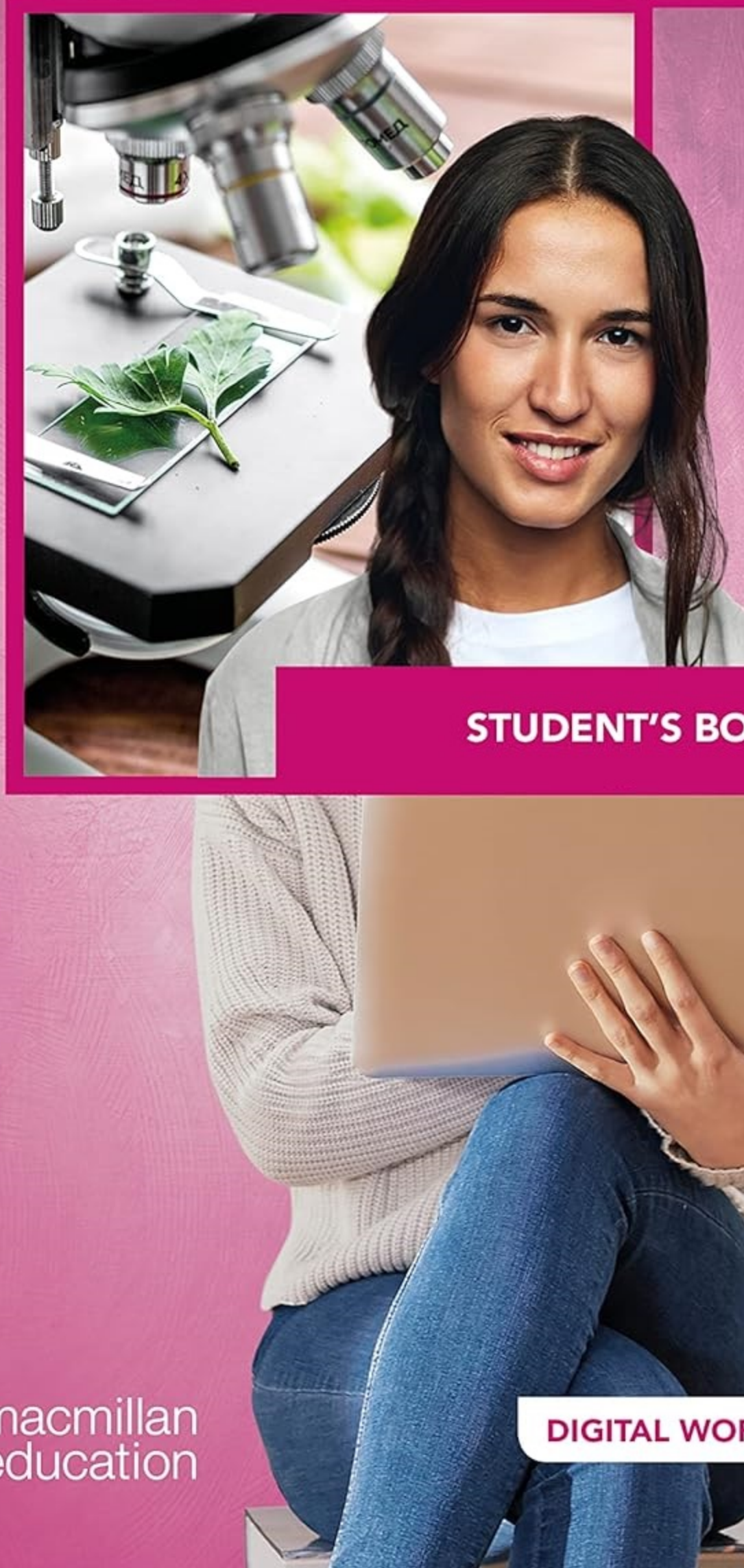
RHONA SNELLING

SPEAK YOUR MIND



STUDENT'S BOOK

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	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Me pp. 5–13	• Introduce yourself • Talk about your nationality and language • Share information about your family	• Introductions and greetings • Countries and nationalities • Family	• be statements • Subject pronouns and be statements • yes / no questions with be Grammar Reference pp. 70–71	• Make introductions • Give personal information • Ask questions about a partner's family
	Language and Life—Communication: Personal Information			
Unit 2 My Place pp. 15–23	• Introduce your partner • Talk about classroom objects • Talk about where things are in a room	• Describing places • Your things • Prepositions of place 1	• be information questions • a/ an singular and plural nouns • There is / There are Grammar Reference pp. 71–73	• Describe a person • Talk about your classroom • Describe a room
	Language and Life—Communication: Hotel Room			
Unit 3 Life and Work pp. 25–33	• Share information about people in your class • Ask and answer questions • Talk about how often you do things	• Jobs • Prepositions of time • Daily activities	• Simple present statements • yes / no questions with simple present • Adverbs of frequency Grammar Reference pp. 73–74	• Talk about a partner's life • Ask a partner yes / no questions • Discuss routines
	Language and Life—Communication: Meet Someone			
Unit 4 My City pp. 35–43	• Ask and answer questions about a tour • Ask for and give directions • Talk about your clothes	• Places in a city • Prepositions of place 2 • Clothes	• Simple present information questions • Imperatives • this / that / these / those Grammar Reference pp. 74–76	• Ask and answer questions about a tour • Ask for and give directions • Describe clothes
	Language and Life—Communication: Shop			
Unit 5 Free Time pp. 45–53	• Talk about what you can/can't do • Talk about objects in a classroom • Discuss the weather in different places	• Free-time activities • Subjects • Types of weather	• can / can't • Possessive 's • Present progressive statements Grammar Reference pp. 76–78	• Find out about free-time activities people in the class can/can't do • Talk about people's possessions • Tell a partner what you are doing / not doing
	Language and Life—Communication: Your City			
Unit 6 Health pp. 55–63	• Describe people's appearance • Talk about food and meals • Ask and answer a quiz	• The face and body • Food • Feelings	• have • some and any • Review Grammar Reference pp. 78–79	• Describe someone to a partner • Plan a meal with a partner • Complete a class quiz
	Language and Life—Communication: Cafe			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Join a conversation Repair It • Correct yourself Keep Talking • Ask questions	• Word stress	Listen to a short conversation with an introduction • Skill—Listen for names Read a selection of ID cards • Skill—Locate information in a text Listen to a short conversation about a family • Skill—Understand key words	• Evaluate • Analyze	An introduction
Unit Review p. 14 **Study Skills**—Using a Dictionary				
Keep Talking • Give extra information Keep Talking • Ask questions Keep Talking • Check you understand	• Plural nouns	Listen to an interview • Skill—Use visuals to predict content Listen to a radio show • Skill—Listen for main idea Read a college webpage • Skill—Identify the topic	• Analyze • Evaluate • Brainstorm	A text message
Unit Review p. 24 **Follow A Pro**—Online Teacher				
Repair It • Ask questions Keep Talking • Check you understand Keep Talking • Useful phrases	• Word stress in questions	Read a magazine article about jobs • Skill—Scan for jobs Listen to a job interview • Skill—Listen for names, dates and numbers Read an online article about a hotel • Skill—Recognize different text types	• Evaluate • Analyze	A post
Unit Review p. 34 **Study Skills**—Recording Vocabulary				
Keep Talking • Take turns Keep Talking • Finish a conversation Repair It • Useful phrases	• Vowel sounds 1	Read an informative text • Skill—Locate information in a text Listen to a short conversation with directions • Skill—Understand key words Listen to people's shopping routines • Skill—Identify information	• Analyze • Evaluate	A description
Unit Review p. 44 **Follow A Pro**—Tour Guide				
Keep Talking • Explain your answer Keep Talking • Useful phrases Keep Talking • Show understanding	• Stress in *can* / *can't*	Listen to a college radio show • Skill—Listen for main idea Read a college webpage • Skill—Scan for key words Listen to a group video call • Skill—Listen for reasons	• Analyze • Recall • Brainstorm	A blog
Unit Review p. 54 **Study Skills**—Practicing Vocabulary				
Keep Talking • Think about your answer Keep Talking • Useful phrases Keep Talking • Ask follow-up questions	• Vowel sounds	Listen to two conversations describing people • Skill—Identify information Read two different types of text • Skill—Recognize different text types Listen to a radio interview • Skill—Identify information in an introduction	• Analyze • Evaluate • Predict	An online review
Unit Review p. 64 **Follow A Pro**—Food Scientist				

The alphabet

0.01 **Listen to the letters of the alphabet.**

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

Numbers

0.02 **Listen to the numbers 1–20.**

1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty
7 seven	14 fourteen	21 twenty-one

Months, dates, days

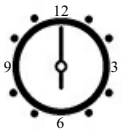
January | February | March | April | May | June
July | August | September | October
November | December

JANUARY

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

January 1, 2020
March 5, 2020
August 22, 2020

Times



six o'clock



six-thirty


a.m.


p.m.

Prices


change



one dollar



five dollars



ten dollars



one hundred dollars



two hundred dollars

Colors


red

yellow


blue


green


orange


purple


black


white

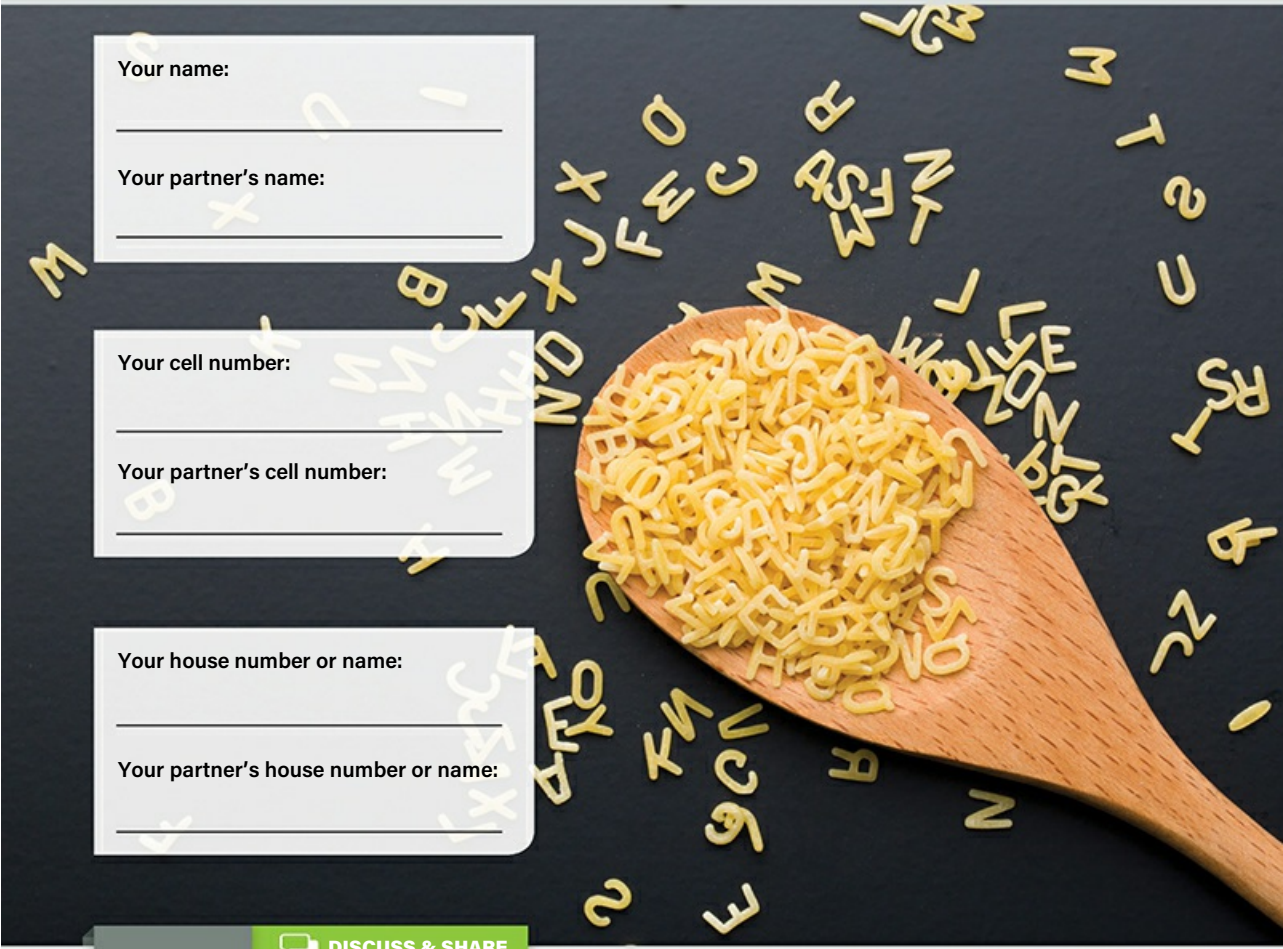
UNIT 1

Me

WHAT DO YOU ALREADY KNOW?

1 Think about letters and numbers. Complete the boxes.

2 IN PAIRS Share and compare your words. Add your partner's information to the boxes, if possible.



Your name: _____

Your partner's name: _____

Your cell number: _____

Your partner's cell number: _____

Your house number or name: _____

Your partner's house number or name: _____

VIDEO

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

SYM Numbers or words?

In this unit, you will ...

- introduce yourself to your group, talk about your nationality and language and share information about your family.
- use thinking skills: evaluate and analyze.
- read a variety of ID cards for information.
- use strategies to start a conversation, use language to repair mistakes while talking and ask extra questions to continue a conversation.
- use communication skills to complete a form and write an introduction.
- learn skills to identify parts of a dictionary definition.

Introductions

VOCABULARY introductions and greetings

A **Match the pictures with the people.**

co-workers friends teacher and student







B 1.01 **Read and listen. Match the conversations (1–3) with the pictures from** A**. Write the number.**

Conversation 1 _____
A: Good morning, Sara. How are you?
B: **Hi**, Mr. Webster. **I'm fine, thanks.**

Conversation 2 _____
A: **Good afternoon**, I'm Mr. Smith. What's your name?
B: My name's Nick. Nice to meet you, Mr. Smith.
A: **Nice to meet you, too**

Conversation 3 _____
A: Good night, Lara.
B: Good night. **See you,** Mia!
A: Goodbye.

C **Add the bold phrases from** B **to the table.**

Say hello	Meet friends	Meet new people	Say bye
Hello	How are you?	Nice to meet you.	Goodbye.
Good morning,	3	4	Good night.
1			5
2			

MAKE IT REAL

My name's Nicole. = **I'm** Nicole.

D IN PAIRS **Practice the conversations in** B**.**

LISTENING

A 1.02 **Listen to the conversation. How many people talk: two, three or four?**

B 1.02 LISTENING SKILL—Listen for names **Listen again. Write the correct names.**

Maria Mr. Taylor Pedro

The man's name is _____.

The woman's name is _____.

C 1.02 THINKING SKILL—Evaluate **Listen again. Are Maria and Peter students or co-workers?**

GRAMMAR be statements

A **Look at the sentences below. The verb** to be **is underlined. Circle the negative (-) sentence.**

My name isn't Emma. My name's Eva.

B **Complete the table with** isn't **and 's.**

Possessive Adjectives (Subject)		To be **Affirmative**	To be **Negative**	Object
My	name	is / _____	is not / _____	Emma.
Your				
His/Her				

C **Choose the correct words to complete the rules.**

1 The sentence order is **subject-verb-object** / **verb-subject-object**.
2 The apostrophe (') substitutes a **letter** / **word**, e.g., name is = name's, is not = isn't.

For more practice, go to page 70.

D 1.03 **Complete the conversation. Then listen and check your answers.**

Rosie: Hello, I'm Rosie. What's your name?
Eva: Hi, Rosie. My name's Eva.
Rosie: Nice to meet you, Emma.
Eva: No. My name _____ Emma. _____ name's Eva. This is my co-worker, Roger.
Rosie: Nice to meet you, Robert.
Eva: No. His name isn't Robert. _____ name _____ Roger.

E IN GROUPS **Take turns to practice the conversation. Use your own names.**

SPEAKING

A IN GROUPS **Take turns to say hello and meet your group.**

A: Hello, what's your name?
B: I'm Irene. Nice to meet you!

A: Hi, Sophie, how are you?
B: I'm fine, thanks.

B **Join another group or work as a class. Say hello and meet everyone in your group/class. Use the Confident Communicator box to help you.**



CONFIDENT COMMUNICATOR

START TALKING

To join a conversation, use the following phrases:
Excuse me, can I join you?
Hi there, can I join you?

