Living room	Dining area	Kitchen	Bathroom
bed				

B Pair work Work with a partner. Say furniture from exercise 1A. Your partner says where it is in his/her home.

A table. — In the kitchen. And in the living room.

C Now do the vocabulary exercises for 3.2 on page 147.

2 Language in context

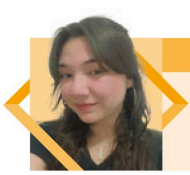
A Pair work Choose words to describe the picture in the article.

big	funny	new	small
boring	great	nice	
cool	interesting	old	

B Read the article. What room/rooms is the furniture for?

1 A is for a _____.
2 B is for a _____.
3 C is for a _____.

C Pair work Describe the furniture in one room of your home. Use adjectives from exercise 2A. For ideas, watch Bianca's video.



Real student
Do you and Bianca talk about the same room and furniture?

No space? No problem!

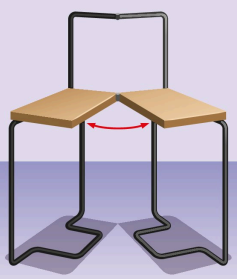
Is your house or apartment small? Is it *really* small?
No space for big furniture? No problem!
It's time for smart furniture ...

A This **desk** isn't just a desk. It's a desk and a **bed**. It's great for college students.

B Is this one **chair**? Or two chairs? It's both! It's one big chair for you, or it's two small chairs for you and a friend.

C Is your living room small? No dining area in your home? This **couch** and **table** are good for a small space. First, it's a nice table for dinner. Then it's a couch!





3 Grammar: *It is*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *It is* statements and *yes/no* questions

It's a desk and a bed.	**Is it** small?
It's not one chair.	Yes, **it is.**
It's two chairs!	No, it **isn't.**

1 Use *It's* and *It's not* for a **person** / **thing**.

2 To make a question with *It is*, say **Is it ... ?** / **It's ... ?**

B Complete the conversation with *it's*, *it's not*, or *is it*.

Jo: This is my new desk.

Eva: Wow! [1] _____ big.

Jo: Yes, and this is my chair.

Eva: [2] _____ new?

Jo: No, [3] _____. [4] _____ old.

Eva: Yeah, but [5] _____ nice.

Jo: Thanks.

C Now go to page 131. Look at the grammar chart and do the grammar exercises for 3.2.

D **Pair work** Write an affirmative (+) and a negative (–) sentence for the rooms and furniture below. Then compare with a partner.

My TV is in my bedroom. It's not new, but it's OK.

1 my TV _____

2 my desk _____

3 my refrigerator _____

4 my bedroom _____

5 my kitchen _____

4 Speaking

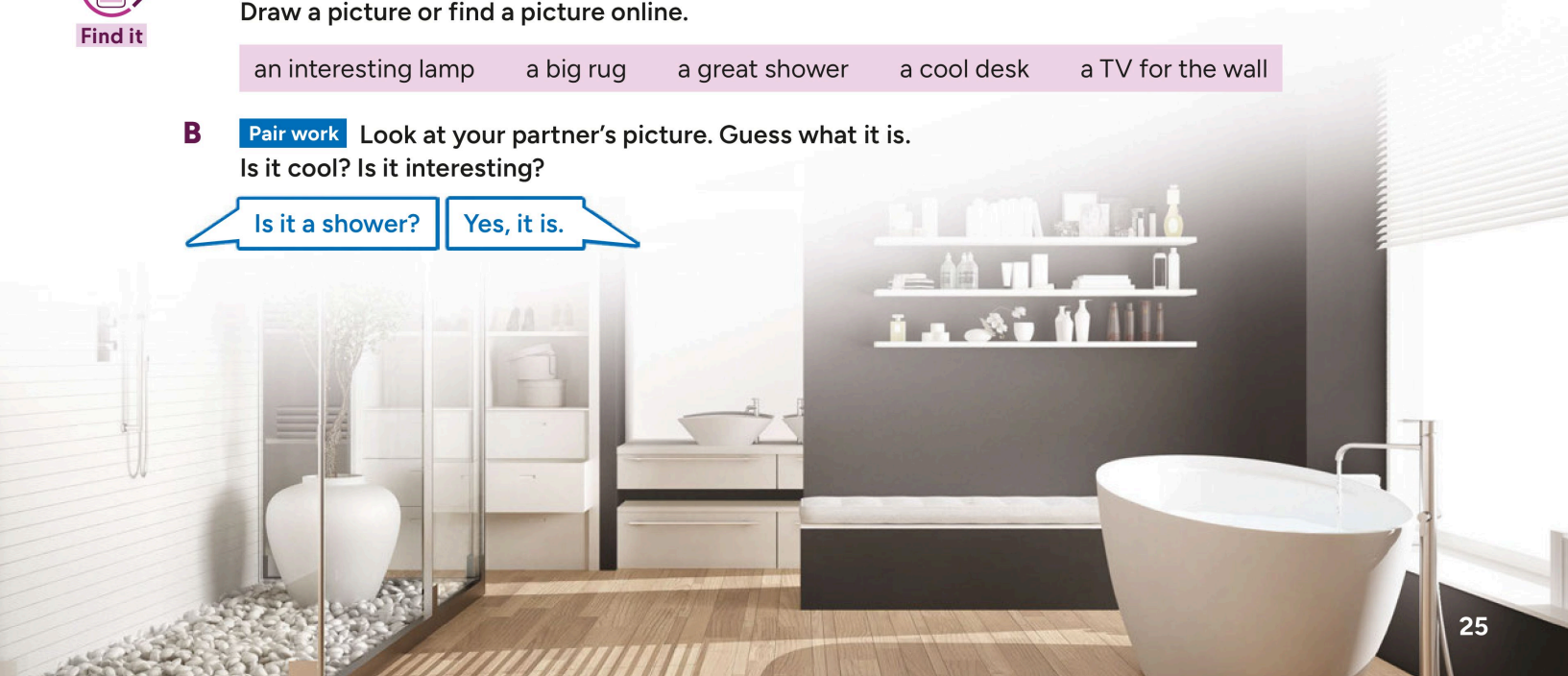
Find it

A Design something for the home. Use the ideas below or your ideas. Draw a picture or find a picture online.

an interesting lamp | a big rug | a great shower | a cool desk | a TV for the wall

B **Pair work** Look at your partner's picture. Guess what it is. Is it cool? Is it interesting?

Is it a shower? Yes, it is.



3.3 Coffee or tea?

Lesson objective
- offer and accept a drink and snack

1 Vocabulary: Drinks and snacks

A 3.04 Listen and repeat the words. Which things are drinks? Which thing is a snack?


coffee


a cookie


milk


sugar


tea

2 Functional language

A 3.05 Adam offers a drink and snack to his friend James. Read and listen. Which drink and snack from exercise 1A does James choose?

Insider English

Use *sure* in informal speech to say *yes*.
Sure. A cookie, please.
Don't say *Sure, please*.

3.05 Audio script

Adam **Coffee or tea**?
James **Coffee, please.**
Adam **With milk?**
James **No, thanks.**
Adam OK … Here you are.
James Thanks. Wow, this is a big cup!
Adam It is! **Sugar**?
James Yes, please.
Adam One? Two?
James In that cup? Six! No. Two, please.
Adam Just two. And …
James Ah! Cookies! Hmm …
Adam They *are* small!
James Next to the big cup, yeah – they're really small! But sure. **A cookie, please.**
Adam Here you are!
James Thank you.

B Complete the chart with expressions in **bold** from the conversation above.

Making offers	Replying to offers
Coffee [1] _____ tea?	Coffee, [3] _____.
[2] _____ milk?	[4] _____, thanks.
Sugar?	[5] _____, please.

3 Real-world strategy

A 3.06 **Listen to a conversation. What does the man want?**

coffee ☐ tea ☐ milk ☐ sugar ☐ a cookie ☐

B 3.06 **Listen again. Circle the word the man doesn't understand. What does it mean?**

biscuit coffee cookie tea

Asking about words you don't understand

To ask about a word, say *Sorry, I don't understand. What's a (word)?*

Sorry, I don't understand. What's a biscuit?



C **Read the information on asking about words you don't understand in the box above. Answer the questions.**

1 What does the man say when he doesn't understand?

2 How does he ask about the word?

4 Pronunciation: Saying /k/ at the start of a word

A 3.07 **Listen and repeat. Focus on the /k/ sound.**

1 **C**offee or tea?

2 This is a big **c**up!

3 A **c**ookie, please.

B 3.08 **Listen. Which speaker (A or B) says the /k/ sound? Write A or B.**

1 coffee ___

2 cookie ___

3 kitchen ___

4 cup ___

5 couch ___

6 cool ___

C Pair work **Work with a partner. Say the words in exercise 4B. Does your partner say the English /k/ sound?**

5 Speaking

Pair work **Work with a partner. One person is A. The other person is B. Then change roles.**

A Offer your partner a drink/snack from exercise 1A.

B Ask about a word: "Sorry, I don't understand. What's (a) … ?"

A Point to a photo of the word on page 26: "This is (a) … ."

B Say, "Yes, please." or "No, thanks."



3.4 Home-share

Lesson objective
- write an email about a home-share

1 Reading

A **Scan** Francisco is a student. He's in Burnaby in Canada for a year. He wants a room in a home-share. Scan the ad. Who is the owner of the house?

B **Read for main ideas** Read the emails. What does Francisco ask questions about?

Home-share in Burnaby

Back to results

One bedroom, with furniture, in a five-bedroom house. Great for a student. Fifteen minutes from Morden College. No pets. From March 1. $750 a month.

Contact: John Redmond at jredmond@bestmail.com



< Inbox

Wednesday, June 7th

Dear Mr. Redmond,

This email is about your home-share in Burnaby. Where is it? Is it big? How many bathrooms are in the house?

Thank you,

Francisco Lopes

< Inbox

Friday, June 9th

Dear Mr. Lopes,

The house is on Grafton Street in Burnaby. It's very big, with two bathrooms. One bathroom is next to the kitchen and one bathroom is next to the bedroom in my ad. Are you a student?

Best regards,

John Redmond

< Inbox

Saturday, June 10th

Dear Mr. Redmond,

Thanks for your email. Yes, I'm a student. How many people live in the house? Who are they? How old are they?

Thank you,

Francisco

< Inbox

Sunday, June 11th

Dear Mr. Lopes,

Four people live in the house now. Two are students. They are 20 and 22 years old. Two are not students. Mr. Johnson is 36 years old, and Mrs. Smith is 71. She is my wife's mother.

Best regards,

John

2 Grammar: Information questions with *be*

A **Pair work** Complete the questions with question words from the emails in exercise 1B. Then find John's answers to the questions. Use the questions and answers to have a conversation with a partner.

1 _____ is it?

2 _____ _____ bathrooms are in the house?

3 _____ _____ people live in the house?

4 _____ are they?

5 _____ _____ are they?

B ▶ Now go to page 132. Look at the grammar chart and do the grammar exercises for 3.4.

C **Pair work** **Think critically** Is this a good place for Francisco to live? Why or why not?

Home-share on **Bond Street**

Contact owner





3 Writing

A **Francisco writes to the owner of a second home-share. Read the emails. Answer the questions.**

1 Is the owner a woman or a man?
2 How many questions are about the house? the people?
3 Look at the photos above. Which rooms do you see? Which room is in the email but isn't in the photos?
4 Is it a good place for Francisco? Why or why not?

< Inbox

Dear Mrs. Hyland,

This email is about your home-share in Burnaby. Where is it? How many bedrooms and bathrooms are in it? How many people are in the house? Are they students? I'm a student at Morden College, and I'm 22.

Thank you,

Francisco Lopes

< Inbox

Dear Mr. Lopes,

Thank you for your email. The house is on Bond Street. It's big, with four bedrooms, three bathrooms, and a big kitchen. Three people live in the house now. They are students at Morden College. They are your age – 22.

Best regards,

Emma Hyland

B Writing skills **Circle the question marks (?) in Francisco's email above. Then circle the correct answer in the rules below.**

1 Use **one question mark / two question marks** for each question.
2 The question mark is at **the end / the beginning** of each question.

Write it

C **Write an email to the owner of a home-share. Start with:** ***This email is about ...*** **Ask questions about the house and the people.**

D Pair work **Exchange emails with a partner. Write a reply to your partner. Write about a bad place or a good place.**

E Pair work **Read your partner's reply. Is it a good place or a bad place?**

Register check

Formal, polite emails and informal, friendly emails use different words.

Formal	Informal
Dear	Hello/Hi
Thank you	Thanks
Best regards	Best



3.5 Time to speak

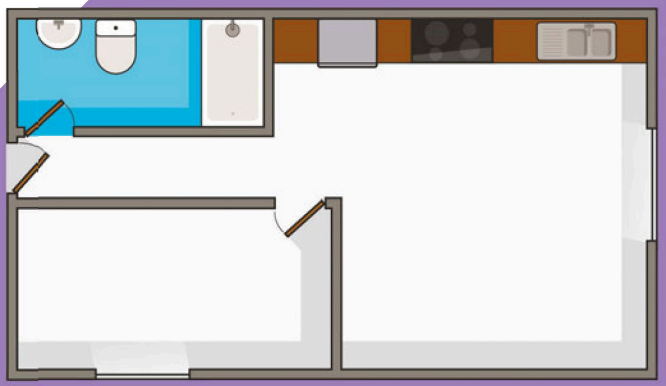
A new home

Lesson objective

- choose things for a home



Hi, I'm Jason. I'm 25 years old. I'm single, and I'm a student. I ♥ soccer and parties. This is my new apartment!



A **Discuss** Talk about Jason's new home with a partner. Say the rooms you see. Is it a good home for him?

B **Prepare** Talk about the things in the photos. Which rooms are good places for them?


A $250


B $480


C $200


D $80


E $40


F $125

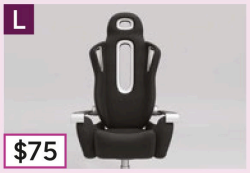

G $500

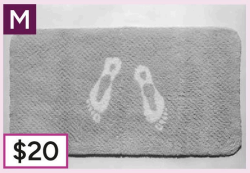

H $330

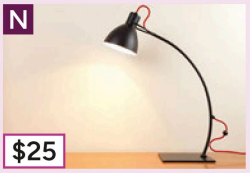

I $80


J $120


K $30


L $75


M $20


N $25


O $10

C **Decide** With a partner, make a list of things to buy for Jason's new home. You have $1,500.

D **Present** Compare your lists. Which list is the class's favorite?

Useful phrases

Discuss

- This is the (kitchen).
- It's good for him. / It's not good for him.

Prepare

- Where's a good place for a (couch)?
- In the living room?

Decide

- What's important for Jason?
- This is a big/small (TV).
- It's $250 ($ = dollars).
- It's expensive. ($$$)
- It's cheap. ($)
- What about this (TV)?
- This TV is good for Jason.
- I agree. / I don't agree.
- Good idea!

Review 1 (Units 1–3)

1 Vocabulary

A Write the words in the correct place in the chart.

artist	chef	French	Mexico	server
bookcase	Colombia	Honduran	parents	South Korea
~~Brazil~~	cousin	hotel clerk	Peruvian	table
brother	desk	Japanese	refrigerator	wife

Countries	Nationalities	Jobs	Family	Furniture
Brazil				

B Write one more word for the categories in exercise 1A.

2 Grammar

A Complete the sentences with the words in the box.

're not 's 's Are I'm not Is isn't it is

1 Loretta _____ friendly. She's nice, too.
2 **A** _____ you shy? **B** No, _____ .
3 Donna _____ 14. She's only 13.
4 What _____ your last name?
5 They _____ from Chicago. They're from Dallas.
6 **A** _____ your company in China? **B** Yes, _____ .

B Circle the correct answers.

[1] **My / I** name is Sam, and this is Vic. We're brothers. This is [2] **their / our** apartment. [3] **Vic / Vic's** room is big. [4] **My / His** room is small, but it's OK. It's next to the kitchen! We're in apartment 22B. [5] **We / Our** sister and [6] **her / his** husband are in apartment 23B.

C Write five things about your home and family. Use possessive adjectives and possessive *'s/s'*.

3 Speaking

A **Pair work** Think of a person you and your partner know. Think about the person's job, age, nationality, and other information. Describe the person. Your partner guesses the person. Then change roles.

She's a student. She's 21. She's our friend. She's Chinese. She's very funny.

Is it Lijuan?

B Write two sentences about your partner's person.

4 Functional language

A Circle the correct answers to complete the conversation.

Teacher Welcome to the college language center. What's your name?
Sabrina It's Sabrina Calvo.
Teacher How do you [1] **spell** / **mean** your last name?
Sabrina C-A-L-V-O.
Teacher Thank you. OK. [2] **How** / **When** old are you, and [3] **how's** / **when's** your birthday?
Sabrina I'm [4] **21** / **21st**. My birthday [5] **is** / **are** August 2.
Teacher OK. You're [6] **on** / **in** room 6C. Sorry, I [7] **spell** / **mean** room 6D. It's next to the library.
Sabrina Sorry, I don't [8] **understand** / **mean**. [9] **Where's** / **What's** a library?
Teacher It's a room with books.
Sabrina OK. Thank you.

B Complete the conversation with the words in the box. There is one extra word.

milk	please	tea	thanks	yes

Server Coffee or [1] _____ ?
Ivan Tea, [2] _____ .
Server OK. With [3] _____ ?
Ivan No, [4] _____ .

5 Speaking

A **Pair work** Choose one of the situations below. Talk to a partner. Have a conversation.

1 You are at a hotel. A clerk asks for your personal information. Answer the questions. Look at page 6 for useful language.

Good evening. Welcome to Hotel 24. What's your name?

2 You ask a friend about their family's ages and birthdays. Your friend answers your questions. Look at page 16 for useful language.

Is this your daughter? How old is she?

3 A friend is at your home. Offer him or her a drink and a snack. Look at page 26 for useful language.

Coffee or tea?

B **Pair work** Change roles and repeat the situation.



4

I love it

Unit objectives

- talk about your favorite things
- say how you use technology
- talk about how you communicate
- write product reviews
- talk about your favorite music

Start speaking

A Look at the people in the photo. Where are they? Why are they there?

B Talk about things you like 😊 and love ❤. For ideas, watch Yuri's video.



Real student

What does Yuri like and love?

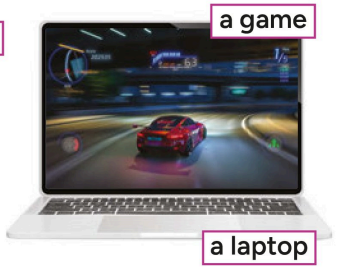
4.1 Favorite things

Lesson objective
- talk about your favorite things











! A **laptop** is a **computer**.

1 Vocabulary: Technology

A 4.01 Look at the photos above. Listen and repeat the words.

B Pair work Look at the photos again. Which things do you like? Which things don't you like? Tell a partner.

I like this. | I don't like this.

C Now do the vocabulary exercises for 4.1 on page 147.

2 Language in context

A Read the posts. What things from exercise 1A do the people talk about? What things from the posts aren't in the photos above?



Kaylee I buy a lot of bottles of water. It's really bad for the Earth. 🌎😞 Please help me!

Myles I have one water bottle. I use it again and again.

Kaylee I'm at the park a lot. I need a lot of water.

TiaT I have one water bottle, too, and a cool app! It's Find It Fill It. It's on my laptop, phone, and smartwatch. I want water for my water bottle. A map is on the app. A map for water! 🗺️💧

Myles Cool! I want the app for my smartwatch.

Kaylee I don't have a smartwatch. I want the Find It Fill It app for my tablet and phone. I love this idea! Thanks! ❤️ It's good for the Earth. 🙂

B Read the posts again. Then look at the chart. Check (✓) the correct answers.

	Kaylee	Myles	TiaT
1 I have one water bottle.			
2 I have an app for water.			
3 I want an app for water.			
4 I have a smartwatch.			

3 Grammar: Simple present statements with *I*, *you*, *we*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple present statements with *I*, *you*, *we*

I **love** this idea.	I **don't love** it.
I **have** a water bottle.	I **don't have** a smartwatch.
You **want** this app.	You **don't want** a new tablet.
We **love** the Earth.	We **don't love** our phones.

1 Use the simple present for things that are **generally true** / **finished**.
2 Use **I, you, or we** / **I'm, you're, or we're** with present simple verbs.
3 Use *don't* in **affirmative (+)** / **negative (–)** simple present statements.
4 Simple present verbs have **the same** / **different** spelling after *I*, *you*, and *we*.

B Complete the sentences with the words in the box.

don't have | don't like | don't want | have | love | want

1 My new smartwatch is cool. I _____ it!
2 I _____ my earphones. They aren't very good.
3 You _____ 85 apps on your phone!
4 I don't like tablets. I don't have a tablet, and I _____ a tablet.
5 We _____ games on our phones. We don't like them.
6 Our laptops are really old. We _____ new laptops.

C **Pair work** Complete the sentences. Make them true for you. Then compare with a partner.

1 I _____ a smartwatch.
2 I _____ my phone.
3 I _____ games on my phone.
4 I _____ tablets.
5 I _____ a new computer.

D Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.1.

4 Speaking

Pair work What technology do you have? What do you love? What don't you like? Tell your partner. For ideas, watch Jirapat's video.

I like iPhones. I want a ...

I have a good app. It's KickMap. I love it.



Real student
Do you have the same things as Jirapat?



4.2 My phone is my world

Lesson objective
- say how you use technology

1 Language in context

A 4.02 Read and listen. Liam asks Ava about her phone. Circle the things Ava talks about.

family | friends | her laptop | her phone | school | work

4.02 Audio script

Liam I like your phone.

Ava Thanks! I love my phone. It's my world! I use it for everything!

Liam Really? What do you do on your phone? Do you **call friends**?

Ava Yes, I do. And we **leave voice messages**. I **chat with friends**, and we **send messages**, too.

Liam Do you **send emails**?

Ava No, I don't. I **read emails** for work. I don't send them.

Liam What else? Do you **listen to music** on your phone?

Ava Yes, I do. I **listen to podcasts**, too, and I **watch videos**. I also **use social media** – I **post photos**, **leave comments** ...

Liam Wow! Your phone really is your world!

Ava How about you?

Liam I **call family** and send messages to my friends. That's about it.

Insider English

Say ***What else?*** to ask for more information about a topic.

What else? Do you listen to music on your phone?

Use ***That's about it*** to say you don't do anything more.

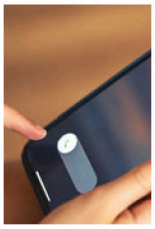
I call family and send messages to my friends. **That's about it.**

2 Vocabulary: Using technology

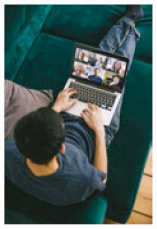
A Look at the chart. Which verbs are <u>not</u> in the conversation in exercise 1A?

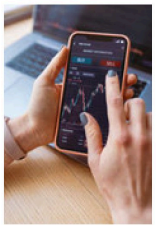
verbs + nouns		
buy apps / games / music / movies	**listen to** music / podcasts	**send** emails / (text) messages
call friends / family	**play** games	**use** apps / social media / technology
chat with friends / family	**post** photos / comments	
leave voice messages / comments	**read** emails / messages	**watch** movies / videos / TV
... on the internet	... on my computer / laptop	... on my phone / tablet ... on my smartwatch

B 4.03 Look at the photos. Listen and repeat. Then say <u>three</u> things you do.

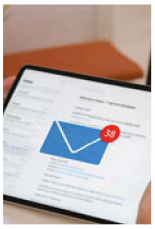

I call family on my phone.

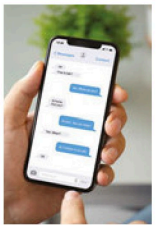

I listen to music on my phone.


I chat with friends on the internet.


I use apps on my phone and tablet.


I play games on my computer.


I read emails on my tablet.


I send messages on my phone.


I post photos on the internet.

C Now do the vocabulary exercises for 4.2 on page 148.

3 Grammar: Simple present *yes/no* questions with *I, you, we*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple present *yes/no* questions with *I, you, we*

Do I **post** good photos?	Yes, you **do**. / No, you **don't**.
Do you **call** friends?	Yes, I **do**. / No, I **don't**.
Do you **send** emails?	Yes, I **do**. / No, I **don't**.
Do you and your friends **chat** online?	Yes, we **do.** / No, we **don't**.

1 To make simple present questions, use **Do** / **Are** + the subject (for example, *I, you,* or *we*) + a verb.

2 To make negative short answers, use **do** / **don't**.

B Complete the *yes/no* questions. Use the words in parentheses ( ).

1 _____ on your computer? (you, listen to music)

2 _____ on your phone? (you, play games)

3 _____ to your teachers? (you and your friends, send messages)

4 _____ on social media? (you, post comments)

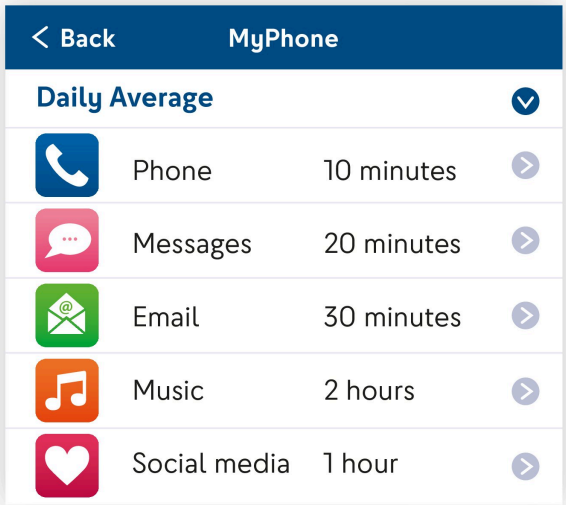
5 _____ on your laptop? (you, watch videos)

C **Pair work** Ask and answer the questions so they are true for you. Say, **"Yes, I do."** or **"No, I don't."**

D Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.2.

4 Speaking

A Look at the activities on the phone. Do you use your phone for these activities? What else do you do on your phone and the internet? Make a list.



B **Pair work** Talk about your activities. Ask and answer questions with a partner. Use the conversation on page 36 to help you.

Do you watch movies on your phone?

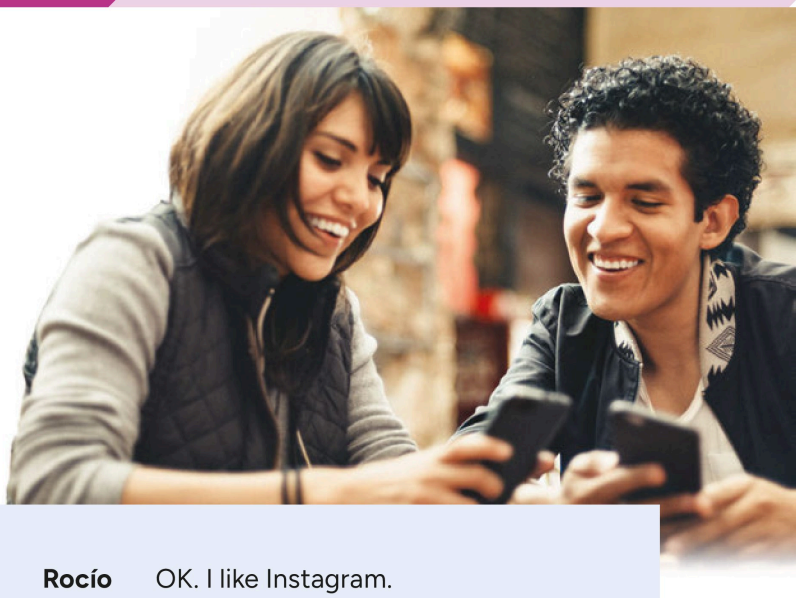
No, I don't. I watch short videos on my phone, and I listen to music. Do you watch videos on your phone?

Yes, I do. And I buy apps and games.



4.3 What about you?

Lesson objective
- talk about how you communicate



1 Functional language

A **Pair work** How do you communicate with family and friends? Check (✓) the things you use. Then compare with your partner.

☐ cards	☐ email	☐ letters
☐ phone	☐ social media	☐ video chat

B 4.04 Rocío, a college student in Los Angeles, talks to her new friend Jeff. Read and listen. How do they communicate with family and friends?

4.04 Audio script

Jeff So, you're from Chile. Does your family live in Chile, too?

Rocío Yes, but LA is my home now! I use technology to chat with my family. I call my parents on my phone, and I send messages to my brothers. It's really nice.

Jeff Right. **What about email?**

Rocío Yeah. I send emails to my friends in Chile. **How about you?**

Jeff I like email, but I use Facebook, too.

Rocío OK. I like Instagram.

Jeff Oh, yeah? **Do you post photos?**

Rocío Yes, photos of LA. My family and friends really like them. **Do you post photos, too?**

Jeff No, but I post comments on other people's photos.

Rocío Nice comments?

Jeff Yes, of course!



C Complete the chart with expressions in **bold** from the conversation above.

Asking about a new topic	Asking for a response
1 _____ email?	3 _____ post photos,
2 _____ post photos?	4 _____ ?
Do you send cards / use social media?	5 _____ about you?
	What about you?
	And you?

D 4.05 **Pair work** Put the conversations in the correct order. Listen and check. Then practice with a partner.

1
- ___ Yes, I do. Do you use it, too?
- ___ Yes, it is. I really like it.
- 1 Do you use Instagram?
- ___ No. Is it interesting?

2
- ___ No, but I send birthday messages.
- ___ Yes, to my family and friends. What about you?
- ___ Hmm … birthday messages are OK, but I like cards.
- 1 Do you send birthday cards to your family?

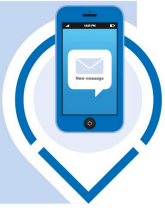
2 Real-world strategy

Showing you are listening

To show you are listening, say *Right*, *Yeah*, or *OK*.

Jeff I use Facebook, too.

Rocío OK. I like Instagram.



A Read about how to show you are listening in the box above. What does Rocío say?

B 4.06 Listen to a conversation. How does the man communicate with his family?

C 4.06 Listen again. What does the woman say to show she's listening?

D Pair work Student A: Go to page 156. Student B: Go to page 159. Follow the instructions.

3 Pronunciation: Saying stressed words

A 4.07 Listen and repeat the questions. Which words are stressed? Why are they stressed?

1 What about email? **2** How about you? **3** Do you post photos?

B 4.08 Listen and underline the stressed words in the questions.

A Do you use Facebook? (1 word)
B Yeah. How about you? (1 word)
A Me, too. I post photos and comments.
B Do you post videos? (2 words)
A No, but I send videos on WhatsApp.
B Do you use video chat? (2 words)
A Yeah, video chat is great.

C Pair work Practice the conversation in exercise 3B. Does your partner use stressed words?

4 Speaking

A Think about ways to communicate with people. Which ways do you use? Write a list.

B Pair work Talk to a partner about how you communicate.
Ask questions to start a new topic. Show you are listening.

I use WhatsApp a lot. It's great.

Yeah! Me, too. And I also like Zoom. What about you?



4.4 Great! Five stars

Lesson objective
- write product reviews

1 Listening

A **Pair work** Read the definition of "product review." Then answer the questions with a partner.

1 Do you buy things on the internet?
2 Do you look at or write product reviews?

Glossary
product review *(n)* people's opinions and comments about things they buy

B 4.09 **Listen for gist** Listen to product reviews from three online reviewers. Match the reviews (1, 2, and 3) to the products below.

an app ___ a TV ___ a tablet ___

C 4.09 **Listen for main ideas** Listen again. How many stars do you think the reviewers give? Circle your answer. Then compare with a partner.

Review one:	Review two:	Review three:
★☆☆☆☆ / ★★★★☆	★★★☆☆ / ★★★★★	★☆☆☆☆ / ★★★☆☆

D **Pair work** **Think critically** Talk to a partner. Which review is useful to you?

2 Grammar: *a/an*; adjectives before nouns

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *a/an;* adjectives before nouns

a/an	no *a/an*
You take **a photo**.	You take **photos**. (plural noun)
You have **a new phone**.	We have **new phones**. (adjective + plural noun)
A tablet is expensive.	**This tablet** is expensive. (*this* + noun)
I have **an uncle**.	I have **two uncles**. (number + noun)
We live in **a house**.	**Our house** is small. (possessive adjective + noun)

1 Use *a* or *an* with a **singular** / **plural** noun.
2 Use **a** / **an** before most vowel sounds (a, e, i, o, u).
3 Use **a** / **an** before a consonant sound (b, c, d, ...).
4 **Use** / **Don't use** *a* or *an* with plural nouns.