READING

A 1.04 **Read the cards (1–4) and match them to the different types (a–d). Write the number.**

1
Number One Finance
Mike Michelson
762 Fifth Ave, New York, NY USA
Email: mike@numberonefinance.com
Languages: English, German, Japanese

2

Tino Fernandez
Language Teacher
Mexico City
First language: Spanish
Other languages: English, French, Chinese

3
UNIVERSITY
University of Los Angeles
SUBJECT
Law
NAME
Jane Henderson
NATIONALITY
British


4
DRIVER'S PERMIT

Alberto Garcia
Name **Alberto Garcia**
Address **25 Cda. De Topilejo, Molino del Rey, Mexico**
Nationality **Mexican**

a business card _____
b driver's license _____
c online profile _____
d student ID card _____

B READING SKILL—Locate information in a text **Read the cards in** A **again and circle the names of countries. Then underline the nationalities and languages.**

C **Read again. Complete the sentences with countries, nationalities or languages.**

1 Mike is from the _____. He's American. His first language is English.
2 Alberto and Tino are from Mexico. They're _____.
3 Jane is from Great Britain. She's _____.

D THINKING SKILL—Analyze **What does** first language **mean? What is your first language?**

VOCABULARY countries and nationalities

A **Complete the table with words from READING** A **and your dictionary.**

Name	Country	Nationality	Language
Mike	the 1	American	English, German, 7
Alberto	Mexico	Mexican	Spanish
Tino	Mexico	Mexican	Spanish, English, 8 , 9
Jane	the UK	3	English, French
	Canada	4	
	Brazil	5	
	2	Chinese	
	Germany	6	

MAKE IT YOURS
IN PAIRS Add more country and nationality words.

PRONUNCIATION word stress

A 1.05 **Listen to the words. Underline the stressed syllable.**

1	o O o o	A-me-ri-can	4	O o	Spa-nish
2	O o o	Me-xi-can	5	o O	Chi-nese
3	o o O	Ja-pa-nese			

B 1.06 **Listen to the words. Write the number of the correct syllable pattern group from** A**. Not all groups are used.**

1	Brazilian _____	3	Canadian _____	5	German _____
2	British _____	4	English _____		

C 1.07 **Listen and check your answers in** B**. Then listen again and repeat.**

GRAMMAR subject pronouns and be statements

A **Read the texts from READING** A **and choose the correct answers.**

1 Mike **is** / **isn't** from China. He **'s** / **isn't** from the US.
2 Tino and Alberto **are** / **aren't** from Mexico. **They're** / **They aren't** Mexican.
3 Jane **is** / **isn't** from the US. She **'s** / **isn't** from Britain.

B **Complete the table with** 's, isn't, 're **and** aren't **.**

Subject Pronouns	To be **Affirmative**	To be **Negative**	**Language**
I	am / 'm	am not / 'm not	American. / from the US.
You	are / 're	are not / aren't	
He/She	is / _____	is not / _____	
We/They	are / _____	are not / _____	

For more practice, go to page 70.

C **Complete the sentences with the correct form of** to be **.**

1 I'm American. I 'm from New York City.
2 We _____ from China. We're from Brazil.
3 You aren't Canadian. You _____ from the US.
4 He _____ German. He isn't from Japan.

SPEAKING

A **Complete the ID card to make it true for you.**

Name: _____
Address: _____
Nationality: _____
First language: _____
Other languages: _____

CONFIDENT COMMUNICATOR

REPAIR IT

To repair your conversation after a mistake, say Excuse me / Sorry.
He's from Mexico. *Excuse me*.
She's from Mexico.

B IN PAIRS **Show your ID card. Take turns giving information. Include one negative sentence. Use the Confident Communicator box to help you.**

I'm Gabriela Marino. I'm from Mexico. I'm not from Brazil.

C **Join another pair. Introduce your partner.**

She's Gabriela Marino. She's from Mexico. She isn't from Brazil.

VOCABULARY family

A **Look at the pictures. Complete the description with the correct names.**

1

Owen 18, Dan 21, Vicky 15

2

Joe 48, Nora 42, my _____

3

Adam 77, Vivian 73, my _____

I'm Owen. Dan is my **brother** and _____ is my **sister**. My parents are Joe and Nora. _____ is my **father** and Nora is my **mother**. They're **husband** and **wife**. My **grandparents** are _____ and Vivian. Adam is my **grandfather** and _____ is my **grandmother**. They're husband and wife, too.

B **Complete the table with words from A.**

		
brother	3 _____	parents
1 _____	mother	grandparents
husband	4 _____	
2 _____	grandmother	
son	daughter	

MAKE IT REAL

We use short words for our own parents: father = dad, mother = mom. In British English, people say mum.

C 1.08 **Listen and check your answers to B. Then listen again and repeat.**

LISTENING

A 1.09 THINKING SKILL—Evaluate **Listen to the conversation. Are the speakers friends or family? Decide and give reasons.**

B 1.09 LISTENING SKILL—Understand key words **Listen again. Circle the answer.**

1 Zoe is Ben's **sister** / **friend**.
2 Max is Ben's **friend** / **brother**.
3 Hannah and Gavin are Ben's **co-workers** / **classmates**.
4 Ben's grandparents are over **70** / **80** years old.



GRAMMAR yes / no questions with be

A **Match the questions (1–4) to the answers (a–d) from LISTENING B.**

1 Are they your grandparents? _____
2 Is he your brother? _____
3 Are they your classmates? _____
4 Is she your sister? _____

a No, he isn't.
b Yes, she is.
c No, they aren't.
d Yes, they are.

B **Complete the table with the correct verb forms.**

Question			Answer		
To be	Pronoun	Object	Yes / no	Pronoun	To be
1	she	your sister?	Yes,	he/she	3
	he	your father?	No,		isn't.
2	they	your grandparents?	Yes,	they	are.
			No,		4
Are	you	his brother?	Yes,	I	am.
			No,		am (I'm) not.

C **Look at the table and complete the rules.**

To make a question:
1 Put the verb to be at the **beginning** / **end**.
2 Put the pronoun **before** / **after** the verb to be.

To make an answer:
3 **Use** / **Do not use** the pronoun from the question.
4 Put the verb to be at the **beginning** / **end**.

For more practice, go to page 71.

D **Choose the correct words.**

1 **Is** / **Are** he your brother? No, he isn't.
2 Are they your parents? Yes, they **are** / **is**.
3 Is she your classmate? No, she **is** / **isn't**.
4 Are they your co-workers? Yes, **he are** / **they are**.
5 Is **he** / **she** your friend? Yes, she is.

SPEAKING

A **Think of five friends or people in your family. Write their names and their ages.**

Sonia 30

B IN GROUPS **Ask questions about the people your group member chose in A. Give short answers. Use the Confident Communicator box to help you.**

A: Is Sonia your sister? *B:* No, she isn't.
A: Is she your friend? *B:* No, she isn't.
A: Is she your co-worker? *B:* Yes, she is!

CONFIDENT COMMUNICATOR
KEEP TALKING

To continue a conversation, ask extra questions.
Is Pierre French? No, he isn't.
OK, is he from Brazil? Yes, he is.

C **Share information about the people with the class.**

Sonia is Ana's co-worker. She's 30.

Language and Life

Communication – Personal Information

FUNCTIONAL LANGUAGE complete a form

A 1.10 **Listen to the conversation and choose the correct place.**



Hospital



Hotel



School

B 1.11 **Read and listen to the rest of the conversation. Put the information in the correct order.**

Major _____ Email _____ Name 1 Nationality _____ Phone number _____

Mrs. Jones: So, your name is Rodrigo. What's your last name?
Rodrigo: My last name is Casal.
Mrs. Jones: Sorry. Can you repeat that, please?
Rodrigo: Casal. C-a-s-a-l.
Mrs. Jones: Thanks. Are you from Colombia?
Rodrigo: Yes, I am. I'm from Bogotá. I'm Colombian.
Mrs. Jones: What's your major? Is it English?
Rodrigo: My majors are English and Business.
Mrs. Jones: Great. Thanks. What's your email?
Rodrigo: My email is rodrigo1234@funmail.cg.
Mrs. Jones: And what's your phone number?
Rodrigo: My cell is (555) 555-1058.
Mrs. Jones: Thank you, Rodrigo. Welcome to college!



C 1.11 **Listen again and circle the correct answers to complete Rodrigo's form.**

Name	Rodrigo Casa~~l~~/Rodrigo Casel
Nationality	Colombi~~a~~/Colombian
Major	Englis~~h~~/English and Business
Email	rodrigoc1234/rodrigo1234@funmail.cg
Phone number	(216) 555-1058/(555) 555-1058

D IN PAIRS **Practice the conversation in B. Switch roles.**

E IN NEW PAIRS **Take turns to practice the conversation in B again and give answers for you. Make notes on your partner's answers.**

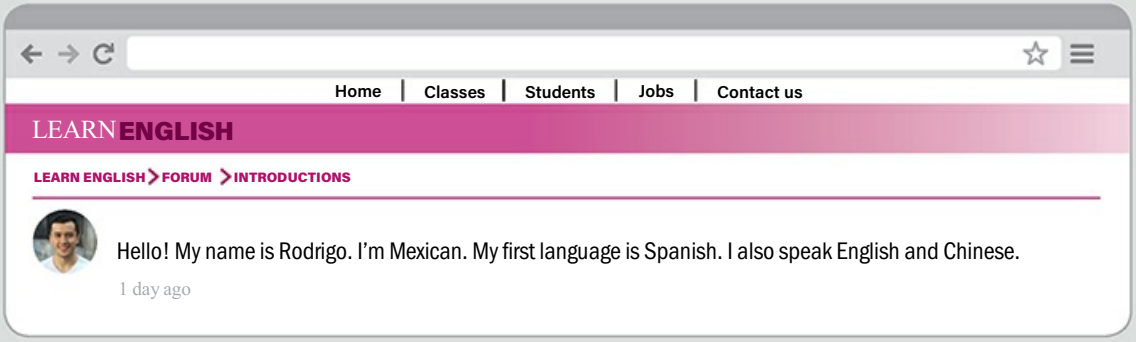
WRITING an introduction

A **Look at the bold letters and circle them.**

capital letter

I'm from Mexico.

B **Circle the capital letters in the introduction.**



C **Cross out the incorrect writing rule.**

Use a capital letter for the:

- first letter in a sentence
- first letter in someone's name
- language
- nationality
- pronoun I
- verb

D **Find and correct the errors in each sentence.**

1 hello, i'm henry. _____
2 i'm from Great Britain. _____
3 my first Language is english. _____

E **Rewrite the sentences in D with your personal information.**

F IN PAIRS **Exchange sentences. Check that your partner uses capital letters and periods.**

MAKE IT DIGITAL

Find and take a free English class online.

VOCABULARY review

SCORE: / 5

A **Complete the sentences with the words from the box.**

Canadian good mother nice wife

1 **A:** _____ morning, my name's Dan.
B: _____ to meet you, Dan. I'm Tara.

2 Here are my parents: Nigel is my father and Karen's my _____ . They are from Canada. They're _____ .

3 **A:** I'm Sam. This is my husband, Nico.
B: I'm Nico. This is my _____ , Samantha.

GRAMMAR review

SCORE: / 5

A **Complete the sentences with the correct form of** be **.**

1 A: My name _____ Nina. What's your name?
B: I _____ Suzy.

2 Carmen and Miguel are from Spain. They _____ from Great Britain.

3 A: _____ he your brother?
B: No, he _____ . He's my friend.

6–10 correct: You can use greetings, introduce yourself, talk about countries and nationalities, give personal information, and talk about your family. You can use be statements, subject pronouns and yes / no questions with be .
0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

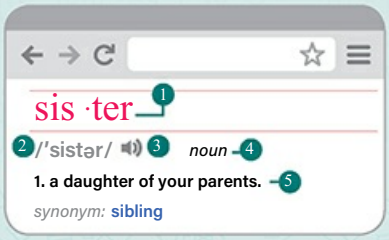
TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at the unit and review the language you know now.

STUDY SKILLS USING A DICTIONARY

A IN PAIRS Is your dictionary a book or online? Show it to your partner. Is it the same dictionary?

B Number the explanations of the parts of the dictionary entry from www.macmillandictionary.com.



definition ____
part of speech ____
the word ____
pronunciation 1— the phonetics ____
pronunciation 2— listen to the word ____

C Answer the questions.

1 Is sister an adjective? _____
2 Sister is for a female. What is the male word? _____
3 How many syllables are there in sister ? _____
4 Which syllable is stressed? _____

D IN PAIRS Find the words for Student A or Student B in the Macmillan Dictionary. Tell your partner the definition, correct pronunciation and part of speech. Use the word in a sentence.

Student A: bedroom, cousin **Student B:** garage, uncle

UNIT 2

My Place

WHAT DO YOU ALREADY KNOW?

1 Think about rooms in your home. Write words that you know in the box.

2 IN PAIRS Share and compare your information. Add more words to the box, if possible.

Living room: sofa,

Bedroom: bed,

Kitchen: oven,



VIDEO

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

City or country?

In this unit, you will ...

- introduce your partner, talk about classroom objects and talk about where items are in a room.
- use thinking skills: analyze, evaluate and brainstorm.
- read about college student rooms.
- use strategies to give extra information and ask about new words to continue a conversation and check understanding.
- use communication skills to book a hotel room and write a text message.
- follow an online teacher to learn about their job and the skills needed to be in this industry.

VOCABULARY describing places

A IN PAIRS **Match the adjectives from the box to the pictures. Which home is your favorite?**

beautiful big modern noisy old quiet small ugly





B **Look at the adjectives in** A **again. Find pairs with opposite meanings.**

beautiful–ugly

C 2.01 **Listen and repeat.**

D IN PAIRS **Answer the question. Which adjectives describe your home?**

MAKE IT YOURS

Write more adjectives to describe your home. Use your dictionary to help you.

LISTENING

A LISTENING SKILL—Use visuals to predict content **Look at the picture. Who are the people? Where are they? What is the conversation about?**

B 2.02 **Listen and check your ideas from** A.

C 2.02 **Listen again. Complete the notes about Nick.**

Name	Nick Smith
Home	London—big and _____ apartment (on vacation with his _____)
Age	_____
Email	_____@gomail.com



D THINKING SKILL—Analyze **Juno says his place is** small **and** noisy**. Do you think he likes it or not?**

GRAMMAR be information questions

A **Complete the questions from the conversation.**

how | how old | what ×2 | where | who

1 _____'s your name?
2 _____ are you?
3 _____ are you from?
4 _____ is he?
5 _____ are you?
6 _____'s your phone number?

B **Circle the verbs in the questions in A.**

C **Complete the table with is or are.**

Question Word	To be	Subject
How old	1 are	your parents?
What	2	your email?
Where	3	they from?
Who	4	she?
How	5	you?

D **Read the questions in A and C. Match the question words (1–4) to the information in the answer (a–d). Write the letter.**

1 How old ____
2 What ____
3 Where ____
4 Who ____

a a thing or a number
b a place
c a person or people
d age

For more practice, go to page 71.

E **Find and correct the errors in the questions.**

How
1 ~~What~~ old is your apartment? It's 100 years old.
2 How is his email? It's benji123@yes.co.uk.
3 Where are their names? Sasha and Tina.
4 Who is she from? She's from Canada.
5 What are they? They're my friends.

F IN PAIRS **Ask and answer the questions in A so they're true for you.**

SPEAKING

A IN PAIRS **Role-play. Read the information. Take turns to ask and answer questions. Write the answers in your notebook. Use the Confident Communicator box to help you.**

Student A: go to page 65 of the Activity Bank. **Student B:** go to page 66 of the Activity Bank.

B **Ask the questions again and answer with true information for you.**

C IN GROUPS **Tell the group about your partner.**

A: His/Her name is …
B: He's/She's from … His/Her apartment/house is …
A: He's/She's … years old.
B: His/Her phone number is …

CONFIDENT COMMUNICATOR
KEEP TALKING

To continue the conversation, give extra information in your answer:
I'm from London.
It's a beautiful city.

Things

VOCABULARY your things

A **Look at the objects in the pictures. Check (✓) the objects you see in your classroom.**

1 ☐ _____



2 ☐ _____



3 ☐ _____



4 ☐ _____



5 ☐ _____



6 ☐ _____



7 ☐ _____



8 ☐ _____



9 ☐ _____



10 ☐ _____



B IN PAIRS **Match the words from the box to the pictures. Write the words in A.**

brush	ID card	laptop	notebook	pen
phone	transit card	umbrella	wallet	watch

C 2.03 **Listen and check your answers in B. Then listen again and repeat.**

LISTENING



A 2.04 LISTENING SKILL—Listen for main idea **Listen and discuss. Where are the people?**

at a sports event in a class on a radio program

B 2.04 **Listen again. Write the name of the person from the box.**

Andrea Emily Ryan

1 British _____ 2 German _____ 3 the winner _____

C 2.04 **Listen again and complete the lists for each person. Then write the total number of items.**

1 Andrea: a _____, 2 watches, a **sandwich**
Total = _____

2 Emily: 2 brushes, an _____, a **notebook**, 2 pens, a _____, an **umbrella**, a **transit card**
Total = _____

3 Ryan: 2 ID cards, a _____, 3 pens, a **phone**, a **wallet**, a _____, a **transit card**
Total = _____

MAKE IT YOURS

Say Congratulations! or Good job! to a competition winner or someone with good news, e.g., a good test result.

D THINKING SKILL—Evaluate **Are radio shows popular in your country? Describe your favorite radio show/station or your favorite radio show host.**

GRAMMAR a/an singular and plural nouns

A **Look at the bold and underlined nouns in LISTENING C and answer the questions.**

1 Are the bold nouns singular (one item) or plural (2+ items)? The underlined nouns? _____ _____
2 What words are before the bold nouns? _____ _____
3 What is the final letter of each underlined noun? _____

B **Complete the rules with your answers from A.**

For one item, use:
1 _____ + noun, e.g., **a** brush
2 _____ + noun beginning with a vowel sound (a, e, i, o, u), e.g., ***an*** *u*mbrella

For two or more items, use:
number + noun + 3 _____, e.g., 2 pen**s**
number + noun ending with – ch and – sh + 4 _____, e.g., 2 watch **es**

For more practice, go to page 72.

C **Look at the items in LISTENING C again. Add more examples using the rules in B.**

1 **a** brush, _____
2 **an** umbrella, _____
3 2 pen**s**, _____
4 2 watch **es**, _____

D **Complete the lists with a, an, –s or –es.**

Harry: a laptop, three watch _____, _____ pen, two notebook _____, two sandwich _____

Beth: two brush _____, _____ bag, _____ umbrella, _____ ID card, three pen _____

E **IN GROUPS Choose one person from D or LISTENING C and take turns to read his or her list of things.**

PRONUNCIATION plural nouns

A 2.05 **Listen to the words and the final –s sound. Repeat.**

/s/	/z/	/z/
laptop **s**	phone **s**	watch **es**
1	3	5
2	4	6

B 2.06 **Listen and add the words to the table in A. Then listen again, check and repeat.**

brush **es** ID card **s** notebook **s** sandwich **es** umbrella **s** wallet **s**

SPEAKING

A **IN PAIRS Make a list of things you see in the classroom, on your desk or in your bags. Use your dictionary for new words.**

6 bags, 5 phones …

B **Discuss your list with another pair. Use the Confident Communicator box to help you. Is the use of a/an and –s/–es correct?**

C **What is the total number of things on your list? Discuss as a class.**

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, ask questions about new words:
What's this in English? It's a tablet.
What's … in English? Sunglasses.

VOCABULARY prepositions of place 1

A **Look at the pictures. Complete the phrases with the words from the box.**

bag bed chair desk door umbrella watch window

1 **in** the _____



2 **behind** the _____



3 **in front of** the _____



4 **between** the _____ and the _____



5 **next to** the _____



6 **on** the _____



7 **under** the _____



B **Complete the sentences.**

1 The notebook is _____ the bag.
2 The umbrella is _____ the chair.
3 The chair is _____ the umbrella.
4 The bed is _____ the door and the window.
5 The door is _____ the bed.
6 The lamp is _____ the desk.
7 The dictionary is _____ the watch.

C IN PAIRS **Look at your classroom. Say what's on your desk, next to the door and in front of the window.**

READING

A IN PAIRS **Look at the pictures on page 65 of the Activity Bank. Find three differences between them.**

B 2.07 READING SKILL—Identify the topic **Quickly read the webpage and choose a title from the box.**

A Place for Teachers | The Rooms at the College | Your Favorite Bedroom

NEW COLLEGE

There are two types of rooms for students.

Single (one student)

There's a bed. There's a window between the door and the bed. There's a desk and a chair in front of the window. There's a small lamp on the desk. There's a small closet next to the bed.

Double (two students)

There are two beds in the room. There's a big window between the two beds. There are two desks and two chairs. They are in front of the window. There's a lamp on each desk. There are two closets behind the door.

C **Read the webpage again. Use the words from the box to complete the summary.**

different	one	same	two

There are two types of rooms: single for _____ student and double for _____ students. There is the _____ furniture in each room. The furniture is in a _____ place in each room.

D IN PAIRS THINKING SKILL—Brainstorm **Draw a picture of your bedroom. Show your partner.**

GRAMMAR There is / There are

A **Complete the sentences from READING B.**

1 There _____ a bed.
2 There _____ a small closet next to the bed.
3 There _____ two beds in the room.
4 There _____ two closets behind the door.

B **Complete the table with the correct form of** to be**.**

For one thing:	There	1	a	desk.
For two or more things:		2	two	desks.

For more practice, go to page 72.

C **Complete the sentences with** is**,** 's **or** are**.**

1 There 's a desk. There _____ two notebooks on the desk.
2 There _____ three laptops on the bed.
3 There _____ a small window next to the door.
4 There _____ five students in the class. There _____ one teacher.

D IN PAIRS **In your notebook, make sentences about your classroom using** There is **/** There are **.**

SPEAKING

A IN PAIRS **Student A: look at your picture. Do not show it to Student B. Make notes on the items in the room. Then switch roles. Use the Confident Communicator box to help you.**

Student A: go to page 65 of the Activity Bank.
Student A: say what's in your room.
There's a bed. The bed is next to the window.

Student B: go to page 66 of the Activity Bank.
Student B: draw a picture of the room that's described.

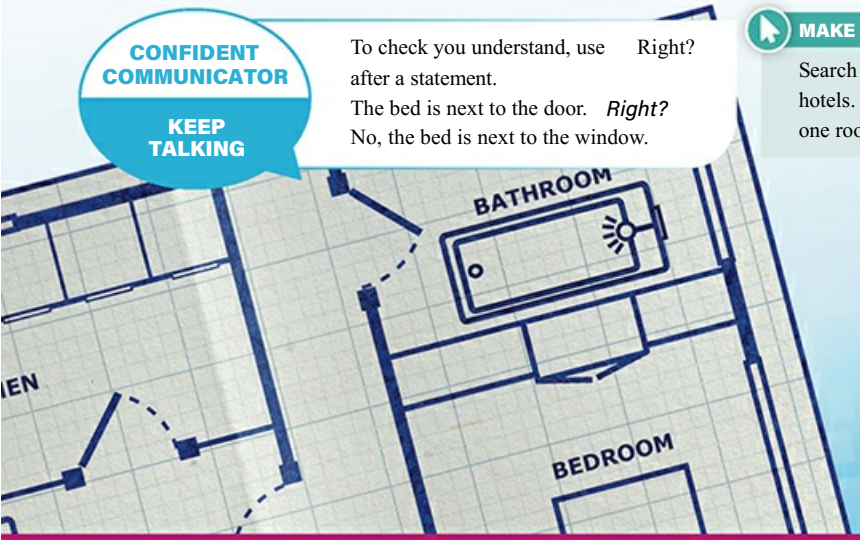
CONFIDENT COMMUNICATOR

KEEP TALKING

To check you understand, use Right? after a statement.
The bed is next to the door. *Right?*
No, the bed is next to the window.

MAKE IT DIGITAL

Search online for rooms at colleges or in hotels. Then write a short description of one room from your search.



Language and Life

Communication – Hotel Room

FUNCTIONAL LANGUAGE book a hotel

A 2.08 **Read and listen to the conversation. Complete the sentences with words from the box. There are two words you do not need.**

friend hotel single double

Sofia calls a _____ . Sofia asks for a _____ room.



Hotel worker: Good morning. Grand Hotel.
Sofia: Good morning. **I want to book a room for Friday night, please.**
Hotel worker: Sure. Let me see if we have a room. **There's a single room and a double room.**
Sofia: What is a double room?
Hotel worker: It's a room with two beds for two people.
Sofia: OK. **A single room, please.**
Hotel worker: No problem. It's a nice room with two big windows. **What's your name and email, please?**
Sofia: Sofia Lopez. My email is sofial95@newmail.com. **How much is it?**
Hotel worker: It's $100. **Please pay at the hotel on Friday.**
Sofia: **Thank you for your help.**
Hotel worker: **You're welcome.** Goodbye.

MAKE IT REAL

In British English: double room = a room with a bed for two people
twin room = a room with two beds for two people

B **Add the bold sentences from A to the table.**

Hotel guest	Hotel worker
I want to book a room for Friday night, please.	There's a single room and a double room.
1	4
2	5
3	6

C 2.09 **Listen to two different examples (A and B) from the hotel worker. Is A or B polite? Circle the answer.**

1 A B 2 A B 3 A B

D IN PAIRS **Take turns reading the conversation in A.**

E IN NEW PAIRS **Repeat the conversation with new information. Take turns as the hotel worker and the hotel guest.**

Student A: go to page 65 of the Activity Bank. **Student B:** go to page 66 of the Activity Bank.

WRITING a text message

A **Read the text messages and choose** True **or** False **. Correct the false sentences.**

1 Dan is in a hotel. **True** / **False** _____

2 The room is small. **True** / **False** _____

3 There is a restaurant in the hotel. **True** / **False** _____

B **Circle six exclamation marks (!) and four question marks (?) in the texts.**

C **Complete the sentences with ? or !.**

1 Use ____ at the end of a question—not at the beginning.

2 Use ____ at the end of a statement—not at the beginning.

3 Use ____ to show you are very happy or not very happy.

D **Complete the sentences with ? or !.**

1 Is the room small

2 The coffee shop is beautiful

3 This hotel is awesome

4 Where is the clothes store

E **Complete the sentences to describe the places. Then write another sentence. Use your own words or the examples from the box.**

closet	clothes store	coffee shop	quiet
noisy	old	small	

1 The hotel is noisy. It's very old.

2 The room … _____

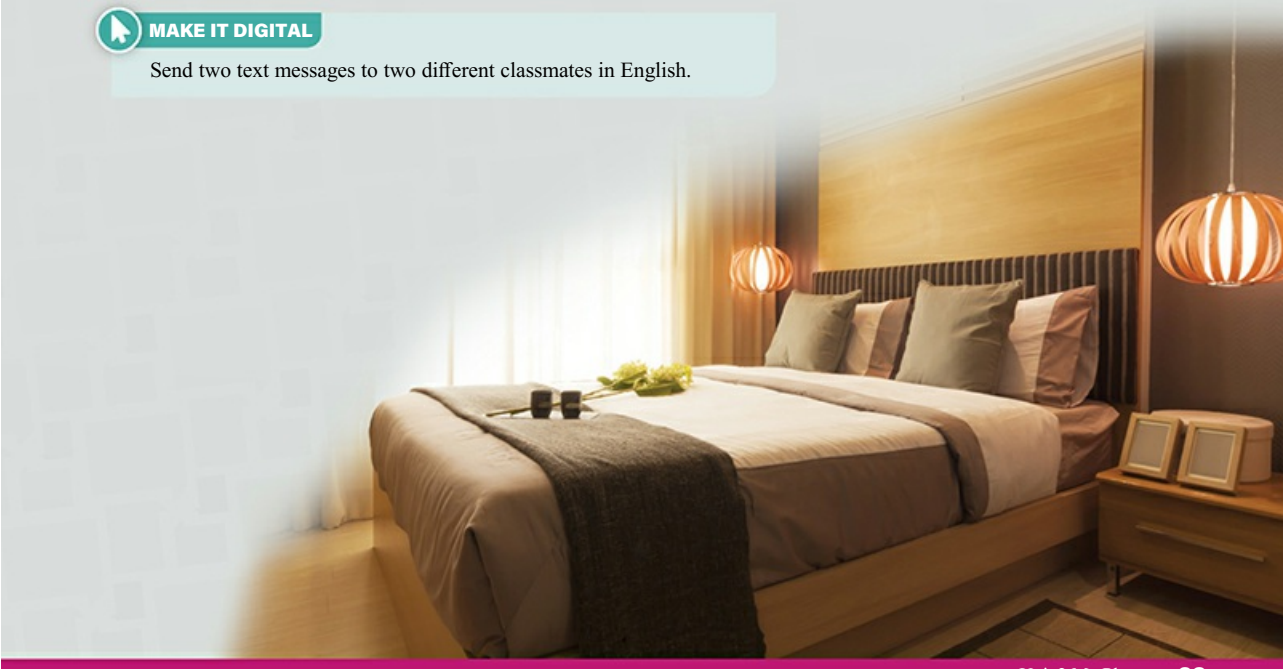
3 The restaurant … _____



F IN PAIRS **Exchange answers. Then take turns to ask and answer the questions. Text your questions and answers to each other if possible.**

MAKE IT DIGITAL

Send two text messages to two different classmates in English.



VOCABULARY review

SCORE: / 5

A **Choose the word that is different in each group.**

1	beautiful	laptops	old	small
2	brush	modern	transit card	wallet
3	door	ID cards	pens	umbrellas
4	bed	between	desk	window
5	behind	in front of	notebook	under

GRAMMAR review

SCORE: / 5

A **Complete the sentences.**

1 Where _____ you from? I'm from Japan.
2 Who _____ he? He's my teacher.
3 There's a brush and _____ ID card.
4 The chair is next _____ the window.
5 There _____ three windows and two doors.

6–10 correct: You can describe places and where things are, introduce your partner, and talk about your things. You can use be information questions, a/ an singular and plural nouns and There is / There are .
0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at page 15 and add the words you know now to the box.

FOLLOW A PRO ONLINE TEACHER

A Circle useful things for an online teacher.

chair desk dictionary internet laptop phone transit card

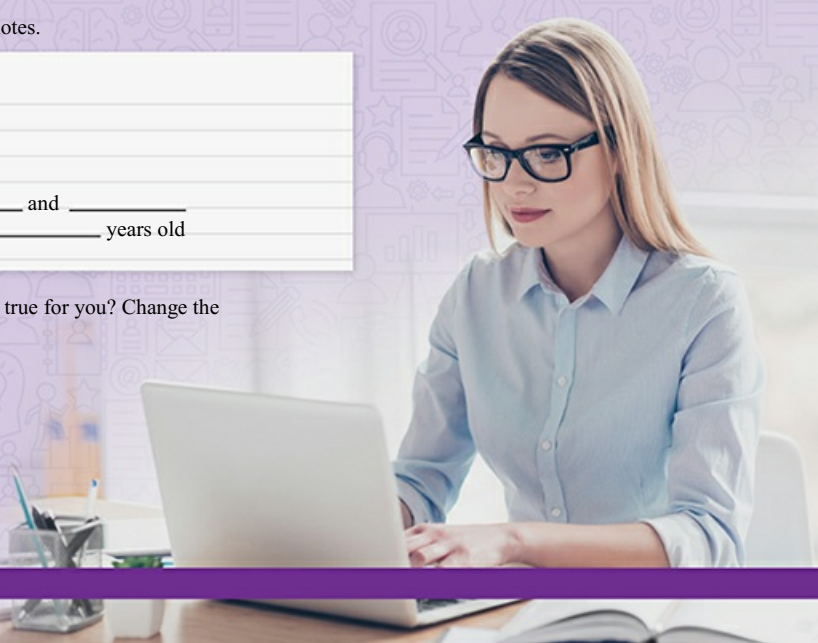
B 2.10 Listen and check your answers in A.

C 2.10 Listen again and complete the notes.

Name: Angela
Nationality: _____
Language: _____
Job: _____
Nationality of students: _____ and _____
Age of students: _____ to _____ years old

D IN GROUPS Discuss. Are the sentences true for you? Change the sentences to make them true for you.

- I'm an online student.
- There are online teachers in my city.
- An online class is fun.



UNIT 3

Life and Work

WHAT DO YOU ALREADY KNOW?

1 Think about your calendar or planner. Complete the boxes.

2 IN PAIRS Share and compare your details. Add your partner's information to the boxes, if possible.



Days: Monday, _____

_____

_____

Months: January, _____

_____

_____

_____

Your next vacation:

_____

Your partner's next vacation:

_____

Your birthday:

_____

Your partner's birthday:

_____

VIDEO

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

SYM Birthdays—party or no party?