Accuracy check
Don't use ***a/an*** with a plural noun.
We have ~~a computers~~ at work. ✗
We have computers at work. ✓

B Use the words to make sentences. Check your accuracy. Then tell a partner if the sentences are true for you.

1 a / phone / I / new / want _____.
2 two / we / in / TVs / our house / have _____.
3 class / really / this / interesting / is _____.
4 an / I / have / iPad _____.
5 tablet / use / I / don't / a _____.

C Now go to page 134. Look at the grammar chart and do the grammar exercises for 4.4.

3 Pronunciation: Listening for the end of a sentence

A 4.10 Listen. Which sentence do you hear: A or B? Which speaker is finished?

1 **A** I love games. ↗
B I love games. ↘

2 **A** This tablet is great for games. ↗
B This tablet is great for games. ↘

B 4.11 Listen. Draw one ↗ and one ↘ for each sentence.

1 I like it because it's small.
2 It's cheap, but it's nice.
3 It's really fast, and it has a nice design.
4 It's expensive because it's a great product.

4 Writing

A Pair work Read the product reviews. What are the products? Do you like them? Do you want them?

Cheap earphones!

By Fatima Khan ★★☆☆☆

The earphones are really small. I listen to music on my phone with the earphones. They are $29.99. They're cheap, but they aren't good. The sound is bad, and they aren't comfortable.



Glossary
comfortable (*adj*) nice to wear

Soap for your hair!

By Dan Lee

I use shampoo. Is it in a bottle? No! I have this shampoo bar for my hair. It's $15.00. It's expensive, but it's nice. I like it because it's good for the Earth!

★★★★☆



B Read the reviews again. Complete the chart.

	Earphones	Shampoo bar
Title	Cheap earphones!	
Number of stars		
Price ($)		
Good or bad product?		

Find it

C Choose a product you know or find a product on the internet. Find the information in exercise 4B.

D Writing skills Circle the words *but* and *because* in the reviews above. Then circle the correct answer in the rules.

1 Use *but* to add an idea that is **the same / different**.
2 Use *because* to **give a reason / ask a question**.

Write it

E Write reviews for a good product and a bad product. Use the products below or your own ideas. Write a title, number of stars, and the price.

an app · a camera · a desk · a game · a lamp · a tablet · a watch

F Pair work Read a partner's reviews. Do you like their products? Do you want them?

Register check

In informal writing, use exclamation points (!) after funny sentences or after words and sentences with a strong feeling, for example, with ***love***, ***like***, or ***don't like***.
Is it in a bottle? No!
I like it because it's good for the Earth!



4.5 Time to speak
Playlists

Lesson objective
- talk about your favorite music

A Read the message. What is the message about?

B 4.12 Use words from the message to complete the definitions (1–5). Then listen and check.

1 A playlist is a list of your favorite s_____ .
2 People in a b_____ play music or sing.
3 A s_____ is a person in a band. He or she sings the words in a song.
4 F_____ music is music that everyone knows.
5 P_____ music is music that everyone likes.

C **Prepare** Talk to a partner. Say the name of one singer, one band, and one song you like.

D **Discuss** Tell your partner about your favorite music. Make a list of singers, bands, and songs you both like.

E **Agree** Find singers, bands, and songs that are on your list and on other people's lists. Which music is famous? Which music is popular?

F **Decide** Imagine you're going to the party in the message. Talk to people in your group. Find songs that everyone likes. Then choose ten songs for the party playlist.



Party music

Hi, friends! The big party is on Saturday night. Yes!

We want GREAT music on the party playlist. Please send me the names of **songs** you love. And send the name of the **singer** or **band**.

We want ideas from our friends – **famous** music, **popular** music, new music, old music … It's *your* party!



Useful phrases

Discuss
- This song is my favorite.
- Me, too!
- I don't like this song.

Agree
- What music do you have on your list?
- I have (song/singer/band) on my list.
- Let's have this song on the list.
- I don't want this song on the list.
- What do you think?

Decide
- Do we want (song/singer/band) or (song/singer/band)?
- Here are our ten songs for the party playlist.



5

Mondays and fun days

Unit objectives

- talk about weekday and weekend activities
- tell the time and talk about your routines
- show you agree and have things in common
- write a report about your activities
- compare different work weeks

Start speaking

A Look at the photo and describe the people. Who are they? Where are they?

B Are they happy? Is it a fun day?

C For you, what is a fun day? Watch Joao's video.



Real student

What is a fun day for Joao? Are you the same?

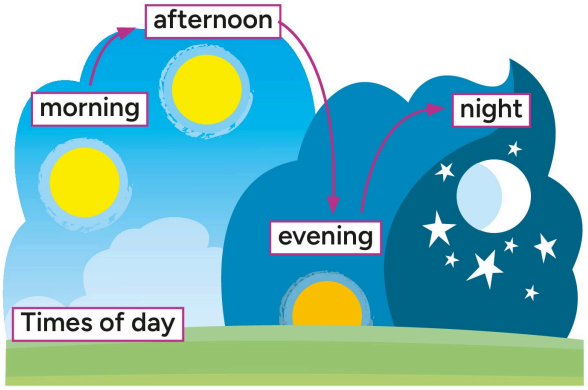
5.1 Play or fast-forward?

Lesson objective
- talk about weekday and weekend activities

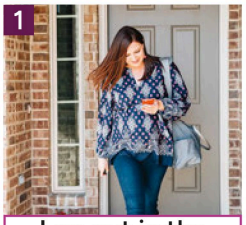
1 Vocabulary: Days and times of day; everyday activities (1)

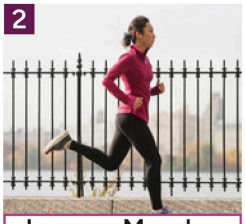
A 5.01 Listen and repeat. What's your favorite day? What's your favorite time of day?

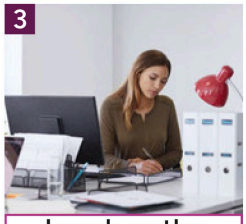
weekdays					weekend	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



B 5.02 Listen and repeat the sentences.


1 I go out in the evening.


2 I run on Monday and Friday.


3 I work on the weekend.


4 I study in the morning.


5 I don't play soccer.

C Pair work Which sentences in exercise 1B are true for you? Tell your partner. Then say two more true sentences about your activities.

D ▶ Now do the vocabulary exercises for 5.1 on page 148.

Glossary
after (*adv*) happening later than something
before (*adv*) happening earlier than something
every (*det*) 100% (of days/evenings)
way of life (*phrase*) how you live your life

2 Language in context

A Read the article. Who are Sam and Justine? What activities does Sam do on weekdays?

Play or fast-forward?

By Matt Newman

Weekdays = **work** or **study**. **Weekends** = fun. Right? Not for my brother, Sam! For Sam, *every* day is a fun day! He works from **Monday morning** to **Friday afternoon**, but he usually **runs** in the morning before work. On Monday and **Thursday**, he **plays soccer** after work, and he **goes out** with friends on **Wednesday**. He doesn't go out *every* evening – on **Tuesdays** he stays home and watches TV. His way of life is ▶ "play now."

My sister, Justine, is very different. She has fun, but not every day. From Monday to Friday, she works. She doesn't have time for sports, and she hardly ever goes out! It's OK because Justine has free time on the weekend. She chats with family in the afternoon and then goes out with friends at night. Her way of life is work, work, work, and ▶▶ "fast-forward to the weekend."

Sam and Justine are both happy people, but their ways of life are *very* different. What about you? What's *your* way of life?

B What's Sam's way of life: "play now" or "fast-forward"? What's Justine's way of life?

C Pair work What's your way of life: "play now" or "fast-forward to the weekend"? Tell your partner.

3 Grammar: Simple present statements with *he, she, they*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple present statements with *he, she, they*

Affirmative	Negative
Sam **works** Monday to Friday.	He **doesn't work** on the weekend.
She **chats** with family in the afternoon.	She **doesn't chat** with friends at work.
Justine **has** free time on the weekend.	She **doesn't have** free time on Monday.
They **work** in the morning and afternoon.	They **don't work** at night.
They **have** fun in the evening.	They **don't have** fun at work.

1 In affirmative statements with *he* and **she** / **they**, most simple present verbs end in *-s*.
2 The verb *have* is irregular. In affirmative statements with *he* and *she*, use **have** / **has**.
3 To make negative statements with *he* and *she*, use **don't** / **doesn't** + verb.

B Complete the sentences with the words in the box.

doesn't don't has have play plays

1 My friends _____ video games every weekday evening.
2 On weekdays, my sister _____ go out in the evening.
3 Every day, my sister and her husband _____ tea in the morning.
4 My cousin _____ soccer on his college team, but not in every game.
5 My mom _____ a tablet, but she doesn't use it.
6 My grandparents _____ work, so from Monday to Friday they're at home.

! **Spelling of *-s* endings**

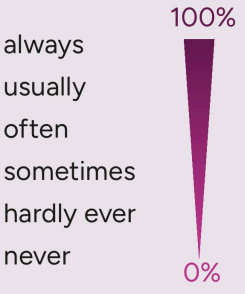
For verbs ending ***-ch, -sh, -s, -o, -x,*** add ***-es***, e.g., wat**ch** – watch**es.**

For verbs ending consonant + ***-y,*** change the ***-y*** to ***-ies***, e.g., stud**y** – stud**ies.**

C Look at the sentences in exercise 3B and the adverbs of frequency chart. Circle the correct answers. Then tell a partner if any are true for you.

1 My friends **often** / **hardly ever** / **never** play video games.
2 On weekdays, my sister is **always** / **sometimes** / **never** at home in the evening.
3 My sister and her husband **always** / **hardly ever** / **never** drink tea in the morning.
4 My cousin **always** / **sometimes** / **never** plays in his college soccer games.
5 My mom **always** / **often** / **never** uses her tablet.
6 My grandparents are **usually** / **hardly ever** / **never** at home on weekdays.

Adverbs of frequency



D Now go to page 134. Look at the grammar chart and do the grammar exercises for 5.1.

4 Speaking

A Look at the activities in exercise 1B on page 44. What activities do your family or friends do? When do they do them? Write a list. Use adverbs of frequency.

B Pair work Talk to a partner about your family and friends' activities. Who is "play now"? Who is "fast-forward"?

My sister is "play now." She often goes out in the evening ...

5.2 Listen to your body clock

Lesson objective
- tell the time and talk about your routines

1 Vocabulary: Telling the time; everyday activities (2)

A 5.03 **Pair work** Listen and repeat the times. Then point to a picture and ask, "What time is it?" Your partner says the time.



It's eight **o'clock**.



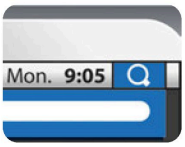
It's five-fifteen.
It's **(a) quarter after** five.



It's three-thirty.



It's ten forty-five.
It's **(a) quarter to** eleven.



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



It's six-fifty.
It's ten **to** seven.



It's **12:00 p.m. /** It's **noon**.
It's **12:00 a.m. /** It's **midnight**.

> ! ***a.m.*** = before 12 noon
> ***p.m.*** = after 12 noon
> ***to*** = before

B **Pair work** Look at the words in **bold** in the audio script below. Which activities do people usually do in the morning? Which activities do they do in the evening or at night? Make a list. Compare your ideas with a partner.

C Now do the vocabulary exercises for 5.2 on page 149.

2 Language in context

A 5.04 Read and listen. Alex talks to his doctor. What is Alex's problem? What is your "body clock"?

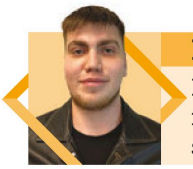
Glossary
late (*adj*) toward the end of the morning or evening
routine (*n*) the things you do every day at the same time
tired (*adj*) sleepy

5.04 Audio script

Alex I'm always so tired.
Doctor Tell me about your routine, Alex. What time do you **get up**?
Alex On weekdays, I usually get up at 7:45, and I go to class at 8:30.
Doctor Do you **eat breakfast**?
Alex No, I don't. But I **drink coffee**.
Doctor When do you eat?
Alex At noon. Then I **go to class** again in the afternoon. I usually **have dinner** at 9:00. My parents don't like that.
Doctor Well, it is very late. Do they have dinner before you?
Alex Yes, they do. Usually at 6:00.
Doctor Does your mom make dinner for you?
Alex No, she doesn't. I make it.
Doctor OK. What do you do on weekends?
Alex On Friday and Saturday, I go out with friends. I usually **go to bed** at 2:00 or 3:00 a.m. And on Sunday, I get up really late and watch TV.
Doctor Alex, it's time to listen to your body clock!

B 5.04 **Pair work** Listen again. Write notes about Alex's routine. Compare with a partner.

C **Pair work** Is your routine the same as or different from Alex's? Tell your partner. For ideas, watch Kerem's video.



Real student
Is your routine different from Kerem's or the same?

3 Grammar: Questions in the simple present

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions in the simple present

yes/no questions	Information questions
Do I **have** class today?	**How do** I **get** to class?
Do you **go out** with friends?	**What time do** you **go out** with friends?
Does he **go** to classes every day?	**When does** he **go** to classes?
Does it **have** good apps?	**What does** it **do**?
Do they **have** dinner before you?	**Where do** they **eat** dinner?

1 With the pronouns *I*, *you*, *we*, and *they*, use **do** / **does**.
2 With the pronouns *he*, *she*, and *it*, use **do** / **does**.
3 In *yes/no* questions, the word order is *do* or *does* + **person or thing + verb** / **verb + person or thing**.
4 In information questions, put the question word(s) (for example, *Where* or *What time*) **before** / **after** *do* or *does*.

B **Pair work** Complete the conversations. Use the audio script on page 46 to help you. Then practice them with a partner.

1 **A** _____ _____ do you go to work?
B I _____ to work at 7:00.
A Wow! _____ do you go to bed?
B I usually go to bed after midnight. I'm always tired!

2 **A** _____ they play soccer?
B _____, they do. What about you?
A No, I _____ .

3 **A** _____ Martin have a new job?
B Yes, he _____ .
A _____ does he work?
B He _____ in an office.

C Now go to page 135. Look at the grammar charts and do the grammar exercises for 5.2.

D Write three questions about your partner's routine. Use the words in the box to start your questions. Then check your accuracy.

Do ... ?	What time ... ?	Where ... ?
What ... ?	When ... ?	

E **Pair work** Ask and answer the questions from exercise 3D with a partner.

Accuracy check

Use *do* or *does* with information questions in the simple present.

Where Margaret work? ✗
Where does Margaret work? ✓

4 Speaking

A Think about your routines and your family's routines. What do you do? When do you do it?

B **Pair work** Ask your partner about their routines and their family's routines. Do they listen to their body clock?

When do you get up?

I usually get up at 7:30, but my sister gets up at 5:00!



5.3 That's right!

Lesson objective
- show you agree and have things in common

1 Functional language

A 5.05 The men are at work. Read and listen to their conversation. What do both the men do?

5.05 Audio script

A Do you always run at lunchtime?
B Yeah, I usually run for about 30 minutes.
A That's cool. It's good to go out.
B **I agree.** And what about you? Do you run?
A Hardly ever. Well, I play basketball.
B So you run a lot!
A **That's true.** But I don't have the ball a lot! I'm not very good.
B **Me, neither.** But basketball is fun.
A **Yeah, I know.**
B I play with friends.
A **Me, too.** Hey, we have a game on Thursday after work. Play with us!
B Thursday. Um ... yeah, OK.
A Great! Now I'm not the only bad player.
B Very funny!



B Complete the chart with expressions in **bold** from the conversations above.

Showing you agree	Showing you have things in common
I [1] _____ . That's [2] _____ . / That's right. [3] _____ , I know.	[4] _____ , neither. (–) Me, [5] _____ . (+)

C Choose the correct answers to complete the conversations. Then practice with a partner.

1 **A** I play basketball on the weekend.
B **Me, too** / **Me, neither**. I play on Sunday.
2 **A** Soccer is great.
B I **agree** / **right**. Do you play?
3 **A** This game is boring.
B **Yeah, I know** / **Me, neither**. The team isn't very good.
4 **A** I don't get up late on Saturday.
B **Me, too** / **Me, neither**. I get up at eight.



2 Real-world strategy

Short answers with adverbs of frequency

People sometimes answer questions with adverbs of frequency, not complete sentences.

A Do you always run at lunch?

B Usually. And what about you? Do you run?

A Hardly ever.

A Read about short answers with adverbs of frequency in the box above. Who runs a lot: A or B? Who doesn't run a lot?

B 5.06 Listen to a conversation. Who gets up early on the weekend: the man, the woman, or both of them?

C 5.06 Listen again. What one-word answer does the man say? What one-word answer does the woman say?

D Pair work Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 Pronunciation: Saying syllables in words

A 5.07 Listen. How many syllables do you hear? Write 1, 2, or 3.

1 run ___ 2 basketball ___ 3 soccer ___

B 5.08 Say the words. How many syllables are there? Write 1, 2, or 3. Listen and check.

1 weekend ___ 3 usually ___ 5 sport ___

2 Wednesday ___ 4 chat ___ 6 morning ___

C Look at the audio script on page 48. Find more examples of words with one or two syllables.

4 Speaking

A Write a list of things you do often. Write how you feel about the activities.

chat with friends online – fun

watch TV – interesting

B Pair work Tell your partner what you do and how you feel about the activities. Your partner says when he/she agrees and when you have things in common. Then change roles and repeat.

On weekdays, I watch TV in the evening.

Me, too.

It's usually interesting.

Yeah, I know.



5.4 A happy life

Lesson objective
- write a report about your activities

1 Reading

A **Skim** Look at the picture and the title. What is the magazine article about?

Work, Rest, and Play = The WRAP test

Doctors always say, for a happy life, **work**, **rest**, and **play**! OK, but it isn't always easy. What about your life? Do you **work**, **rest**, and **play**? Do you **work**, **rest**, and **play**? Or do you **work**, **rest**, and **play**?



Look at Cheryl.

She's very busy. She's a salesperson. She works at a store Monday to Friday from 10:00 a.m. to 5:30 p.m. She has a French class in the evening on Tuesdays and Thursdays. After class, she listens to music or watches TV. Then she does her homework. On the weekend, she has free time. She plays soccer with her friends. She often goes out with her sister on Saturday night. On Sunday, she studies French for her class. Then she sometimes plays the guitar.

What is Cheryl's WRAP?
What about you? To find out, take the WRAP test ...

B **Read for details** Read the article again. Complete the chart with the correct verbs.

Work	Rest	Play
works at a store	_____ music	_____ soccer
_____ a French class	_____ TV	_____ with her sister
_____ her homework		_____ the guitar
_____ French		

C **Pair work** **Think critically** Which WRAP result is true for Cheryl?

1 **work**, **rest**, and **play** 2 **work**, **rest**, and **play** 3 **work**, **rest**, and **play**

2 Writing

A Read Andre's WRAP report. What does he do on weekdays? What does he do on the weekend?

My WRAP report

By Andre Costa

Heading



Work

1 I'm a teacher. I work Monday to Friday from 8:00 a.m. to 3:00 p.m.
2 I teach music classes after school on Wednesdays.
3 I study English on Saturday mornings.

Rest

1 I watch TV before bed Monday to Thursday.
2 I read books on the weekend.

Play

1 I play basketball after work on Thursdays.

My WRAP result

I work, rest, and play.

Glossary

from 8:00 a.m. to 3:00 p.m. = 8:00 a.m. → 3:00 p.m. (7 hours)

Register check

Write ***a.m.*** **and** ***p.m.*** **after times.**

I work Monday to Friday from 8:00 a.m. to 3:00 p.m.

Say ***in the morning, in the afternoon,*** **or** ***at night*** **after times.**

Andre says, "I sometimes go to bed at 1:30 in the morning."

B Writing skills Look at the heading "Work." Circle the other headings in the report. What do they show?

a days and times in the report
b different sports in each part of the report
c the different topics in the report

C Look at the numbered lists in the report above. What do the lists show?

a Andre's test results (= answers)
b Andre's activities
c Andre's classes

D Write notes in the chart below with your information. Use the chart in exercise 1B on page 50 as an example.

Work	Rest	Play

Write it

E Write your WRAP report. Use headings and numbered lists. Include activities, times, and days.

F Pair work Work with a partner. Read your partner's report. What's his/her WRAP result?

G Group work Compare reports in your group. Tell the group about your partner.

Sora works at a restaurant on the weekend. She ...



5.5 Time to speak

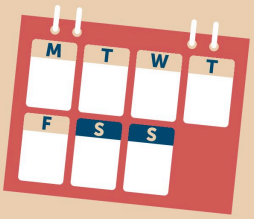
Life = 5 + 2

Lesson objective

- compare different work weeks

A **Prepare** Read the magazine article about different work weeks. Which week is your favorite: A, B, or C? Tell your partner.

End of the two-day weekend?



For a lot of people, life = 5 + 2. They work 5 days and have 2 days for the weekend. But is this good? Imagine:

Week A	We work 4 long days (10 hours) and have 3 days for the weekend.
Week B	We work 6 short days (6½ hours) and have 1 day for the weekend.
Week C	We work 7 very short days (5½ hours) and don't have a weekend.



B **Discuss** Imagine you have a "week A" life. Talk to a partner. Describe your routine. What do you do, and when do you do it? Then talk about week B and week C.

C **Decide** Which week is good for your body clock: A, B, C, or "5 + 2"? Why?

D **Agree** Tell the class which week is your favorite. Which week does everyone like? Which week does no one like?

Useful phrases

Prepare

- Which week is your favorite?
- Week … is my favorite.

Discuss

- I have a week A/B/C life.
- I get up / have breakfast at …
- I work from … to …
- Before/After work, I …
- I have free time from … to …

Decide

- Week … is good for me because …
- I like / don't like week … because …
- I want free time on the weekend / in the evening.
- I like long/short work days.



6

Zoom in, zoom out

Unit objectives

- talk about places in the city
- talk about nature in your area
- ask for and give directions
- write a fact sheet about a place in nature
- plan a new neighborhood for a city

Start speaking

A Say things you see in the photo. For ideas, watch Haruno's video.

B Do you want to go here? Why or why not?

C Do you like cities? Do you like places in nature? Which is your favorite?



Real student

Do you see the same things as Haruno?

6.1 Good places

Lesson objective
- talk about places in the city

1 Language in context

A 6.01 Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?

B 6.01 Read and listen again. Are the sentences true or false?

1 Lucas has a lot of time in New York City.

2 There is no restaurant in the hotel.

Glossary
neighborhood (*n*) an area of a city

6.01 Audio script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.

Robert So you don't have a lot of time to see my great city.

Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.

Robert OK. There are a lot of places to see and things to do on the weekend. Where is your **hotel**?

Lucas It's near Central Park.

Robert No way! Central Park is great. There are some interesting museums near the **park**. Oh, and there's a **zoo** in the park!

Lucas Cool! What about places to eat? There's no **restaurant** in my hotel.

Robert Hmm ... for breakfast, there's a nice **café** near here. And there are a lot of great restaurants in this neighborhood, too.

Lucas Great. Do you know some good **stores**? I don't have a lot of free time, but ...

Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping?

Lucas Yes!

Insider English

Use ***No way!*** to show surprise.
No way! Central Park is great.

2 Vocabulary: Places in cities

A 6.02 Listen and repeat the words.


bookstore

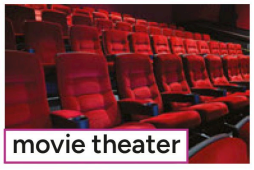

café


college


hospital


hotel


mall


movie theater


museum


park


restaurant


school


store


supermarket


zoo

B Now do the vocabulary exercises for 6.1 on page 149.

C Pair work Which three places in cities do you both like? Which three don't you like?

3 Grammar: *There's, There are; a/an, a lot of, some, no*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *There's (= There is), There are; a/an, a lot of, some, no*

There's no free time this week.
There's a zoo in the park.
There's a nice café near here.

There are some interesting museums near the park.
There are a lot of good places to see on the weekend.

no = zero
a/an = one
some = a small number
a lot of = a large number

1 Use *There's* with **singular** / **plural** nouns.
2 Use *There are* with **singular** / **plural** nouns.
3 Use **an** / **no** in negative sentences.
4 Use **no** / **some** when you don't know how many things there are.

B Circle the correct words to complete the sentences.

1 **There's** / **There are** a lot of stores in the mall.
2 **There's** / **There are** a supermarket near the college.
3 There are **a** / **some** good cafés on Boston Road.
4 There's **a** / **a lot of** big hospital in the city.
5 There are **a lot of** / **no** stores, so it's great for shopping.
6 In my city, there are **a** / **no** zoos.

C Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.1.

D Write sentences about your city. Use *there is/there are*; *a/an*, *a lot of*, *some*, and *no*. Then check your accuracy.

There's _____ .
There's _____ .
There are _____ .
There are _____ .
There's/There are no _____ .

Accuracy check

Use ***there are***, <u>not</u> ***there is***, before ***a lot of*** and ***some*** + plural noun.

There ~~is~~ some museums in this city. ✗
There are some museums in this city. ✓

E **Pair work** Compare your sentences with a partner.

4 Speaking

Pair work Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.

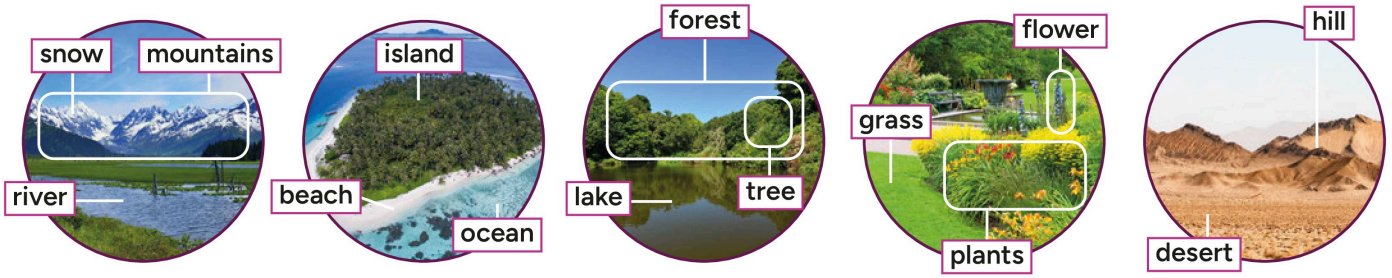


6.2 City life, wild life

Lesson objective
- talk about nature in your area

1 Vocabulary: Nature

A 6.03 Listen and repeat the words. Which photo is your favorite? Which words describe water?



B Cross out the word that does not belong.

1	lake	~~flower~~	ocean	**3**	river	desert	lake	**5**	forest	ocean	trees
2	plants	trees	snow	**4**	grass	beach	ocean	**6**	mountain	hill	island

C Now do the vocabulary exercises for 6.2 on page 150.

2 Language in context

A Read the article. Choose a good title.

1 What's your favorite city? **2** Are you close to nature? **3** Do you like nature?

B Pair work Take the test. Then compare your answers with a partner.

Do I like nature? Sure. We all love flowers and trees. But I live in a big city, so I don't live close to nature … Or do I? What about you?
Take the test. For each sentence, circle all the answers that are true for you.

	In your neighborhood	In your city (e.g., in a park)	1–3 hours from your city	Not near your city
There's a lot of grass.	A	B	C	D
There are a lot of flowers.	A	B	C	D
There are some trees.	A	B	C	D
There's a river.	A	B	C	D
There's a lake.	A	B	C	D
There's a forest.	A	B	C	D
There are some mountains and hills.	A	B	C	D
There's a beach.	A	B	C	D
There's an ocean.	A	B	C	D
There are a lot of plants.	A	B	C	D

A = 3 points B = 2 points C = 1 point D = 0 points

Are you close to nature?

45–60 points
Nature is everywhere!

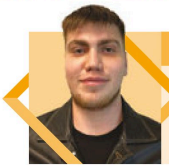
30–44 points
There's a lot of nature near you.

15–29 points
There's some nature near you.

1–14 points
There isn't a lot of nature near you.

0 points
You only see nature on TV!

C Pair work Give examples of nature in your city. For ideas, watch Kerem's video.



Real student
Are your answers the same as Kerem's?

3 Grammar: Count and non-count nouns

A Look at the sentences in the Grammar box. Then circle the correct answers.

Grammar Count and non-count nouns

Count nouns		Non-count nouns
Singular	**Plural**	**No singular or plural form**
There's a **beach** in my city.	There are two **beaches** in my city.	There's a lot of **water** in the ocean.
There's an **island** near here.	There are no **islands** near here.	There's some **snow** on the hills.
There's no **plant** in that pot.	There are some **plants**.	There's no **grass** here.
	There are a lot of **flowers**.	

1 *Beach, island, plant*, and *flower* are all count nouns. We **count** / **don't count** them.
2 *Grass, snow,* and *water* are all non-count nouns. We **count** / **don't count** them.
3 **Count** / **Non-count** nouns have singular and plural forms.
4 Use **There's** / **There are** with plural count nouns.
5 Use **There's** / **There are** with singular count nouns and non-count nouns.

B Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.2.

C Complete the sentences with the correct form of the nouns in parentheses ( ).

1 There are no trees (tree) in my neighborhood.
2 There's an _____ (ocean) three hours from my city.
3 There's a lot of _____ (nature) in this city.
4 There are some _____ (restaurant) on my street.
5 There is no _____ (grass) near my house.
6 There are a lot of _____ (hotel) in my city.

D Pair work Change the sentences in exercise 3C so they're true for you and your city. Compare your sentences with a partner.

There are some trees in my neighborhood.

4 Speaking

A Choose a city in your country or in a different country. Think about the nature there.

B Pair work Work with a partner. Tell your partner about the place. Does your partner know the place?

There's a beach in the city. There are no deserts. There are a lot of mountains and trees ...

I know! It's Fethiye in Türkiye!



6.3 Is it near here?

Lesson objective
- ask for and give directions



1 Functional language

A Look at the photos. The woman is in Quito, Ecuador. What places do you see on the map on her phone?

B 6.04 Read and listen. The woman asks two people for directions. What places does she ask about?

6.04 Audio script

1
A Excuse me. Do you speak English?
B Yes, I do.
A Oh, good! **Where's** Garcia Moreno Street? **Is it near here**?
B Yes, it is. Uh … turn left here. **Go one block**, and then **turn right**. **That's** Garcia Moreno Street.
A OK, great! Thanks.

2
A Excuse me. **Is this** Garcia Moreno Street?
B Yes, it is.
A Where's the City Museum?
B **It's that way. Go straight. It's on the left.** Or come with me! It's on my way to the supermarket.



C Complete the chart with expressions in **bold** from the conversations above.

Asking for directions	Giving directions
Where am I? / Where are we?	Turn left. / [4] _____ .
I don't understand the map.	[5] _____ way.
[1] _____ Garcia Moreno Street?	Go one [6] _____ . / Go [7] _____ .
Is it [2] _____ ?	It's on the right. / [8] _____ .
Excuse me. Is [3] _____ Garcia Moreno Street?	It's over there. / It's here!
	[9] _____ Garcia Moreno Street.
	Look on your phone. Zoom in / zoom out. It's here.

D 6.05 Pair work **Complete the conversations. Then listen and check. Practice with a partner.**

1 **A** Excuse me. **It's** / **Where's** Central Station?
B Go one **way** / **block**. It's on the left.

2 **A** **Is this** / **Is it** San Gabriel Street?
B No. **Turn** / **It's** right. That's San Gabriel Street.

3 **A** Is the language center **go straight** / **near here**?
B Yes. It's over **there** / **go one block**.

2 Real-world strategy

A 6.06 **Listen to a conversation. Where does the man want to go?**

B 6.06 **Listen again. The man wants to check the information. What does he do?**

1 He asks the woman to repeat her words.
2 He repeats the woman's words.

Checking information

To check you understand, say *So, ...* and repeat the information.

A It's that way. Turn left here. Go one block, and then turn right.
B So, turn left here. Go one block, and then turn right.



C 6.07 **Read about checking information in the box above. Then listen to the directions. Check the information.**

1 Turn right here. Then turn right again.

So, turn right here. Then turn right again.

D Pair work **Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.**

3 Pronunciation: Saying /ɪr/ and /er/ sounds

A 6.08 **Listen and repeat. Focus on the sound of the letters in bold.**

/ɪr/ Is it n**ear** h**ere**? /er/ Wh**ere** is th**eir** house?

B 6.09 **Listen. Write A for words with /ɪr/. Write B for words with /er/.**

1 clear	___	3 chair	___	5 there	___	7 year	___
2 they're	___	4 earphones	___	6 parent	___	8 square	___

C 6.10 Pair work **Listen to the conversations. Then practice with a partner.**

1 **A** Wh**ere**'s Bl**air** Street?
B It's n**ear** h**ere**. Go to the town sq**uare** and then turn right.
2 **A** Wh**ere** are your **pa**rents?
B Th**ey're** over th**ere**, on the ch**airs**.