In this unit, you will ...

- share information about people in your class, use the simple present, use adverbs of frequency.
- use thinking skills: evaluate and analyze.
- read about the world of work and a hotel.
- use strategies to ask questions to repair a conversation, ask questions to check understanding and agree with an affirmative statement to continue a conversation.
- use communication skills to plan to meet and write an online post.
- learn skills to record vocabulary.

VOCABULARY jobs

A IN GROUPS **Ask and answer the question** What do you do?

A: What do you do? *B:* I'm a student.

B **Match the pictures with jobs from the box. Write the words under the pictures.**

chef doctor lawyer manager pilot police officer teacher waiter/waitress


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____

C 3.01 **Listen and check your answers to B. Then listen again and repeat.**

MAKE IT YOURS

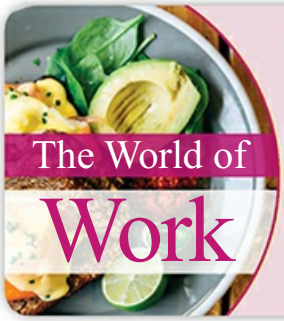
IN GROUPS Make a list of jobs you know. Use a dictionary to help you.

READING

A **Look at the pictures. Discuss what jobs you think the people do.**

B 3.02 READING SKILL—Scan for jobs **Read the texts and check your answers. Then answer the question. What other jobs are in the texts?**

_____



Hi, I'm Marie. I live in the city. I'm a waitress. I don't work in a restaurant. I work in a café. I meet new people every day. It's fun! I'm also a teacher. I teach Chinese in a school. °e students are nice. I like my jobs.

Hello, I'm Gino. I don't work. I'm a student. I go to college by bus. My brother is a pilot. He goes to work by car. He speaks three languages: Italian, French and English. He doesn't speak Chinese. He likes his job. We live in an apartment.



C **Read the texts again. Choose the word to complete the sentences.**

1 Marie **speaks** / **doesn't speak** Chinese. She **likes** / **doesn't like** her jobs.
2 Gino **works** / **doesn't work**. He **goes** / **doesn't go** to college.
3 Gino's brother **speaks** / **doesn't speak** Chinese. He **likes** / **doesn't like** his job.
4 Gino and his brother **live** / **don't live** in an apartment.

D IN GROUPS THINKING SKILL—Evaluate **Decide which job in the texts you like more. Why?**

GRAMMAR simple present statements

A **Complete the table with bold words from READING A.**

Subject Pronouns	Verb	
Affirmative		
I	go	to college by bus.
	like	my jobs.
He	speaks	three languages.
	1 _____	to work by car.
	2 _____	his job.
Negative		
I	don't work	in a restaurant.
He	3 _____ speak	Chinese.

B **Look at the table and complete the rules for simple present statements.**

1 For affirmative sentences with He/She/It :
- add – s to regular verbs.
- add _____ to irregular verbs ending with – o.

2 For negative sentences with I/ You/ We / They, add don't before the verb.

3 For negative sentences with He/ She / It, add _____ before the verb.

For more practice, go to page 73.

C 3.03 **Choose the word to complete the description. Then listen and check.**

I (live) / **lives** in Lima. I **don't** / **doesn't** work. I'm a student. I **go** / **goes** to college by bike. I **speak** / **speaks** two languages: English and Spanish. My sister **works** / **doesn't work**. She's a doctor. She **don't** / **doesn't** live in Lima. She **live** / **lives** in New York.

D **Write sentences in your notebook using the prompts from the box.**

I'm a/an | I live in | I work in | I speak | I don't speak | I go to work/college by

SPEAKING

A IN PAIRS **Take turns to say your sentences from GRAMMAR D. Make a note of your partner's answers. Use the Confident Communicator box to help you.**

B IN GROUPS **Share information about the people in your group/class.**

CONFIDENT COMMUNICATOR

REPAIR IT

To repair the conversation, ask questions:
Can you say that again, please? How do you spell engineer ?
How do you say that? What does apartment mean?

VOCABULARY prepositions of time

A **Student A: read the text below. Student B: read the text on page 66 of the Activity Bank.**

I go to work by bus **in** the morning. I start work **at** 7:00 a.m. I work in an office. I go to college **on** Wednesday and **on** Thursday. The class is 1 _____ the evening. It starts 2 _____ 6:00 p.m. and ends 3 _____ 8:00 p.m. I study 4 _____ the weekend.

B **Take turns to read your text to your partner. (Do not show your partner the text.) Listen to your partner and complete your text.**

C **Write the correct preposition:** at, in **or** on**. Then circle examples from the text.**

1



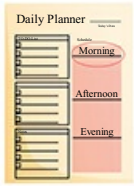
_____

2



_____

3



_____

LISTENING

A IN PAIRS **Look at the picture and discuss the questions: Who are the people? Where are they? What is the conversation about?**



B 3.04 **Listen and check your ideas from** A**.**

C 3.04 LISTENING SKILL—Listen for names, dates and numbers **Listen again and complete Anthony's notes.**

Name: Mario

Job: waiter / ~~manager~~—in the morning/ ~~evening~~

Routine: Mario goes to college in the ~~morning~~/ afternoon and studies in the morning/ ~~afternoon~~.
He works in his uncle's shop on ~~Wednesday~~ / the weekend ~~from~~ 12:00 p.m. to 9:00 p.m.

D 3.05 **Listen to the next part. Complete Mario's questions.**

1 Does the restaurant open on _____ ?
2 Do the waiters speak _____ ?

E THINKING SKILL—Analyze **Do you think Mario gets the job? Why?**

MAKE IT REAL

People often say about for a time that is not exact.
The waiters finish *about* 11. = The waiters finish at 10:50/10:55/11:05/11:10.
People do not always say o'clock, a.m. or p.m. after the time.
The waiters start work at six.

GRAMMAR yes/no questions with simple present

A **Match the phrases to make questions and answers from LISTENING B.**

1	**Do** you	open on Sunday?	Yes, they **do**.
2	**Does** the restaurant	speak English?	No, it **doesn't**.
3	**Do** the waiters	go to college every day?	No, I **don't**.

B **Complete the table with** Do, Does, don't **and** doesn't **. Then add the example questions from** A**.**

Simple Present Questions			
1	you/we/they	+ infinitive …?	e.g., 3
2	he/she/it	+ infinitive …?	e.g., 4
Short Answers			
Yes,	I/you/we/they	5	
	he/she/it	does.	
No,	I/you/we/they	6	
	he/she/it	7	

For more practice, go to page 73.

C **Find and correct one error in each question. Then complete the short answers.**

1	Do your brother study in the afternoon?	Yes, he does.
2	Does she goes to college on Wednesday?	No, she _____ .
3	Does you work on Saturday?	Yes, I _____ .
4	Do they starts work at 7:00 p.m.?	No, they _____ .

D IN PAIRS **Take turns to ask and answer the questions in** C**. Use different short answers. Change the subject (**your brother–you; she–they **).**

PRONUNCIATION word stress in questions

A 3.06 **Listen to the conversations and underline the stressed words.**

Conversation 1
Do they speak English?
Yes, they do. / No, they don't.

Conversation 2
Does it open in the mornings?
Yes, it does. / No, it doesn't.

B 3.06 **Listen again and repeat.**

SPEAKING

A **Write five simple present** yes/no **questions in your notebook.**

B IN GROUPS **Take turns to ask and answer your questions. Use the Confident Communicator box to help you.**

CONFIDENT COMMUNICATOR

KEEP TALKING

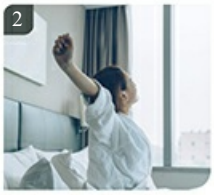
To continue the conversation and check you understand, ask questions:
Is that right? Is that OK?

VOCABULARY daily activities

A **Write the activities from the box under the correct picture.**

drink coffee | eat breakfast | get up at 6 a.m. | go to bed | take a shower


1 _____


2 _____


3 _____


4 _____


5 _____

B 3.07 **Listen, check and repeat.**

C **Match the verbs (1–5) to the words (a–e) to make phrases.**

1	drink _____	a	at 8:00 a.m.
2	eat _____	b	a bath
3	get up _____	c	tea
4	go to _____	d	college
5	take _____	e	lunch



D IN PAIRS **Write five sentences describing your routine. Then talk about your routine.**

I get up at 7:30 a.m. I take a shower.

READING

A 3.08 READING SKILL—Recognize different text types **Quickly read the text. What type of text is it?**

job advertisement | online article | message

The 24-365 Hotel

11:24

Welcome! I'm Michael Olson and I'm the manager. The hotel is 150 years old. It has 200 rooms, two restaurants and a café. About 400 people work here. It's a big hotel.

We are **always** busy. The hotel is **never** closed. It is open 24 hours a day for 365 days a year. There are **always** guests at the hotel. Guests **usually** stay for one week or two weeks. Families **often** stay here in July and August.

Tourists **often** visit the hotel to eat lunch or dinner. The restaurants are very popular on weekends. There is **rarely** a free table! Our chefs are excellent. They make excellent food. The waiters and waitresses speak different languages. One waiter speaks five languages! People **sometimes** visit the hotel for work meetings. They drink coffee and talk about work. Visitors love the hotel.



B **Read the text again. Write the numbers from the text next to the descriptions below.**

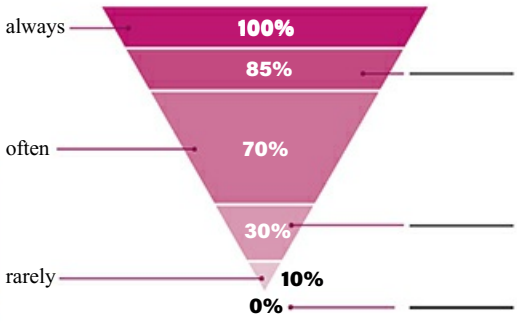
1 age of the hotel _____
2 rooms and restaurants _____
3 people who work there _____
4 days the hotel is open _____
5 languages one waiter speaks _____

C THINKING SKILL—Analyze **Discuss as a class. Look at the phrases in VOCABULARY A. What do you think Michael's routine is? Describe his day.**

I think Michael goes to work at 6 a.m. He has breakfast at the hotel. He ...

GRAMMAR adverbs of frequency

A **Add the bold adverbs from the reading text to the diagram.**



B **Look at the sentences below and underline the two verbs. Then complete the rules.**

1 We are always busy. The hotel never closes.
2 Put the adverb (e.g., always):
- **before** / **after** the verb to be.
- **before** / **after** other verbs.

For more practice, go to page 74.

C **Complete the sentences with the correct adverb.**

1 I often (70%) go to work by car, but I _____ (30%) go by bus.
2 I don't like baths. I _____ (100%) take a shower.
3 I _____ (0%) eat breakfast. I eat a big lunch.
4 I _____ (85%) study every day, but today I'm at work.
5 I _____ (10%) drink coffee. I prefer tea.

D IN PAIRS **Change the sentences in C to be true for you.**

SPEAKING

A **Complete the sentences with the correct adverb and time for your routine.**

- I _____ take a shower _____.
- I _____ get up before _____.
- I _____ eat breakfast at _____.
- I _____ drink coffee _____.
- I _____ go to bed after _____.

B IN GROUPS **Take turns to say your sentences and then discuss the question. Use the Confident Communicator box to help you. Are your routines the same or different?**

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, you can agree with an affirmative statement:
I always drink coffee. = Me, too! (I always drink coffee .)
or agree with a negative statement:
I rarely/never drink coffee. = Me neither! (I rarely/never drink coffee .)

Language and Life

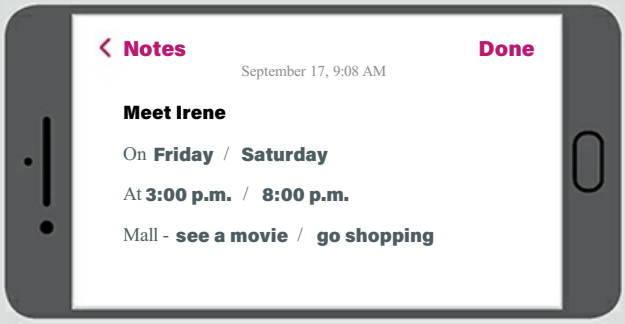
Communication – Meet Someone

FUNCTIONAL LANGUAGE plan to meet

A 3.09 **Listen to the conversation. Are the speakers friends?**

B 3.09 **Listen again. Circle the correct option to complete Sofia's notes.**





C 3.09 **Listen again. Add three examples of** Let's **and** How about **to the table.**

Let's (= Let us)	+ infinitive.	Let's *go* to the mall. 1 _____ 2 _____
How about	+ time? + day?	How about Saturday? 3 _____

D **Look at the table again. Then circle to complete the sentences.**

1 Use the phrases with **friends** / **people you do not know**.
2 Let's … is a **sentence** / **question**.
3 Let's is a contraction of Let + *us* / *is*.
4 How about is a **sentence** / **question**.
5 **Use** / **Do not use** a preposition of time after How about .

E 3.10 **Listen and underline the stressed words. Then listen again and repeat.**

Let's go to the mall.

Let's see a movie.

F IN PAIRS **Complete the conversation with your own words. Then practice the conversation.**

A: Hi. Are you free on Thursday? Let's _____ .

B: Sorry. I work on Thursdays. I study in the evening. How about _____ ? I'm free in the morning.

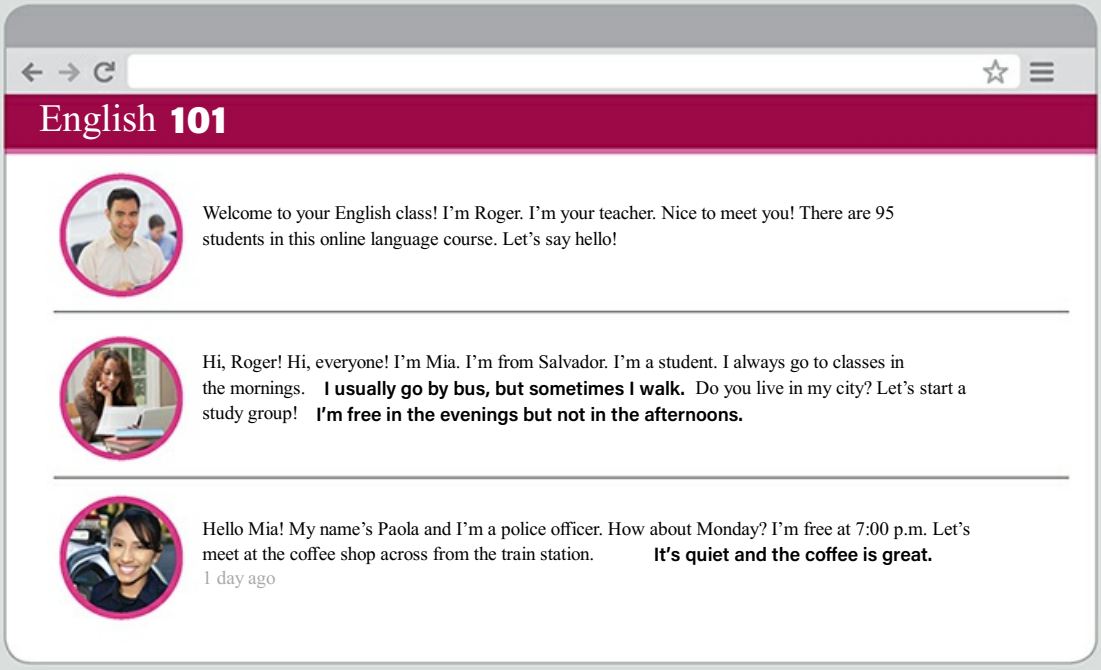
A: Me, too. How about _____ ?

B: OK. Let's _____ .

A: No. Let's _____ .

WRITING a post

A **Read the posts and answer the questions. Who is a teacher? Who are students?**



B **Look at the bold sentences. Which word ...**

1 joins two affirmative phrases or clauses? _____
2 joins an affirmative and a negative phrase or clause? _____
3 comes after a comma? _____

C **Complete the sentences with** and **or** but **.**

1 I'm a student _____ I'm a manager.
2 I rarely work in the evening, _____ sometimes I work on the weekend.
3 I like my city, _____ I don't like my apartment.
4 I go to bed at 11:00 p.m. _____ I get up at 7:00 a.m.