4 Speaking

A Pair work **Put the conversation in order. Then practice it with a partner.**

___ So, go straight. Then turn left. It's on the left.
___ Yes.
___ Excuse me. Where's the Park Hotel?
___ It's that way. Go straight. Then turn left. It's on the left.

B **Work alone. Choose <u>one</u> of the situations below.**

1 Imagine you are at the City Museum in Quito, Ecuador. Look at the map on the cell phone on page 58. Choose a place to go.
2 Imagine you are in another city. You can go online and find a map of the city. Choose where you are and a place to go.

Find it

C Pair work **Ask a partner for directions. You can use your phone to help you. Then change roles.**



6.4 A forest in the city

Lesson objective
- write a fact sheet about a place in nature



1 Listening

A Look at the photos. Where is the woman? What do you see?

B 6.11 Listen for details Listen to the podcast *Walk with Yasmin.* Where is the forest?

C 6.11 Listen for examples Listen again. Check (✓) the words Yasmin says.

Forest	☐ animals	☐ grass	☐ an ocean	☐ a river
	☐ flowers	☐ a mountain	☐ plants	☐ trees
City	☐ hospitals	☐ museums	☐ restaurants	☐ stores
	☐ hotels	☐ people	☐ schools	☐ zoos

2 Pronunciation: Listening for important words

A 6.12 Read the sentences below. Focus on the <u>underlined</u> words. Then listen. Which sentence do you hear, A or B?

A There <u>are</u> some tall trees <u>and</u> a lot <u>of</u> big plants here.

B There are some <u>tall trees</u> and a <u>lot</u> of <u>big plants</u> here.

B 6.13 <u>Underline</u> the important words in each sentence. Listen and check.

1 There's a river near me. (1 word)
2 There are a lot of interesting animals here. (3 words)
3 I'm on a mountain in a forest. (2 words)
4 There's an ocean and some beautiful beaches. (3 words)

3 Writing

A Read the fact sheet. What is in Tijuca Forest?



B Pair work Think critically There are no contractions in the fact sheet (for example, *It's, There's*). Why not?

C Read the sentences from the fact sheet. Underline two opinion adjectives and one size adjective.

It has a lot of interesting animals and birds.

It is a nice, big forest.

Register check

Really and ***very*** make adjectives stronger. Use ***very*** in writing. ***Really*** is common in speaking.

Tijuca Forest is **very** important to Rio de Janeiro.

D Writing skills Read the rules below. Circle *before* or *after*. Use the sentences in exercise 3C to help you.

1 *Some, a lot of,* and *no* go **before** / **after** opinion adjectives (for example, *good, nice, interesting*).

2 Opinion adjectives usually go **before** / **after** size adjectives (for example, *big, small, tall*).

Find it

E Choose a natural area to write about. You can go online to find facts about where it is, how big it is, what nature is there, and who goes to it. Use *very*. Do not use contractions. Remember to write adjectives in the correct order.

Write it

F Write a fact sheet about a place in nature. Write five or six sentences. Use the fact sheet in exercise 3A as an example.



6.5 Time to speak

A good place to live

Lesson objective

- plan a new neighborhood for a city

A **Prepare** Talk to a partner. What do you see in the photos?

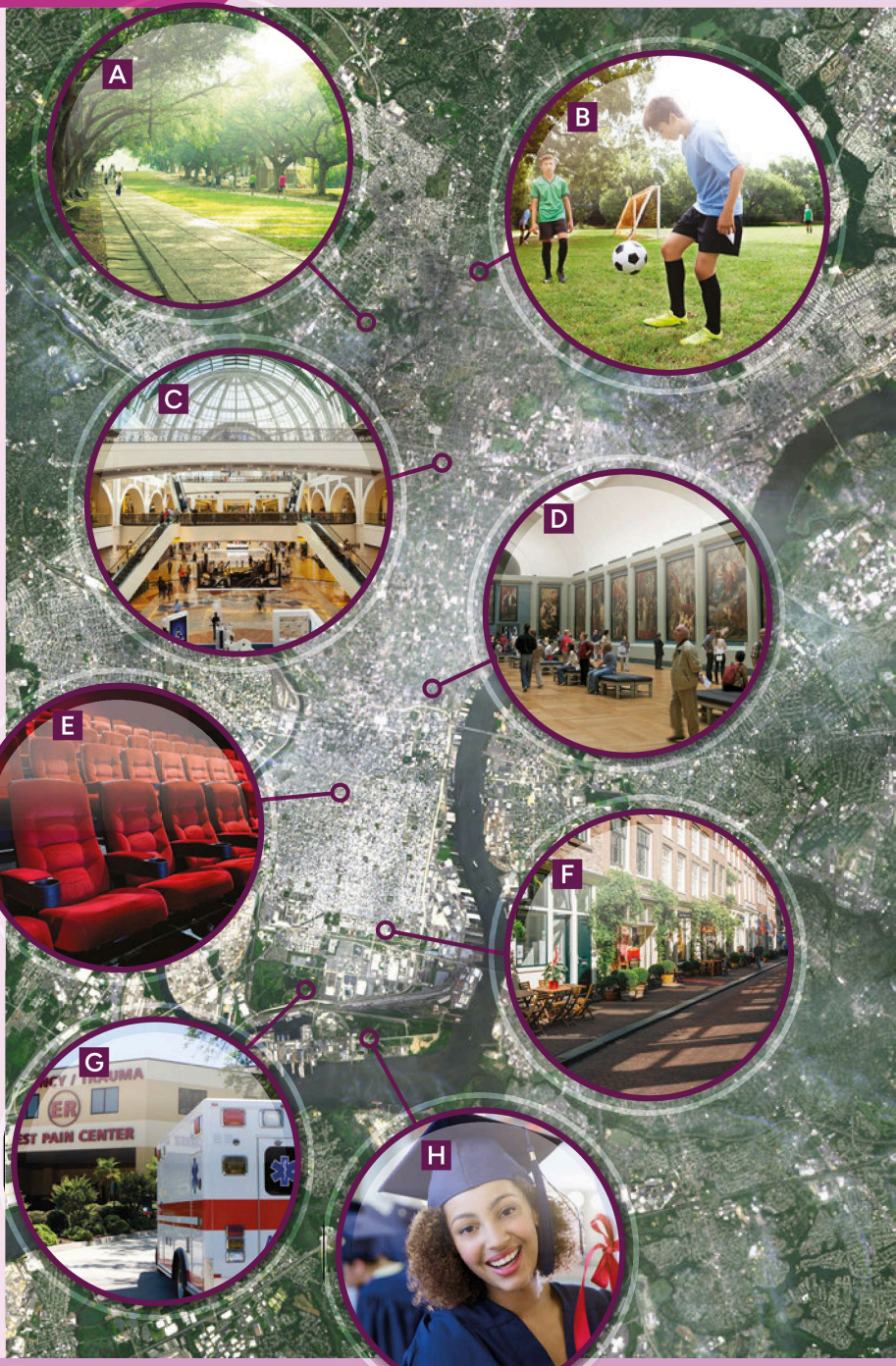
B **Discuss** Which places in the photos are important to have near your home? Write numbers 1–8 next to the photos.

1 = very important → 8 = not very important

C **Discuss** Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose <u>one</u> person from the list below. What does your person want in the new neighborhood? Write notes.

- You have young children and nature is important to you.
- You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student and care about helping the Earth.

D **Present** Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?



Useful phrases

Discuss

- I have children. A school is really important.
- What about … ? Me, too. I agree. / I disagree.
- I think … is good for the neighborhood.
- I want … for the neighborhood.
- I like / don't like …
- I think … are very important / not very important.

Present

- We want …
- Everyone in the class likes …

Review 2 (Units 4–6)

1 Vocabulary

A Look at the groups of words in 1–6. In each group, circle the word that does not belong. Then match the groups with the categories (a–f).

1	grass	mountain	river	song	tree	___	**a**	technology
2	call friends	get up	hill	play soccer	work	___	**b**	music
3	earphones	band	camera	playlist	singer	___	**c**	places in cities
4	afternoon	hotel	Monday	morning	night	___	**d**	nature
5	app	laptop	morning	phone	tablet	___	**e**	things we do
6	café	hospital	restaurant	run	store	___	**f**	days and times of day

B Match each word you circled in 1–6 to a different category (a–f). Then add one extra word to the categories.

2 Grammar

A Make questions and answers. Use the words in parentheses ( ) and *do/does/don't/doesn't*.

1 **A** _____ you _____ video games?
B Yes, I sometimes _____ games on my phone. (play)

2 **A** Where _____ you _____ at lunchtime?
B I usually _____ at home. (eat)

3 **A** _____ your grandfather _____ ?
B Yes, he _____ at the hospital. (work)

4 **A** _____ you and your family _____ soccer?
B No, we _____ it. (like)

5 **A** What _____ your parents _____ on TV?
B Not a lot! They _____ usually _____ TV. (watch)

6 **A** _____ your children _____ phones?
B My daughter has a phone, but my son _____ one. (have)

B **Pair work** Ask and answer five questions about things you and your family do.

C Circle the correct answers.

I [1] **work** / **works** in a hotel. It's an expensive hotel with [2] **a** / **some** really nice rooms. It's next to a big park. [3] **There's** / **There are** a lot of trees, and [4] **there's** / **there are** a lake, too. It's really nice in the park, so I [5] **often** / **never** go at lunchtime, and I [6] **have** / **has** lunch near the lake.

D Write a description of a nice place. Write how often you go there.

3 Speaking

A **Pair work** Talk about a place. Describe it or say what you do there. Your partner guesses the place. Then change roles.

There's a couch, and there are some chairs. I often watch TV in the evening.

It's your living room.

B Write three sentences to describe a place from exercise 3A. Then compare with a partner.

4 Functional language

A Circle the correct answers.

Felix Your photos are great.

Maya Thanks. My phone has a good camera.

Felix [1] **See** / **So**, all the photos are from the camera on your phone.

Maya Yes, that's [2] **fine** / **right**. I always use the camera on my phone.

Felix [3] **Hey.** / **Yeah**.

Maya [4] **What** / **Where** about you?

Felix I always use my phone, too. I don't have a different camera.

Maya [5] **Me,** / **My** neither. I don't want a different camera. They're really big …

Felix Yeah, I [6] **know** / **do**. And they're expensive.

Maya [7] **That's** / **There's** true.

B Complete the conversation with the words in the box. There are <u>two</u> extra words.

turn	way	to	me	you	near

A Excuse [1] _____ . Where's the zoo?

B The zoo?

A Yes. Is it [2] _____ here?

B Yes. It's that [3] _____ . Go one block, and then [4] _____ left.

5 Speaking

A **Pair work** Choose <u>one</u> of the conversations below. Ask and answer the questions with a partner.

1 What technology do you have? How often do you use it?

I have a laptop, a phone, and a TV. I use my laptop every day. I send emails, and I …

2 What do you do on weekdays? When do you do fun things?

On weekdays, I go to work. I get up at 7:00 a.m., and then I …

3 What's a good place to go to in or near your city? Where is it?

There's a new Chinese restaurant near here. It's really good.

Yeah. Where is it?

B **Pair work** Change roles and repeat the conversation.



7

Now is good

Unit objectives

- talk about activities around the house
- ask and answer questions about travel
- share news on the phone
- write a post about things happening now
- ask what people are doing these days

Start speaking

A Say what you see in the photo. Who are the people? Where are they?

B Are they busy now? Do they have a busy life?

C When are you busy? When do you rest?

7.1 A good time to call

Lesson objective
- talk about activities around the house

1 Language in context

A 7.01 David calls his sister Ariana on the phone. Read and listen. Circle the correct answers.

1 Ariana is **the mother** / **the daughter**.
2 Jason is **Ariana's son** / **Ariana's husband**.
3 Stevie is **Ariana's son** / **Ariana's daughter**.
4 Julia is **Ariana's sister** / **Stevie's sister**.

7.01 Audio script

David Hi, Ariana. It's David. Are you busy? Is this a good time to call?

Ariana Um, well, I'm **cooking** breakfast right now, and Jason's **helping** the children. Jason, Stevie isn't drinking his milk.

David Oh, yeah. It's a school day today.

Ariana That's right, so ...

David What time do they leave for school?

Ariana Usually at 8:00, but we're running late today. Jason, give this to the kids, OK? Thanks. OK, David, they're eating breakfast now.

David Do they like their classes?

Ariana Yes, and they're learning a lot. Julia, you're not eating. Please eat your breakfast now! Sorry, David. This isn't a good time to talk.

B 7.01 Read and listen again. Is David busy now? Why does Ariana say, "This isn't a good time to talk"?

Glossary
kids (*n*) children (informal)
running late (*phrase*) you are late

2 Vocabulary: Activities around the house

A 7.02 Look at the photos. Listen and repeat.


1 I'm cleaning the kitchen.


2 I'm cooking dinner.


3 I'm washing my hair.


4 I'm brushing my teeth.


5 I'm doing the dishes.


6 I'm helping my daughters. They're taking a bath.

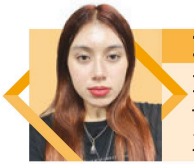
B Add the words in the box to the verbs.

breakfast | the dog | my hair | my homework | ~~my room~~ | a shower

1 **clean** the kitchen / my room
2 **cook** dinner / _____
3 **wash** my hair / _____
4 **brush** my teeth / _____
5 **take** a bath / _____
6 **do** the dishes / _____

C ▶ Now do the vocabulary exercises for 7.1 on page 150.

D Pair work Do you do your homework and talk on the phone? What other activities do you do at the same time? For ideas, watch Mariana's video.



Real student
Do you do the things Mariana does?

3 Grammar: Present continuous statements

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Present continuous statements

1 I'**m cooking** breakfast right now.
2 Stevie **isn't drinking** his milk.
3 You'**re not eating** your breakfast.
4 They'**re learning** a lot at school this year.

1 Use the present continuous to talk about **things happening right now or around now** / **finished things**.
2 Sentences 1, 2, and 3 in the grammar box are about **right now** / **around now**.
3 Sentence 4 is about **right now** / **around now**.
4 To make the present continuous, use *am/is/are* and a **verb + *-ing*** / **verb + *-s***.

B Now go to page 137. Look at the grammar chart and do the grammar exercises for 7.1.

C Complete the sentences in the present continuous. Use an affirmative or negative form of the verbs in parentheses ( ).

1 He _____ (take) a bath. He's in the shower.
2 I _____ (do) my homework now. It's really difficult.
3 Carola isn't studying right now. She _____ (watch) TV.
4 My parents _____ (wash) the car. They're having lunch now.
5 I _____ (brush) my hair. I'm brushing my teeth.
6 You _____ (help) your friends learn English. That's really nice!
7 Your cat loves milk. It _____ (drink) milk right now.

D Think about four of your friends. What are they doing or not doing now? Write sentences about each person. Then compare your sentences with a partner and check your accuracy.

Teresa isn't studying. She's playing games on her phone.

Accuracy check

Use the present continuous for things you're doing now. Use the simple present for things you do regularly.

Just a minute. ~~I talk~~ on the phone. ✗
Just a minute. I'm talking on the phone. ✓
~~I'm talking~~ on the phone every day. ✗
I talk on the phone every day. ✓

4 Speaking

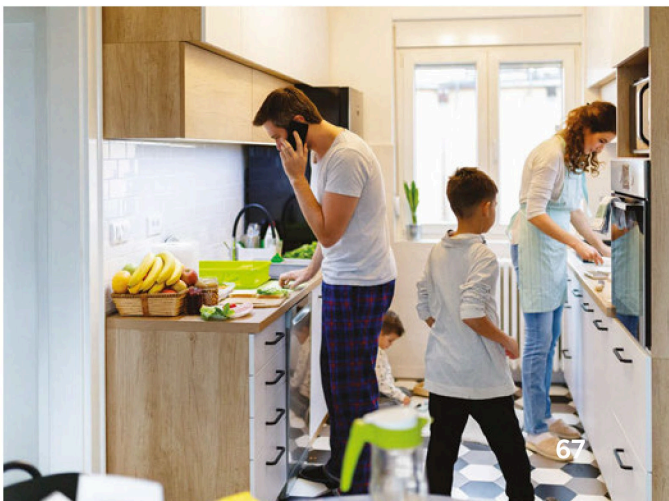
A Think of what you're usually doing at the times of day below. Is it a good or bad time to call you?

- Monday, 7:30 a.m.
- Tuesday, 10:00 a.m.
- Wednesday, 1:30 p.m
- Thursday, 3:30 p.m.
- Friday, 9:30 p.m
- Saturday, 11:00 a.m.
- Sunday, 6:00 p.m.

B **Pair work** Take turns choosing times in exercise 4A. For each time, "call" your partner and ask, "Is this a good time to call?" Listen to the answers. Is your partner a busy person?

Hi, is this a good time to call?

No, sorry. I'm having dinner with my family.



7.2 Texting on the run

Lesson objective
- ask and answer questions about travel

1 Vocabulary: Transportation

A 7.03 Look at the photos. Listen and repeat.


take the bus/train/subway

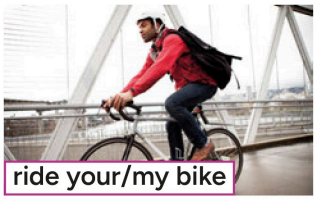

go to a store / your parents' house

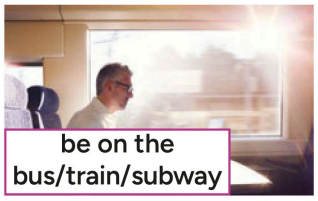

walk


be at the bus stop / train station


carry a bag


wait


ride your/my bike


be on the bus/train/subway


drive

B Circle the correct words to complete the sentences.

1 I **ride my bike** / **am at the bus stop** to class every day.
2 I'm **waiting** / **walking** for a friend right now.
3 We **are on the train** / **take the subway** to work on Fridays.
4 Are you **carrying** / **walking** right now?
5 I'm **at the train station** / **to the mall** right now.

C Now do the vocabulary exercises for 7.2 on page 151.

D Group work How do you usually get to the places in the box? For ideas, watch Yuri's video.

English class | the supermarket | work/college | your best friend's house



Real student
Do you use the same transportation as Yuri?

2 Language in context

A Read the messages. Where is Inna going? Why?

B Read the messages again. Correct the sentences.

1 Inna is sending messages to ~~her father~~. Rob
2 Inna is taking the bus to the mall. _____
3 Inna's dad is waiting at his house. _____
4 Inna is carrying a big bag. _____
5 Today is Inna's dad's birthday. _____

Insider English

People often use *say ... for me* when they want someone to give someone else a message.

Say happy birthday for me means **Tell your mom I said happy birthday.**



3 Grammar: Present continuous questions

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Present continuous questions

yes/no questions	Information questions
Are you **going** to work?	**Why is** he **carrying** a plant?
Is she **carrying** a plant?	**Who are** they **waiting** for?
Are they **waiting** at the bus stop?	**What are** you **doing**?

1 Use *are* and *is* **at the beginning** / **in the middle** of *yes/no* questions.

2 Use *are* and *is* **before** / **after** question words (*Who*, *What*, *Where*, *Why*, and *How*) in information questions.

B Complete the questions with the present continuous form of the verbs in the box. Then match the questions and the answers below.

carry do go listen ride

1 _____ Josh _____ his bike in the park right now?

2 What _____ Kim and Todd _____ ?

3 _____ the children _____ to music right now?

4 Why _____ Jamal _____ a big bag?

5 Where _____ Lydia _____ now?

___ **a** Because he's taking a lot of books to class.

___ **b** Yes, they are.

___ **c** She's walking to her friend's house.

___ **d** No, he isn't. He's running by the lake.

___ **e** They're driving to the beach.

C Now go to page 137. Look at the grammar charts and do the grammar exercises for 7.2.

D **Pair work** Imagine what people in your family are doing right now. Ask and answer questions.

What's your sister doing right now?

4 Speaking

Find it

A Imagine you're going somewhere and carrying something interesting or funny. Use the ideas below or your own ideas. Then decide where you are going and your transportation.

a big bag a small chair an expensive picture

B **Pair work** What is your partner doing? Ask and answer questions.

Hi, Anna. What are you doing?

I'm carrying 100 cookies. I'm taking the subway.



7.3 A new life

Lesson objective
- share news on the phone

1 Functional language

A Look at the people. Are they having a long or a short conversation? How long are your phone calls?

B 7.04 Luana is calling her friend Jennifer. Read and listen. What's new in Luana's life?

7.04 Audio script

Jennifer **Hello.**
Luana **Hi**, Jennifer. **It's** Luana.
Jennifer **Hey**, Luana!
Luana **How's it going?**
Jennifer **Not bad, thanks. How are you doing?**
Luana **Good, thanks.** Well, I'm busy.
Jennifer Really? What are you doing these days?
Luana I have a new job, in Monterrey.
Jennifer Oh, wow! *Monterrey*? So you're not living in Mexico City now.
Luana That's right. I'm living in Monterrey. I live in a new building. It's expensive, but it's very nice. And I have a new boyfriend.
Jennifer Really? Great! You have a new *life*! I want to hear all about it!



C Complete the chart with expressions in **bold** from the conversation above.

Answering the phone and greeting people	Asking people how they are	Responding
1 Hello _____ .	How's it 5 _____ ?	Not 8 _____ , thanks.
2 _____ , Jennifer.	(How's = How is)	9 _____ , thanks.
3 _____ Luana.	How 6 _____ you	I'm fine.
4 _____ , Luana!	7 _____ ?	
	How are you?	

D 7.05 Pair work Put the phone conversation in the correct order. Listen and check. Then practice with a partner.

___ Good, thanks. How's it going?
3 Hey, Andrew! How are you doing?
1 Hello.
___ Not bad.
___ Hi, Francisco. It's Andrew.

2 Real-world strategy

Reacting to news

People often say *oh* after they hear good news, ordinary news, and bad news.

Good news 😄

Oh, wow!

Luana I have a new job.

Jennifer Oh, wow!

Ordinary news 😐

Oh.

Luana I'm busy.

Jennifer Oh.

Bad news 😕

Oh, no!

Luana My apartment is very expensive.

Jennifer Oh, no!



A Read the information in the box about reacting to news. Then look at the examples. What does Jennifer think is good news, ordinary news, and bad news?

B 7.06 Listen to a conversation. What news does the man give?

Ordinary news: He's in his car. Good news: _____

Bad news: _____

C 7.06 Listen again. How does the woman react to the different types of news?

D Pair work Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying *-ing* at the end of the word

A 7.07 Listen. Complete the words.

1 How are you do_____ ? 2 I'm liv_____ in Dallas. 3 Where are you go_____ ?

B 7.08 Listen. Focus on the *-in* and *-ing* sounds. Circle the phrase you hear.

1 a learn in Spanish b learning Spanish
2 a call in the restaurant b calling the restaurant
3 a help in my school b helping my school
4 a study in nature b studying nature
5 a carry in a bag b carrying a bag
6 a shop in malls b shopping malls

C 7.09 Pair work Listen to the conversations. Then practice with a partner. Listen for the *-ing* sound.

1 A How are you doing?
B Not bad. I'm working in Monterrey now.
2 A Are you living in Mexico City now?
B No, I'm living in Monterrey.
3 A Where are you going?
B We're going to the Italian restaurant over there.

4 Speaking

Pair work Imagine you're calling your partner. Start the call, and then talk about some news. Use some of the questions below. React to the things your partner says. Then change roles.

How are you doing?	Are you busy?
What are you doing right now?	What about you?

Hey, Ali. It's Clara.

Hey, Clara! How are you doing?



7.4 Busy!

Lesson objective
- write a post about things happening now

1 Reading

A Skim Skim the text. Where are the people working? How many people are there?

lucinda_art21

lucinda_art21 Hi, everyone! Today, I'm very busy. I'm working in my art studio with my friends **@chung_eun_art** and **@mark_thepainter**. They're artists, too. We're working on different projects. I'm painting four small pictures of my cat. I'm using bright colors from **@PaintsPlus**. Eun is painting mountains and a river. Her painting looks real! She's looking at a photo for help. Mark isn't painting an object. He's painting designs in bright colors. The studio is messy! My mom is also here. She isn't painting. She's sitting with the cat, Foofoo. They're watching us. Wait ... the cat isn't sitting in her lap. 😮 Foofoo is running around the studio ... with paint on her paws! Now the studio is *very* messy! 😂

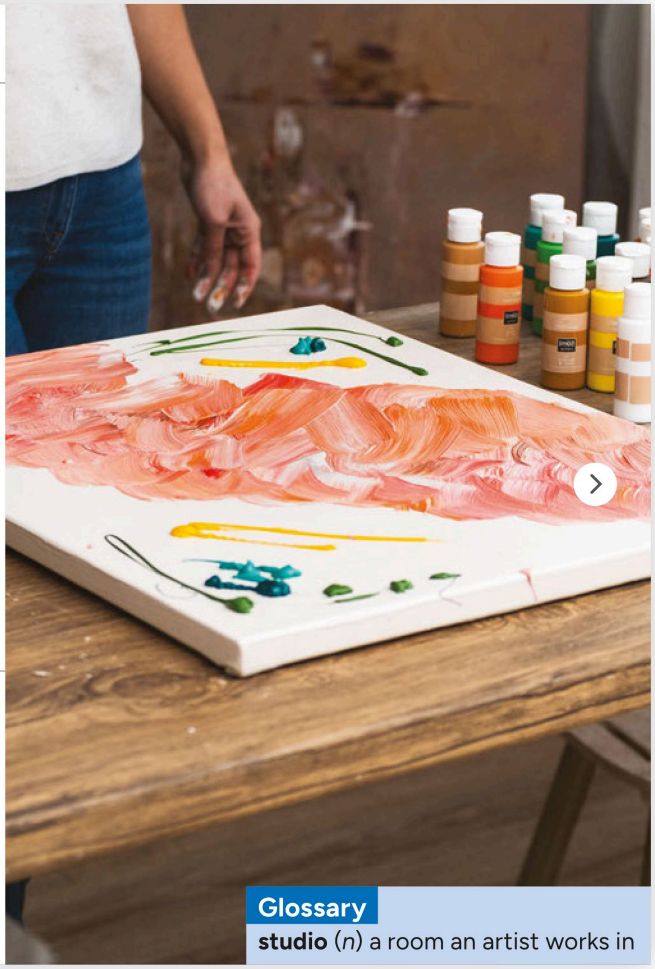
#PaintsPlus #artstudio #paintingfun

chung_eun_art Foofoo is making art, too! 😂 We're all having fun in your studio today.

wendy_monson I love the photo! Is that **@mark_thepainter**'s painting?

lucinda_art21 Yes, it is! You can buy all of our art on my website: https://lucinda.artcommunity.com

View all 23 comments



Glossary
studio (*n*) a room an artist works in

B Read for details Read the posts again. What is each person or animal doing? Complete the chart.

Lucinda	She's painting pictures of her cat.
Eun	
Mark	
Lucinda's mom	
Foofoo	

C Pair work Think critically Read the posts again. Why does Lucinda include her website? Do you think it's a good idea? Why or why not?

2 Writing

A David, his wife, and his son are busy at home. Read the post. What two things is each person doing?

cooking_with_David

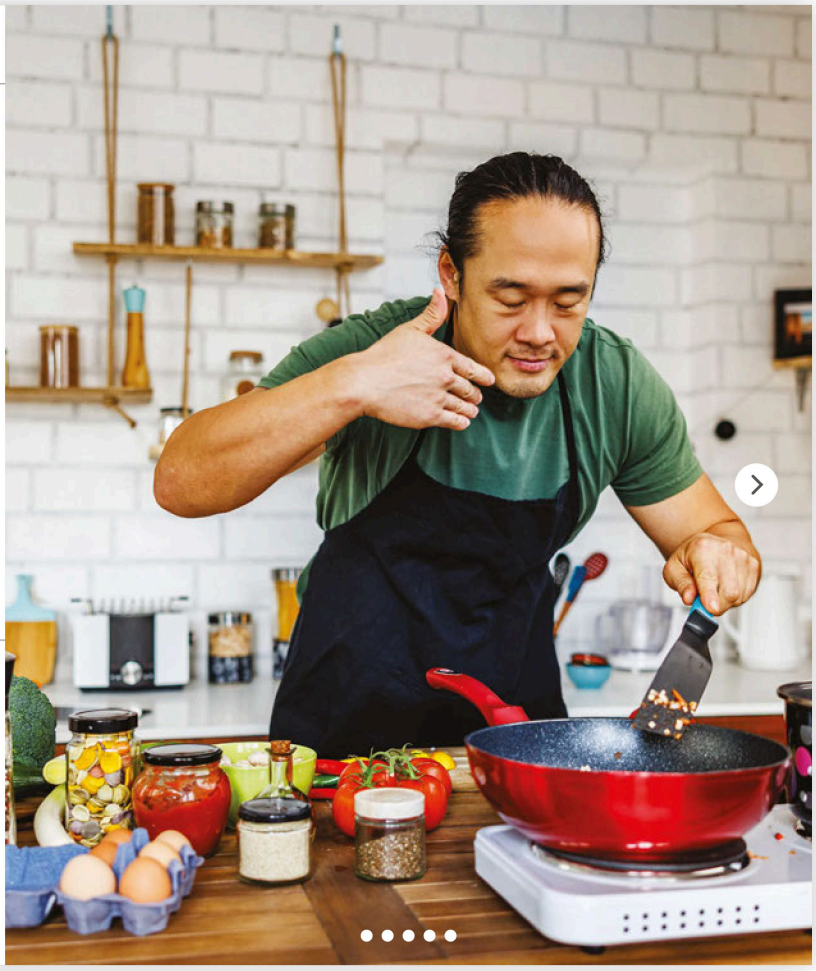
cooking_with_David Hi! Chef David here! The restaurant is open today, but I'm not working! I'm busy in my own kitchen at home. I'm cooking dinner for my cousins. And I'm making a cake, too. 🎂 My wife is helping me. She's cleaning all the mess I'm making. ❤️ And she's taking photos of me, too. Also, my son is helping. But not in the kitchen. He's cleaning the living room and the bathroom. ❤️ *DING DONG!* Oh, no! My cousins are here! They're early! 😮

#familytime #goodfood

leslie_palmer We miss you at the restaurant! Have fun!

chatri_amarin Post a photo of the dinner, please!

View all 6 comments



B Writing skills People use *also* and *too* to add information. Underline the words *also* and *too* in the post. Then circle the correct words in the rules, below.

Use *too* at the **beginning** / **end** of a sentence.

Use a comma (,) **before** / **after** you write *too*.

Use *also* at the **beginning** / **end** of a sentence.

Use a *comma* (,) **before** / **after** you write *also*.

Write it

C Imagine you're in a very busy place: at home, at school, at work, or at a party. Write a post about what you and the people around you are doing.

D Group work Compare your posts in groups. Make one or two comments about each post.

You're very busy!

Register check

People sometimes use ***And***, ***Also***, or ***But*** at the beginning of sentences in speaking and informal writing. In formal writing, people usually don't begin sentences with these words.

And I'm making a cake, too.

Also, my son is helping.

But not in the kitchen.



7.5 Time to speak
Your life these days

Lesson objective
- ask what people are doing these days

A **Prepare** Read the note and questions below. Which topic is interesting for you? Which topic is boring?

Topics	Main question	Follow-up questions
Work and school	Are you going to college?	Are your classes easy or difficult? Are you doing a lot of homework these days?
	What classes are you taking?	Do you like your classes? Why or why not?
	Where are you working these days?	Are you working every day? Is your job interesting? Is it difficult?
Free time	What are you reading these days?	Is it good? Who's the writer?
	What are you watching on TV?	Is it interesting? Is it funny? Who's in it?
	What music are you listening to?	Who's your favorite singer? What's your favorite band?
	Do you play video games?	Which games are you playing right now?
	Are you going out a lot these days?	Where do you go? What's your favorite place?
	Are you playing sports?	What sports do you play? Where?
Home life	How is your family?	Are you living with them now?
	Are you living in a new place?	Is it an apartment or house? Do you like it? Is it close to work/school?
	Are you cooking a lot these days?	Do you cook for other people?

You are with a group of people. They are your friends, but you hardly ever see them. What do you say? Here are some ideas!

B **Role play** Imagine you are at a party. Talk to different people about different topics. Ask and answer some of the questions from the chart.

C **Agree** Talk about popular things from your conversations. What are a lot of people doing these days?