D **Prepare a reply for Roger's post.**

1 Write sentences with:
- your name _____
- where you live _____
- where and when you work/study _____

2 Join two sentences with and . Join two sentences with but . _____
3 Arrange to meet your classmates. _____

E IN PAIRS **Exchange your sentences. Check that your partner includes all the points in** D**.**

F **Read your sentences again and make any changes. Then write your reply in a paragraph.**

MAKE IT DIGITAL

Go online and search for online courses. What courses are there? Is there a course you like?

VOCABULARY review

SCORE: / 5

A **Match the sentence beginnings (1–5) to the sentence ends (a–e).**

1	A chef works _____	a	up at 6:00 a.m.
2	A pilot flies _____	b	to bed early.
3	I don't eat _____	c	in a restaurant.
4	I usually go _____	d	a plane to different places.
5	I always get _____	e	breakfast on the weekend.

GRAMMAR review

SCORE: / 5

A **Find and correct the error in each sentence.**

1 The store closes on 7:00 p.m. _____

2 They goes to school by bus. _____

3 Does they start work at 9:00 a.m.? Yes, they do. _____

4 I eat lunch never. _____

5 Do you always eat breakfast? No, I does. _____

6–10 correct: You can talk about jobs, describe your partner, talk about time and daily activities, and describe your daily routine. You can use simple present statements, yes/no questions with simple present and adverbs of frequency.

0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

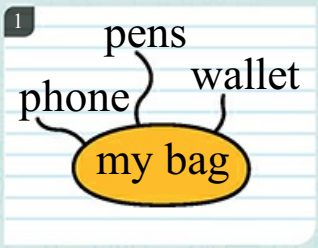
TOTAL SCORE: / 10

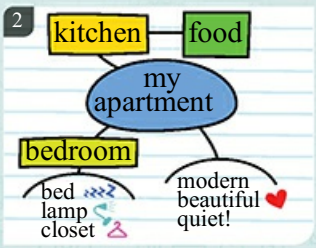
WHAT DO YOU KNOW NOW? Look back at the unit and review the language you know now.

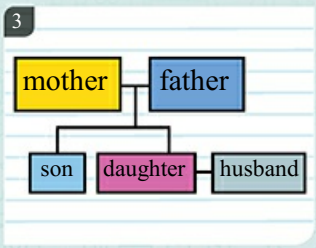
STUDY SKILLS RECORDING VOCABULARY

A **IN GROUPS** Think of three ways to make vocabulary notes. Tell your group.

B Look at the ways below. Are these ways you use?







C Choose one way (or more) from B and make notes on vocabulary from Unit 1, 2 or 3.

D IN GROUPS Show your vocabulary notes to the group. Then say the words. Don't look at your notes.

UNIT 4

My City

WHAT DO YOU ALREADY KNOW?

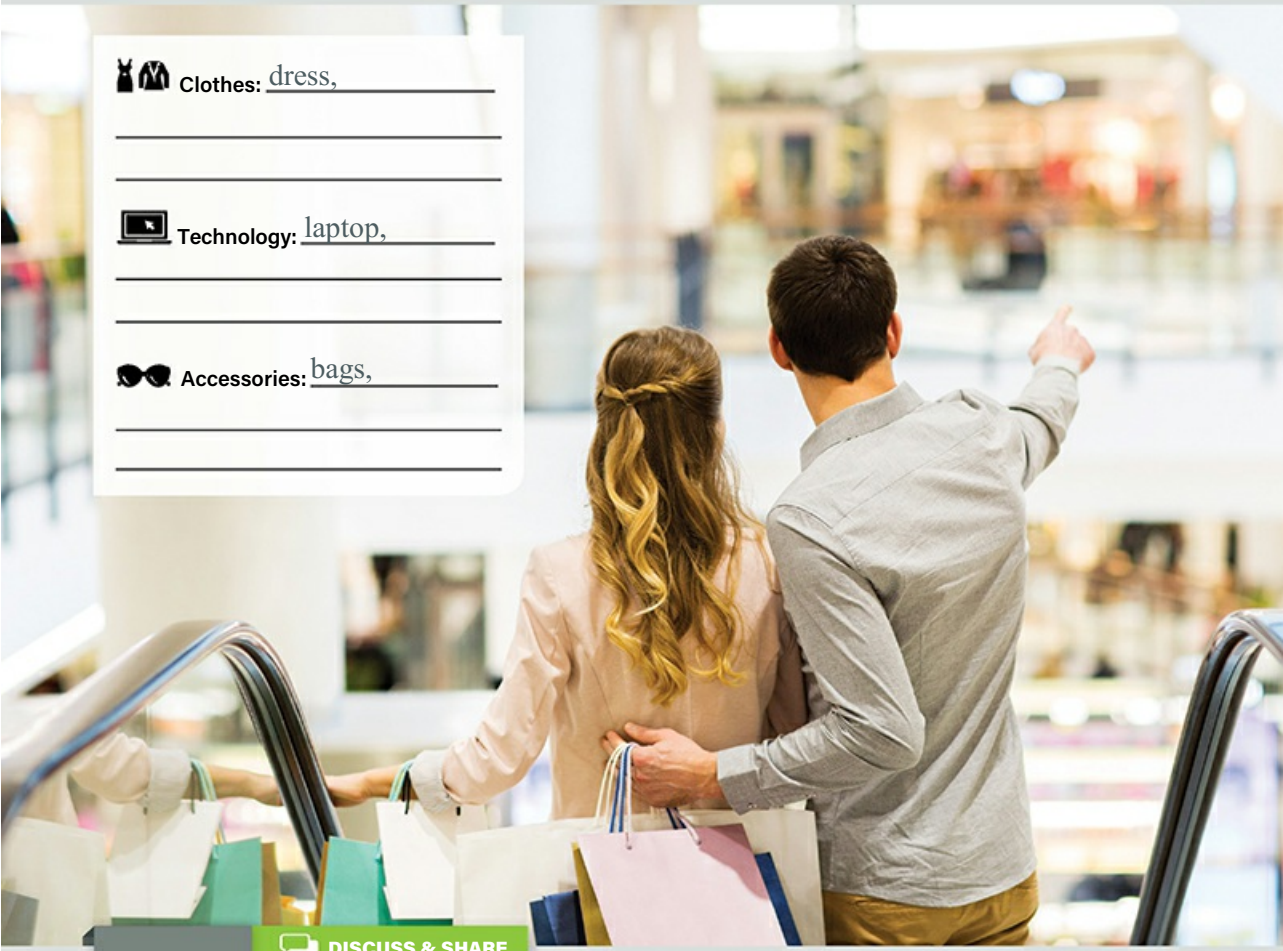
1 Think about things you can buy in stores or malls. Write words that you know in the box.

2 IN PAIRS Share and compare your information. Add more words to the box, if possible.

Clothes: dress,

Technology: laptop,

Accessories: bags,



DISCUSS & SHARE

VIDEO

3 IN GROUPS Watch the video and answer the question.

SYM Online shopping or store shopping?

In this unit, you will ...

- ask and answer questions about a tour, ask for and give directions and talk about your clothes.
- use thinking skills: analyze and evaluate.
- read about a city tour.
- use strategies to practice taking turns, finish a conversation in a natural way and reply when you don't know the answer.
- use communication skills to practice buying things and write a description of a store.
- follow a tour guide to learn about their job and the skills needed to be in this industry.

VOCABULARY places in a city

A IN PAIRS **Write the correct phrase from the box under the pictures.**

buy a book	buy a drink	eat dinner	get a bus	get a degree
get help	get money	go for a walk	learn about the past	stay on vacation

1 bus station



2 park



3 ATM



4 hotel



5 museum



6 hospital



7 university



8 bookstore



9 coffee shop



10 restaurant



B 4.01 **Listen, check your answers to A and repeat.**

C IN PAIRS **Think about your hometown and tell your partner about the places in A.**

There's a coffee shop and a park.

MAKE IT YOURS

What other places do you often go to in your hometown? Use your dictionary to find new words.

READING

A 4.02 **Quickly read the text in B. Choose a description.**

information about a city tour review of a restaurant advertisement for a museum

B **Read the text again. What places from VOCABULARY A are in the text?**

What places does the tour visit?
°e tour goes to the important places in the city. For example, there are two museums in the city. °ere's the history museum and the science museum. °e museums are free on Tuesdays. Tourists always love the history museum.

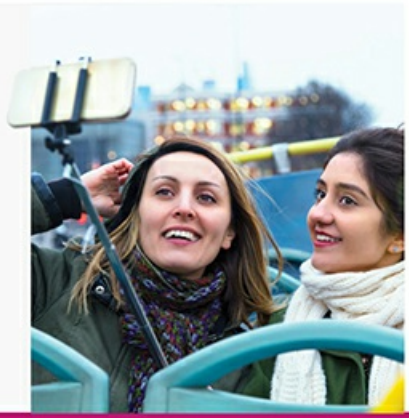
Where does the tour start and finish?
Everywhere! Tourists get on the bus at the bus station or at a bus stop in the city. People get off the bus and go to a museum or have lunch in a restaurant.

°en people get on the bus again later. It's very easy!

When does the first tour start?
°e first tour leaves the bus station at 7:00 a.m. °e last tour is at 9:00 p.m. °ere is a new tour every hour.

Where do I buy tickets?
We sell tickets at the bus station, online and on the bus. Hotels also sell tickets.

How much do the tickets cost?
°e tickets cost $20 for adults and $10 for children or students.



C READING SKILL—Locate information in a text **Read the text again. Choose** True **or** False **. Correct the false sentences.**

1 The museums are free on one day. **True / False**
2 People have lunch on the bus. **True / False**
3 The last tour is at 7:00 p.m. **True / False**
4 People buy tickets online. **True / False**

D THINKING SKILL—Analyze **Do you like bus tours? Explain why or why not.**

GRAMMAR simple present information questions

A **Complete the questions from the text.**

1 _____ does the tour start and finish?
2 _____ does the tour visit?
3 _____ does the first tour start?
4 _____ much do the tickets cost?

B **Match the question words (1–4) to the information (a–d).**

1 how much	a place
2 what	b time
3 when	c general information
4 where	d price

C **Complete the table with** do **or** does **.**

Question Word	do /does	Subject	Verb
Where	1	the tour	start and finish?
What	2	the tour	visit?
When	3	the first tour	start?
Where	4	I	buy tickets?
How much	5	the tickets	cost?

For more practice, go to page 74.

D **Complete the questions.**

1 Where do you go on the weekend?
2 What _____ tourists visit in your town?
3 _____ does your favorite coffee shop open?
4 How much _____ a bus ticket cost in your town?

E IN PAIRS **Answer the questions in** D**. Discuss.**

SPEAKING

A IN PAIRS **Read the information about a tour. Take turns to ask and answer questions from GRAMMAR** A**.**

Student A: look at the information on page 65 of the Activity Bank.
Student B: look at the information on page 67 of the Activity Bank.

B IN GROUPS **Compare and discuss the two tours in the Activity Bank and the tour in READING** A**. Choose your favorite. Use the Confident Communicator box to help you.**

CONFIDENT COMMUNICATOR
KEEP TALKING

To take turns with your partner, ask and answer:
Is it my turn?
Yes, it's your turn.
No, it's my turn.



LISTENING

A 4.03 **Listen and match the conversations (1–3) to the places (a–c).**

1	Conversation 1	a	hotel
2	Conversation 2	b	museum
3	Conversation 3	c	train station

B 4.03 LISTENING SKILL—Understand key words **Listen again and number the directions in the correct order.**

Conversation 1

_____ it's on the left
_____ go straight
_____ take the second right
_____ turn left

Conversation 2

_____ take the #5 bus—about 10 minutes
_____ bus station
_____ go straight

Conversation 3

_____ bookstore on left
_____ between coffee shop and bookstore
_____ take the first left
_____ turn right

C IN GROUPS THINKING SKILL—Evaluate **Discuss and compare the ways you remember directions or information. Do you repeat information? Do you write notes or take pictures?**

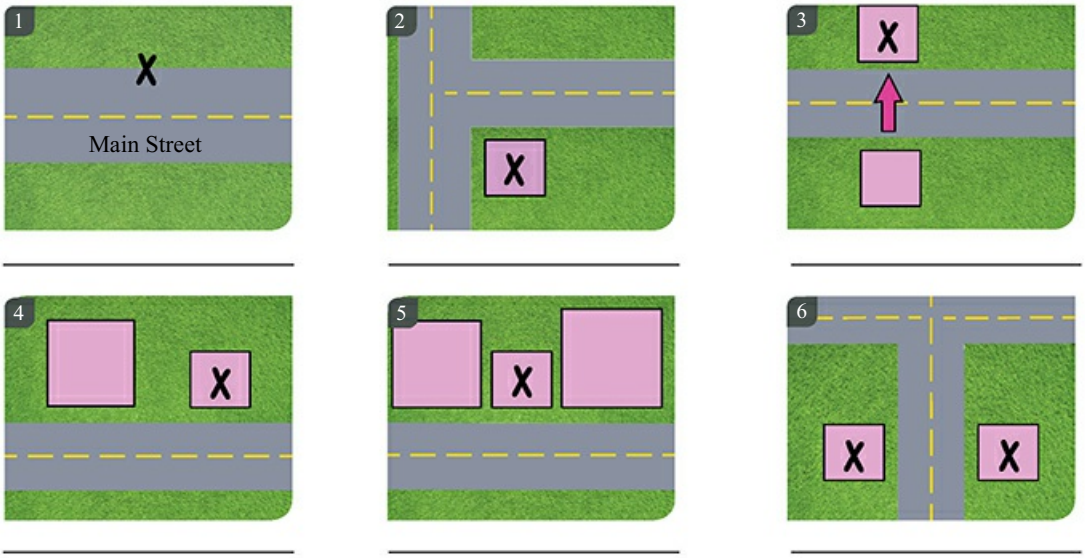
MAKE IT REAL

Use Excuse me before you ask questions to people you don't know.
Excuse me, is the park near here?

VOCABULARY prepositions of place 2

A **Write a phrase from the box under each picture.**

across from | between | next to | on | on the corner of | on the left/right



B 4.04 **Listen and check your answers to** A**. Then listen and repeat.**

C IN PAIRS **Complete the activity. Then switch roles.**

Student A: close your book.
Student B: say a preposition of place.
Student A: draw a picture that represents the preposition.

GRAMMAR imperatives

A **Add the sentences to the table.**

Is the train station near here? | Take the second right.
It's across from the park. | Turn left.
It's between the park and the school.

Ask for Directions	Give Directions	Finish Directions
Where's the museum?	Go straight up this road.	The science museum is on the left.
1	2	4
	3	5

B **Underline the verbs in the table in A.**

C **Choose the correct words to complete the rules.**

To give directions:
1 **Start** / **Do not start** the sentence with a verb.
2 **Use** / **Do not use** a subject in the sentence.
To finish directions:
3 **Use** / **Do not use** a subject in the sentence.

For more practice, go to page 75.

D 2.23 **Put the words in the correct order. Listen and check your answers.**

1 where / the hospital? / me, / Excuse / is Excuse me, where is the hospital?
2 this / straight / Go / road. / up _____
3 to / bookstore / The / is / the hotel. / next _____
4 It's / the / corner of / 1st / and Main. / on _____
5 take / Turn left / first / right. / the / and _____

E IN PAIRS **Write directions for the questions in D. Use your own ideas or give real directions.**

SPEAKING

A IN PAIRS **Complete the activity. Choose other places and ask for directions. Use the Confident Communicator box to help you.**

Student A and Student B: look at the map on page 66 of the Activity Bank.
Student A: ask for directions to the library. **Student B:** ask for directions to the train station.



CONFIDENT COMMUNICATOR

KEEP TALKING

To finish a conversation in a natural way, it is polite to say Thanks or Thank you and to reply No problem or You're welcome .

LESSON 3 Clothes

VOCABULARY clothes

A **Write one word from each pair in the box under the pictures (1–5).**

dress/skirt jacket/suit pants/jeans shirt/T-shirt shoes/boots


1 _____


2 _____


3 _____


4 _____


5 _____

B 4.06 **Go to page 67 of the Activity Bank.**

C IN GROUPS **Make a list of your clothes in your notebook. Add more information, e.g., style or color.**

dressy jacket, new jeans, pink T-shirt

PRONUNCIATION vowel sounds 1

A 4.07 **Listen to the vowel sound and the words. Then listen again and repeat.**

æ	ɜ	ɜ˞	i:	u:
jacket	dress	skirt	jeans	shoes

B ±.²′ **Listen and match the words (1–4) to the correct vowel sound (a–d).**

1 boots 2 pants 3 shirt 4 T-shirt

a æ b ɜ˞ c **i:** d **u:**

LISTENING

A **Look at the pictures. Which people are in a store?**


a


b

MAKE IT REAL

Stores use numbers, letters or words for sizes.
Numbers: 4, 6, 8, 10, 12, 14, 16, 18, 20
Letter and words: XS (extra small), S (small), M (medium), L (large), XL (extra large)

B ±.²μ **Listen and check. Match the conversations to the pictures in A.**

Conversation 1: _____ Conversation 2: _____

C ±.²μ LISTENING SKILL—Identify information **Listen again and complete each sentence.**

Conversation 1

1 The clothes are under **$30** / **$20**.
2 The dress **is** / **isn't** the correct size.
3 They **like** / **don't like** the shoes.

Conversation 2

4 The red T-shirt is **$55** / **$15**.
5 The blue T-shirt **is** / **isn't** the correct size.
6 The sister **likes** / **doesn't like** the bags.

D THINKING SKILL—Evaluate **Do you buy clothes in a store or online? Why?**

GRAMMAR this/that/these/those

A **Complete the sentences from LISTENING** B **(1–4) with the correct word from the box.**

that these this those ×2

1 Do you like _____ blue T-shirt?
2 Look at _____ T-shirts!
3 Look at _____ jacket over there!
4 It's between _____ shoes and _____ bags.



B **Read the sentences in** A **and complete the rules.**

1 Use _____ and _____ for singular nouns, e.g., T-shirt.
2 Use _____ and _____ for plural nouns, e.g., T-shirts .

C **Go to page 69 of the Activity Bank.**

D **Match the sentence halves.**

1 Use this and these for objects	a not very near to you.
2 Use that and those for objects	b very near to you.

For more practice, go to page 76.

E **Complete the sentences with** this, that, these **or** those **.**

1 This is my favorite shirt and _____ are my favorite jeans.
2 Look at _____ dress in the window over there! It's beautiful. _____ shoes are pretty, too.
3 I like _____ jeans over there. They're next to _____ yellow bag.
4 _____ skirts over here are expensive. _____ skirts by the door are cheap.

F IN PAIRS **Write sentences describing:**

1 your clothes using this or these .
2 your partner's clothes using that or those .

This shirt is new. These shoes are size 8. That long skirt is nice. Those jeans are loose.

SPEAKING

A IN PAIRS **Role-play. Then switch roles and repeat. Use the Confident Communicator box to help you.**

Student A: close your book.
Student B: point to clothes on the page (or your clothes) and ask What's this/these?
Student A: answer with That's ... / Those are ...

CONFIDENT COMMUNICATOR

REPAIR IT

To help you reply when you don't know the answer, say:
✓ I think so. **?** I'm not sure. / I don't know.
✘ I don't think so.

Language and Life

Communication – Shop



FUNCTIONAL LANGUAGE buy things

A **Look at the pictures and quickly read the conversation. What things (1–6) do the people not talk about?**













Ally: Excuse me. How much is this laptop?
Bob: It's $ _____ . It isn't new. It's old and slow.
Ally: Oh, OK. No, thank you.
Cate: **How much** are these black boots?
Bob: They're $ _____ .
Cate: **Oh, that's expensive.**
Bob: Do you like these brown boots? These are only $15.
Cate: Oh, yes. Could I take those, please?
Bob: Sure. That's $ _____ , please.
Cate: Here you go.
Bob: Thanks.
Ally: How much are the books in this box?
Bob: **They're** $ _____ **each.**
Ally: **Could I take these two books, please?**
Bob: **No problem. That's $** _____ **, please.**
Ally: Here you go.
Bob: Thank you. Have a great day!

B ±.¶² **Read and listen to the conversation. Complete the prices in** A**.**

C **Look at the diagram. Add more bold examples from the conversation in your notebook.**

FIRST QUESTION AND ANSWER	**Buyer** Excuse me. How much is this laptop? →	**Seller** It's $50.
DECISION	**Yes** Could I take those, please?	**No** No, thank you.
PAYING	**Seller** Sure. That's $15, please. →	**Buyer** Here you go.

D **Put the conversation in the correct order.**

_____ Oh, that's expensive. How much are these **small notebooks**?
_____ Here you go.
_____ It's $**10**.
_____ Sure. That's $ **6**, please.
1 Excuse me, how much is this **big notebook**?
_____ OK. Could I take **two small notebooks**, please?
_____ They're $3 each.

E **Listen and check. Then listen again and repeat.**

F IN PAIRS **Take turns to be the seller and the buyer. Choose something to buy from the box. Repeat the conversation in C with the new object and price.**

jeans $40 laptop $200 notebook $4 pens $2 shoes $25 skirt $20

WRITING a description

A **Read the description and answer the questions in your notebook.**

Ellie 12. June 2019

My favorite store is Alfred's. It's a **small** store on Park Street. It's next to a **modern** hotel. The store sells **old** clothes, computers, jewelry and books. It's an **interesting** store. The things are usually **cheap**.

1 What is the store's name?
2 Where is the store?
3 What does the store sell?
4 How much are things in the store?



B **Choose the correct word to complete the sentence.**

A **noun** / **verb** follows the bold adjectives in A.

C **Add the adjectives to the sentences in your notebook.**

1 This is an website. (interesting)
2 Those are the books. (cheap)
3 It's a store. (busy)
4 My sister buys shoes. (expensive)

D **Prepare a description of your favorite store. Write answers to the questions in A. Include adjectives.**

E IN PAIRS **Exchange your descriptions in D. Check that your partner answers the questions in A and uses adjectives correctly.**

F **Write your description in a paragraph.**

MAKE IT DIGITAL

Search online for descriptions of stores in your city. Do you agree with the descriptions (of stores you know)? Are there new stores in your city?

VOCABULARY review

SCORE: / 5

A **Choose the correct words.**

1 Let's get something to drink at the **coffee shop** / **bus station**.
2 The store is on the **between** / **corner of** Main Street and First Avenue.
3 Wow! These clothes aren't expensive. They're **cheap** / **tight**.
4 The bookstore is **on the left** / **between** the restaurant and the bus station.
5 I like these **dress** / **boots**.

GRAMMAR review

SCORE: / 5

A **Choose the words to complete the sentences.**

1 **These** / **This** are my new shoes. Do you like them?
2 Where **do** / **does** you buy your clothes?
3 **What** / **Where** is the restaurant?
4 **Take** / **Go** straight up this road.
5 The museum is **across from** / **between the** park.

6–10 correct: You can talk about places in a city, give directions, describe where places are, and talk about clothes. You can use simple present information questions, imperatives and this / that / these / those .
0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

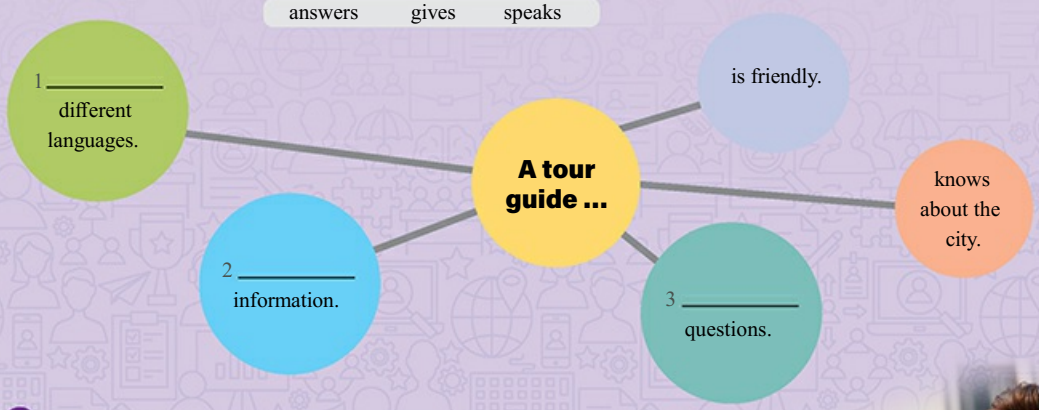
TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at page 35 and add the words you know now to the box.

FOLLOW A PRO TOUR GUIDE

A **Complete the diagram about a tour guide. Use the verbs in the box.**

answers gives speaks



B 4.12 **Listen and number the points in the order you hear them.**

_____ knows about the city
_____ is friendly
_____ answers questions
_____ speaks different languages
_____ gives information

C **Discuss the questions as a class.**

1 Does your city have tour guides? Where do they work?
2 Is it important to have a friendly tour guide?
3 Do tour guides get a lot of money?



UNIT 5

Free Time

WHAT DO YOU ALREADY KNOW?

1 **Think about the activities people enjoy in different types of weather. Write words that you know in the boxes.**

2 IN PAIRS **Share and compare your information. Add more words to the boxes, if possible.**

Activities in hot weather: surfing,

Activities in cool weather: skiing,



VIDEO

DISCUSS & SHARE

3 IN GROUPS **Watch the video and answer the question.**

SYM Hot weather or cool weather?

In this unit, you will ...

- talk about what you can/can't do, talk about different people's objects and discuss activities people are doing.
- use thinking skills: analyze, recall and brainstorm.
- read an online advertisement for college courses.
- use strategies to add explanations or extra information to continue a conversation, respond to others when playing a game and use expressions to show you understand.
- use communication skills to make recommendations and write a blog post.
- learn skills to practice vocabulary.

VOCABULARY free-time activities

A 5.01 **Listen and look at the pictures. Write the numbers of the activities you do not hear.**

2,

















B **Write the activities from the box under the pictures in A.**

bake a cake	dance salsa	do karate	draw pictures
drive a car	play an instrument	ride a horse	swim 1,500 m

C 5.02 **Listen, check and repeat.**

MAKE IT YOURS

Write other activities that you or your friends do in your notebook. Use your dictionary to help you.

LISTENING

A 5.03 LISTENING SKILL—Listen for main idea **Listen and choose the correct descriptions.**

1 The conversation is **on a radio show** / **in a classroom**.
2 The people are **new students at a college** / **friends at a sports event**.

B 5.03 **Listen again. What activities from VOCABULARY A do you hear?**

draw,

C 5.03 **Listen again and complete the table.**

Name	Can ✓	Can't ✖
Francesca		
Javier		

D THINKING SKILL—Analyze **Categorize the activities from VOCABULARY A so they are true for you.**

Cheap	Expensive	Easy	Hard

GRAMMAR can/can't

A 5.04 **Complete the sentences from LISTENING A with can or can't. Listen and check.**

1 _____ you draw? Yes, I _____.
2 _____ you swim? No, I _____. I _____ swim, I _____ do karate.
3 _____ you ride a horse? No, I _____. I _____ drive a car.

B **Look at the questions and answers in A. Match to complete the rules.**

1 To make Can questions, use	a yes/no + pronoun + can/can't .
2 To give short answers, use	b pronoun + can/can't + infinitive.
3 To make can statements, use	c can + pronoun + infinitive.

For more practice, go to page 76.

C **Complete the sentences.**

1 **A:** Can you do karate? **B:** _____, I can't.
2 **A:** _____ you play the piano? **B:** Yes, I _____.
3 **A:** Can he swim? **B:** No, he _____.
4 **A:** Can they bake a cake? **B:** _____, they can.
5 I can dance salsa, but I _____ play an instrument.
6 I can ride a horse and I _____ drive a car.

D IN PAIRS **Ask and answer the questions in A. Answer the questions for you.**

PRONUNCIATION stress in can/can't

A 5.05 **Listen and underline the stressed words.**

1 Can you bake a cake? 2 Yes, I can bake a cake. 3 No, I can't bake a cake.

B 5.05 **Listen again and repeat.**

SPEAKING

A **Look at the pictures in VOCABULARY A. Put a check (✓) next to the activities you can do and an X (✗) next to the activities you can't do.**

B IN GROUPS **Take turns to ask and answer what you can/can't do. Use the Confident Communicator box to help you.**

Find out:
- How many people can do each activity?
- How many people can't do each activity?
- Who can do an activity very well?

I can swim. I swim in a club. I swim in sports competitions.

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, add an explanation or extra information:
Can you ride a horse? No, I can't. *I don't like big animals.*
Can you play the piano? Yes, I can. *I'm very good.*

VOCABULARY subjects

A IN PAIRS **Answer the questions. Do you take other language classes or study other subjects? What are they?**

B **Match the pictures to the classes. Write the class under the picture.**

art Chinese creative writing dance math music science















C 5.06 **Listen and check your answers to** B**. Then listen again and repeat.**

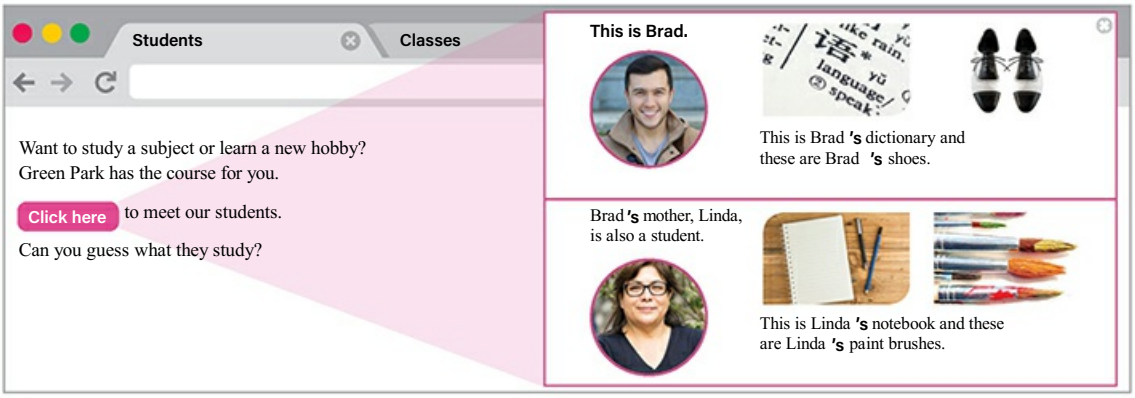
D IN PAIRS Student A: **go to page 67 of the Activity Bank. Read the names of the classroom items.**
Student B: **try to match each item to a subject.**

E IN PAIRS **Discuss. What classes in** A **do students usually study in high school in your country?**

READING

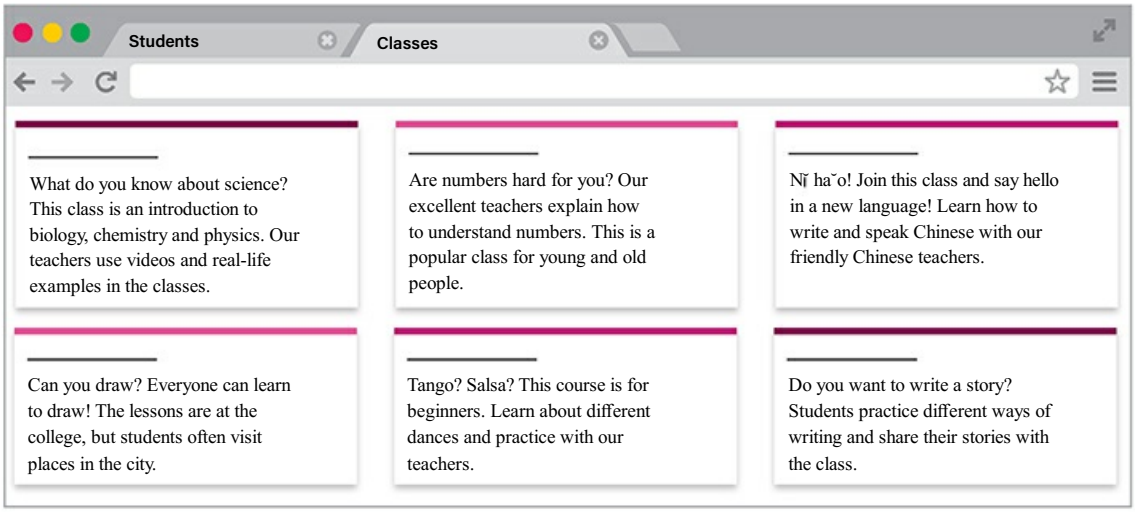
A **Quickly read the webpage. What type of text is it?**

an advertisement for courses a letter to students a story about a family



B 5.07 READING SKILL—Scan for key words **Read the Classes webpage on page 49. Add the classes from the box to the text.**

art Chinese dance math science writing



C IN PAIRS THINKING SKILL—Recall **List the classes Brad and Linda go to in your notebook.**

D **Read the text again. Find words that mean:**

1 an activity you enjoy (not a job) _____
2 something that lots of people like _____
3 smiles at people and helps people _____
4 people who start something new _____

GRAMMAR possessive ’ s

A **Circle the five bold possessive ’s in the text about Brad and his mother.**

B **Read the sentence and choose the correct meaning:**
This is Brad’s dictionary and these are Brad’s shoes.