Useful phrases

Prepare
- I like / don't like ...
- I think ... is interesting / boring. And you?

Role play
- Hi, [name]. How's it going?
- Hey, [name]! What are you doing these days?

Agree
- (Work and school / free time / home life) is a popular topic.
- A lot of people are doing ...



8

You're good!

Unit objectives

- talk about your skills and abilities
- say what you can and can't do at work or school
- say why you're the right person for a job
- write an online comment with your opinion
- talk about what people in your country are good at

Start speaking

A Look at the photo. Where is this person? What is he doing?

B Do you think this is a difficult activity? Do you think it's fun?

C Talk to a partner about fun or difficult activities you do. For ideas, watch Joao's video.



Real student

What does Joao do? Do you think it's fun, difficult, or both?

8.1 She likes music, but she can't dance!

Lesson objective
- talk about your skills and abilities

1 Vocabulary: Verbs to describe skills

A 8.01 Listen and repeat the skills in the photos. Which are fun skills? Which are difficult skills?

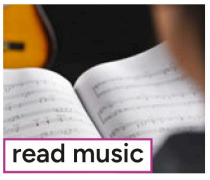

dance


draw


fix things


paint


play the guitar


read music


sing

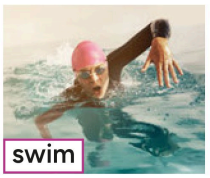

skateboard


snowboard



speak two languages


surf


swim

B Now do the vocabulary exercises for 8.1 on page 151.

2 Language in context

A 8.02 Read and listen. Who are Mia and her dad talking about? What do they choose to buy? Do you think it's a good idea?



8.02 Audio script

Dad So, Mia. You know it's your mom's birthday next month, right?

Mia Oh wow! Let's buy her something really cool. Do you have any ideas?

Dad Hmm. How about some art classes? She can **draw**.

Mia Or what about singing lessons? She likes music and can **play the guitar**.

Dad I don't think that's a good idea. She thinks she can't **sing**, and she's very shy about it.

Mia Hmm. What about dance lessons? Can she **dance** well?

Dad No, she can't. She's terrible at it. It's really funny – she can **read music**, but she can't dance!

Mia *You* can't dance, Dad. I know! Let's buy you both some dance lessons!

Dad Great idea! Wait a minute – what?

Insider English

You can use *so* to start talking about a topic.

So, Mia. You know it's your mom's birthday next month, right?

Glossary

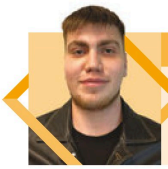
terrible (*adj*) very bad

B 8.02 Read and listen again. What can Mia's mom do? What can't she do? Complete the sentences.

1 Mia's mom can _____, _____, and _____.

2 She can't _____ or _____.

C **Pair work** Talk to a partner. Which things in exercise 1A do you often do? Which things do you never do? For ideas, watch Kerem's video.



Real student

Do you often do the same things as Kerem?

3 Grammar: *can* and *can't* for ability; *well*

A Look at the sentences in the Grammar box and Notice box. Then circle the correct option to complete the rules.

Grammar *can* and *can't* (= *can not*) for ability; *well*

I **can swim**.	I **can't play** the guitar.	**Can** you **fix** things?
She **can draw**.	He **can't sing well**.	**Can** he **surf well**?
We **can surf well**.	They **can't read** music.	**Can** they **speak** two languages?

! ***Well*** **is the adverb of** ***good*****.**
She can sing **well**. (= She's good.)
I can't dance **well**. (= I'm not good.)

1 Use **can** / **can't** to talk about things you don't do well or don't know how to do.
2 Use **can** / **can't** to talk about things you do well or know how to do.
3 With *he*, *she*, and *it*, **do** / **do not** add *-s* to the verb after *can* or *can't*.

B Circle the correct answers to complete the sentences.

1 I swim every day. I **can** / **can't** swim well.
2 Sorry. My dad **can** / **can't** fix your car. He's not a mechanic.
3 You can draw really well, Tomas. What other things **can** / **can't** you do?
4 She **can** / **can't** drive, and she doesn't have a car.
5 You **can** / **can't** skateboard really well! Can you teach me?
6 **A** Can you play the guitar, Robbie?
B No, I **can** / **can't**.

C Now go to page 138. Look at the grammar chart and do the grammar exercises for 8.1.

D Write five questions to ask people in your class about their skills. Use vocabulary from exercise 1A on page 76. Then check your accuracy.

1 Can you _____ ?
2 Can you _____ ?
3 Can you _____ ?
4 Can you _____ ?
5 Can you _____ ?

Accuracy check

Do not use ***to*** between ***can/can't*** and a verb.
Can you ~~to~~ fix bikes? ✗
Can you fix bikes? ✓

4 Speaking

A **Group work** Ask and answer your questions from exercise 3D. Say how well you do the skills.

Can you play the guitar?
No, I can't. What about you?
Yes, I can. I can play it really well.

B **Group work** What skill can everyone in your group do? Who can do it really well?



8.2 How we work now

Lesson objective
- say what you can and can't do at work or school

1 Language in context

A Read the article. What is hot-desking? Why do people do it?

B Read the article again. What is good about hot-desking? What is bad about it?



Some like it **hot!**

How the office is changing and what it means for you

What is hot-desking?

Hot-desking is not new, but a lot of offices are doing it now. In hot-desking, **workers** don't have one desk. There are many desks in an office, and workers can sit at any free desk. They can use a different desk each day.

Why hot-desking?

Some people work in an office, but not every day. They can **work from home** some days. For example, Tam works in an office on Monday and Wednesday and works from home the other days. Carla usually works from home and only goes to the office for **meetings**. Tam and Carla don't need their own desks because they aren't in the office every day – so they hot desk!

What's good about it?

- A **company** can save money with hot-desking. For example, they have 50 workers, but they don't need 50 desks. So, they only have 20 desks and they only need a small office.
- People often sit next to different **coworkers**. They talk to more people at their desk or when they **take breaks**.
- Workers are happy because they can sit in different places.
- People can't leave things on the desks, so the desks aren't messy.

What's bad about it?

- Some people don't like change. It is hard for them to **think** when they move desks every day.
- On busy days at the office it can be difficult to find a desk.

Glossary
noise (*n*) a sound or sounds, usually loud

2 Vocabulary: Work

A 8.03 Find the words below in the article. Then listen and repeat.

company | coworkers | meetings | office | take breaks | think | workers | work from home

B Match the words from exercise 2A with the definitions.

1 a workplace, with desks and chairs _____
2 the people you work with _____
3 a business – for example, Apple or Nike _____
4 the people in a company _____
5 do work in your house for a business _____
6 stop work for a short time – for example, to have coffee _____
7 have ideas, or find answers to problems _____
8 get-togethers with people at work to talk about business _____

C Now do the vocabulary exercises for 8.2 on page 152.

D Find it

Group work What else is good about hot-desking? What else is bad? You can go online to find examples. Would you want to hot-desk? Why or why not?

3 Grammar: *can* and *can't* for possibility

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *can* and *can't* for possibility

You **can work** from home on Friday	What **can't** they **do** in the office?
The company **can save** money.	How **can** companies **make** their workers happy?
They **can't take** breaks at their desks.	Where **can** we **have** a meeting?

1 Use *can* to talk about things that are **possible** / **not possible**.
2 Use **can** / **can't** for things that are not possible.
3 Question words (*Who*, *What*, *Where*, *Why*, and *How*) go **before** / **after** *can* or *can't*.

B Put the words in the correct order to make questions. Then match them to the answers (a–e) below.

1 we / have / lunch / can / where _____ ?
2 the / restaurant / how / get / to / can / I _____ ?
3 can / what / eat / we _____ ?
4 have / the / meeting / we / can / when _____ ?
5 I / this / message / send / can / how _____ ?

___ **a** We can have some cookies.
___ **b** You can email it from your phone.
___ **c** Tuesday is good for me.
___ **d** In the company restaurant.
___ **e** Go straight, and then turn left.

C Now go to page 139. Look at the grammar chart and do the grammar exercises for 8.2.

D Write questions about a company or school to ask if it's a good place to work or study.

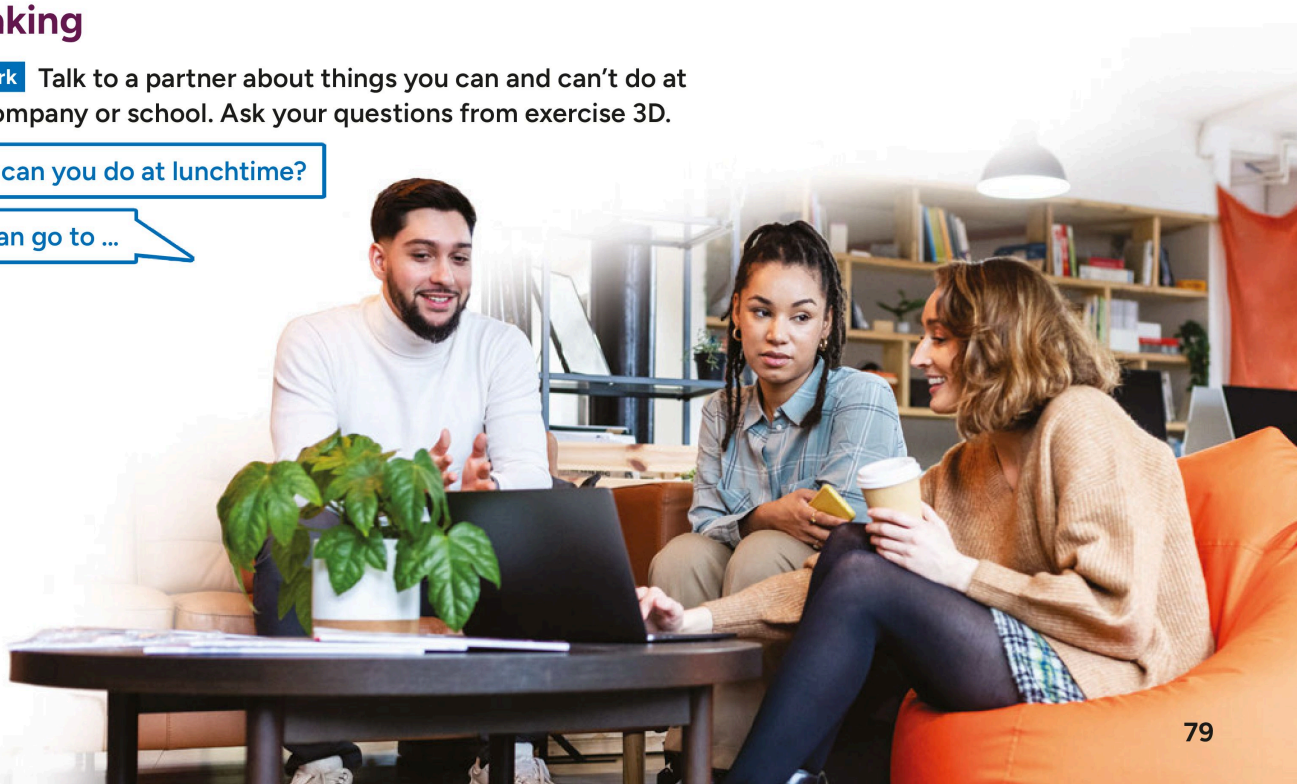
1 What can _____ ?
2 Where can _____ ?
3 How can _____ ?

4 Speaking

Pair work Talk to a partner about things you can and can't do at your company or school. Ask your questions from exercise 3D.

What can you do at lunchtime?

You can go to ...



8.3 Are you the right person?

Lesson objective
- say why you're the right person for a job



1 Functional language

A Look at the photo. Where are the people? What are they doing?

B 8.04 Read and listen. What three things can the man do well?

8.04 Audio script

A Can we speak in English for five minutes?
B Yes, we can.
A Great. So, are you the right person for this job?
B Yes. **I think so.**
A Why? In a very short answer, please.
B Because I can work well with people on a team. **I think that** teamwork is very important.
A I see. **Why do you think** it's important?
B Because a company is a big team. I mean, it's a group of people, and you work with them every day.
A And why are *you* good on a team?
B Because I like people, and I can communicate well.
A That's great. **I think that** good communication is important. But **I don't think** it's the only important thing. What other things can you do well?
B I can speak two languages. I mean, I speak Spanish and English.

C Complete the chart with expressions in **bold** from the conversation above.

Asking for opinions	Giving opinions
What do you think ? [1] _____ do you think (that) … ?	I think [2] _____ . I don't think so. I [3] _____ (that) … I [4] _____ think (that) …

D 8.05 Pair work Complete the conversations with words from exercise 1C. Listen and check. Then ask and answer the questions with a partner. Answer with your ideas.

1 **A** I think video games are great. What do you think?
B I _____ they're very cool. They're boring.
2 **A** _____ do you _____ computers are important?
B They're useful. We use them for everything!
3 **A** Do you think soccer is a good sport?
B No. I _____ . I like basketball.
4 **A** Are you good at music?
B I _____ . I sing and play the guitar really well.

2 Real-world strategy

Explaining and saying more about an idea

Use *I mean* to explain or say more about an idea.

A company is a big team. I mean, it's a group of people, and you work with them every day.

I can speak two languages. I mean, I speak Spanish and English.

A Read about explaining and saying more about an idea in the box above. Look at what the man says. What idea does he explain? What idea does he give more information about?

B 8.06 Listen to a conversation. What does Lori want to do? When does she have free time?

C 8.06 Listen to the conversation again. Complete the chart with the sentences you hear.

Idea	Explanation/more information
I work really hard.	I mean, I [1] _____ about [2] _____ _____ a day.
I'm not busy.	I mean, I [3] _____ in a restaurant [4] _____ _____, but I have free time in the [5] _____ .

D Pair work Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying groups of words

A 8.07 Listen for the space (= short pause) between the words (/). Which sentence do you hear, A or B?

1 **A** Can we speak in English / for five minutes?
  B Can we speak in / English for five minutes?

2 **A** What other things can / you do well?
  B What other things / can you do well?

B 8.08 Listen to the sentences. Write a pause mark (/) in each sentence.

1 I'm good on a team because I can communicate well.

2 I can speak two languages, and I can play the guitar.

3 I work in a restaurant at night, but I'm free in the mornings.

4 I think that good communication is important, but I don't think it's the only important thing.

C Pair work Practice the sentences in exercise 3B with a partner. Take turns. Can your partner hear the spaces between the words?



4 Speaking

A Choose a job from the box or your own idea. Think about why you are the right person for the job.

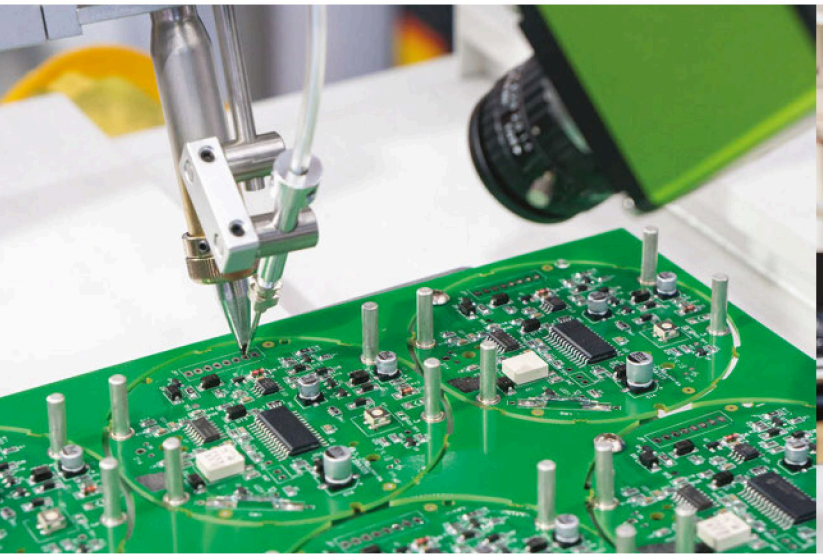
an art teacher	a singer in a band
a chef at a restaurant	a soccer player
a hotel clerk	

B Pair work Tell a partner your job from exercise 4A. Your partner interviews you for the job. Then change roles.

Are you the right person for this job? | I think so. I ...

8.4 Computers and our jobs

Lesson objective
- write an online comment with your opinion





1 Listening

A Chris is the host of the podcast *Technology Talks*. Look at the photos above. What is today's podcast about?

B 8.09 Listen for details Listen to the podcast. Who is Joanna Ramos? What does she say computers can't do?

C 8.09 Listen for supporting details Listen again. Check (✓) the supporting details Joanna gives.

Jobs for computers	New jobs for people
☐ make things	☐ design computers
☐ write texts	☐ start computer companies
☐ call people on the phone	☐ talk to computers
☐ talk	☐ check texts from a computer
☐ dream	☐ make phones

D Pair work Think critically Who thinks computers are a good thing: Joanna or Chris?

2 Pronunciation: Listening for *can* and *can't*

A 8.10 Listen. Write the missing words.

1 What _____ computers do?
2 They _____ make things.
3 They _____ do those things 100% of the time.

B 8.11 Listen. Do you hear *can* or *can't*? Circle the correct words.

1 can / can't
2 can / can't
3 can / can't
4 can / can't



3 Writing

A Read three people's online comments about the podcast. Which person thinks Joanna is correct? Which person doesn't think Joanna is correct? What's your favorite comment?

Technology Talks: Interview with Joanna Ramos

JUNE 1, 11:30 a.m.

Kaito, Tokyo

I don't think Joanna Ramos is right. Computers *are* a problem. Robots are taking all our jobs! They can take orders in restaurants, they can cook, they can play music, they can clean buildings, they can make cars … What jobs CAN'T they do? Joanna says, "People design computers." Well, I think robots can design computers now. They're *very* smart.

Ruby, Miami

Computers and robots can do a lot of things, but they don't have feelings: they're not happy, and they're not sad. Feelings are important for many jobs. For example, teachers, doctors, and nurses work with people, so feelings are important. I don't like the idea of robot doctors!

Arturo, Mexico City

Computers are cheap. I mean, companies pay people for their work, but they don't pay their robots or computers. And computers work hard. But I think Ruby is right; computers don't have feelings. Joanna is right, too. She says, "They are taking *some* of our jobs." Not *all* of them. She also says, "There are a lot of new jobs, too." That's true. It's not a problem.



Glossary
robot (*n*) a machine with a computer in it

B Writing skills **Sometimes we want to write another person's words. Their words are quotations. Read the rules below. Then circle all the capital letters and punctuation marks in sentences 1–3.**

- Use quotation marks (" ") around other people's words.
- Put a comma (,) after *says*.
- Start the quotation with a capital letter (A, B, C, …).

1 Joanna says, "People design computers."
2 She says, "They are taking *some* of our jobs."
3 She also says, "There are a lot of new jobs, too."

Write it

C **Read the ideas from Joanna's interview in exercise 1C on page 82. Then write an online comment. Give your opinion about computers and jobs. Quote some of Joanna's words.**

D Group work **Read your group's comments. Do you have the same or different ideas?**

Register check

In informal writing and speaking, people often use *says* to quote (= give) another person's words.

In an online comment:

Joanna says, "People design computers."

In formal writing, people often use *said*.

In a newspaper article:

Joanna Ramos said, "Computers can't dream or imagine."



8.5 Time to speak
National skills

Lesson objective
- talk about what people in your country are good at

A **Prepare** Match the skills in the box to the photos. Which three skills are <u>not</u> in the photos?

cook | dance | make movies | paint | play soccer | sing | snowboard | surf


1


2


5


3


4

B **Discuss** Where can people do the things from exercise A really well? For each skill, say the name of a city, region/area, or country. Then compare your ideas with your group.

C **Decide** Read the information in the box on the right. Talk to a partner about the question in the box. Together, think of <u>three</u> skills for the video.

D **Agree** Compare everyone's ideas. Choose your class's <u>three</u> favorite ideas for the video.

Can you help us?

We want to make a video about our country and why it's great. The title is "We're good!" The video is about the skills people have here. What can we do *really* well in this country? Please send us your ideas!

Useful phrases

Discuss
- Where can people cook really well?
- Chinese food is always great.
- I think people can cook really well in Rome and Naples.
- What do you think?

Decide
- What can we do really well in this country?
- We can ... well.
- I agree. / I disagree.
- Our three skills for the video are ...

Agree
- What are your ideas?
- Good idea!
- Our three favorite skills are ...



9

Places to go

Unit objectives

- talk about travel and vacations
- make travel plans
- ask for information in a store
- write a review of a place
- plan a vacation for someone

Start speaking

A Look at the photo. Where is this place? Is it difficult to get there? Why or why not?

B What do you do in your free time? Do you go to new places?

C Think of a place you like. Talk about it. Say why it's good. For ideas, watch Jirapat's video.



Real student

What's Jirapat's place? Do you agree it's a good place to go?

9.1 I love it here!

Lesson objective
- talk about travel and vacations

1 Language in context

A Kaitlin and her friends are on vacation. Read Kaitlin's posts. Where do they go?

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ **1** Kaitlin takes a bus to San Diego.
- ☐ **2** They go to their hotel on Thursday.
- ☐ **3** They are in San Diego on Friday.
- ☐ **4** They go to a zoo on Saturday.
- ☐ **5** Kaitlin and her friends have a bad vacation.

From my small **town** to a big **city**

Profile
Log out





Thursday morning

Goodbye to my small **town**. San Diego, here I come! I have my **ticket** and my seat on the **plane**. I'm next to the window!



Thursday afternoon

Now I'm in San Diego, and this is our hotel. These are my friends in front of the hotel.



Friday

Today we're in the **country**, not in the **city**! We're at this cool **ranch** near San Diego. It's a really big **farm**.



Saturday

We're at the San Diego Zoo. These birds are funny. They're talking. They say, "Hello. How are you? Hello. How are you?"



Sunday

Now I'm on a **tour** of San Diego Bay. I'm on a **boat** with my friends. They're not listening to the tour guide because they're talking.

A fun **vacation**? I think so. I love it here!

Glossary
tour guide (*n*) this person takes you to a place and tells you about it

2 Vocabulary: Travel

A 9.01 Listen and repeat the words. Which words are places?

boat country farm plane ranch ticket tour town vacation

B Now do the vocabulary exercises for 9.1 on page 152.

C **Pair work** Which places do you like from Kaitlin's vacation? Which places don't you like? Why?

3 Grammar: *this* and *these*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *this* and *these*

This ticket is expensive.	**These** birds are funny.
We're at **this** cool ranch.	I don't like **these** photos.

1 Use *this* and *these* to talk about a thing or things **around you** / **you can't see**.
2 *This* and *these* go **before** / **after** a noun.
3 **This** / **These** goes before a singular noun. **This** / **These** goes before a plural noun.
4 You **can** / **can't** use *this* and *these* at the beginning of a sentence.

B Kaitlin writes a postcard about a museum. Write *this* or *these* to complete Kaitlin's postcard.

Dear Grandma,

I'm in San Diego! It's great. [1] _____ postcard shows Balboa Park in the city. The park is very big, and it has 18 museums! [2] _____ museums are for art, technology, transportation, and history. We're at the Mingei International Museum right now. You can see it in [3] _____ photo on the right side of the postcard. [4] _____ museum is interesting because it has local art – the artists are from [5] _____ city. I'm looking at some cool pictures now. [6] _____ pictures show places in San Diego. [7] _____ artists are really good. [8] _____ is my favorite room in the museum.

Love, Kaitlin



C ▶ Now go to page 139. Look at the grammar chart and do the grammar exercises for 9.1.

D **Group work** Describe three things that are close to you right now. Take turns.

4 Speaking

Find it

A Choose five photos on your phone or draw some simple pictures of places you know. Think about the people and places in the pictures.

B **Pair work** Tell your partner about your pictures.

This is a photo of my mom and my aunt. They're walking in the country. This hill is very big. What else? This is my favorite aunt. She's ...



9.2 San Francisco, here we come

Lesson objective
- make travel plans

1 Language in context

A 9.02 Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?

B 9.02 Read and listen again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ **1** The plane is expensive, and the bus is cheap.
- ☐ **2** You can take a bus to San Francisco at night.
- ☐ **3** It's Friday night. Kaitlin is sleeping in a hotel.



Hello again from San Diego! Today is Tuesday, and we want to **leave** on Friday. Our **destination** is San Francisco. But how do we **travel**? Do we **fly** or take the bus?

Well, the **flight** is two hours. But you have to **arrive** at the **airport** a long time before the flight. You need to **check in** two hours before. So in total, by plane, the **trip** is about five hours. That's not bad. *But* ... the ticket is expensive.

The bus *isn't* expensive, but it *is* a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning. That's good because we don't need to **stay** in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets **online**. And then, San Francisco, here we come ... on the bus.

2 Vocabulary: Travel arrangements

A 9.03 Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8.)

a Stay in a hotel. ___
b Arrive at the airport. ___
c Check in at the airport. ___
d Fly to another airport. You can sleep on the flight. ___
e Leave your house. Ready to travel? ___
f Have a great trip! ___
g Arrive at your destination. ___
h Buy tickets online. ___



B Now do the vocabulary exercises for 9.2 on page 153.

C Pair work Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

3 Grammar: *like to, want to, need to, have to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *like to, want to, need to, have to*

I **like to** do the right thing.	She **wants to** take a bus.
You **need to** check in before the flight.	He **has to** buy tickets.
We **want to** leave on Friday.	My mom **likes to** sleep on a flight.

1 Use *want to* + verb and *like to* + verb to talk about **necessary things** / **things you choose to do**.
2 Use *need to* + verb and *have to* + verb to talk about **necessary things** / **things you choose to do**.
3 After *like to*, *want to*, *need to*, and *have to*, use **verb + *-ing*** / **verb**.

B Circle the correct answer to complete the sentences.

1 I always sit by the window because I **need to** / **like to** look outside. It's interesting!
2 My phone isn't old, but I **need to** / **want to** buy a new one.
3 My wife isn't happy because she **has to** / **wants to** work this weekend.
4 On Fridays, we **like to** / **need to** watch TV after dinner.
5 He starts work at 6:30, so he **needs to** / **wants to** get up really early.

C Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.

D **Pair work** Write four sentences that are true for you. Use *like to*, *want to*, *need to*, and *have to*. Then compare your sentences with a partner and check your accuracy.

Accuracy check

Use ***to*** with ***want, like, need,*** and ***have*** when they are before another verb.

He has buy tickets. ✗
He has to buy tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B **Pair work** Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.

Where do you have to go?

Osaka, and I want to take a train from Tokyo. I like to look out the window.

You need to buy your ticket online ...



Real student

Do you want to travel the same way as Luiz?



9.3 They're two for $35

Lesson objective
- ask for information in a store



1 Functional language

A 9.04 **Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?**

9.04 Audio script

Andy Excuse me. **Where are the travel guides, please?** I need a travel guide for Colombia.
Clerk Sorry, can you say that again?
Andy Travel guides – where are the travel guides?
Clerk Oh, OK. They're here. Which country do you want?
Andy Colombia, please.
Clerk Colombia ... Ah, here it is.
Andy Thanks. **How much is that?**
Clerk **It's $19.99.**
Andy OK. Oh, and I need to buy a travel guide for Ecuador, too. **Is it the same price, $19.99?**
Clerk Yes, it is. But good news! **They're two for $35.**
Andy Great! I want both, please. Hey, **what time does the café open?** I really need some coffee.
Clerk **It opens in about ten minutes.**
Andy OK. **And where is the men's restroom?**
Clerk It's over there, next to the café. But first you need to buy your books!

Insider English

People often say *restroom* in public places and *bathroom* in people's homes. *Restroom* is more polite.

At an airport:
Where is the men's restroom?

At a friend's house:
Sorry, where's your bathroom?

Glossary

travel guide (*n*) a book with information about where to go and what to see in a city or country



B **Complete the chart with expressions in bold from the conversation above.**

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ $19.99.
2 _____ that?	7 _____ $35.
3 _____ , $19.99?	8 _____ about ten minutes.
4 _____ the café open?	
5 _____ the men's restroom?	

C 9.05 **Complete the conversations with words from the chart above. Listen and check.**

1 **A** Excuse me. _____ is this smartwatch?
B _____ $250.
A What about this big smartwatch? Is it the _____ ?
B No, it isn't. _____ $325.

2 **A** _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and _____ the women's _____ ?
B It's over there.

2 Real-world strategy

Asking someone to repeat something

To hear information again, ask, *Sorry, can you say that again?* or *Can you repeat that, please?*

Andy Where are the travel guides?

Clerk Sorry, can you say that again?



A Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?

B 9.06 Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

A 9.07 Listen and repeat the prices. Where does the speaker put stress in each price?

1	$6.19 / $6.90	3	$17.30 / $70.13	5	$2.16 / $2.60
2	$15 / $50	4	$19 / $90	6	$14 / $40

B 9.08 Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?

B It's $_____ .

A $_____ ! That's cheap!

B No, it's $_____ .

A Oh ...

C Pair work Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Find it

Pair work Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.



$29.99, or two for $50



$12, or two for $20



$22, or two for $40



$45, or two for $80

Excuse me. How much is this mug?

It's $12, or two for $20.

Sorry, can you repeat that, please?

9.4 A great destination

Lesson objective
- write a review of a place

1 Reading

A Recognize text type **Read the text. What is it from?**

☐ a travel guide ☐ an email ☐ a review ☐ a student's homework

Places to go from **Tokyo**

Travel Smart

Izu Islands

The Izu Islands are small islands in the Pacific Ocean.

Getting there

You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "island hopping" and visit more than one of the Izu Islands. Ōshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

Ōshima

- Take a tour of Mount Mihara. This mountain is also a volcano.
- You have to visit Ura-Sabaku. This desert has black sand.

Toshima

- Relax on this island. Only 350 people live here. It's quiet and peaceful.
- Plan a tour to see dolphins. They swim around the island.

Niijima

- Do you surf? You need to go to Habushiura Beach. This is a local beach with perfect waves.
- Visit the Glass Art Center. Local artists make glass and you can see it in the museum.



Glossary
high-speed (*adj*) very fast
local (*adj*) from the nearby area or neighborhood

B Scan **Which island has dolphin tours? Which island is good for surfing? Which island has a desert?**

C Read for details **Read the text again. Circle the correct answers.**

1 The Izu Islands **are / aren't** near Tokyo.
2 You **can / can't** get a plane to the islands.
3 Ura-Sabaku is a **beach / desert**.
4 You can see **volcanoes / dolphins** near Toshima Island.
5 Habushiura Beach has **good / bad** waves for surfing.
6 The Glass Art Center is on **Niijima / Ōshima** Island.

D Pair work Think critically **Why do people like to visit the Izu Islands? Which island do you think is the best? Why?**

2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow

About | Hotels | Restaurants

Toshima Island

Near Tokyo, Japan



REVIEWS Write a review

144	Very good
70	Good
2	OK
0	Bad
0	Very bad



Haruto Aoki, Tokyo

★★★★★ 2 weeks ago

You have to see Toshima Island!

This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of photos of this wonderful place!

Glossary
wonderful (*adj*) really good

B Writing skills **Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A.**

You can use imperative verbs to give someone advice.
An imperative verb is a verb with no subject (e.g. *he*, *she*).

+ **Visit** Mount Miyatsuka – and **hike** to the top of the mountain.

– **Don't forget** to charge your phone!

Register check

People often use imperative verbs in informal writing to give advice.

In a website review: Hike to the top of the mountain.

People usually use verb forms with subjects in formal writing.

In a travel guide: You can hike to the top of the mountain.

Write it

C **Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.**

D Pair work **Read your partner's review. Do you want to visit your partner's place? Why or why not?**



9.5 Time to speak
Vacation plans

Lesson objective
- plan a vacation for someone

A **Discuss** Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.







B **Decide** Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C **Prepare** Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D **Agree** Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Useful phrases

Discuss
- I think Jim/Citra/Diego likes to … on vacation.
- What do you think Jim/Citra/Diego likes to do?
- My three ideas for Jim are …
- I agree. / I disagree.
- Let's think of one new idea for Citra.

Decide
- A good thing to do / place to go is …
- On the first day, they can …

Agree
- We're planning a vacation for …
- This is our plan.
- Our favorite plan is … because it's interesting/ fun/nice.

Review 3 (Units 7–9)

1 Vocabulary

A Write the words in the chart. There are five words or phrases for each group.

airport	clean my room	do homework	paint	take breaks
be on the subway	company	draw	play the guitar	take the bus
brush my hair	dance	meetings	sing	do the dishes
check in	destination	office	take a bath	workers

Activities around the house	Transportation/Travel	Skills	Work

B Add one more word or phrase to each group in exercise 1A.

2 Grammar

A Put the words in the correct order to make sentences.