Brad: This is my dictionary and these are my shoes. / This isn’t my dictionary and these aren’t my shoes.

C **Choose the word to complete the rule.**

1 Add ’s **before** / **after** a name or noun.

For more practice, go to page 77.

D **Correct the sentences.**

1 Are these Brads books? Are these Brad’s books?
2 Is this Linda notebook? _____
3 This is the teacher dictionary. _____
4 These are my pen’s. _____

SPEAKING

A **Work in groups of three. Go to page 69 of the Activity Bank and follow the instructions. Use the Confident Communicator box to help you.**

B **Switch roles and repeat.**

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the game after your partner gives his or her answer, say: Yes, that’s the correct answer! Good job!
No, sorry. That’s not the right answer. Try again.

VOCABULARY types of weather

A IN PAIRS **Order the weather from 1 (your favorite) to 5 (not your favorite).**

It's **sunny**. ____ It's **windy**. ____ It's **snowy**. ____ It's **rainy**. ____ It's **cloudy**. ____



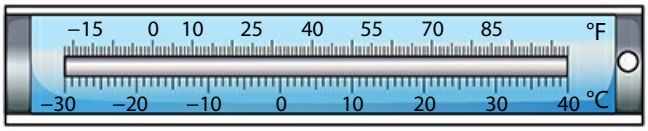




B 5.08 **Listen and underline the stressed syllable in the bold words in A. Listen again and repeat.**

C **Add the words from the box to the thermometer.**

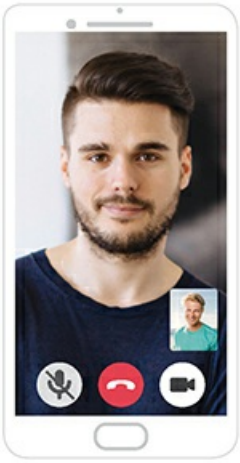
cool freezing hot



_____ _____ _____

D 5.09 **Listen and check. Listen again and repeat.**

LISTENING



A IN GROUPS **Answer the question. How do you talk to friends in different places? Circle all the ways you use.**

email	social media
letter	text message
phone call	video call

B **Look at the picture. Which way from A are the friends using to communicate?**

C 5.10 **Listen to the conversation and choose the correct option.**

The friends live in **the same** / **different** places and they are doing **the same** / **different** activities.

D 5.10 LISTENING SKILL—Listen for reasons **Listen again and match the sentence beginnings (1–3) to the sentence endings (a–c).**

1	Charlie and his family are at the beach	a	because it's very sunny.
2	Barney is watching a movie and eating dinner	b	because it's warm.
3	Barney is watching a movie and eating dinner	c	because the weather's bad.

E THINKING SKILL—Brainstorm **What other activities can you do in warm or cold weather?**

MAKE IT REAL

Use questions with like to ask for a short description.
What's the weather like? It's sunny.
What's the restaurant like? It's nice.

GRAMMAR present progressive statements

A **Read the summary of the conversation and underline seven examples of the present progressive. Then answer the questions (1–3).**

Andy is swimming in the ocean. Charlie's mom isn't reading a book. She's sleeping. Charlie's dad is practicing Spanish. Barney is watching a movie and eating dinner. Jessica is shopping. Jessica and her friend are getting food for a barbecue. Charlie is having fun.

1 Are the activities in the past? _____
2 Are the activities in the present? _____
3 Are the activities happening now? _____

B **Add the verbs from the box to the table.**

eat practice shop sleep

Pronoun	To be (+/-)	+ –ing		
		Regular Spelling	**Irregular Spelling**	
I	'm 'm not	reading. watching TV.	getting coffee. swimming.	having fun. 4 _____
He/She/It	's isn't	1 _____ 2 _____	3 _____	
You/ We/They	are aren't			

C **Write the verbs from the table next to the spelling rule.**

1 end of verb is consonant, vowel, consonant: double the final consonant and add – ing _____
2 a final –e: delete the final e and add – ing _____

For more practice, go to page 77.

D 5.11 **Complete the conversations. Then listen and check.**

Conversation 1

A: Are you studying? (study) **B:** Yes. We _____ English. (practice)

Conversation 2

A: _____ you _____ lunch? (eat)

B: No, I _____ lunch. I _____ coffee with my sister. (eat, have)

E IN PAIRS **Take turns to practice the conversations in D. Then write different answers to the questions.**

SPEAKING

A IN GROUPS **Role-play. What activities are you doing? What are you not doing?**

Student A: go to page 69 of the Activity Bank.
Student B: go to page 65 of the Activity Bank.
Student C: go to page 67 of the Activity Bank.
Student D: go to page 68 of the Activity Bank.

B **Ask and answer questions. Use the Confident Communicator box to help you.**

CONFIDENT COMMUNICATOR
KEEP TALKING

To continue the conversation, use an expression to show you understand:

It's beautiful here. Look at the beach. *Wow!*
It's rainy. It's windy. It's very cold. *Oh, no!*

Language and Life

Communication – Your City

FUNCTIONAL LANGUAGE make recommendations

A IN PAIRS **Discuss. What do tourists usually do in your city?**

B 5.12 **Read the blog and guess the missing words. Then listen and check.**

One Day in My City

530 Followers

Morning

Visit the _____ and learn about the city's history. **Go** early because it's free before 10 a.m. **Don't go** on Monday because it's closed!

Afternoon

Go to the _____. **Swim** in the ocean or **take** a boat trip. **Get** a _____ at the beach café or at the hotel's coffee shop.

Evening

Eat dinner at Gino's pizzeria. Reserve a table because it's always _____. Then **go** to the park and **watch** a _____ at the outdoor movie theater.

follow



C 5.13 **Listen and discuss. Why are the bold verbs stressed?**

1 **Visit** the museum.
2 **Don't** go on Monday.
3 **Go** to the beach.
4 **Swim** in the ocean.
5 **Get** a coffee.
6 **Eat** dinner at Gino's.
7 **Reserve** a table.

D 5.13 **Listen again and repeat.**

E **Think about recommendations for your city. Use the verbs to help you.**

Don't …	Go to …	Visit …
Eat …	Look at …	Walk …

F IN PAIRS **Share your recommendations about your city.**

WRITING a blog

A **Complete the sentences from the blog in FUNCTIONAL LANGUAGE B. Then find four more sentences that use the missing words.**

1 Visit the museum _____ learn about the city's history.
2 Go early _____ it's free before 10:00 a.m.
3 Swim in the ocean _____ take a boat trip.

B **Complete the rules with your answers from A.**

1 Use _____ to give a reason.
2 Use _____ to join two affirmative or two negative phrases.
3 Use _____ to give a different idea.

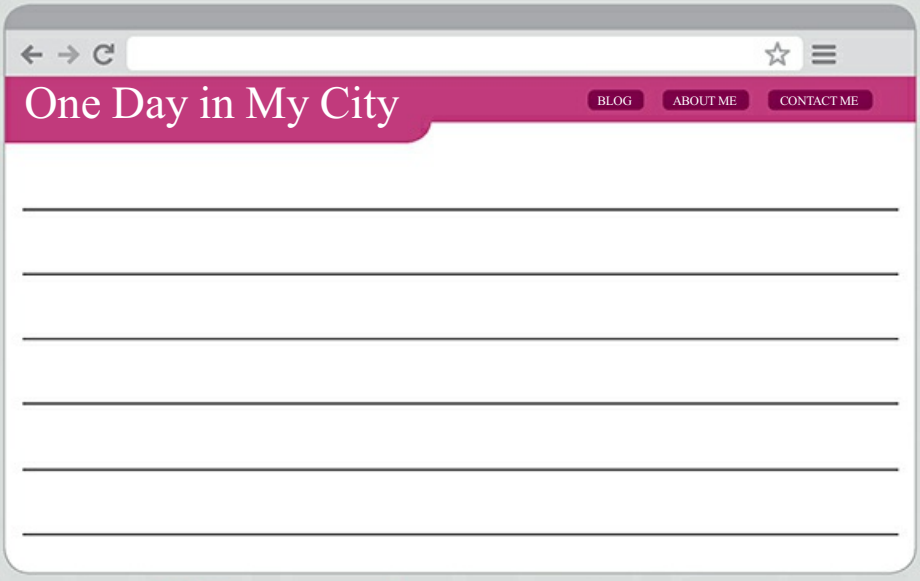
C **Complete the sentences with and , or , or because .**

1 I go to two classes at the university: dance _____ art. I like dance class _____ the other students are fun.
2 Go to the bookstore _____ buy a dictionary. Take your student ID card _____ students get a 50% discount.
3 Do you like cold _____ hot weather? I live near the beach _____ I like hot weather.

D **Prepare a short blog and make recommendations for things to do in your city.**

1 Think about activities to do or places to go in the:
morning afternoon evening
2 Write sentences about your ideas using and , or, or because .
3 IN PAIRS Exchange your sentences and discuss your ideas. Do you like your partner's recommendations?

E **Write your short blog:** One Day in My City.



MAKE IT DIGITAL

Choose a city and search online for activities to do or places to go. Do you like the recommendations? What places are interesting?

VOCABULARY review

SCORE: / 5

A **Match the sentence beginnings (1–5) to the sentence endings (a–e). Write the letter.**

1	I can't do karate, ____	a	and it's snowy.
2	Can you dance salsa ____	b	because I want to draw pictures.
3	I go to an art class ____	c	but I can ride a horse.
4	It's freezing today ____	d	but it's warm.
5	It's rainy here, ____	e	or play an instrument?

GRAMMAR review

SCORE: / 5

A **Complete with** can **or** can't**.**

1 _____ you ride a horse? No, I _____ .
2 I _____ ✓ drive a car, but I _____ ✖ ride a motorcycle.

B **Complete the sentence with the words and the possessive 's.**

These are _____ (books/Jon) and this is _____ (phone/my friend) .

C **Complete the sentences.**

1 I _____ a movie and Cindy _____ a cake.
2 We _____ dinner and we _____ to music.

6–10 correct: You can talk about free-time activities and what you can/can't do, learn about subjects, talk about weather, and describe what people are doing. You can use can / can't , possessive 's and present progressive statements.
0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at page 45 and add the words you know now to the boxes.

STUDY SKILLS PRACTICING VOCABULARY

A **IN PAIRS Do you agree (✓) or disagree (✖) with the sentences? Do you use other ways?**

To practice vocabulary,

- ☐ I learn one new word every day.
- ☐ I play word games.
- ☐ I read English books and magazines.
- ☐ I talk to English speakers.
- ☐ I watch English movies and TV shows.

B 5.14 **Look at the game. Listen to two players. Complete the rules with** left **,** letter **or** word **.**

1 Move from _____ to right.
2 Choose a _____ and answer a question about it.
3 The answer is a _____ beginning with that letter.



C **IN PAIRS Choose 15 words and write the questions. Then make your board. Use the same shapes from** B**.**

D **Play the game. One person asks questions. Then change roles.**

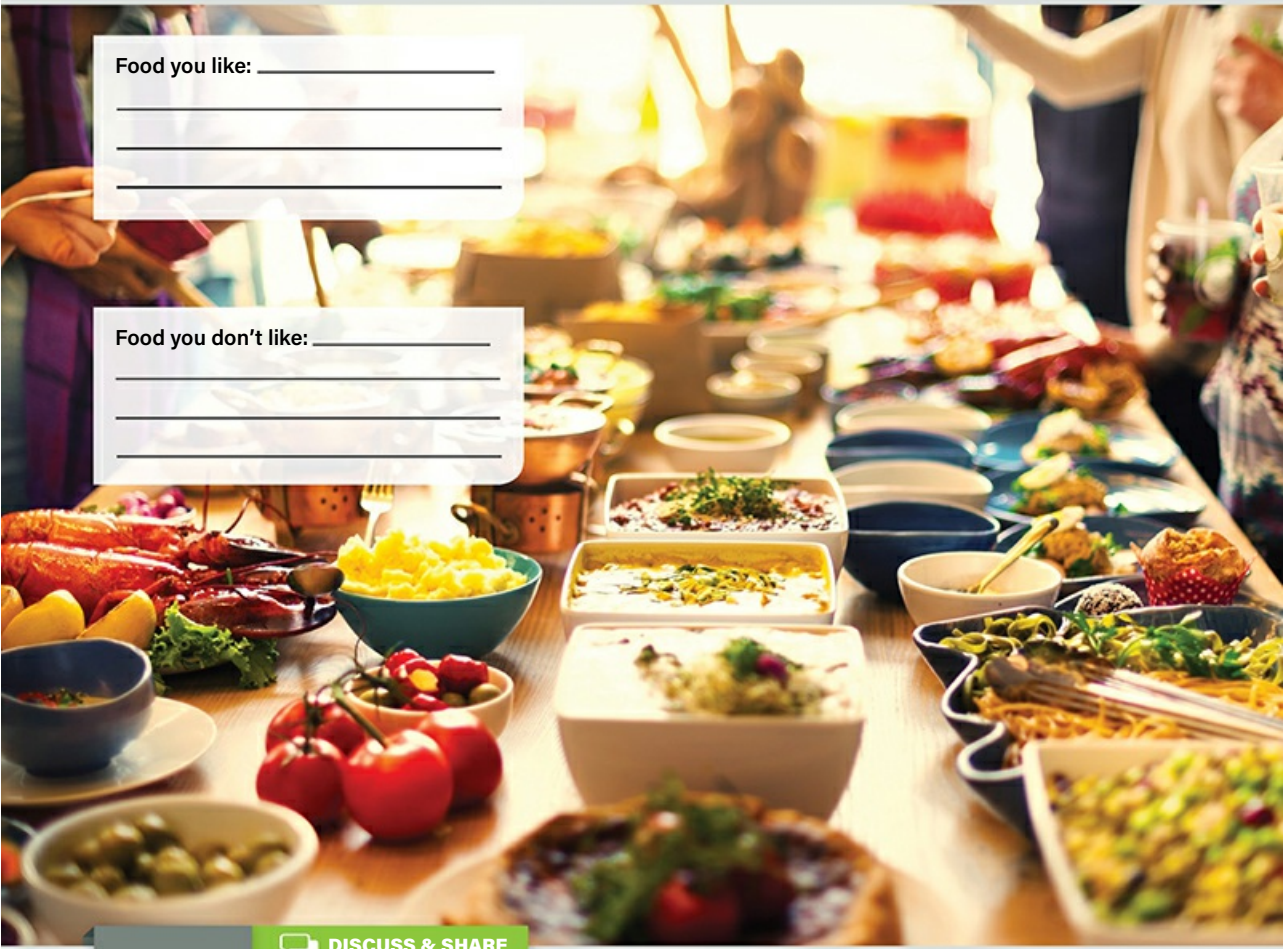
UNIT 6

Health

WHAT DO YOU ALREADY KNOW?

1 Think about the places where you eat and what you eat there. Write words that you know in the boxes.

2 IN PAIRS Share and compare your information. Add more words to the boxes, if possible.



VIDEO

DISCUSS & SHARE

3 IN GROUPS Watch the video and answer the question.

SYM Eat in or eat out?

In this unit, you will ...

- describe people's appearance, talk about food and meals and ask and answer a quiz.
- use thinking skills: analyze, evaluate and predict.
- read two advertisements for food companies.
- use strategies to learn language to use when you need to think about your answer and agree or ask questions to continue a conversation.
- use communication skills to order food and drinks and write an online review.
- follow a food scientist to learn about their job and the skills needed to be in this industry.