1 my / right / cleaning / I'm / room / now _____ .
2 aren't / homework / doing / the children / their _____ .
3 bus / is / waiting / she / a / for _____ ?
4 days / hard / is / these / father / my / working _____ .
5 watching / TV / not / right now / they're _____ .
6 you / these / reading / what / days / books / are _____ ?

B **Pair work** Tell a partner two or three things you are doing these days, for example, what you're reading or watching on TV, what classes you're taking, or what games/sports you're playing.

C Complete the sentences with *can* or *can't*.

1 My brother usually goes out for dinner because he _____ cook.
2 I _____ swim really well. I usually swim in the evening after work.
3 Juan _____ speak four languages: Spanish, Portuguese, French, and Italian.
4 My sister _____ skateboard, and she doesn't want to learn.
5 I _____ drive a car. It's easy.
6 My grandfather _____ use a computer. He doesn't have one, and he doesn't want one.

D **Pair work** Talk to a partner. Say two things you can do and two things you can't do.

3 Speaking

A **Pair work** **You're going to play a guessing game with your partner. Follow the instructions.**

1 Work alone. Choose one of these places, but don't tell your partner: a room at home, an office, a classroom, a train or a bus, a car. Now, imagine you're in the place.

2 Talk to your partner. Say what you can and can't do in the place. Say what you're doing there now.

3 Your partner guesses the place. You can say, "Yes." or "No."

I can sleep here, and I can use my phone. I can't cook here, but I can go places. Right now, I'm studying here.

Is it a classroom?

No!

B **Write about your partner's place in exercise 3A. Describe what they can and can't do there.**

4 Functional language

A **Circle the correct answers.**

Robert Hi, Marina! [1] **I'm** / **It's** Robert.
Marina Hey, Robert! How are you [2] **do** / **doing**?
Robert Not [3] **bad** / **fine**, thanks. And you?
Marina [4] **I'm** / **It's** fine. What are you doing these days?
Robert Well, I'm planning a trip to Rio for five days.
Marina [5] **Oh, wow!** / **Oh no!** That's great!
Robert Yeah, and the hotel's a good price.
Marina Really? [6] **How much** / **When** is it?
Robert $268 a night.
Marina [7] **I don't think** / **I think** that's a good price. That's really, really expensive!
Robert [8] **I think** / **I think so** it's good. [9] **I mean** / **I say**, it's a five-star hotel.
Marina [10] **Oh.** / **Oh no!** [11] **Where** / **What** is it?
Robert In Copacabana.

5 Speaking

A **Pair work** **Choose one of the situations below. Talk to a partner. Have a conversation.**

1 Start a telephone conversation. Ask how your partner is and what they are doing these days. Look at page 70 for useful language.

Hi, Ji-un. How are you?

2 Imagine your dream office. Talk about things people can do there. Give your opinion about your partner's ideas. Look at page 80 for useful language.

There's a pool, and people can swim during breaks. I think it's important to exercise at work. What do you think?

3 You're at an airport and need information about prices, locations, and times. Look at page 90 for useful language.

Excuse me. How much are these travel guides?

B **Pair work** **Change roles and repeat the situation.**



10

Get ready

Unit objectives

- make outdoor plans for the weekend
- talk about what clothes to wear for different trips
- suggest plans for evening activities
- write an online invitation
- plan and present a fun weekend in your city

Start speaking

A Look at the photo. Where are the people going? How are they getting ready?

B How do you get ready for a trip or an event? For ideas, watch Yuri's video.



Real student

Do you get ready for a trip the same way as Yuri?

10.1 Midnight sun

Lesson objective
- make outdoor plans for the weekend


Fairbanks, Alaska

< Inbox

To: juana.gomez@mymail.com
From: amka94@grabmail.org
Subject: Your trip

Hi Juana,

You're going to be here next weekend! I'm very happy because you're going to see the midnight sun in Fairbanks. It's light for about 24 hours in June, so we can do lots of things outside – day and night!

So, here's the plan. On Friday evening, I'm going to **meet** you at the airport and then **take** you out to dinner. We're going to **eat** outside at Pike's Landing. It's my favorite restaurant.

On Saturday, we're going to **look at** art at the Museum of the North. And we can **go** shopping in the museum's gift shop. And then in the evening, we're going to **get together** with some of my friends and kayak on the Chena River. From there, we'll go to Pioneer Park and **take** a walk. Finally, we're going to **have** a picnic in the park – at midnight!

What else do you want to do? I'm not going to be home tonight, but we can talk tomorrow.

See you soon!

Amka

1 Language in context

A Pair work Look at the photo. Where is it? What time is it? What's unusual about it?

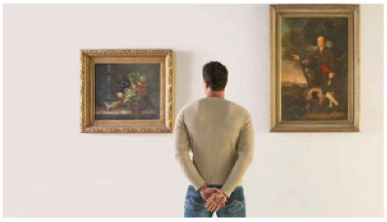
B Read the email and answer the questions.

1 Why is Amka happy?
2 What is the midnight sun?
3 When does Amka want to talk to Juana?

2 Vocabulary: Going out

A 10.01 Find these verbs in the email. Then complete the phrases with the verbs. Listen and check.

eat | get together | go | have | look at | meet | take (2x)



1 _____ art



2 _____ a walk



3 _____ someone out to dinner and _____ outside



4 _____ someone at the airport



5 _____ shopping



6 _____ with friends and _____ a picnic

B Now do the vocabulary exercises for 10.1 on page 153.

C Group work How often do you do the activities in exercise 2A? Tell your group.

3 Grammar: Statements with *be going to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Statements with *be going to*

I**'m going to be** home tomorrow.	I**'m not going to be** home tonight.
It**'s going to be** busy at the park.	It **isn't going to be** busy at the park.
You**'re going to meet** me at the airport.	My friends **aren't going to go** shopping.
We**'re going to get together** with some of my friends.	They**'re not going to eat** outside this weekend.

1 Use *be going to* to talk about **things you're doing right now** / **future plans**.

2 Make future statements with *be going to* + **verb** / **noun**.

B Complete the sentences with *be going to* and the affirmative or negative form of the verb in parentheses ( ).

1 I _____ (be) home tomorrow. I have to work at the office.

2 My parents _____ (take) me to lunch on Saturday. They're busy.

3 My friends and I _____ (go) on a trip to Rio next year. We have our tickets!

4 I _____ (study) a lot next week. I have an important test.

5 My friend _____ (meet) me tonight. She's sick.

C **Pair work** Change the sentences in exercise 3B so they're true for you. Then compare with a partner.

I'm not going to be home tomorrow. I have to go to class.

D Now go to page 140. Look at the grammar chart and do the grammar exercises for 10.1.

4 Speaking

A **Pair work** What can you do outside in your city? Make a list.

We can eat outside at a lot of restaurants.

True. And we can watch movies outside.

B **Pair work** Make outdoor plans with your partner for next weekend. Then share your plans with the class.

Next Saturday, we're going to have a picnic in ...



10.2 But it's summer there!

Lesson objective
- talk about what clothes to wear for different trips

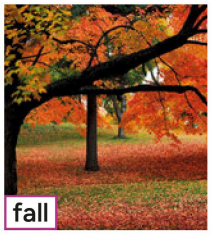
1 Vocabulary: Clothes; seasons

A 10.02 Listen and repeat the clothes. Then look at the people in your class. How many of the clothes can you see?

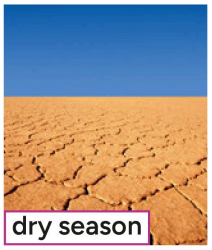
B 10.03 **Pair work** Look at the seasons below. Listen and repeat. What seasons do you have where you live? When are they?


spring


summer

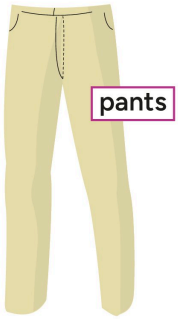

fall


winter


dry season


rainy season


hat


pants

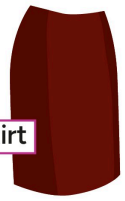

shirt

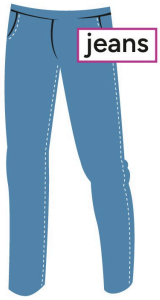

coat


shorts


dress


shoes


skirt


jeans


sweater


T-shirt


boots

C Now do the vocabulary exercises for 10.2 on page 153.

2 Language in context

A 10.04 Read and listen. Juana and her friend discuss Juana's trip to Alaska. What clothes do they talk about?

10.04 Audio script

Seiko So, are you ready for your trip? What clothes are you going to take?

Juana Yeah, I'm ready! I'm going to take a **coat**, and I need to buy a **hat**.

Seiko Really? But it's the **summer** in Alaska!

Juana Yes, but it's not hot in the summer in Fairbanks. It feels more like **spring** in the day and **fall** at night.

Seiko I see. So, are you going to take **pants** and some **sweaters**?

Juana Yes, I am. I need to buy some pants for hiking and a warm sweater.

Seiko And what kind of **shoes** are you going to take?

Juana We're going to walk outside a lot, so I guess I'll need to get some new **boots**.

Seiko Are you *really* ready for this trip?

Juana Well … no, I'm not! I need to buy a lot of clothes, and I don't want to spend much.

Seiko You can try the thrift store downtown.

Juana Yeah, but I don't have time. Oh, I know! I can borrow some of my sister's clothes.

Insider English

You can say, ***Oh, I know!*** when you think of a good idea or an answer to a problem.

Oh, I know! I can borrow some of my sister's clothes.

Glossary

borrow (*v*) get something from a person to use for a short time and then give it back

thrift store (*n*) a store that sells clothes people used in the past

B **Pair work** What season is it now? What clothes do you usually wear? For ideas, watch Luiz's video.



Real student
Are your answers the same as Luiz's?

3 Grammar: Questions with *be going to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions with *be going to*

yes/no questions		Information questions
Am I **going to see** you tomorrow?	Yes, you **are**. / No, you**'re not**.	**What are** you **going to take**?
Are you **going to buy** some sweaters?	Yes, I **am**. / No, I**'m not**.	**When are** you **going to leave**?
Is she **going to see** a friend?	Yes, she **is**. / No, she**'s not**.	**Where is** she **going to go**?
Are they **going to buy** new clothes?	Yes, they **are**. / No, they**'re not**.	**Who are** you **going to meet**?

1 For *yes/no* questions, use *is/am/are* + subject + ***going to*** + **verb** / **verb** + ***going to***.

2 For information questions with *be going to*, put the question word **before** / **after** *is*, *are*, or *am*.

B Now go to page 141. Look at the grammar chart and do the grammar exercises for 10.2.

C Put the words in the correct order to make questions.

1 are / going to / this weekend / what / you / do _____ ?
2 study / are / tonight / going to / you _____ ?
3 have / you / what / for dinner / are / going to _____ ?
4 on TV / going to / are / watch / you / what _____ ?
5 tomorrow / go / you / are / where / going to _____ ?
6 going to / your / next week / see / are / friends / you _____ ?

D **Pair work** Read the Accuracy check box. Then ask and answer the questions in exercise 3C with a partner.

Accuracy check

Do not use ***be going to*** in short answers.

Are you going to wear a dress to the party?
No, I'm not ~~going to~~. ✗
Yes, I am. ✓

4 Speaking

A Look at the trips. Choose two, and plan what clothes you're going to take with you.

- A two-week trip to Miami, Florida, in the summer. (29°C / 84°F)
- A one-week trip to Seoul, South Korea, in the winter. (–3°C / 27°F)
- A five-day trip to Vancouver, Canada, in the spring. (20°C / 68°F)
- A two-week trip to Manaus, Brazil, in the rainy season. (30°C / 86°F)

B **Pair work** Ask questions about your partner's trips.

Where are you going to go?

First, I'm going to go to Miami this summer.

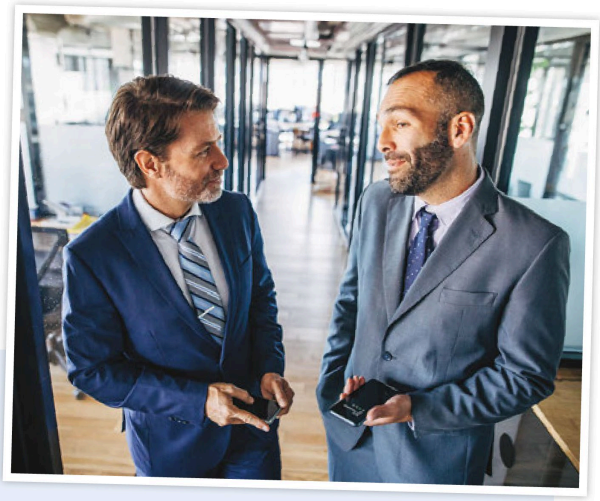
Oh, great! What clothes are you going to take?



10.3 Let's meet at the hotel

Lesson objective
- suggest plans for evening activities

1 Functional language



A Jonathan is in Mexico City for a meeting with his coworker, Antonio. They're making plans to go out in the evening. What do you think they are saying?

B 10.05 Read and listen. Where are Antonio and Jonathan going to have dinner? Where are they going to meet? What time are they going to meet?

10.05 Audio script

Antonio So, Jonathan, **why don't we go out tonight?**
Jonathan **OK, sounds good**.
Antonio Do you like Mexican food?
Jonathan I love it! Are there any good Mexican restaurants in town?
Antonio Um, in Mexico City? Yeah, I know one or two places!
Jonathan I'm sure you do!
Antonio There's a very good restaurant near your hotel. Why don't we go there?
Jonathan **Good idea**.
Antonio So **let's meet at the hotel**.
Jonathan OK. What time? Eight o'clock?
Antonio Um ... **I'm sorry, but I can't**. How about eight-thirty?
Jonathan **Yes, sure**.

C Complete the chart with expressions in **bold** from the conversation above.

Making suggestions	Accepting suggestions	Refusing suggestions
1 _____ go out tonight?	OK, 3 _____ good.	I'm sorry, 6 _____ .
2 _____ meet at the hotel.	Good 4 _____ .	Sorry, I'm busy.
	Yes, 5 _____ .	

D 10.06 Complete the conversations with words from exercise 1C. Listen and check. Then practice with a partner.

1 **A** _____ take a break.
B OK, sounds _____ .
2 **A** _____ have lunch?
B _____ , but I can't.
3 **A** Coffee?
B _____ idea.



2 Real-world strategy

Saying why you can't do something

After you say, *I'm sorry, but I can't*, you can give a reason with *I have to*.

Jonathan What time? Eight o'clock?

Antonio I'm sorry, but I can't. I have to go home first. How about eight-thirty?

A Read the information in the box above about saying why you can't do something. Why can't Antonio meet at eight o'clock?

B 10.07 Listen to a conversation. What are the man and woman going to do, and when?

C 10.07 Listen again. Why can't the woman have a meeting on Monday?

D Pair work Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying the letter *s*

A 10.08 Listen and repeat. How is the letter *s* different in the words?

/s/ **s**orry /z/ bu**s**y

B 10.09 Read and say the words below. Which sound does the letter *s* have? Write /s/ or /z/. Some words have two sounds. Then listen and check.

1 restaurants	3 tickets	5 station	7 jeans
2 movies	4 shoes	6 season	8 shorts

C 10.10 Pair work Listen and repeat the sentences. Focus on the /s/ and /z/ sounds. Then practice the sentences with a partner.

1 Are there any re**s**taurant**s** in town?
2 I'm **s**orry, but I can't. I'm bu**s**y tonight.
3 Are there any movie**s** on TV tonight?
4 Why don't we get ticket**s** at the **s**tation?

4 Speaking

Pair work Imagine your partner is in your town or city on a business or study trip. They are staying at a hotel in the city. Suggest something to do in the evening. Also suggest a place to go and a time to meet. Then change roles.

Let's go out this evening.

Good idea. Why don't we go to a restaurant? Do you like noodles?



10.4 A 24-hour city

Lesson objective
- write an online invitation

1 Listening

A **Pair work** Look at the city in the photos on pages 104 and 105. What do you think you can you do there?

B 10.11 **Listen for details** Listen to the start of a TV travel show about Montevideo. Which two cities does the woman talk about? Which two neighborhoods in Montevideo does she talk about?

C 10.11 **Listen for examples** Listen again. Check (✓) the places the woman says.

- ☐ restaurants
- ☐ places to go dancing
- ☐ hotels
- ☐ the ocean
- ☐ the beach
- ☐ museums

D **Pair work** **Think critically** The woman says, "This really is a day-and-night city." Look at the places in exercise 1C. Where do people usually go: in the day? at night? at night *and* in the day?

2 Pronunciation: Listening for *going to*

A 10.12 Listen to the sentences. Do you hear *going to* or *gonna*? Circle the correct words.

1 I'm not **going to** / **gonna** go dancing now.
2 We're **going to** / **gonna** walk by the ocean in Old City.

B 10.13 Listen. What do you hear? Circle *going to* or *gonna*.

1 **going to** / **gonna**
2 **going to** / **gonna**
3 **going to** / **gonna**
4 **going to** / **gonna**

C People often use *gonna* in informal conversations. Circle the correct answer.

People often say *gonna* when they are **at work** / **talking to friends.**



3 Writing

A Read the online invitation. What does Ramon say his friends can wear? Which night is a surprise?



You're **invited**!

Event Montevideo Nights

Host Ramon

When Friday and Saturday, December 19–20

Where Montevideo, Uruguay

Meet Hotel Central, Friday, December 19 at 9:30 p.m.

This is a city that never sleeps. You're not going to sleep, either! ★☾😃 Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighborhood. Then we're going to go dancing – all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic – a breakfast picnic. 😃 And then why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to ... well, it's a surprise! 😲 See you Friday night!

Glossary

sunrise (*n*) early in the morning, when the sun is first in the sky

surprise (*n*) something you don't know about

B Writing skills **Look at the contractions in two of Ramon's sentences below. Then underline all ten contractions in his message. Work with a partner and say the full forms.**

You're not going to sleep, either! (You're = You are)

Don't be late! (Don't = Do not)

Register check

Many speakers of English use contractions in informal writing. In formal writing, people often use the full forms.

Write it

Find it

C **Plan an exciting day or night out for your friends. You can look online for ideas. Then write an online invitation. Use Ramon's invitation as an example. Describe where you are going to go and what you are going to do. Use contractions.**

D Group work **Read the other invitations in your group. Which events do you want to go to? Why?**



10.5 Time to speak

48 hours in your city

Lesson objective

- plan and present a fun weekend in your city








A **Prepare** Look at the photos. Can you do these things in your country? When can you do them? Think about seasons, days, and times of day.

B **Research** Work with a partner. Choose a season or a month. Think of fun things to do in your city in that season/month during the day, at night, and outside. Write a list.

C **Agree** Plan a fun weekend (48 hours) in your city. Choose activities from exercise B. Make a plan for Saturday and Sunday.

D **Discuss** Work with another pair and compare your plans. Ask and answer questions about their plan.

E **Present** With your partner, present your 48-hour plan to the class. Which plan do you want to do?

Useful phrases

Research

- Let's talk about the summer / February / the rainy season.
- What fun things can we do during the day? at night? outside?

Discuss

- We're going to have breakfast in the park.
- Are you going to have a picnic?

Present

- We're planning a fun weekend in (season/month).
- First, we're going to ...
- On Saturday/Sunday, ...



11

Colorful memories

Unit objectives

- describe people, places, and things in the past
- talk about colors and memories
- talk about movies and actors
- write an email about things you keep from your past
- talk about TV shows from your childhood

Start speaking

A Look at the photo. Where are the boys? How old are they now?

B Are the boys happy? Why or why not?

C Talk about a happy time in your life. For ideas, watch Joao's video.



Real student

What time does Joao talk about? Do you remember the same time?

11.1 Flashback Friday

Lesson objective
- describe people, places, and things in the past

1 Language in context

A Mason writes about two old photos from his past. Read his posts and the comments. Circle the topics he writes about.

his school	his first job
the season	a toy
his family	his favorite food

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Flashback Friday is for photos from the past.
- ☐ 2 The yard is at Mason's parents' house.
- ☐ 3 Bethany is Mason's friend now.
- ☐ 4 Mason drives a car these days.

Mason Clark It's Flashback Friday! Here are two of my favorite memories from 2009. I was eight. This was in the summer. I was with my sister, and we were on vacation at my grandparents' house. My parents weren't there. It was **exciting**! **#flashbackfriday #2009 #summervacation**



Fay L. Wright You were really **cute**!

Bert Chow Your grandparents' yard was **beautiful**!

Mason Clark Yeah, it was **wonderful**. It was usually **quiet**, but not in the summer. We were **noisy** kids!

Mason Clark And this was my old go-kart. My grandpa made it for me. Well, it wasn't old in 2009 – it was **new** then! It was **slow**, but to me, at eight, it was really **fast** and exciting. **#go-kart #2009 #bestgrandparents**



Sam Lopez My go-kart was **awful**, but yours is great.

Bethany Clark Hey, Mason is still driving it today! 😂

Mason Clark Don't listen to my sister! I have a real, *fast* car now. 😃

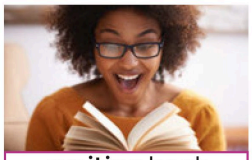
13 2

Glossary
memories (*n*) things you think about from your past
yard (*n*) the outdoor area in front of or behind a house

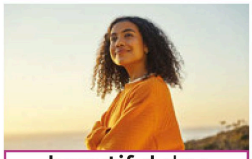
2 Vocabulary: Describing people, places, and things

A 11.01 Listen and repeat the adjectives in **bold**. Which adjectives in Mason's posts describe people, places, and things?


new shoes

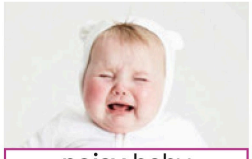

exciting book


cute dog


beautiful day

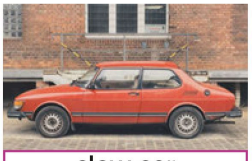

wonderful vacation


awful day


noisy baby

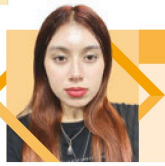

quiet baby


fast car


slow car

B Now do the vocabulary exercises for 11.1 on page 154.

C **Group work** Think about a person, place, or thing from your past. Describe it to your group. Use the adjectives in exercise 2A. For ideas, watch Mariana's video.



Real student
Is Mariana's memory happy? Is your memory happy, too?

3 Grammar: Statements with *was* and *were*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Statements with *was* and *were*

I **was** in the yard.	I **wasn't** in the house.
She **was** on time.	He **wasn't** on time.
It **was** new.	It **wasn't** old.
They **were** fast cars.	They **weren't** slow cars.
We **were** on vacation.	You **weren't** on vacation.

1 Use *was* and *were* to talk about people, places, or things in the **past** / **future**.

2 *Was* and *were* are the simple past forms of **go** / **be**.

3 *Was* and *were* are **affirmative (+)** / **negative (–)**.

4 *Wasn't* and *weren't* are **affirmative** / **negative**.

B Read another Flashback Friday post. Complete the post with *was*, *wasn't*, *were*, or *weren't*.



Ethan Collins
March 14 at 3:37 p.m.

I remember a visit to my uncle's farm in August 2005. It [1] _____ a big farm – just a nice, small one. There [2] _____ a lot of animals, only ten or fifteen. They [3] _____ farm animals, not pets, so they [4] _____ friendly, but my uncle's dog [5] _____ really nice. He [6] _____ only two or three, so he [7] _____ very old, but he [8] _____ smart. His real name [9] _____ Jake, but my name for him [10] _____ "Fluffy Duffy." It's an awful name, but I [11] _____ seven at the time, and to me, Fluffy Duffy [12] _____ a beautiful name! We [13] _____ great friends.

#flashbackfriday #2005 #bestfriend

35 8



Fluffy Duffy

Glossary
remember (*v*) think about something from the past

C ▶ Now go to page 142. Look at the grammar chart and do the grammar exercises for 11.1.

D **Pair work** Write sentences with *was* or *were* and the words below. Then check your accuracy. Which sentences are true for you? Compare with a partner.

When I was a child ...

1 my friends / wonderful _____ .

2 my hometown / beautiful _____ .

3 my brother's car / awful _____ .

4 my cat / really cute _____ .

Accuracy check

Do not forget to use ***was, wasn't, were,*** or ***weren't*** before adjectives when describing the past.

He cute. ✗
He was cute. ✓

4 Speaking

A Choose one or two of your memories. Think about the ideas below or your own ideas. Write notes.

ages animals the people the place the season the year things

B **Pair work** Talk about your memories. You can begin, "I remember ..."

I remember my sister's birthday party. It was July 2012. She was 13. The party was very noisy, and ...

11.2 Our old phone was white

Lesson objective
- talk about colors and memories



1 Language in context

A **Pair work** Look at the photo of the child. Describe it with one word.

B 11.02 Emilio talks to his wife, Paula. Read and listen. Where was Emilio in the picture? Which rooms does Paula remember?

11.02 Audio script

Emilio Here's another picture of me.

Paula Cute! How old were you?

Emilio I don't know. Two?

Paula And where were you? Were you at home?

Emilio No, I wasn't, because our phone was **black**. Hmm ... so where was the **green** phone? Oh, yeah! It was at my grandparents' house, in the kitchen.

Paula Hey, I remember our old phone, too. It was **white**.

Emilio Wow, you remember the color, too! Was it big? Our old phone was *really* big.

Paula Yeah, it was. I remember a lot! The phone was in the living room, next to the couch. The couch was **brown**. And the living room walls were **orange**. Oh, yeah, and my bedroom walls were **pink** and green. Yuck! It's really easy to remember the colors of things – even ugly colors!

Glossary
ugly (*adj*) not nice to look at

C 11.02 Read and listen again. Then answer the questions.

1 How many phones does Emilio talk about?

2 Paula remembers the color of her phone, living room walls, bedroom walls – and which other thing?

Insider English

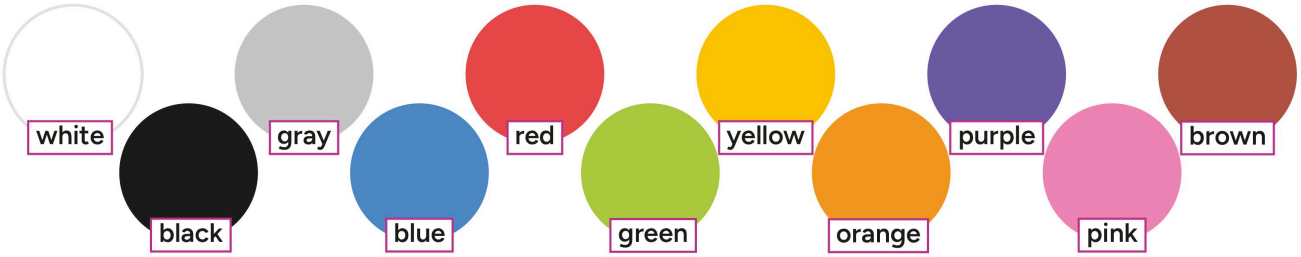
You can say, *Oh, yeah*, when you remember something.

Where was the green phone? **Oh, yeah!** It was at my grandparents' house.

Oh, yeah, and my bedroom walls were pink and green.

2 Vocabulary: Colors

A 11.03 **Pair work** Listen and repeat the colors. Which colors are in the conversation above? What's your favorite color?



B Now do the vocabulary exercises for 11.2 on page 154.

C **Pair work** Tell your partner the colors of two things from your home.

3 Grammar: Questions with *was* and *were*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions with *was* and *were*

yes/no questions	Information questions
Were you at home?	How old **were** you?
No, I **wasn't**.	I **was** two.
Was the phone in the kitchen?	What color **were** the walls?
Yes, it **was**.	They **were** orange.

1 In *yes/no* questions, *was* and *were* go at the **beginning** / **end** of the question.

2 In information questions, *was* and *were* go **before** / **after** the question word(s) (*How old, What, When, Where).*

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

1 color / your old phone / was / what _____ ?

2 was / where / the phone _____ ?

3 in the kitchen / the refrigerator / was _____ ?

4 the walls / color / what / in the kitchen / were _____ ?

5 big / were / the bedrooms _____ ?

6 your home / nice / was _____ ?

C Now go to page 142. Look at the grammar chart and do the grammar exercises for 11.2.

4 Speaking

A Draw a picture or plan of a room in your house from your past. Include furniture and your favorite things.

B **Pair work** Work with a partner. Ask and answer questions about your rooms.

This is the bedroom. There was a bed, a desk, and two windows.

What color was the bed?

My bed was white.



11.3 I have no idea

Lesson objective
- talk about movies and actors



1 Functional language

A Look at the photo of the woman. Do you know her name? What else do you know about her?

B 11.04 Read and listen. What does the man want to remember? Does he remember it?

11.04 Audio script

A I'm going to watch *Dune* tonight.
B The movie?
A Yeah. With Timothée Chalamet and … who was the other actor? The woman?
B Um, **I have no idea.**
A She's young … and really cool!
B Sorry, **I'm not sure.**
A Her name begins with Z, **I think.**
B Let me think. **Maybe** it's Zoe Saldaña? No, she's not in it. I know all her movies! Why don't we look online?
A Good idea. Let's see … *Dune* actors … Zendaya!
B Oh, yeah. That's right.
A What was the superhero movie she was in? Was it *Ant-Man*?
B Oh no … Not again!

Glossary
actor (*n*) a man or woman in a movie, TV show, or play

C Complete the chart with expressions in **bold** from the conversation above.

Expressing uncertainty	
Very unsure	**A little unsure**
I have [1] _____ .	Her name begins with Z, I [3] _____ .
I'm [2] _____ .	I think her name begins with Z.
I don't know.	[4] _____ it's Zoe Saldaña?

D 11.05 **Pair work** Complete the conversations with the correct words in the box. Listen and check. Then practice with a partner.

don't Maybe no not think

1 **A** When was the movie *Dune* in theaters?
B I _____ know.
_____ it was in 2022?
2 **A** How many movies is Zendaya in?
B I have _____ idea.
3 **A** Where was Melinda yesterday?
B I _____ she was at home.
4 **A** Where are the restrooms?
B Sorry, I'm _____ sure.



2 Real-world strategy

Taking time to think

When you need time to think about an answer, say, *Let me think*, *Uh*, or *Um*.

Um, I have no idea.

Let me think. Maybe it's Zoe Saldaña?

A Read the information in the box about taking time to think. Which <u>two</u> expressions does the woman use?

B 11.06 Listen to a conversation. What is the man sure about? What <u>isn't</u> he sure about?

C 11.06 Listen again. Which <u>two</u> expressions does the man use when he needs time to think?

D Pair work Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying /oʊ/ and /ɑː/ vowel sounds

A 11.07 Listen and repeat the words. How are the vowel sounds different?

/oʊ/ kn**o**w /ɑː/ n**o**t

B 11.08 Listen. Write **A** for words with /oʊ/, for example, *know*. Write **B** for words with /ɑː/, for example, *not*.

1	don't ___	**3**	no ___	**5**	home ___
2	on ___	**4**	go ___	**6**	concert ___

C 11.09 Pair work Look at the letters in **bold** below. Listen and repeat. Then practice the conversations with a partner.

1 **A** Was M**o**na at the c**o**ncert yesterday?
B N**o**, she wasn't. She was at h**o**me.

2 **A** Where is Leonard**o** DiCaprio fr**o**m?
B I have n**o** idea.

3 **A** D**o**n't g**o**!
B S**o**rry, I have to g**o** h**o**me.

4 **A** Are we **o**n the right bus? It's very sl**o**w.
B I d**o**n't kn**o**w.

4 Speaking

Group work Think of a movie. Ask other people in your group about the actors in it. Then change roles.



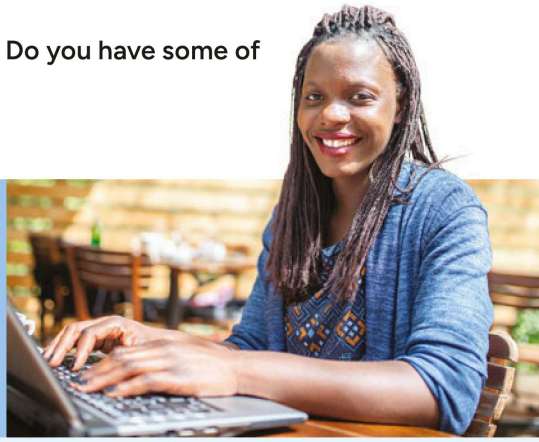
11.4 Things we keep

Lesson objective
- write an email about things you keep from your past

1 Reading

A Look at the photos. What things can you see? Are the things old or new? Do you have some of these things?

B Read for main ideas Read the post. What is it about?



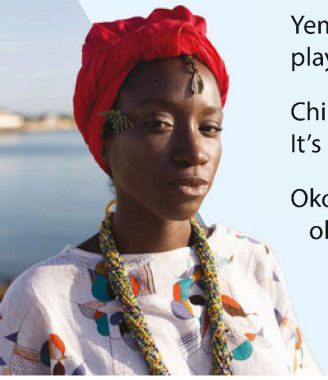
Picture it

Adaku Bello is a writer for *Nigeria Now*, an online magazine about her country. She travels all over the country. Today she takes a break to tell readers about her favorite memories on the job.

I have many favorite memories. They are all about people … and their things! After I interview a person for a story, I often ask personal questions. My favorite question is, "What's your favorite thing?" It's a simple question, but the answers are always interesting. Many favorite things are old. People around the country keep things from childhood, like toys, clothes, books, and games. These were their first favorite things.

I have hundreds of photos of the things people keep. Which photo is my favorite? I can't choose one, but here are a few.



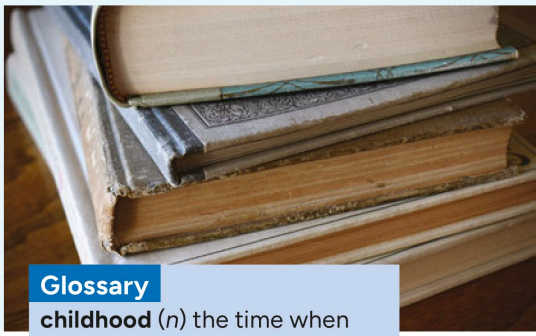


Yemi has many toy cars. They were birthday gifts. They're old, but he plays with them today – with his son and daughter!

Chinara has a favorite scarf from her childhood. She still wears it. It's special because it was her grandmother's.

Okoro and Monifa keep books from their childhood. The books are old, and the stories in them are older!

What's my favorite thing? I travel, so I don't keep many things. My memories are my favorite things!



Glossary
childhood (*n*) the time when you were a child
keep (*v*) have something for a long time

C Read for detail Read again. Then read these sentences from the article. What do the underlined words mean? Circle the answers.

1 These were their first favorite things.
These = **a** children **b** birthday gifts **c** things from their childhood

2 They're old, but he plays with them today.
They and **them** = **a** toy cars **b** clothes **c** games

3 She still wears it.
it = **a** Chinara's childhood **b** Chinara's grandmother **c** Chinara's scarf

4 The stories in them are older.
them = **a** stories **b** books **c** Okoro and Monifa

D Pair work What things do you keep? Why? Do you keep the same things from the article, too? Tell a partner.

2 Writing

A Read Angie's email to her brother. What things from the past does she find in a box?

< Inbox

Hi Eddie,

Do you remember this postcard? It was in a box under my bed. It was from Grandpa Bowman in 1989. He was in Saudi Arabia. His postcards were always exciting, and this one was my favorite. The desert is really beautiful. Do *you* have any of his old postcards?

There was also a lot of homework from my school days in the box. Hey, I was smart! Well, usually. My math homework was awful! 😱 I don't think I want to keep it.

Your old soccer ball was in the box, too. ⚽ Why do I have it? I don't know. There's some writing on it. Maybe it's the autograph of a famous soccer player. Do you want it?

Love,

Angie

Glossary

autograph (*n*) name in handwriting, usually of a famous person



Register check

Use emojis in texts, social media posts, and informal emails. Do not use them in formal emails, for example, emails for college or work.

My math homework was awful! 😱

B Pair work Think critically Why does Angie's email have three paragraphs?

C Writing skills Read the topic sentence from the email below. The topic sentence tells you what the paragraph is about. Read the email again and underline the three topic sentences.

Do you remember this postcard? (= this paragraph is about a postcard.)

Write it

D Imagine you have a box of old things from your childhood. Write an email to a friend about two or three things in the box. Use a new paragraph for each thing. Write a topic sentence for each paragraph. You can use emojis.

E Pair work Read your partner's email. What interesting things do they write about in the email?



11.5 Time to speak

TV memories

Lesson objective

- talk about TV shows from your childhood



A **Prepare** Work with a partner. Talk about old TV shows you remember from your childhood. Write notes.

B **Agree** Compare your ideas with other students. Which shows do a lot of people remember?

C **Discuss** Choose a TV show from your conversations in exercise A or B. What do you remember about it? Talk about the names, places, and things in the show.

Find it

D **Prepare** Prepare a presentation about your TV show from exercise C. Include the ideas below and your own ideas. You can go online and find information you don't remember.



E **Present** Present your memories of the TV show to the class with your partner. Which shows does everyone remember?

Useful phrases

Discuss

- I remember … from my childhood.
- What about you?
- Let's talk about the characters in …
- What were their names?
- I liked that show because …

Agree

- What do you remember?
- A lot of people / I remember …

Present

- We're talking about …
- Our show was really popular.
- It was on TV in (year).



12

Stop, eat, go

Unit objectives

- talk about snacks and small meals
- talk about meals in restaurants
- offer and accept food and drink
- write a restaurant review
- create a menu for a restaurant

Start speaking

A Which meal do you think these people are eating: breakfast, lunch, or dinner? Is it a big meal or a small meal? Are they enjoying their food?

B For a good meal, you need good food – and what else? Do you see these things in the photo?

C Talk about a good meal you remember. You can talk about where and when it was, who you were with, and why it was good.

12.1 Backpacking and snacking

Lesson objective
- talk about snacks and small meals

1 Vocabulary: Food and drink (1)

A 12.01 **Pair work** Listen and repeat. Then choose something you want to eat now.


apple


banana


beef


bread


butter


cheese


chicken


coconut


crackers


lamb


orange


pineapple


potato


sandwich


soup


tomato

> **!** To make these words plural, add *-s* or *-es*:
> banana → bananas tomato → tomatoes sandwich → sandwiches
> Some nouns are non-count, for example, ***cheese*** and ***soup***.

B Now do the vocabulary exercises for 12.1 on page 155.

C **Pair work** Look at the photos in exercise 1A and find:
- seven words for fruit and vegetables
- three words for meat
- two words for dairy products
- two words for grain products
- two words for small meals

2 Language in context

A Read the post. Where is Tyler? Where was he last week?

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Tyler ate a lot on the trip.
- ☐ 2 There was meat in Tyler's sandwich.
- ☐ 3 There were dairy products in Tyler's breakfast, lunch, and dinner.
- ☐ 4 There are meat and fruit in pho.



Travel With Tyler



Hello from Ho Chi Minh City, Vietnam! I'm happy to be here after a really long trip. Yesterday, I took the bus from Nha Trang. I ate a little before the trip – just some **bread** and **butter**. Then I was on the bus for over eight hours. We stopped in a lot of places, but I stayed on the bus because I was tired. I ate some **crackers** and a **banana**, and I drank a bottle of warm water (yuck!)

I arrived in Ho Chi Minh City in the afternoon, and I was *really* hungry. I had dinner at the bus station! I went to a food stand, and I bought a banh mi. It's a **sandwich** with bread, **chicken**, and vegetables. I needed it! And I liked it – I'm going to eat it again tomorrow.

Vietnamese food is great. Last week, in Hanoi, I tried pho. It's a **soup** with **beef** and noodles. I love the fruit in Vietnam, too, but because I'm "backpacking and snacking," it's not always easy to eat. You can't eat **pineapples** and **coconuts** on a bus!

Glossary
food stand (*n*) a place to buy food on the street
hungry (*adj*) wanting or needing to eat

3 Grammar: Simple past affirmative

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple past affirmative

Regular	Irregular
I **arrived** on time.	Yesterday, I **took** the bus to the city.
She **arrived** at 9:00 a.m.	He **had** some soup in the afternoon.
They **wanted** sandwiches for lunch.	I **drank** a bottle of warm water.
We **listened** to music on the bus.	You **ate** some crackers.

1 Simple past regular verbs end with **-ed / -es**.
2 Irregular verbs **have / don't have** spelling rules.
3 The spelling for regular and irregular verbs **changes / doesn't change** for each subject (*I*, *she*, *he*, *it*, *they*, *we*, *you*).

! Irregular past simple verbs do not end in ***-ed***. For example, ***I took the bus***, not ***I ~~taked~~ the bus***.
eat → ate drink → drank have → had go → went take → took buy → bought
Go to the inside back cover to see more irregular verbs.

B Read the information about irregular verbs in the Notice box. Then circle the correct words.

1 It was a really big sandwich, but I **ate** / **eat** it all.
2 We **have** / **had** fish for dinner last night.
3 She **buy** / **bought** food at the supermarket.
4 I was hungry and really **needed** / **need** some food.
5 We **arrive** / **arrived** at the restaurant at 5:30, but it wasn't open.
6 He **drinks** / **drank** a pink fruit juice last night.

C Now go to page 143. Look at the grammar charts and do the grammar exercises for 12.1.

D Pair work Complete the sentences so they're true for you. Then compare with a partner.

1 For breakfast, I ate _____, and I drank _____.
2 Last week, I bought _____ at the supermarket.
3 The last movie I watched was _____.
4 Last weekend, I went to _____ with _____.

4 Speaking

A Pair work Talk about the food in exercise 1A on page 118. Say which things you like and which you don't like. For ideas, watch Bianca's video.



Real student
Do you like / not like the same things as Bianca?

B Pair work Give examples of snacks and small meals you ate last week. Ask your partner questions about what they ate.

Yesterday, I had lamb for dinner.
Was it good?



12.2 What did you eat?

Lesson objective
- talk about meals in restaurants

1 Vocabulary: Food and drink (2)

A 12.02 Look at the photos. Listen and repeat.

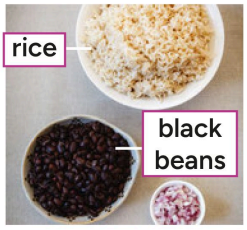
B **Pair work** Which things in exercise 1A are drinks? Which are desserts? Which ones do you like? Which don't you like?

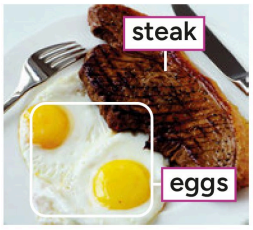
C Now do the vocabulary exercises for 12.2 on page 155.

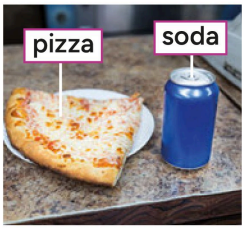
D **Group work** What do you usually eat and drink for breakfast, lunch, and dinner? Tell your group. For ideas, watch Jirapat's video.

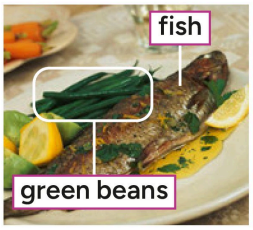


Real student
What's Jirapat's food routine? Is your routine the same or different?

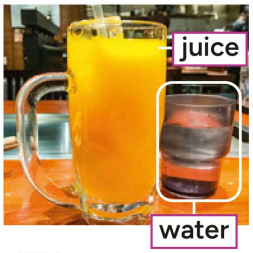












2 Language in context

A 12.03 Lana and Miyu are writing an online restaurant review. Read and listen. Did they like their meal?

B 12.03 Read and listen again. What did Lana and Miyu eat? What did they drink?



12.03 Audio script

Lana Where's our dessert? It's slow here.

Miyu I know. Let's write a review on my phone while we wait.

Lana Good idea. Did you like your meal?

Miyu Yes, I did. The **steak** and **green beans** were great. But I didn't like the potatoes because they were cold. Let me type that. OK. What did you think of your food?

Lana Well, the **fish**, **rice**, and **black beans** were wonderful, but I didn't drink my **soda**. It was warm. You can write that. What did **you** drink? Did you have soda?

Miyu No, I didn't. I just had **water**.

Lana You don't need to write about the water.

Miyu True! So, how many stars should we give?

Lana Let's see ... great fish, steak, rice, and beans, but cold potatoes and warm soda. Maybe three stars?

Miyu Done! Wait ... the server is coming with dessert. Wow! Look at our **chocolate cake** and **ice cream**!

Lana Yum! Let's change three stars to five stars!

Insider English

Some people use ***waiter*** for a man and ***waitress*** for a woman. But many people use the word ***server*** for a man or a woman.

3 Grammar: Simple past negative and questions

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple past negative and questions

Negative statements	*yes/no* questions	Information questions
I **didn't like** the potatoes.	**Did** you **have** soda?	**What did** you **drink**?
She **didn't drink** soda.	Yes, I **did**. / No, I **didn't**.	**Why did** she **order** fish?
They **didn't eat** at the park.	**Did** she **like** the potatoes?	**Where did** they **eat**?
We **didn't try** the cake.	Yes, she **did**. / No, she **didn't**.	**When did** they **write** a review?
	Did they **eat** ice cream?	
	Yes, they **did**. / No, they **didn't**.	

1 To make negative statements in the simple past, use **did** / **didn't** + verb.
2 In simple past *yes/no* questions, use **did** / **didn't** + subject + verb.
3 In simple past information questions, use question word + **did** + **subject** + **verb** / **did** + **verb** + **subject**.

B **Pair work** Complete the conversations with the correct simple past form of the verbs in parentheses ( ). Then practice with a partner and make the answers true for you.

1 **A** _____ you _____ (eat) breakfast?
B Yes, I _____ .
2 **A** What _____ you _____ (have) for lunch?
B I _____ (eat) an egg sandwich. I _____ (not have) a drink.
3 **A** _____ your friends _____ (go out) for dinner last night?
B No, they _____ . They _____ (not want) to go out.
4 **A** What _____ your sisters _____ (buy) at the mall?
B Nothing! They _____ (not find) the new boots they wanted.
5 **A** _____ your teacher _____ (give) you homework yesterday?
B No, she _____ . I _____ (not have) homework last night.

C Now go to page 144. Look at the grammar charts and do the grammar exercises for 12.2.

D **Pair work** Write questions with these words. Use your ideas for the words in parentheses ( ). Then ask and answer the questions with a partner.

what / do / (time or day) | have (food item) / for (meal) / yesterday | where / go / (time or day)

4 Speaking

A **Pair work** You're going to ask your partner about a meal they had in a restaurant last month. Ask the questions in the box below. Then think of two more questions.

What did you eat?	What did you drink?
Where did you eat?	Was the food expensive?
Did you have dessert?	Did you like the restaurant?
Did you wait for a table?	Who did you eat with?

B **Pair work** Ask and answer the questions from exercise 4A about a meal you ate last month.

Where did you eat?

I had dinner at The Fish Dish.

12.3 Please pass the butter

Lesson objective
- offer and accept food and drink



1 Functional language

A 12.04 **Elisa has dinner in two different places on different nights. Read and listen to two conversations. What food and drink does Elisa want? What doesn't she want?**

12.04 Audio script

1

Elisa I really like this fish, Dan. It's so good!
Dan Thanks. **Do you want** some more?
Elisa Yes, please. Thanks. **Can I have** some bread, please?
Dan **Of course.** Here. **Would you like** some potatoes?
Elisa No, thanks, but **please pass** the butter.
Dan OK. **Here you are.**

2

Server **What would you like to eat?**
Elisa **I'd like** the chicken and rice, please.
Server **All right.** And what would you like to drink?
Elisa **Do you have** iced tea?
Server Yes. **We have** small and large iced teas.
Elisa I'd like a large iced tea, please. It's so hot today!



Glossary
more (*det*) another piece (of fish, for example)
iced tea (*n*) cold tea

B **Complete the chart with expressions in bold from the conversations above.**

Offering food and drink	Requesting food and drink
1 _____ some more?	4 _____ some bread, please?
2 _____ some potatoes?	5 _____ the butter.
3 _____ to eat? / to drink?	6 _____ the chicken and rice, please.
What would you like for dessert?	7 _____ iced tea?

Responding to requests

Of 8 _____ .
Here. / Here 9 _____ .
All 10 _____ . / OK.
11 _____ small and large iced teas.

C 12.05 **Pair work** **Put the two conversations in the correct order. Listen and check. Then practice with a partner.**

1
___ Yes, please. It's good!
___ OK. Here you are.
___ Would you like some more chicken?
___ And please pass the potatoes.

2
___ No, sorry.
___ What would you like for dessert?
___ I see. OK, I'd like ice cream and coffee, please.
___ Let me think. Do you have chocolate cake?

2 Real-world strategy

Using *so* and *really* to make words stronger

Use *so* before adjectives to make them stronger. Use *really* before some verbs to make them stronger, for example, *like, love, don't like, need (to), want (to), have to.*

Elisa I really like this fish, Dan. It's so good!

Elisa I'd like a large iced tea. It's so hot today!



A Read the information in the box above about making words stronger. What adjectives does Elisa use with *so*? What verb does she use with *really*?

B 12.06 Listen to a conversation. What does the man ask for?

C 12.06 Listen again. What words does the man use after *so* and *really*?

3 Pronunciation: Saying /h/ and /r/ sounds

A 12.07 Listen and repeat the words. Focus on the /h/ and /r/ sounds. How are they different?

/h/ have /r/ really

B 12.08 Listen. What sound do you hear? Write /h/ or /r/.

1	___ ear	3	___ ight	5	___ appy	7	___ ad
2	___ ave	4	___ ead	6	___ ice	8	___ ed

C 12.09 Pair work Listen. Then practice the conversations with a partner. Does your partner say /h/ and /r/ clearly?

1 **A** How is your food?
B It's good. I really like this rice.

2 **A** Where did you go last night?
B We had dinner at The Happy Home restaurant.

3 **A** How did you hear about us?
B I had an email from a friend. He really likes the food here.

4 Speaking

A Pair work Have a conversation. Use exercise 1C on page 122 as an example. Choose <u>one</u> of these situations:

- You're at a friend's home. One person offers food. The other person asks for things.
- You're at a restaurant. One person is a server. The other person orders a meal.
- You're at a café. One person is a server. The other person orders a drink and a snack.

Would you like some chicken, Matias?

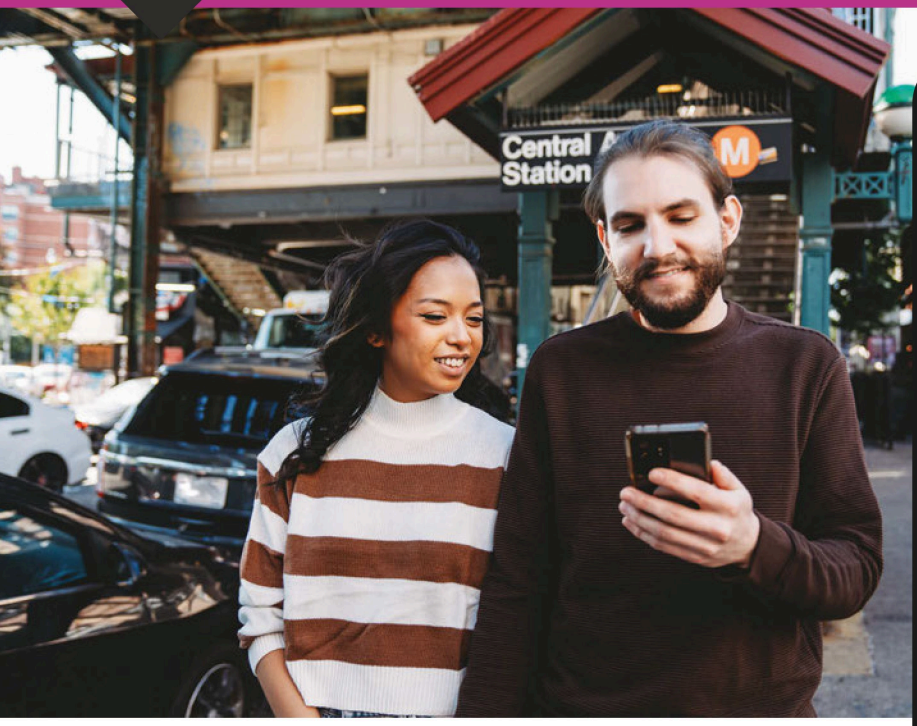
Yes, please.

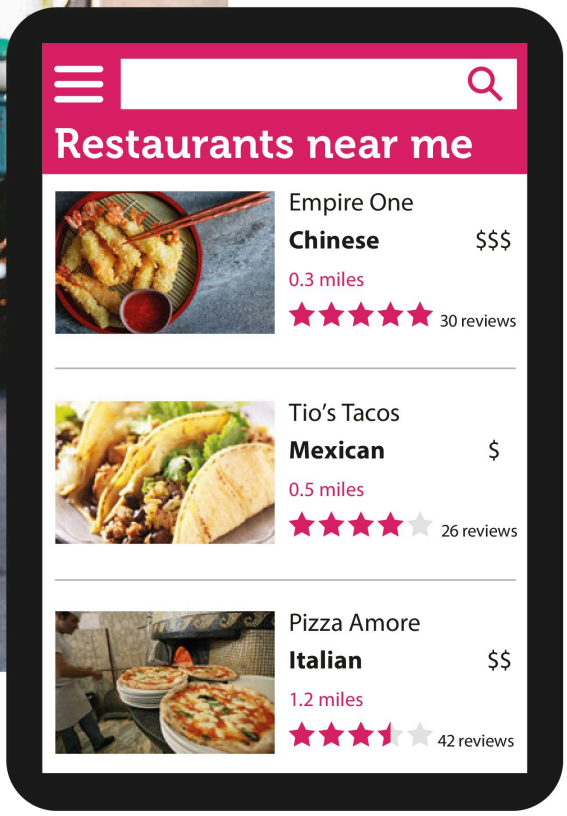
B Group work Have your conversation again, in front of another pair. Listen. What situation in exercise 4A is it? What food and drink do they talk about?



12.4 What did the reviewers say?

Lesson objective
- write a restaurant review





1 Listening

A Look at the photos. What are the people doing? When do you use similar apps?

B 12.10 **Listen for details** Listen to the conversation. What food does Mara want to eat?

C 12.10 **Listen for supporting details** Circle the reasons for each statement. Sometimes, there is more than one answer.

1 Eric wants to eat at a restaurant near where they are.
   a He's tired of walking. **b** His favorite restaurants are in the area. **c** He's hungry.

2 Mara and Eric don't go to Fish Around.
   a Mara doesn't like fish. **b** Mara ate there in the past. **c** Eric had a bad meal there.

3 They don't go to Kayla B's Kitchen.
   a The food was bad. **b** It took a long time to get food. **c** The restaurant isn't new.

4 They go to Tio's Tacos.
   a It has good reviews. **b** Mara had a good meal there before. **c** It's Eric's favorite restaurant.

2 Pronunciation: Listening for *Do you want to ... ?*

A 12.11 Listen and repeat. Focus on the underlined words. How is the pronunciation different to the written words?

1 Where do you want to eat? 2 Do you want Chinese, Mexican, or Italian food?

B 12.12 Listen to three speakers. How do they say *want to*? Match the speaker (1–3) with the pronunciation (a–c).

a wanna ___ **b** /dʒu/ want ___ **c** /dʒu/ wanna ___

3 Writing

A Read two reviews of the restaurant Fish Around. What did Frank and Julieta eat? What was their favorite thing?

Fish Around

Los Angeles, United States

$$ Fish ★★★★☆ 98 reviews



Frank B. ★★★★☆

Los Angeles, U.S.A. This is a nice restaurant. It's big, and it has a lot of windows, so it's very light. There are some tall plants in the dining area, but it isn't a "forest." I had vegetable soup, fish, and rice. The soup was good. I love fish, and the fish was great! My brother had fish and vegetables, and he liked his meal, too. We both had dessert. He had cake and I had ice cream. The servers were so friendly. We were really happy with our meal, and it wasn't expensive.

Julieta F. ★★★☆☆

Buenos Aires, Argentina I think this is a good restaurant, but I didn't choose it. My friends like fish, so they wanted to eat here. I like meat, but there wasn't any meat on the menu. Was the food good? Well, my friends liked it. They had fish, vegetables, rice, and dessert. I had fish and potatoes. The potatoes were OK. The fish was … well, it was fish! For dessert, I had pineapple cake and coconut ice cream. Wow! It was so good! I'm giving this restaurant three stars because the dessert was so great. The servers were nice. The price was OK – not cheap, but not expensive.

B Pair work Think critically Did Frank and Julieta like their meals? Why or why not?

C Read the sentences from the reviews. Underline the things the people ate.

My brother had fish and vegetables.

I had vegetable soup, fish, and rice.

D Writing skills Read the rules about writing lists below. Circle the correct answers. Use the sentences in exercise 3C to help you. Then underline all the lists of food in the reviews.

1 To list two things, you can join them with *and*. **Do** / **don't** use a comma (,) between two things.

2 To list three or more things, you can use a comma (,) between the things. Use *and* **before** / **after** the last thing.

Write it

E Write a review of a restaurant you like. You can write about:

- the restaurant's appearance
- the food you ate
- your opinion about the food
- your opinion about the servers
- the price of the food

Register check

In informal writing, you can sometimes ask and answer your own questions.

Was the food good? Well, my friends liked it.

F Group work Read other people's reviews. Would you like to eat at any of the restaurants?



12.5 Time to speak

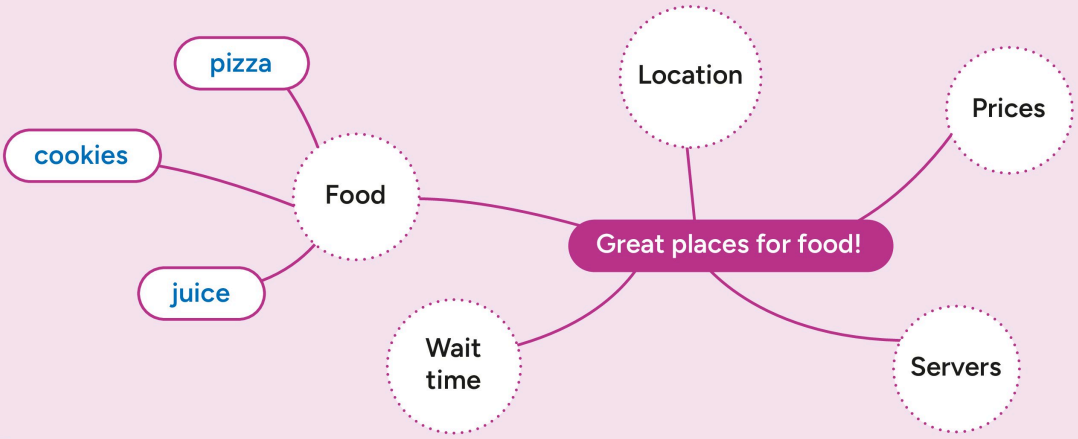
Recipe for a great restaurant

Lesson objective

- create a menu for a restaurant

A **Discuss** Talk about a great place you ate at, and say why you liked it. Then talk about a bad place, and say why you didn't like the food or service.

B **Prepare** Talk about what makes a great place to eat. Think about the things you discussed in exercise A and the things below. Then compare your ideas with other people.



Find it

C **Decide** Work with a partner. Imagine you're opening a new food truck. Choose a name for your food truck and talk about the food and drink it has. Then create a great menu. You can go online to find ideas.

D **Role play** Work with another pair. Welcome them to your food truck. They choose a meal from your menu. Then change roles. Continue with other pairs.

E **Present** Tell the class about some of the menus in exercise D. Were they good? What did you choose? What's your favorite menu?



Useful phrases

Decide

- OK. First, what's the name of our food truck?
- What kind of food do we have?
- Let's plan a great menu. We can have ...

Role play

- Welcome to ...
- What would you like to eat/drink?
- Do you have ... ?
- So, you would like ...

Present

- We got great food from a food truck. Its name was ...
- We liked / didn't like ...
- Our favorite menu is ... because ...

Review 4 (Units 10–12)

1 Vocabulary

A Look at the groups of words (1–6). For each group, circle the word that does not belong. Then match the groups with the categories (a–d). Some groups match the same category.

1	cheese	fish	potato	chicken	coat	___	
2	white	winter	rainy season	summer	dry season	___	**a** colors
3	red	green	brown	fall	yellow	___	**b** clothes
4	shirt	dress	skirt	pants	rice	___	**c** food
5	purple	blue	shorts	gray	black	___	**d** seasons
6	banana	tomato	apple	pink	cake	___	

B Match each word you circled in 1–6 to a different category (a–d). Then add <u>one</u> extra word to the categories.

2 Grammar

A Make questions and answers in the simple past. Use the words in parentheses ( ).

1 **A** _____ you _____ (have) a good weekend?
B Yes, it _____ (be) great, thanks.

2 **A** What _____ you _____ (eat)?
B We _____ (try) some Japanese food.

3 **A** Where _____ (be) you on Saturday?
B I _____ (be) at home in the morning, but not in the afternoon.

4 **A** What _____ you _____ (watch) on TV last night?
B A movie, but it _____ (not be) very good.

5 **A** _____ you _____ (go) to the supermarket?
B Yes, but we _____ (not buy) a lot.

6 **A** _____ (be) you busy yesterday?
B Yes, I _____ (work) all day.

B **Pair work** Talk to a partner. Ask and answer <u>five</u> questions about things you did this month. Use the questions above, or your own ideas.

C Complete the paragraph. Use simple past forms of the verbs in parentheses ( ).

At the bus station, I [1] _____ (go) to a store, and I [2] _____ (buy) a cup of coffee and a sandwich. I [3] _____ (drink) the coffee, but I didn't have time to eat the sandwich. So I [4] _____ (take) it on the bus, and I [5] _____ (eat) it on the trip. I [6] _____ (have) lunch on the road!

D Write about a meal you had this month. Say when and where you had it, and what you ate.

3 Speaking

A **Pair work** Talk about a day out or trip you went on.

B Write <u>three</u> sentences about your day out or trip. Compare with a partner. Were your days the same or different?

On Saturday, I went out with some friends. We took a walk.

Where did you go?

4 Functional language

A **Complete the conversation with the words in the box.**

can't	don't	have	idea	Let	Let's	maybe	sorry	sure	think

Min-jun Why [1] _____ we go out on Friday night?

Jamie Um … I'm [2] _____, but I [3] _____. I [4] _____ to help my father on Friday.

Min-jun What about Saturday night?

Jamie [5] _____ me think. Yes, sure. Saturday's fine.

Min-jun OK. [6] _____ meet at Calendar Café. Do you know it?

Jamie I'm not [7] _____. Is it on Fourth Avenue?

Min-jun Yes. Near the movie theater.

Jamie OK, great. What time?

Min-jun The café is busy on Saturday night, I [8] _____. Let's get there early. How about six o'clock?

Jamie Good [9] _____. Then [10] _____ we can go to a movie after dinner.

B **Read the conversation and circle the correct words.**

Yuri I [1] **really** / **so** like this lamb.

Susan Thanks. Would you [2] **want** / **like** some more?

Yuri [3] **Yes,** / **No,** please. [4] **Can** / **Would** I have some more green beans, too?

Susan [5] **A** / **Of course**. [6] **Here** / **Have** you are. Oh, please [7] **pass** / **give** the potatoes, Yuri.

Yuri All [8] **course** / **right**. Here.

5 Speaking

A **Pair work** **Choose one of the situations below. Talk to a partner. Have a conversation.**

1 You and your friend want to go out this weekend. Make suggestions about what you can do and where / what time you can meet. Look at page 102 for useful language.

Let's go out on Saturday night.

2 A friend asks you about a movie. They want to know the names of the actors in the movie, their nationalities, and other movies they are in. You are not 100% sure. Look at page 112 for useful language.

Who was in *Jurassic World*?

The movie series? I'm not sure. The man was American, I think. Um …

3 A friend is at your home for dinner. Offer them things to eat and drink. Look at page 122 for useful language.

Would you like some chicken?

B **Pair work** **Change roles and have another conversation.**

Grammar reference and practice

1.1 *I am, you are*

I am (= *I'm*), *you are* (= *you're*)				
	Affirmative (+)	**Negative (–)**	**Question**	**Short answers**
I	**I'm** from Lima.	**I'm not** from Mexico City.	**Am I** in room 6B?	Yes, **you are.** / No, **you're not.**
You	**You're** from Paris.	**You're not** from Bogotá.	**Are you** from Tokyo?	Yes, **I am.** / No, **I'm not.**

A Match 1–6 to a–f to make sentences.

1	I'm	**a**	not.	**4**	Are you	**d**	am.
2	I'm from	**b**	Mexican.	**5**	Yes, I	**e**	Brazil?
3	No, I'm	**c**	Honduras.	**6**	Are you from	**f**	Chinese?

B Circle the correct words to complete the conversation.

Mai Hi, [1] **I** / **I'm** Mai. [2] **You're** / **You** a teacher at my school.
Joe Hi, Mai. [3] **Am** / **Are** you from the United States?
Mai No, I'm [4] **no** / **not**. [5] **I'm** / **You're** from Japan.
Joe Wow! Are [6] **I** / **you** from Tokyo?
Mai Yes, [7] **I'm** / **I am**.

Now go back to page 3.

1.2 *What's ... ?, It's ...*

What's ... ? (= *What is*)	*It's ...* (= *It is*)
What's your first name?	**It's** Juana.
What's the name of your college?	**It's** Garcia College.
What's your email address?	**It's** juanagarcia@bestmail.com.

! Don't repeat the subject of the question:
~~The name of my company is~~
It's Dallas Sales.

A Rewrite each sentence. Make the first two words into one word.

1 What is your last name? _____
2 It is Henderson. _____
3 What is your email address? _____
4 It is bellview@bos.net. _____

B Put the words in order to make questions. Then complete the answers. Use your own ideas.

1 **A** your / name / what's / first _____?
B It's _____.
2 **A** the name / what's / your company / of _____?
B _____ Dallas Sales.
3 **A** email / what's / your / address _____?
B It's _____.

Now go back to page 5.

2.1 *is/are* in statements and *yes/no* questions

is/are in statements and *yes/no* questions		
Statements	***yes/no* questions**	**Short answers**
He**'s** my brother. (he's = he is) She**'s** my sister. (she's = she is)	**Is** he your husband? **Is** she your friend?	Yes, he **is**. / No, he**'s not**. Yes, she **is**. / No, she**'s not**.
You**'re** my best friend. (you're = you are) We**'re** cousins. (we're = we are) They**'re** my parents. (they're = they are)	**Are** you brothers? **Are** we cousins? **Are** they your children?	Yes, we **are**. / No, we**'re not**. Yes, they **are**. / No, they**'re not**.

! My grandparents are American. (my grandparents = they)
Helen is nice. (Helen = she)

A **Write sentences and questions with *is* and *are*. Use *'s* or *'re* where possible.**

1 she / 22 She's 22 .
2 they / your cousins _____ ?
3 he / 18 _____ ?
4 my grandparents / Brazilian _____ .
5 we / in Room 5B _____ ?
6 no, you / not _____ .

B **Read the questions. Then complete the answers. Use your own ideas.**

1 **A** Are you cousins? **B** No, we're not . We're friends .
2 **A** Is he from Türkiye? **B** Yes, _____ . He _____ from Istanbul.
3 **A** Are they Japanese? **B** No, _____ . They _____ .
4 **A** Is she 18? **B** No, _____ . She _____ .
5 **A** Is Victoria your sister? **B** Yes, _____ . She _____ 15.
6 **A** Are we in the same class? **B** Yes, _____ . We _____ in Room _____ .

Now go back to page 13.

2.2 *is not / are not*

is not (= *'s not*)	*are not* (= *'re not*)
He**'s not** from Rio de Janeiro. She**'s not** from Beijing.	You**'re not** shy. We**'re not** cousins. They**'re not** friendly.
***is not* (= *isn't*)**	***are not* (= *aren't*)**
Jack **isn't** Colombian. My mom **isn't** French.	The students **aren't** in the classroom. Our parents **aren't** old.

! After singular nouns (= 1 thing), use ***isn't***.
After plural nouns (= 2+ things), use ***aren't***.

A **Circle the correct words to complete the sentences.**

1 Jan **is** / **isn't** from New York City. He's from Miami.
2 **She's** / **She's not** 18. She's not 20.
3 Kenshin is in Osaka. **He's** / **He's not** in Tokyo.
4 You're not old. **You're** / **You're not** young!
5 My cousins are in Honduras. **They're** / **They're not** in the U.S.
6 **We're** / **We're not** sisters. We're friends.

B Complete the sentences with the word in parentheses ( ) and the negative (–) form of *be*.

1 He's not old. He's young. (he)
2 _____ boring. She's interesting! (Mina)
3 _____ from Brazil. We're from Argentina. (we)
4 _____ Juliana. She's Camila. (she)
5 _____ my cousins. They're my brothers. (Tao and Lei)

Now go back to page 15.

3.1 Possessive adjectives; possessive *'s* and *s'*

Possessive adjectives

I ➜ **my**	This is my apartment.	you ➜ **your**	Is this your room?
he ➜ **his**	His name is Sergiy.	we ➜ **our**	Our home is in La Paz.
she ➜ **her**	It's her favorite picture.	they ➜ **their**	Rita is their daughter.
it ➜ **its**	Nice cat! What's its name?		

Possessive *'s* and *s'*

Add possessive *'s* to a singular noun. (= 1 thing)

This is Sergiy**'s** room. My mother**'s** name is Kate.

Add possessive **'** after the *s* of a plural noun. (= 2+ things)

This is his parents**'** house. My cousins**'** house is in Busan.

! **Do not add another *s*:**
~~His parents's home~~ ➜
His parent**s'** home

A Circle the correct words to complete the sentences.

1 **My** / **I** email address is sky121@bestmail.com.
2 My **friends** / **friend's** name is Ramona.
3 This is **his** / **he's** hotel room.
4 Excuse me. What's **you** / **your** name?
5 This is my **parents's** / **parents'** new car.
6 David is **our** / **we** son.
7 The name of **Ann's** / **Anns'** company is Mason Sales.
8 What's **they're** / **their** telephone number?

B Correct one mistake in each sentence.

1 He first name is Jun. _____
2 The house is old, and it's windows are big. _____
3 My mothers' car is new. _____
4 This is me bedroom. _____
5 My parent's bathroom is big – they love it! _____
6 They apartment is on the first floor. _____

Now go back to page 23.

3.2 *It is*

***It is* statements and *yes/no* questions**

Affirmative	Negative	Question	Short answers
The house **is** small.	The house **isn't** small.	**Is it** small?	Yes, **it is.**
It is small.	**It is not** small.		No, **it's not.**
It's small.	**It's not** small.		

! ***It*** is a pronoun. ***It*** is always singular. Use ***it*** for things. For example, ***the house*** = ***it***.
it's not / ***it isn't*** = ***it is not***
Use ***isn't*** after nouns. Use ***'s not*** after pronouns.

A Complete the sentences. Then match 1–3 with a–c.

1 **A** Their house isn't old. _____ new. ___
2 **A** Where's Toronto? _____ in the United States? ___
3 **A** We're in your kitchen. _____ really cool. ___

a **B** Thanks. _____ small, but it's really nice.
b **B** No, _____ _____ . _____ in Canada.
c **B** Oh. _____ a big or small house?

B Answer the questions so they're true for you. Write statements. Use *It's* and *It's not* to give more information.

1 Is your home an apartment? My home isn't an apartment. It's a house.
2 Is your bedroom cool? _____
3 Is your kitchen big? _____
4 Is your parents' house old? _____
5 Is your friend's TV new? _____
6 Is your refrigerator tall? _____

Now go back to page 25.

3.4 Information questions with *be*

Question word		*be*	
What		**is**	your name?
Where		**is**	the house?
How old		**are**	they?
Who		**are**	they?
How many	people	**are**	in the house?
How many	rooms	**are**	in it?

! Information questions ask for information about, for example, people, places, age, time, and number. Don't answer information questions with ***yes/no*** answers.

Use ***is*** to talk about 1 thing. Use ***are*** to talk about 2+ things. Use a noun after ***How many … ?***

A Complete the conversation with the words in the box.

What | How many | Where | How old | Who

Mei Nice photo! [1] _____ people are in your family?
Chang Four – my parents, my brother, and me.
Mei [2] _____ is your brother?
Chang He's 22. He's not at home.
Mei [3] _____ is he?
Chang He's in college.
Mei Oh. [4] _____ is his name?
Chang His name is Qian.
Mei I see five people in this photo. [5] _____ is she?
Chang She's my cousin.

B Put the words in the correct order to make questions.

1 is / who / brother / your — Who is your brother ?
2 you / how / are / old — _____ ?
3 her / is / college / where — _____ ?
4 email / is / what / address / your — _____ ?
5 many / are / people / how / the house / in — _____ ?

Now go back to page 28.

4.1 Simple present statements with *I, you, we*

Simple present statements with *I, you, we*		
	Affirmative	**Negative**
I / You / We	**have** a smartwatch. **like** my phone. **love** games. **want** a tablet.	**don't have** a smartwatch. **don't like** my phone. **don't love** games. **don't want** a tablet.

A **Put the words in order to make sentences.**

1 games / like / I _____.
2 your / I / smartwatch / love _____.
3 don't / I / a / laptop / have _____.
4 a / tablet / want / we _____.
5 like / don't / laptops / you _____.
6 camera / want / I / don't / a _____.

B **Change the affirmative (+) sentences to negative (–).**

1 I want a new camera. _____
2 I play games on my phone. _____
3 You have new earphones. _____
4 We like this app. _____
5 You post many photos. _____

Now go back to page 35.

4.2 Simple present *yes/no* questions with *I, you, we*

Simple present *yes/no* questions with *I, you, we*	
***yes/no* questions**	**Short answers**
Do I **send** nice emails?	Yes, you **do.** / No, you **don't.**
Do we **post** good photos?	Yes, you **do.** / No, you **don't.**
Do you **use** social media?	Yes, I **do.** / No, I **don't.**
Do you and your friends **play** games?	Yes, we **do.** / No, we **don't.**

A **Match the questions and answers.**

1 Do you use social media? ___
2 Do you and your sister send emails? ___
3 Do I post good comments on social media? ___
4 Do you buy apps on your phone? ___
5 Do you and your friends play games? ___

a Yes, you do. They're funny.
b No, I don't. They're expensive.
c Yes, I do. I use Instagram.
d Yes, we do. We love Minecraft and Fortnite.
e No, we don't. We send WhatsApp messages.

B **Write questions. Then answer the questions so they're true for you.**

1 you / call your family / on the weekend Do you call your family on the weekend ? Yes, I do .
2 you / post comments / on Instagram _____ ? _____ .
3 you / send messages / to your parents _____ ? _____ .
4 you and your friends / watch movies / on TV _____ ? _____ .

Now go back to page 37.

4.4 *a/an*; adjectives before nouns

a/an	adjectives before nouns
Use *a/an* with singular nouns. It means "one." Do you have **a** laptop? (= 1 laptop) This is **an** app for photos. (= 1 app) Use *a* before consonant sounds (b, c, d, f, ...): **a** tablet, **a** cookie Use *an* before vowel sounds (a, e, i, o, u): **an** app, **an** apartment	Adjectives go before a noun. You have a **nice** home. ✓ You have **a ~~home nice~~**. ✗ It's an **expensive** laptop. This is a **new** apartment. I post **interesting** photos. The ending of an adjective is the same for singular and plural nouns. Do not add *s* to an adjective. I like **small** TVs. ✓ I like **~~smalls~~** TVs. ✗

Don't use *a/an* with:

1 a plural noun: I like **photos**.
2 an adjective + plural noun: My parents have **new laptops**.
3 *this* + noun: **This tablet** is nice.
4 a number + noun: I have **one son** and **two daughters**.
5 a possessive adjective + noun: **My phone** is really old.

A Circle the correct words to complete the sentences.

1 Do you have **a camera** / **an camera**?
2 We don't want **a new TV** / **new a TV**.
3 **Your an apartment** / **Your apartment** is very nice.
4 I want coffee and **a cookie** / **a one cookie**.
5 **A game** / **This game** is really boring.
6 We have **a children** / **three children**.
7 I don't like **computers** / **computer**.
8 Do you live in **a apartment** / **an apartment**?

B Read the sentences. Check (✓) the correct sentences. Correct the mistakes.

☐ 1 I have an tablet. I have a tablet.
☐ 2 You have an computer old. _____
☐ 3 I like this photo. _____
☐ 4 Is it a interesting email? _____
☐ 5 We have two sisters. _____
☐ 6 My TV is really big. _____
☐ 7 My mom has an olds phone. _____
☐ 8 You post nice comments. _____

Now go back to page 40.

5.1 Simple present statements with *he, she, they*

Simple present statements with *he, she, they*

	Affirmative	Negative
He / She	**plays** basketball.	**doesn't play** basketball.
	goes out every evening.	**doesn't go out** every evening.
	watches TV a lot.	**doesn't watch** TV a lot.
	studies on the weekend.	**doesn't study** on the weekend.
	has a big house.	**doesn't have** a big house.
They	**play** soccer.	**don't play** soccer.
	have a big house.	**don't have** a big house.

! Use ***in*** to talk about times of day:
I run in the morning.
Use ***on*** to talk about days or the weekend:
I play soccer on Saturdays.
I don't work on the weekend.

! Use adverbs of frequency to say ***how often*** you do things.

100% always usually often sometimes hardly ever never 0%

Put adverbs of frequency before the verb: She **sometimes** works on Saturday.

With pronouns + ***be***, adverbs of frequency go after the verb: I'm **usually** at home in the evening.

A Circle the correct words to complete the sentences.

1 My sister often **watch** / **watches** soccer on TV.
2 I don't like coffee, so I **usually** / **never** drink it.
3 My grandma **don't** / **doesn't** have a phone. She **always** / **hardly ever** calls me from home.
4 My laptop is old. I **always** / **hardly ever** use it.
5 My friends are usually at work on Saturday and Sunday. They **have** / **don't have** free time on the weekend.

B Change the sentences. Use the words in parentheses ( ).

1 He always walks to work. (they / never) They never walk to work.
2 She goes out every Friday. (not / evening) _____
3 They sometimes play soccer in the park. (she / often) _____
4 They have a new house. (he / not) _____

Now go back to page 45.

5.2 Questions in the simple present

Simple present: *yes/no* questions and short answers

Do	I	**work** on Friday?	Yes, you **do** / No, you **don't**.
Do	we	**have** class on Monday?	Yes, we **do**. / No, we **don't**.
Do	you	**eat** breakfast?	Yes, I **do**. / No, I **don't**.
Does	she / he	**study** in the evening?	Yes, she **does**. / No, he **doesn't**.
Does	it	**have** two bedrooms?	Yes, it **does**. / No, it **doesn't**.
Do	they	**go** to class on Monday?	Yes, they **do**. / No, they **don't**.

Simple present: information questions

How	**do**	I / we / you / they	**get** to class?
Where	**does**	he / she	**live**?
What time	**does**	it	**open**?

! ***What time ... ?*** and ***When ... ?***

A What time is it?
B It's 1:30.
A When does he study?
B He studies in the evening.

A Look at the questions and answers. Choose the correct question for each answer.

1 **a** Where do you work? **b** Do you work on Monday? **Answer:** Yes, I do.
2 **a** Does Lara have a job? **b** Do Dan and Carlos have jobs? **Answer:** Yes, she does.
3 **a** Where do you work? **b** When do you work? **Answer:** In the evening.
4 **a** What time does she play soccer? **b** Where does she play soccer? **Answer:** At 6:00 p.m.

B Put the words in the correct order to make questions.

1 lunch / eat / does / he / where _____ ?
2 to / she / go / does / this school _____ ?
3 their / do / meet / friends / when / they _____ ?
4 do / work / you / what / go / to / time _____ ?

Now go back to page 47.

6.1 *There's, there are; a/an, a lot of, some, no*

There's (= There is), There are; a/an, a lot, some, no	
Singular (= 1 thing)	**Plural (= 2+ things)**
There's a restaurant near the hotel. = one	**There are no** stores on our street. = zero
There's no shower in the bathroom. = zero	**There are three** bedrooms in the house. = an exact number
	There are some chairs in the kitchen. = a small number
	There are a lot of apps on my phone. = a big number

A **Look at the words in parentheses ( ). Then complete the sentences with the words in the box.**

There's a | There's no | There are no | There are a lot of | There are some

1 _____ parks in the city. (zero)
2 _____ people in the café. (a big number)
3 _____ great stores on Pacific Street. (a small number)
4 _____ park next to the hospital. (one)
5 _____ restaurant in this museum. (zero)

B **Complete the sentences. Use *There's* or *There are* and *a/an*, *a lot of*, *some*, or *no*.**

1 There's a hospital in my town. It's by my house.
2 _____ good restaurants here, so I cook at home.
3 _____ parks in my city – over 100!
4 _____ movie theaters in this city – maybe two or three.
5 _____ mall here, so I go to small stores downtown.

Now go back to page 55.

6.2 Count and non-count nouns

Count nouns (nouns with a singular and plural form)		
Singular	**Plural**	
Use *There's* with *a/an* or *no*.	Use *There are* with *no*, *some*, *a lot of*, or a number.	
There's **a plant**.	There are **no plants**.	There are **some plants**.
There's **no plant**.	There are **a lot of plants**.	There are **two plants**.
Non-count nouns (nouns with no singular or plural form)		
Use *There's* with *no*, *some*, or *a lot of*. Do not use *a*, *an*, or a number.		
There's **no grass**. There's **some grass**. There's **a lot of grass**. ~~There's three grass.~~		

A **Read the sentences. Write C for count and N for non-count for the nouns in bold.**

1 N There's no **water** in my glass.
2 ___ There's a lot of **grass** in the park.
3 ___ There are 50 **stores** in the mall.
4 ___ There's no **desert** in my country.
5 ___ There are some nice **beaches** by the ocean.
6 ___ There's a lot of **snow** in Alaska.

B **Write sentences with *There's* or *There are*. Make some nouns plural.**

1 a lot of / plant / in my house — There are a lot of plants in my house.
2 no / milk / in the refrigerator — _____
3 a / restaurant / in the museum — _____
4 some / sugar / on the table — _____

Now go back to page 57.

7.1 Present continuous statements

Present continuous statements	
Affirmative	**Negative**
I**'m cooking** breakfast right now.	I**'m not cooking** breakfast right now.
He**'s helping** the children.	He**'s not helping** the children.
She**'s taking** a shower.	She**'s not taking** a shower.
It**'s drinking** milk.	It**'s not drinking** milk.
You**'re eating** breakfast.	You**'re not eating** breakfast.
We**'re cleaning** the kitchen.	We**'re not cleaning** the kitchen.
They**'re learning** a lot at school.	They**'re not learning** a lot at school.

! After pronouns, use ***'s not*** or ***'re not*** and a verb + ***-ing***.
He**'s not helping.**
After nouns, use ***isn't*** or ***aren't*** and a verb + ***-ing***.
Larry **isn't helping.**

A Circle the correct answers.

1 Mr. Lin isn't **teach** / **teaching** right now.
2 The kids **isn't** / **aren't** brushing their teeth at the moment.
3 **I'm not** / **I'm** cleaning the kitchen, but I'm cleaning the bathroom.
4 We **is** / **are** going to the movies now.
5 He's **not** / **no** taking a bath.
6 **You** / **You're** helping me a lot.

B Put the words in the correct order to make sentences.

1 my / aren't / TV / parents / watching _____.
2 coffee / cup / drinking / a / I'm / of _____.
3 a / she's / now / bath / taking / right _____.
4 TV / in / room / Jack / his / watching / is _____.
5 eating / the moment / they're / breakfast / at _____.
6 isn't / homework / her / Maria / doing _____.

Now go back to page 67.

7.2 Present continuous questions

Present continuous: *yes/no* questions and short answers	
Am I **talking** to John?	Yes, you **are**. / No, you**'re not**.
Is she **cleaning** the house?	Yes, she **is**. / No, she**'s not**.
Is he **riding** his bike right now?	Yes, he **is**. / No, he**'s not.**
Is it **working** at the moment?	Yes, it **is**. / No, it**'s not**.
Are you and your sister **sending** text messages?	Yes, we **are**. / No, we**'re not**.
Are they **waiting** at the bus stop?	Yes, they **are**. / No, they**'re not**.

Present continuous: information questions			
Who	**am**	I	**talking** to?
Why	**is**	he / she	**carrying** a bag?
How	**is**	it	**going**?
What	**are**	we / you / they	**doing** right now?

! You can answer ***Why*** questions with ***because***.
Why is he carrying a bag?
He's carrying a bag **because** he has a lot of books.
(= a complete sentence)
Because he has a lot of books.
(= an incomplete sentence in informal speech)

A Write present continuous questions for the answers. Use the words in parentheses ( ).

1 A _____ (you / send / a message to Carol)
B No, I'm not. I'm calling her.

2 A _____ (why / we / wait / for Paul)
B Because he's driving us home.

3 A _____ (Denny and Pam / do / the dishes)
B Yes, they are.

4 A _____ (Sandra / wash / the dog)
B No, she isn't. She's watching TV.

5 A _____ (who / your sister / help / right now)
B My brother.

B Write present continuous questions for the answers. Use your own ideas.

1 A Are you working _____ ?
B No, I'm not. I'm studying.

2 A _____ ?
B Because it's dirty.

3 A _____ ?
B No, they're not. They're taking the bus.

4 A _____ ?
B We're going at 6:00 p.m.

5 A _____ ?
B Yes, she is.

Now go back to page 69.

8.1 *can* and *can't* for ability; *well*

can and *can't* for ability; *well*				
	Affirmative	**Negative**	**Questions**	**Short answers**
I	**can paint**.	**can't paint well**.	**Can** I dance?	Yes, I **can.** No, I **can't.**
He / She / It	**can paint**.	**can't paint**.	**Can** she dance **well**?	Yes, she **can.** No, she **can't.**
You / We / They	**can paint well**.	**can't paint**.	**Can** they dance?	Yes, they **can**. No, they **can't**.

A Match the questions (1–5) with the answers (a–e).

1 Can Eva snowboard well? ___
2 Can your brothers swim? ___
3 Can you surf? ___
4 Can I dance well? ___
5 Can your father play the guitar? ___

a Yes, you can!
b No, I can't.
c Yes, she can.
d No, he can't.
e Yes, they can.

B Read the sentences. Check (✓) the correct sentences. Correct the mistakes.

☐ 1 Carla can swim well. _____
☐ 2 Can he drives a car? _____
☐ 3 I can no play the guitar. _____
☐ 4 Can you draw and paint? _____
☐ 5 I can't skateboard very good. _____
☐ 6 My brother can fixed your tablet. _____

Now go back to page 77.

8.2 *can* and *can't* for possibility

***can* and *can't* for possibility**	
Information questions and answers with *can*	
Where can I **sit**?	You **can sit** in the chair. You **can't sit** on the desk.
Where can he **eat** lunch?	He **can eat** in the cafeteria. He **can't eat** at his desk.
How can she **get** to the office?	She **can take** the bus. She **can't ride** her bike.
What can it **do**?	It **can print** text. It **can't write** text.
What time can you **start**?	I **can start** at 8:00. I **can't start** at 7:00.
When can we **work** from home?	You **can work** from home on Monday. You **can't work** from home on Tuesday.
Who can they **ask** about the meeting?	They **can ask** their coworkers. They **can't ask** their boss.

A Complete the conversation with *can* and a verb from the box.

ask get send start ~~take~~ work

1 When ___can___ I ___take___ breaks?
2 You _____ _____ from home on Fridays.
3 Who _____ she _____ an email to from her phone?
4 They _____ _____ their coworkers for help.
5 How _____ we _____ to the office?
6 What time _____ he _____ the meeting?

B Read the answers. Then write questions.

1 A Where can we work _____?
B We can work in the meeting room.
2 A _____?
B We can watch a movie.
3 A _____?
B We can get to the mall by bus.
4 A _____?
B We can have a meeting on Friday.
5 A _____?
B We can call my cousin.
6 A _____?
B We can play basketball.
7 A _____?
B We can meet at the hotel.
8 A _____?
B We can take a photo with my phone.

Now go back to page 79.

9.1 *this* and *these*

this* and *these	
This is my ticket.	**These** are new boats.
This hotel is cheap.	**These** birds are funny.
Ryan loves **this** farm.	I don't like **these** pictures.

! **Use *this* and *these* for things that are close to you.**
This is my ticket. = The person is holding the ticket in their hand.
These are new boats. = The boats are in front of the person.

A Put the words in order to make sentences.

1 a / is / tour / this / boring _____.
2 these / I / birds / like _____.
3 sisters / are / these / my _____.
4 video / watching / I'm / this _____.
5 really / animals are / funny / these _____.
6 isn't / expensive / this / vacation _____.

B Complete the sentences with *this* or *these* and a noun. Use your own ideas.

1 These animals are very cute.
2 _____ _____ is exciting!
3 _____ _____ are really good.
4 My friends are at _____ cool _____ right now.
5 I don't like _____ _____ .
6 Do you like _____ _____ ?

Now go back to page 87.

9.2 *like to, want to, need to, have to*

like to, want to		*need to, have to*	
I	**like to play** soccer. **want to play** soccer.	I	**need to work** on Saturday. **have to work** on Saturday.
He / She / It	**likes to play** soccer. **wants to play** soccer.	He / She / It	**needs to work** on Saturday **has to work** on Saturday.
You / We / They	**like to play** soccer. **want to play** soccer.	You / We / They	**need to work** on Saturday. **have to work** on Saturday.

A Complete the sentences with *like to, want to,* or *have to/need to* and the verbs in parentheses ( ).

1 I _____ (swim) in the ocean, but only in July and August.
2 One day, I _____ (go) to Japan on vacation.
3 My son can't do his homework. I _____ (help) him.
4 I'm late for work, so I _____ (leave) now.
5 This is a great song. I _____ (buy) it.

! You can use *need to* + a verb OR *have to* + a verb to talk about things that are necessary.

B Correct one mistake in each sentence.

1 I need going to Istanbul for work. _____
2 I want take the train to Chicago. _____
3 She have to buy the ticket online. _____
4 My brother likes to travels on the weekend. _____
5 He want to travel, but he has to save money. _____

Now go back to page 89.

10.1 Statements with *be going to*

Statements with *be going to*		
	Affirmative	**Negative**
I	**'m going to be** home tomorrow.	**'m not going to be** here tomorrow.
He / She	**'s going to take** a walk in the park.	**'s not going to go** shopping next week.
It	**'s going to be** warm tomorrow.	**isn't going to be** cold tomorrow.
You / We / They	**'re going to be** here next weekend.	**'re not going to be** home next weekend.

Future time expressions

this evening, tonight, tomorrow
this week/weekend/month/year
on/next/this Monday
next week/weekend/month/year

A Write sentences with the correct form of *be going to*.

1 We / not play / soccer this weekend
We're not going to play soccer this weekend.
2 Vicky / meet / her friends tomorrow
_____.
3 You / have / a party for your birthday
_____.
4 They / not go / surf / next Saturday
_____.
5 I / go / dancing this evening
_____.
6 He / not do / the dishes after dinner
_____.

B Complete the sentences with the correct form of *(not) be going to* and your own ideas.

1 I 'm not going to play soccer in the park this weekend.
2 My family _____ this winter.
3 My teacher _____ next weekend.
4 My friends _____ on Friday.
5 You _____ tomorrow.
6 We _____ outside tonight.

Now go back to page 99.

10.2 Questions with *be going to*

be going to: yes/no questions and short answers		*be going to*: information questions
Am I **going to meet** him at 4:00?	Yes, you **are**. / No, you**'re not**.	**When are** you **going to leave**? **Where is** Min **going to go**?
Is she / he **going to see** a friend? **Is** it **going to be** rainy?	Yes, she **is**. / No, she**'s not**. Yes, it **is**. / No, it**'s not**.	**What are** we **going to do** today? **What time is** he **going to have** lunch?
Are you / we / they **going to take** a hat?	Yes, we **are**. / No, we**'re not**.	**Who are** they **going to meet**? **How are** you **going to get** to the airport?

A Circle the correct words to complete the sentences.

1 Are you going **buying** / **to buy** some new jeans?
2 Who is he going to **go** / **going** shopping with?
3 Is she going to **cook** / **cooks** dinner for four people tonight?
4 **What** / **What time** are we going to drive to the airport?
5 Are **your parents** / **Mariana** going to send him an email?
6 What **they are** / **are they** going to wear to the party?

B Match the questions and the answers.

1 Are you going to buy this travel guide? ___
2 When are you going to go shopping? ___
3 Is Jordon going to wear a hat? ___
4 Are they going to get together tomorrow? ___
5 What are they going to do at the museum? ___
6 Who is Padma going to take out to dinner? ___

a Yes, he is. It's cold outside.
b Her parents.
c Tomorrow afternoon.
d No, I'm not. It's expensive.
e Look at art.
f No, they're not. They're busy.

Now go back to page 101.

11.1 Statements with *was* and *were*

Statements with *was* and *were*		
	Affirmative (+)	**Negative (–)**
I / He / She / It	**was** in the house.	**wasn't** noisy.
You / We / They	**were** at work.	**weren't** there.

A Complete the posts with the affirmative or negative form of *was* or *were*.

Carlene Rauss I remember a great vacation. It [1] _____ January 2018, and we [2] _____ in Argentina. It [3] _____ summer, so the weather [4] _____ great! Buenos Aires is an exciting city, so we [5] _____ really happy there. **#flashbackfriday #2018 #vacation**

Paulo Soto I remember my twentieth birthday. My friends and I [6] _____ at the beach, but the weather [7] _____ awful! It [8] _____ really rainy. The café on the beach [9] _____ open, so there was no food. It's not a good memory because we [10] _____ very happy. I mean, it [11] _____ a happy birthday. ☹

9 4

B Read each sentence and then write the next sentence. Use the words in parentheses ( ).

1 Michele wasn't in Tokyo last weekend. (he / in Osaka) He was in Osaka.
2 My parents were home last night. (they / not / at the party) _____
3 My phone wasn't in my bag. (it / in my car) _____
4 Her favorite color was blue. (it / not / purple) _____
5 Julia and I were in different classes last year. (we / not / in the same class) _____

Now go back to page 109.

11.2 Questions with *was* and *were*

yes/no questions	Short answers
Was I in your English class?	Yes, you **were**. / No, you **weren't**.
Was she / he / it on time?	Yes, she / he / it **was**. / No, she / he / it **wasn't**.
Were you in Dubai?	Yes, I **was**. / No, I **wasn't**. Yes, we **were**. / No, we **weren't**.
Were they quiet babies?	Yes, they **were**. / No, they **weren't**.
Were we in Chile in 2018?	Yes, we / you **were**. / No, we / you **weren't**.
Information questions with *was* and *were*	
What color was it?	**How old were** you in 2020?
When was she on vacation?	**When were** we in Bangkok?
Where was I on Tuesday?	**Why were** they late?

! **Sometimes *you* means two or more people.**
Were **you** in the office yesterday? (you = two coworkers)
Yes, **we** were. / No, **we** weren't.

A Match the questions with the correct responses.

1 Were you on vacation last week? ___
2 Where were the bedrooms in your house? ___
3 Was Carla on time for the meeting? ___
4 Were TVs in color in 1980? ___
5 How old was Xiang on his last birthday? ___

a He was 21.
b Yes, she was. She was here at 8:50.
c They were upstairs.
d No, I wasn't. I was sick.
e Yes, they were.

B Write questions with *was* and *were* to match the answers.

1 _____ ? The walls in my bedroom were blue.
2 _____ ? My last vacation was in Brazil.
3 _____ ? My brother's birthday party was on Friday.
4 _____ ? Yes, my parents were at the party.
5 _____ ? No, my house was small.
6 _____ ? I was at work on Saturday because I was busy.

Now go back to page 111.

12.1 Simple past affirmative

Simple past affirmative

Use the simple past to talk about events that are in the past and finished.

I **ate** a big lunch yesterday. We **played** soccer last weekend. We **went** to La Paz last year.

Simple past verbs can be regular or irregular. Simple past regular verbs end in *-ed*.

Some regular verbs

	-ed	*-d*	double consonant + *ed*	change *-y* to *-ied*
I / You / He / She / It / We / They	work**ed** play**ed** watch**ed** want**ed** walk**ed**	like**d** love**d** arrive**d** use**d** dance**d**	stop ➜ stop**ped** chat ➜ chat**ted**	try ➜ tr**ied** carry ➜ carr**ied** study ➜ stud**ied**

Some irregular verbs

Base form	Simple past	Base form	Simple past	Base form	Simple past
have	had	read	read	swim	swam
go	went	write	wrote	get up	got up
eat	ate	send	sent	leave	left
drink	drank	buy	bought	meet	met
do	did	think	thought	sing	sang
take	took	run	ran	choose	chose

A Complete the chart with the words in the box.

~~arrive~~ drink go like stay take
buy eat have need stop try

Base form	Rule	Simple past
arrive	Add *-d*.	*arrived*
_____	Add *-ed*.	_____
_____	Double *p* and add *-ed*.	_____
_____	Change *-y* to *-ied*.	_____

Base form	Irregular simple past form
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B **Complete the paragraph with the simple past of the verbs in parentheses ( ).**

Yesterday, my friend Loretta and I [1] _____ (try) a new restaurant on our lunch break. We [2] _____ (take) the bus, and then we [3] _____ (walk) ten minutes to get there. We [4] _____ (have) a very good lunch. Loretta [5] _____ (choose) the soup and sandwich, and she really [6] _____ (like) her food. I [7] _____ (order) the fish, and it was excellent! But the service was slow. We [8] _____ (run) back to the bus stop! We [9] _____ (get) to work late, but our boss wasn't angry.

Now go back to page 119.

12.2 Simple past negative and questions

Simple past negative	
I / You / He / She / We / They	**didn't eat** breakfast. **didn't like** the food. **didn't walk** home. **didn't have** homework. **didn't go** to the restaurant.

Simple past: *yes/no* questions and short answers		
Did you **have** apple juice?	Yes, I / we **did**.	No, I / we **didn't**.
Did we **arrive** on time?	Yes, we / you **did**.	No, we / you **didn't**.
Did she / he **like** the fish?	Yes, she / he **did**.	No, she / he **didn't**.
Did they **go out** for dinner?	Yes, they **did**.	No, they **didn't**.

Simple past: information questions		
How did	I / you / he / she / we / they	**hear** about the restaurant?
What did		**have** for dinner last night?
Who did		**see** at the party?

A **Put the words in the correct order to make sentences.**

1 for dinner / chicken / did / make / you _____ ?
2 they / did / for lunch / have / what _____ ?
3 eat / did / any / vegetables / Tonya _____ ?
4 last night / where / she / go / did _____ ?
5 coffee / buy / we / at the store / didn't / any _____ .
6 at Pete's Pizza / last year / you / did / work _____ ?

B **Correct one mistake in each sentence.**

1 Where did Ji-an went for lunch? _____
2 Do you buy bread and cheese yesterday? _____
3 Martin didn't had breakfast this morning. _____
4 When did you reading the reviews of the restaurant? _____
5 Did they saw my sister at the café? _____
6 We not like the beans because they were cold. _____

Now go back to page 121.

Vocabulary practice

1.1 Countries and nationalities

A Write the country or the nationality.

1 Are you Turkish ? (Türkiye)
2 I'm from _____ . (Mexican)
3 I'm _____ . (Ecuador)
4 You're from _____ . (Chilean)
5 Are you _____ ? (Japan)
6 Are you from _____ ? (Brazilian)
7 I'm not _____ . (South Korea)
8 I'm from Madrid. I'm _____ . (Spain)

B Underline two correct answers for each sentence.

1 Are you from **Türkiye** / **Chilean** / **South Korea**?
2 I'm from **American** / **Mexico** / **Japan**.
3 You're not **French** / **Peru** / **Colombian**.
4 Are you from **New York** / **Chicago** / **American**?
5 I'm not **Mexico** / **Brazilian** / **Chinese**.
6 You are **Peruvian** / **French** / **Chile**.
7 Are you **Peruvian** / **Japan** / **South Korean**?
8 I'm from **Ecuadorian** / **Lima** / **Germany**.

Now go back to page 2.

1.2 The alphabet; personal information

A Add five missing letters to the alphabet, in order.

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

2 a c d e g h j k l m n o q r s t v w x y z

B Complete the sentences with the words in the box.

College	company	email address	first name	last name

1 The name of my _____ is Home Sales, Inc.
2 **A** What's your _____ ? **B** It's jenatkins@abc.net.
3 **A** Hey, Ana. What's your _____ ? **B** It's Gomez. Ana Gomez.
4 I'm a student at Hunter _____ in New York City.
5 **A** Hi, Susie Ball. How do you spell your _____ ? **B** S-U-S-I-E.

Now go back to page 5.

2.1 Family; numbers

A Write the words in the chart.

~~aunt~~	child	daughter	grandfather	husband	parent	son	wife
brother	cousin	father	grandmother	mother	sister	uncle	

Men and women	Women	Men
	aunt	

B Write the numbers.

1	twenty-two 22	5	forty-six	9	ninety-five
2	fifty-one	6	sixty-seven	10	twenty-six
3	thirty-nine	7	thirty-eight		
4	eighty-three	8	seventy-four		

Now go back to page 13.

2.2 Describing people; *really/very*

A Complete the sentences with the words in the box. You won't use all the words.

boring	interesting	really	shy	tall
friendly	old	short	smart	young

1 Carrie is two. She's really _____ .
2 He's a college student. He's _____ .
3 My father is 190 cm. He's very _____ .
4 He's not interesting. He's _____ .
5 My friend Georgio is _____ funny!
6 Ariana is 95. She's very _____ .

B Unscramble the letters in parentheses ( ). Write the adjectives.

1 Susana is interesting and really _____ . (nteisreignt) / (tlal)
2 My son is _____ and _____ . (mtras) / (ynufn)
3 My grandfather is _____ and _____ . (dlo) / (rosth)
4 The child is very _____ and _____ . (ynugo) / (ysh)
5 They're _____ and not _____ . (fienrdyl) / (bgrion)

Now go back to page 15.

3.1 Rooms in a home

A Read the sentences and complete the words.

1 This is our d_____ a_____ , with a p_____ on the w_____ .
2 This is my sister's b_____ . It's next to the b_____ .
3 This is our dog, Jack. He's on the f_____ .
4 This is the d_____ of our house.
5 This is the l_____ r_____ , with one big w_____ .
6 And this is the k_____ . It's my favorite room.

B Circle the correct word to complete the sentences.

1 My sister is in her **bedroom** / **floor**.
2 This is the bathroom, with one **wall** / **window**.
3 This is the **dining area** / **door** to the kitchen.
4 My family is in the **living room** / **bathroom** now.
5 The **picture** / **kitchen** on the wall is interesting.

Now go back to page 22.

3.2 Furniture

A Match the words in the box to the things in the photos.

chair	~~couch~~	refrigerator	rug	sink	table	television

1 couch 2 _____ 3 _____ 4 _____





5 _____ 6 _____ 7 _____

B Circle the correct words to complete the sentences. Check (✓) the sentences that are true for you.

1 A big **bed** / **shower** is in the bedroom. ☐
2 My **rug** / **bookcase** is really tall. ☐
3 A small **shower** / **couch** is in the bathroom. ☐
4 My **TV** / **desk** is really old. It's from the year 1800. ☐
5 I have a small **lamp** / **chair** on a table in my bedroom. ☐

Now go back to page 24.

4.1 Technology

A Complete the sentences with the words in the box. You won't use all the words.

app	camera	earphones	games	laptop	phone	smartwatch	tablet

1 Is that a really big phone, or is it a _____ ?
2 I have a computer. It's a _____ .
3 Send a message to my _____ . The number is (593) 555-2194.
4 I don't have a _____ , but I have the time on my phone.
5 This photo is great! The _____ on your phone is really good.
6 My emails are on my phone. I have an email _____ .
7 My computer isn't for work. It's for fun. I have _____ on it.

B Circle the correct words to complete the sentences.

1 On my phone, I have a good **laptop** / **camera**.
2 I have a social media **app** / **smartwatch** on my tablet.
3 On my laptop, I have a **game** / **phone**.

Now go back to page 34.

4.2 Using technology

A **Cross out the word that doesn't belong with each verb.**

1	**call**	friends	social media	family
2	**watch**	movies	videos	messages
3	**use**	music	technology	apps
4	**post**	phones	comments	photos
5	**send**	text messages	email	with friends

B **Complete the sentences with the words in the box.**

chat listen play read watch

1 I _____ to music with earphones on my tablet.
2 We don't _____ movies on TV.
3 My brother and I _____ games on our tablets.
4 I don't _____ work emails at home.
5 Do you _____ with friends on the internet?

Now go back to page 36.

5.1 Days and times of day; everyday activities

A **Read the days and times of day (a–j). Then put them in the correct order (1–10).**

a on Thursday, in the morning ___
b on Tuesday, in the afternoon ___
c on Thursday, in the evening ___
d on Monday, at night 1
e on Sunday, in the morning ___
f on Saturday, in the evening ___
g on Wednesday, in the morning ___
h on Friday, in the afternoon ___
i on Tuesday, in the evening ___
j on Saturday, in the afternoon ___

B **Use phrases from exercise A to complete the sentences so they're true for you. Write an X if you never do the activity.**

1 I go out with friends _____.
2 I watch TV _____.
3 I study _____.
4 I run _____.
5 I play soccer _____.
6 I read _____.
7 I work _____.
8 I'm in bed _____.

Now go back to page 44.

5.2 Telling the time

A **Look at the times (1–8). Then circle the correct sentence.**

1	3:40	**a**	It's twenty to four.	**b**	It's forty to three.
2	12:30	**a**	It's twenty thirty.	**b**	It's twelve thirty.
3	6:15	**a**	It's a quarter after six.	**b**	It's a quarter to six.
4	12:00 a.m.	**a**	It's midnight.	**b**	It's noon.
5	1:45	**a**	It's a quarter to one.	**b**	It's one forty-five.
6	8:07	**a**	It's seven to eight.	**b**	It's eight-oh-seven.
7	9:15	**a**	It's nine fifteen.	**b**	It's nine fifty.
8	4:52	**a**	It's five forty-two.	**b**	It's four fifty-two.

B **Underline the correct words to complete the paragraph.**

Carmen [1] **gets up / goes to bed** at 7:15 a.m. She eats [2] **lunch / breakfast** at 7:45. Then she [3] **goes to work / gets up**. She usually has [4] **dinner / lunch** at 12:30 p.m. She drinks [5] **coffee / class** in the afternoon. On Tuesday, she goes to [6] **class / lunch** after work – she studies English. She usually eats [7] **dinner / coffee** at 7:00. She goes to [8] **bed / class** at 11 p.m.

Now go back to page 46.

6.1 Places in cities

A **Complete the sentences with the words in the box.**

café college hotel museum park school mall zoo

1 We often eat breakfast in a _____ .
2 I sometimes run in the _____ .
3 The _____ has hundreds of old photos and a lot of art.
4 The _____ in my neighborhood has 160 children.
5 The students at the _____ are 18 to 22 years old.
6 This is a great _____ . It has a lot of my favorite stores.
7 The rooms in the _____ have bathrooms with showers.
8 The _____ in my city has 20 elephants.

B **Cross out one word that does not complete each sentence.**

1	We have lunch in a _____ on Saturdays.	**restaurant**	**store**	**park**
2	We learn about things at a _____ .	**school**	**restaurant**	**museum**
3	We shop at the _____ every weekend.	**mall**	**hospital**	**supermarket**
4	The _____ has a big TV.	**park**	**hotel**	**restaurant**
5	She studies English in _____ .	**school**	**college**	**a movie theater**

Now go back to page 54.

6.2 Nature

A **Complete the email with the words in the box.**

flowers	lake	mountain	snow	trees

< Inbox

Hi Julia,

How are you? I'm great! My new town is *really* cool. I like nature, and there's a lot of nature here! There's a big, tall [1] _____ near my house. There's a forest on the mountain, with a lot of [2] _____. There's [3] _____ on top of the mountain in January and February. There's a small [4] _____ in my neighborhood, and I run next to the water in the morning. There are no [5] _____ now because it's January.

I love this town. Please visit soon!

Your friend,

Marisa

B **Circle the correct word to complete the sentences.**

1 My house is on the **beach** / **forest** next to the ocean.
2 There is a lot of **ocean** / **grass** in the park.
3 There are a lot of plants and flowers in the **forest** / **lake**.
4 There's a lot of water in the **river** / **desert**.
5 My grandma and grandpa live near the **ocean** / **flowers**.
6 A lot of animals eat **plants** / **mountains**.
7 Donna lives on a small **island** / **desert** in the Atlantic Ocean.
8 There are a lot of small **grass** / **hills** here, but there are no mountains.

Now go back to page 56.

7.1 Activities around the house

A **Match 1–6 with a–f to complete the sentences.**

1	Do they cook ___	**a**	her daughter's hair.
2	Karen usually washes ___	**b**	your room on the weekend?
3	I do a lot of ___	**c**	breakfast every morning?
4	They're nice. They help ___	**d**	me with my English.
5	He takes ___	**e**	homework every day.
6	Do you clean ___	**f**	a shower in the evening.

B **Add the words in parentheses ( ) to the correct place in each sentence. Then write the sentences.**

1 Do you the dishes after lunch? (do) Do you do the dishes after lunch?
2 Rudy his car on the weekend. (drives) _____
3 Does he his teeth every day? (brush) _____
4 My mother usually cooks at 6:30. (dinner) _____
5 She takes a every evening. (bath) _____
6 I often my grandmother. (help) _____

Now go back to page 66.

7.2 Transportation

A **Complete the sentences with the correct verbs in the box.**

driving	going	riding	taking	waiting	walking

1 I'm not _____ to work because my son has my car today.
2 Where are you? Khanh is _____ for you at the train station.
3 Xenia is _____ with her dog in the park right now.
4 We're _____ to the mall because we need new shoes.
5 Tonya is _____ her bike to the store.
6 Samir isn't _____ the bus to class because it's late.

B **Circle the correct words to complete the sentences.**

1 Vic is at **the bus stop** / **his bike**.
2 Why are you carrying **a plant** / **the train**?
3 I usually take **the train station** / **the subway** to work.
4 When are you going to your **parents' house** / **mall**?
5 I'm sorry. I'm busy. I'm on **the bus stop** / **the train**.

Now go back to page 68.

8.1 Verbs to describe skills

A **Complete the sentences with the verbs in the box. You won't use all the verbs.**

dance	fix	play	skateboard	speak
draw	paint	sing	snowboard	swim

1 I don't _____ . There's a mountain near me, but it doesn't have snow on it.
2 My friends usually _____ the guitar and _____ songs after dinner.
3 In my art class, we _____ and _____ a lot of different things.
4 I _____ two languages – English and Korean.
5 In February and March, I _____ in the ocean.
6 Do you have a problem with your laptop? My brothers _____ computers.

B **Complete the words with vowels (a, e, i, o, u).**

1 d a nc e
2 f___ x th___ ngs
3 sn___ wb___ ___ rd
4 sw___ m
5 pl___ y the g___ ___ t___ r
6 sp___ ___ k tw___ l___ ng___ ___ g___ s
7 r___ ___ d m___ s___ c
8 dr___ w
9 sk___ t___ b___ ___ rd
10 p___ ___ nt
11 s___ ng
12 s___ rf

Now go back to page 76.

8.2 Work

A **Complete the sentences with the words in the box.**

breaks	coworkers	meeting	think
company	home	office	worker

1 I work for a big Japanese _____ .
2 I have a new desk and a chair in my _____ .
3 She's doing a great job. She's a very good _____ .
4 Workers can take _____ and have a cup of coffee.
5 I work in a team with six _____ .
6 I work in the office Tuesday to Friday, but I work from _____ on Monday.
7 Can we talk about this? Can we have a _____ about it?
8 I don't know the answer. Can I _____ about it for five minutes?

B **Circle the word that doesn't belong in each group.**

1 living room office kitchen bedroom
2 go to a meeting play games call a coworker think about a problem
3 drink coffee have lunch take breaks go to a meeting
4 company couch chair desk
5 worker brother teacher coworker

Now go back to page 78.

9.1 Travel

A **Circle the correct words to complete the sentences.**

1 I have a **ticket** / **tour** for the bus.
2 This **city** / **ranch** is in the country.
3 I'm on **vacation** / **country** with my family.
4 My seat on the **plane** / **ticket** is by the window.
5 My house is in a small **town** / **boat**, but I work in the city.
6 This **tour** / **ticket** is expensive, but it's really interesting.

B **Circle the word that doesn't belong in each group.**

1 vacation tour work
2 ranch farm ticket country
3 boat hotel plane bus
4 ticket tour plane friend
5 country town city

Now go back to page 86.

9.2 Travel arrangements

A **Match 1–6 with a–f to complete the sentences.**

1	You can buy tickets ___	**a**	destination.
2	We can check in for our ___	**b**	airport.
3	I don't usually travel on ___	**c**	online.
4	We're arriving at our ___	**d**	trains.
5	I'm staying at a really nice ___	**e**	flight.
6	We're flying from the new ___	**f**	hotel.

B **David is traveling from Chicago to London. Put his trip in the correct order.**

g → ___ → ___ → ___ → ___ → ___ → ___ → ___

a	Stay in the hotel.	**e**	Take a bus from the airport to the hotel.
b	Drive to the airport.	**f**	Check in for the flight at the airport.
c	Arrive at the hotel.	**g**	Buy a plane ticket online.
d	Leave home.	**h**	Fly to the destination.

Now go back to page 88.

10.1 Going out

A **Circle the correct word to complete the sentences.**

1. Can you **meet** / **go** me at the airport on Friday?
2. Jennifer wants to **take** / **look** her brother to lunch for his birthday.
3. We're **doing** / **having** a picnic right now.
4. I like to **get** / **meet** together with friends on the weekend.
5. Do you usually **make** / **go** shopping at the mall?
6. I never **take** / **eat** outside.

B **Complete the sentences with the words in the box.**

art coffee family hotel shopping walk

1. Do you want to take a _____ in the park?
2. I like to look at interesting _____ in museums.
3. I want to take you out for _____ to my favorite café.
4. We often get together with _____ on the weekend.
5. I have to meet my coworker at his _____ on Friday.
6. Fatima never goes _____ with us. She doesn't like it.

Now go back to page 98.

10.2 Clothes; seasons

A **Complete the clothes words with vowels (a, e, i, o, u).**

1. I want to buy some j___ ___ ns and a sw___ ___ t___ r.
2. I'm going to wear a T-sh___ rt and sh___ rts to the beach.
3. This store sells sh___ ___ s and b___ ___ ts.
4. I'm going to buy a winter c___ ___ t and h___ t.
5. We usually wear p___ nts and a sh___ rt at work.
6. Is she going to wear a dr___ ss or a sk___ rt?

B **Complete the paragraph with the words in the box.**

dry season	fall	rainy season	spring	summer	winter

In Japan, we have four seasons. I love [1] _____ and [2] _____ because there are a lot of flowers then. After summer, it's [3] _____, and this is usually from September to November. Then it's [4] _____, and you can do a lot of fun activities, for example, snowboard in the mountains. We have a short [5] _____, too. It usually starts in June and ends in July, and it is *very* rainy. We don't have a [6] _____ in Japan. It's not a desert country.

Now go back to page 100.

11.1 Describing people, places, and things

A **Match the sentences with the correct responses.**

1 This new restaurant isn't good. ___
2 Your daughter is quiet. ___
3 This is a beautiful picture. ___
4 I love beach parties. ___
5 The train was very slow today. ___
6 These children are really noisy. ___

a Thanks. I think the artist is wonderful.
b Really? It's usually fast.
c Yes, but they're really cute.
d That's true. She's really shy.
e I know. The food is awful.
f Me, too. They're exciting, and the ocean is beautiful.

B **Read the sentences and complete the words.**

1 My cousin is b_____, and her children are really c_____.
2 It's a nice, q_____ restaurant, and it has w_____ food!
3 This movie is a_____. It's s_____ and boring.
4 I love soccer games. They're always n_____ and e_____.
5 My brother has a n_____ car. It's really f_____.

Now go back to page 108.

11.2 Colors

A **Unscramble the color words (1–10.) Then match the words to the colors (a–j).**

1 dre _____ **a** ___
2 nreeg _____ **b** ___
3 leub _____ **c** ___
4 tiwhe _____ **d** ___
5 weyoll _____ **e** ___
6 nbwor _____ **f** ___
7 knip _____ **g** ___
8 ragnoe _____ **h** ___
9 ygra _____ **i** ___
10 klacb _____ **j** ___

B **Match <u>five</u> of the colors in exercise A to the things below.**

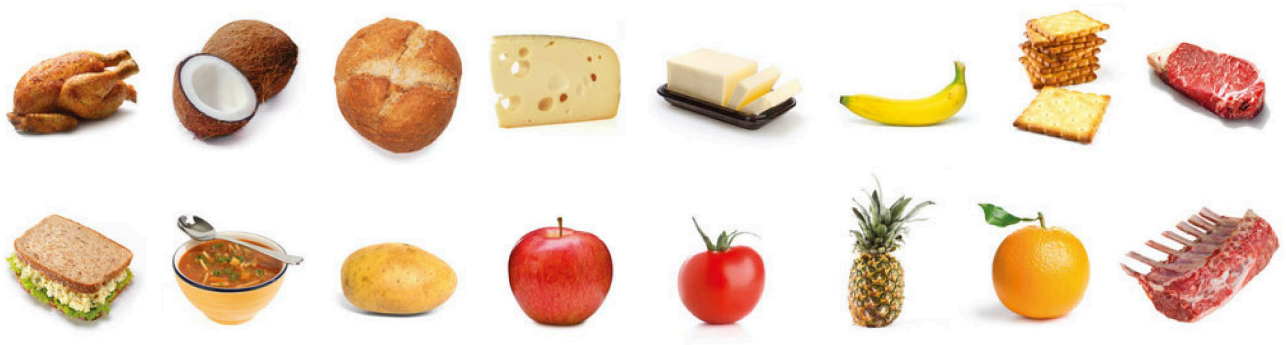
1 some milk _____
2 a coffee with milk _____
3 some grass _____
4 the ocean _____
5 an elephant _____

Now go back to page 110.

12.1 Food and drink (1)

A Look at the photos. Write the words in the chart.

Fruit and vegetables	Meat	Dairy products	Grains	Small meals



B Circle the correct words to complete the sentences.

1 I can't have dairy, so I don't eat butter or **coconut** / **cheese**.
2 For a small meal, I like soup and **bread** / **potato**.
3 My favorite sandwich has bread, **butter** / **orange**, and chicken.
4 Beef is very good with **bananas** / **tomatoes**.
5 My brother really likes fruit. He eats bananas and **apples** / **lamb** every day.
6 I'm not very hungry. I'm just going to have some **beef** / **crackers** and cheese.

Now go back to page 118.

12.2 Food and drink (2)

A Complete the menu with the words in the box.

beans	cookies	juice	soda
chocolate cake	ice cream	pizza	

B Circle the correct words to complete the sentences.

1 **Steak** / **Rice** is my favorite meat.
2 **Cookies** / **Green beans** are good for you because they are vegetables.
3 Do you want some **pizza** / **ice cream** for dessert?
4 I like to eat **eggs** / **water** for breakfast.
5 Did you drink any **rice** / **juice** with your meal?
6 **Chocolate cake** / **Soda** is my favorite dessert.

Now go back to page 120.

Meals

Fish with rice and black 1 _____

Cheese and tomato 2 _____

Drinks

3 _____

Apple, orange, or pineapple 4 _____

Desserts

5 _____

6 _____

7 _____

Pair work practice (Student A)

1.3 Exercise 5C Student A

1 You are Sandra, the visitor. Give your information to your partner.

2 You are the hotel clerk. Ask for your partner's information. Complete the hotel card.

Hotel information card:
City Bed & Breakfast

First name:	Sandra
Last name:	Mills
Number of nights:	three
Email:	sandra85@listmail.net
Phone number:	(367) 555-0219
Company/School:	Big City Travel

Hotel information card:
Tree House Hotel

First name:	
Last name:	
Number of nights:	
Email:	
Phone number:	
Company/School:	

2.3 Exercise 3D Student A

1 Say a person from the table. Say the incorrect birthday. Then correct yourself.

> Akira. Her birthday is August 15. No, sorry, August 13.

Person	Akira	Martin	Paulo	Rosa	Jacob
Incorrect birthday	August 15	December 2	June 5	October 21	April 12
Correct birthday	August **13**	December **3**	**July** 5	October **31**	April **20**

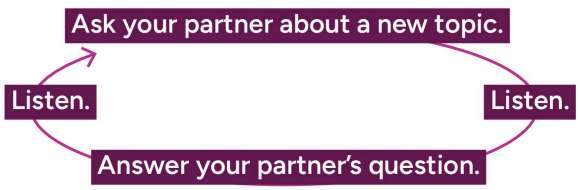
2 Listen to your partner. Write the correct birthday. Underline the correction (the number or the month).

Person	Gloria	Chen	Helena	Susan	Bruno
Incorrect birthday	September 13	November 6	May 9	February 30	January 25
Correct birthday					

4.3 Exercise 2D Student A

1 Follow the flow chart. Use the topics in the box or your own ideas. Talk about two or three topics.

laptops	music videos
social media	video chat



2 Follow the flow chart. Talk about the topics your partner chooses.



5.3 Exercise 2D Student A

1 **Choose one of the jobs in the box. Don't tell your partner. Then complete the sentences about the job with *always, usually, often, sometimes, hardly ever, or never.***

doctor hotel clerk server student

1 I _____ get up early.
2 I _____ eat at home.
3 I _____ have free time.
4 I _____ work with friends.
5 I _____ read books.
6 I _____ send emails for work.
7 I _____ go to bed late.
8 I _____ work on the weekend.

2 **Your partner is a teacher, salesperson, chef, or artist. Ask questions and guess the job.**

Do you get up early? — Always.

Do you eat at home? — Never.

Are you a ... ?

3 **Your partner asks you questions. Answer with one or two words. Your partner guesses your job.**

6.3 Exercise 2D Student A

Give the directions below to Student B. Student B repeats and you listen. Is it correct?

1 Turn left here. Then go straight. It's on the left.
2 It's over there. Go two blocks. Turn right. Then turn right again.
3 Turn left here. Then turn left again. It's on the right.

7.3 Exercise 2D Student A

Imagine you're talking to your partner on the phone. Say the news below, and your partner reacts. Then your partner says some news to you, and you react. Take turns.

1 My new job is really boring.
2 I'm having a cup of coffee.
3 It's my birthday today.
4 My dog is eating my lunch.
5 The people at my new college are friendly.
6 I'm on the subway.

8.3 Exercise 2D Student A

1 **Say the sentences below to your partner. Add information to explain or say more. Then your partner gives his or her opinion.**

- Basketball is/isn't my favorite sport. I mean, ...
- I can/can't read music. It's difficult/easy. I mean, ...
- I like / don't like art. I mean, ...
- I think computer skills are important. I mean, ...

Basketball is my favorite sport. I mean, I can play really well, and it's fun.

I don't like basketball. I think soccer is the best sport.

2 **Listen to your partner. Then give your opinion.**

10.3 Exercise 2D Student A

You make a suggestion. Your partner says they can't and gives a reason. Take turns.

Suggestion	Reason
have coffee now	(Your partner)
(Your partner)	go home at lunchtime
have a meeting on Monday	(Your partner)
(Your partner)	go to the supermarket
go shopping on Saturday	(Your partner)
(Your partner)	work late

Let's have coffee now.

I'm sorry, but I can't. I have to go to a meeting.

11.3 Exercise 2D Student A

1 Ask your partner these questions. Listen to their answers. Then tell your partner the correct answers.

Question	Answer
What was Leonardo DiCaprio's name in *Titanic*?	Jack Dawson
Where is the singer Carol Konka from?	Brazil
What country is *Crouching Tiger, Hidden Dragon* from?	China
What was Elvis's last name?	Presley
What band is Jisoo in?	BLACKPINK
What was the dog's name in *The Wizard of Oz*?	Toto

What was Leonardo DiCaprio's name in ***Titanic***?

Uh, I think it was Jack. / Um, I have no idea.

It was Jack Dawson.

2 Answer your partner's questions. Use expressions of uncertainty for answers you don't know or are unsure about.

Pair work practice (Student B)

1.3 Exercise 5C Student B

1 You are the hotel clerk. Ask for your partner's information. Complete the hotel card.

2 You are Tom, the visitor. Give your information to your partner.

Hotel information card:
City Bed & Breakfast

First name:	
Last name:	
Number of nights:	
Email:	
Phone number:	
Company/School:	

Hotel information card:
Tree House Hotel

First name:	Tom
Last name:	Delaney
Number of nights:	four
Email:	delaneyt@techmail.com
Phone number:	(437) 555-8812
Company/School:	Warton Homes

2.3 Exercise 3D Student B

1 Listen to your partner say the incorrect birthdays, and then the correct birthdays. Write the correct birthday. Underline the correction (the number or the month).

Person	Akira	Martin	Paulo	Rosa	Jacob
Incorrect birthday	August 15	December 2	June 5	October 21	April 12
Correct birthday					

2 Say a person from the table. Say the incorrect birthday. Then correct yourself.

Gloria. Her birthday is September 13. No, sorry, September 30.

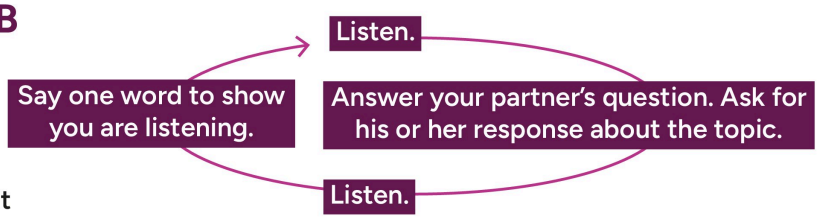
Person	Gloria	Chen	Helena	Susan	Bruno
Incorrect birthday	September 13	November 6	May 9	February 30	January 25
Correct birthday	September **30**	November **16**	**March** 9	February **20**	January **24**

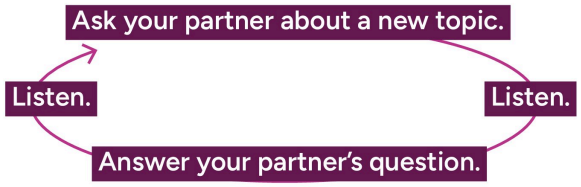
4.3 Exercise 2D Student B

1 Follow the flow chart. Talk about the topics your partner chooses.

2 Follow the flow chart. Use the topics in the box or your own ideas. Talk about two or three topics.

laptops	music videos
social media	video chat





5.3 Exercise 2D Student B

1 Choose one of the jobs in the box. Don't tell your partner. Then complete the sentences about the job with *always, usually, often, sometimes, hardly ever, or never.*

artist chef salesperson teacher

1 I _____ get up early.
2 I _____ eat at home.
3 I _____ have free time.
4 I _____ work with friends.
5 I _____ read books.
6 I _____ send emails for work.
7 I _____ go to bed late.
8 I _____ work on the weekend.

2 Your partner asks you questions. Answer with one or two words. Your partner guesses your job.

Do you get up early? Always.

Do you eat at home? Never.

Are you a ... ?

3 Your partner is a student, doctor, server, or hotel clerk. Ask questions and guess the job.

6.3 Exercise 2D Student B

Give the directions below to Student A. Student A repeats and you listen. Is it correct?

1 Turn left. Go straight. That's San Gabriel Street.
2 Go straight. Then turn right. It's on the right.
3 Turn right here. Turn right again. Then turn left. It's on the right.

7.3 Exercise 2D Student B

Imagine you're talking to your partner on the phone. Your partner says some news to you, and you react. Then you say the news below, and your partner reacts. Take turns.

1 I'm cooking dinner.
2 I'm at a party on the beach.
3 I'm watching TV.
4 I'm working on Saturday and Sunday.
5 I have a new car.
6 My train is three hours late.

8.3 Exercise 2D Student B

1 **Listen to your partner. Then give your opinion.**

Basketball is my favorite sport. I mean, I can play really well, and it's fun.

I don't like basketball. I think soccer is the best sport.

2 **Say the sentences below to your partner. Add information to explain or say more. Then your partner gives his or her opinion.**

- Friday is/isn't my favorite day. I mean, ...
- I like / don't like music. I mean, ...
- I can/can't snowboard. It's difficult/easy. I mean, ...
- I think good food is important. I mean, ...

10.3 Exercise 2D Student B

Your partner makes a suggestion. You say you can't and give a reason. Take turns.

Suggestion	Reason
(Your partner)	go to a meeting
have lunch	(Your partner)
(Your partner)	go out
take a walk after work	(Your partner)
(Your partner)	study this weekend
watch a movie tonight	(Your partner)

Let's have coffee now.

I'm sorry, but I can't. I have to go to a meeting.

11.3 Exercise 2D Student B

1 **Answer your partner's questions. Use expressions of uncertainty for answers you don't know or are unsure about.**

2 **Ask your partner these questions. Listen to their answers. Then tell your partner the correct answers.**

Question	Answer
What was Kate Winslet's name in *Titanic*?	Rose deWitt Bukater
Where is the band BTS from?	South Korea
How many Harry Potter movies was Daniel Radcliffe in?	eight
What is Shakira's last name?	Mebarak Ripoll
What band was John Lennon in?	The Beatles
What animals are in *101 Dalmatians*?	dogs

What was Kate Winslet's name in ***Titanic***?

Uh, I think it was Rose. / Um, I have no idea.

It was Rose deWitt Bukater.