VOCABULARY the face and body

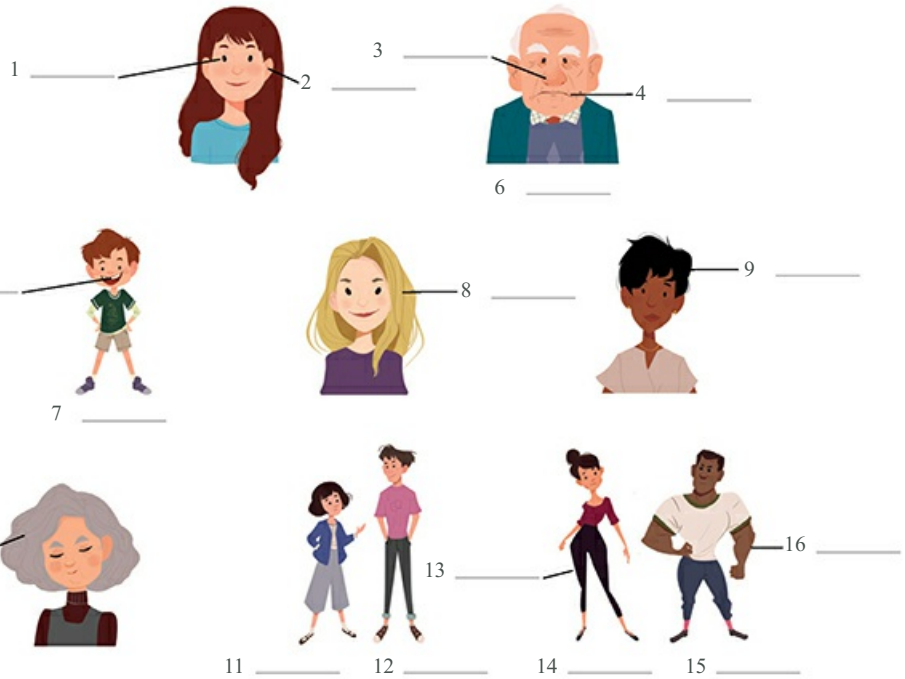
A IN PAIRS **Label the pictures with the words from your box. Then compare your answers.**

Student A

eyes gray leg mouth nose old short slim

Student B

arm blond dark ears heavy tall teeth young



B 6.01 **Listen and check. Then listen again and repeat.**

C IN PAIRS **Close your books. Point to your face/body and say the words. How many can you remember?**

PRONUNCIATION vowel sounds

A **Match the words that have the same underlined sound.**

arm dark heavy leg nose old

_____ , _____
_____ , _____
_____ , _____

MAKE IT YOURS

Use your dictionary to find more words to describe your face/body.

B 6.02 **Listen and check your answers to A. Then listen again and repeat.**

LISTENING

A 6.03 **Listen to the conversations and answer the question. Are the speakers talking about people in the same room or people in pictures?**

Conversation 1: _____
Conversation 2: _____

B 6.03 LISTENING SKILL—Identify information **Listen again and label the people in the pictures with the phrases from the box.**

a Alison's brother	b Alison's father	c Alison's mother	d Alison's mother's sister
e Alison's mother's friend	f John	g Rosa's grandmother	h Rosa's grandmother's brother

Scene 1 (Conversation 1)



1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

Scene 2 (Conversation 2)



1 _____
2 _____

C IN GROUPS THINKING SKILL—Analyze **Look at your group and answer the questions. Who has similar hair? Who has the same eye color? Who is tall and who is short?**

GRAMMAR have

A 6.04 **Listen to the sentences from LISTENING A on page 56 and complete with** has/have **or** don't/doesn't have.

1 She _____ short brown hair.
2 They _____ the same color eyes.
3 We _____ the same nose.
4 I _____ a big nose.

B **Complete the table with your answers from A.**

Pronoun	+	-	(Adjective +) Noun
I/We/They	1	3	blond hair. big ears. blue eyes.
He/She	2	4	a small nose.

For more practice, go to page 78.

C IN PAIRS **Discuss. Look at the pictures in LISTENING B. Describe the people and say what they have / don't have.**

SPEAKING

A IN PAIRS **Guess the person. Use the Confident Communicator box to help you.**

Student A: go to page 69 of the Activity Bank. **Student B:** go to page 68 of the Activity Bank.

CONFIDENT COMMUNICATOR

KEEP TALKING

To think about your answer and continue the conversation, say:
Let me see … Does she have blue eyes?
Let me think … Is her name Lisa?

VOCABULARY food

A **Write the words under the pictures. Some pictures have more than one word and one word is not used.**

cereal chicken coffee ×2 eggs fish juice ×2
pasta salad ×2 sandwiches tea toast ×2 vegetables ×2













B 6.05 **Listen, check your answers to** A **and repeat.**

C IN PAIRS **Discuss. Tell your partner what you usually eat and drink for breakfast, lunch and dinner.**

READING

A 6.06 READING SKILL—Recognize different text types **Quickly read the texts. Which text is a blog and which is an advertisement?**

COOK KING The King of Dinners

Help! I'm busy! I don't have any time to cook!
Can you help?
Sure. We cook and bring delicious dinners to your home.

What do you mean? How does Cook King work?
Go to our website and order some meals. We cook your meal. Our driver drives to your house with your meal. You pay the driver.

Are there any vegetarian meals?
Yes! We have meals for everyone. We have some salads, some pasta with vegetables and other vegetable meals.

Do you cook and deliver at any time?
We open at 12:00 p.m. and close at 11:00 p.m.
We do not deliver after 11:00 p.m.

We don't have any cash!
No problem. Pay the driver with your credit card or debit card.

CONTACT COOK KING TODAY!

Time for Breakfast!

By: Michael White Mar. 15, 2019

Breakfast is my favorite meal of the day and it's important for our bodies. It prepares us for the day. Try these two meals for breakfast.

1 Cereal and toast—easy! You need some milk, some cereal and some bread. Don't forget to drink something. Drink a cup of coffee or a glass of orange juice.

2 Pancakes are another quick and easy meal. I like eating pancakes for breakfast, but some people eat them for a snack.

You need an egg, some milk and some flour. Mix everything together. Then cook.



B **Read the texts in A again. Choose T (True) or F (False).**

1 Cook King is a food business. **T / F**
2 It sells some vegetarian meals. **T / F**
3 Michael eats two meals for breakfast. **T / F**
4 Michael uses some milk for both meals. **T / F**

C IN GROUPS THINKING SKILL—Evaluate **Do you have food businesses, like Cook King, in your city/town? Do you use them? Compare your answers.**

GRAMMAR some and any

A **Look at the advertisement in READING A. Find and circle three examples of** any **and three examples of** some **. Then complete the rules.**

1 Use any in **affirmative sentences** / **negative sentences and questions**.
2 Use some in **affirmative sentences** / **negative sentences** / **questions**.

For more practice, go to page 78.

B **Underline examples of** a/an/some **+ noun in the texts in READING A. Then complete the sentences below.**

1 Use a or an for **one thing** / **two or more** things.
2 Use some to say there **are** / **aren't** two or more things.
3 Use some to say we **do** / **do not** know the exact number.

MAKE IT YOURS

Make a shopping list for some food or write an easy recipe for your favorite meal. Use your dictionary to help you.

C **Complete the conversations with** some **or** any**.**

Conversation 1

A: There isn't _____any_____ cereal. There's _____ bread.

B: Great. Let's have _____ toast.

Conversation 2

A: Are there _____ vegetables?

B: No. There aren't _____ vegetables. There's _____ pasta.

D IN PAIRS **Take turns to read the conversations in C.**

SPEAKING

A IN PAIRS **Read your list of food. Work together to make a meal for breakfast, lunch and dinner.**

Student A

cake, cereal, coffee, eggs, fish, flour, salad, sandwiches

Student B

honey, juice, milk, pasta, chicken, tea, toast, vegetables

Student A: Let's make eggs on toast for breakfast. Are there any eggs on our list?
Student B: Yes. Do you have any toast?
Student A: Yes!

CONFIDENT COMMUNICATOR

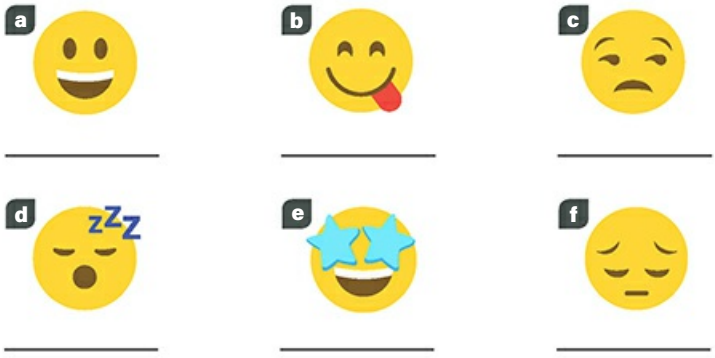
KEEP TALKING

To continue the conversation, agree with your partner or ask about another meal.
Let's make eggs on toast. *OK! / I don't like eggs. How about cereal?*

VOCABULARY feelings

A **Write the words from the box under the pictures (a–f). Then complete the sentences (1–6).**

bored excited happy hungry sad tired



1 I'm _____ because it's sunny today.
2 There isn't any food and I'm _____ .
3 I'm _____ . This movie is terrible.
4 What a long day! I'm _____ .
5 The party is tonight! I'm very _____ !
6 Are you OK? You look very _____ .

B 6.07 **Listen and check your answers to A. Then listen again and repeat.**

C **Write the adjectives from A in the correct group.**

Positive: _____
Negative: _____

D IN PAIRS **Discuss. How do you feel today?**

MAKE IT REAL

You may hear people adding so, very or really before adjectives to make them sound stronger.
I'm *so* excited! I'm *very* sad.
I'm *really* bored.

LISTENING

A IN PAIRS THINKING SKILL—Predict **Look at the title of a book. Answer the questions.**

1 What do you think it's about?
2 Who's the writer?
3 Do you think it's a popular book?



B 6.08 LISTENING SKILL—Identify information in an introduction
Listen to the introduction and check your ideas.

C 6.09 **Listen to the complete interview. Choose the correct words.**

1 Maria's grandfather is from **America** / **Spain**.
2 Her brother is always **happy** / **tired**.
3 Her father and grandfather are wearing dress **hats** / **suits**.
4 Maria and her brother are bored or **hungry** / **sad**.
5 Maria's parents are standing **in front of** / **next to** their house.
6 She lives in a beautiful and **modern** / **old** apartment.

D 6.09 **Listen again and write words related to the topics.**

1 family: grandfather,
2 appearance: tall, slim,
3 weather: sunny,
4 the home: apartment, big,
5 hobbies: go for a walk,

GRAMMAR review

A **Look at the sentences in the box from LISTENING B. Complete the table.**

He's **always** tired.	Their house is **next to** the restaurant.
We **don't have** blond hair.	We **aren't** smil**ing** in the picture.
I **can** drive a car.	We **aren't** tall and slim.
I **live** in an apartment.	~~We **'re** short and heavy.~~

to be (+)	He's from Spain.	We're short and heavy.
to be (–)	My grandfather isn't from America.	4
simple present	He starts work at 8:00 a.m.	5
adverbs of frequency	He rarely has any free time.	6
to have (+)	They have dark hair!	
to have (–)	1	
present progressive (+)	He's dancing and laughing.	
present progressive (–)	2	
prepositions of place	They're standing in front of it.	7
can	3	

B **Match the sentences from the table in A to the correct use. Write the numbers.**

describe an ability or skill _____
describe someone's appearance _____ , _____
explain where something is _____
make general statements about your life _____
make very simple statements about yourself _____
say how often you do or don't do an activity _____
say what you are doing now _____

For more practice, go to page 79.

C IN PAIRS **Complete the sentences in a quiz.**

Student A: go to page 68 of the Activity Bank and complete the questions.
Student B: go to page 68 of the Activity Bank and complete the answers.

D 6.10 **Compare and check the quiz. Then listen and check.**

SPEAKING

A IN PAIRS **Write two more questions for the quiz in GRAMMAR C. Then ask and answer the two new questions.**

B **As a class, use the quiz to ask one question to each student. Use the Confident Communicator box to help you.**

C **Share the answers with the class.**

CONFIDENT COMMUNICATOR

KEEP TALKING

To continue the conversation, ask for more information:
Really? *How old is your grandfather?*
That's interesting! *Tell me more about your job.*

Language and Life

Communication – Cafe

FUNCTIONAL LANGUAGE order food and drinks

A **Quickly read the conversation. Are the people in a coffee shop or a restaurant?**

Waiter: Good morning. **What can I get you?**
Customer: Good morning. **Can I get a black coffee, please?**
Waiter: Sure. **What size: small, medium or large?**
Customer: Large, please. I'm very tired today!
Waiter: OK. **Any other drinks?**
Customer: Yes. **An orange juice, please.**
Waiter: No problem. One large black coffee and one orange juice. **Is that for here or to go?**
Customer: Here, please.
Waiter: Can I get you some food? We have some cookies and some cakes. The chocolate cake is delicious!
Customer: No, thanks. That's all.
Waiter: No worries. **That's $6.25, please.**
Customer: Here you go.
Waiter: Thank you. **Here's your change:** $0.75.

B **Match the conversation with the correct picture. Then write the price.**





Picture: _____
$ _____

C **Complete the table with the bold questions and answers from the conversation in A.**

Waiter	Customer
What can I get you?	Can I get a black coffee, please?
What size: small, medium or large?	Large, please.
Any other drinks?	An orange juice, please.
1 _____	5 _____
2 _____	6 _____
3 _____	
4 _____	

D 6.11 **Complete the conversation. Then listen and check.**

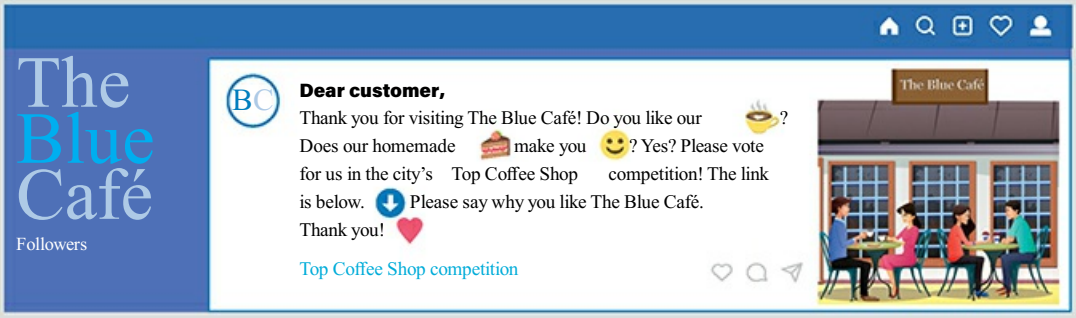
A: Hi, what can I _____ you?
A: Sure. What _____: small, medium or large?
A: OK. Is that for _____ or to go?
B: _____ I have a coffee, please?
B: Small, _____ .
B: To _____ , please.

E IN PAIRS **Practice the conversation in D. Change the drink and the size.**

WRITING an online review

A **Quickly read the posts. Then choose the correct option.**

1 The Blue Café is asking customers to **visit** / **vote for** the café.
2 There is a competition for **cakes** / **coffee shops**.
3 Meg is a **customer** / **waitress** at The Blue Café.





M **Meg** ★★★★★ April 16 2019

The Blue Café is my favorite coffee ❶shop, The ❷**W**aiters are always happy ❸**but** friendly. The coffee ❹**great is**. It has some delicious cakes. There are ❺**any** salads and vegetarian meals. It's popular with students ❻**becuase** students have a 50% discount on Mondays!

B **Look at the bold errors in Meg's post in A. Match each error to an error type.**

capital letter = _____
incorrect words (2) = _____
punctuation = 1
spelling = _____
word order = _____

C **Prepare a post for the competition.**

1 Choose a coffee shop you like.
2 Make notes on:
- the people who work there
- the food and drinks you like
- the meals and food
- who likes the coffee shop and why

3 IN PAIRS Exchange your sentences and check for errors.

D **Write your post.**

MAKE IT DIGITAL

Look on social media for local coffee shops or other places in your city. Do you like their social media page? Send them a message!



VOCABULARY review

SCORE: / 5

A **Circle the word that is different in each group. Then add one more word to each group.**

1	ears	nose	tall	_____
2	heavy	slim	tea	_____
3	coffee	juice	mouth	_____
4	excited	pasta	vegetables	_____
5	bored	happy	sandwich	_____

GRAMMAR review

SCORE: / 5

A **Complete the sentences.**

1 I _____ ✓ dark hair, but my two brothers _____ ✓ blond hair.

2 My mom _____ ✓ a small nose. She _____ ✘ a big nose.

3 There's _____ bread, but there aren't _____ eggs.

4 Sorry. There isn't _____ coffee. Do you want _____ juice?

5 I'm making _____ sandwiches and _____ pasta.

6–10 correct: You can talk about your appearance, people's appearance, food and meals, and feelings. You can use have and some and any.
0–5 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 10

WHAT DO YOU KNOW NOW? Look back at page 55 and add the words you know now to the boxes.

FOLLOW A PRO FOOD SCIENTIST

A **6.12 Listen to a conversation with a food scientist. Who does he work for?**

a university a laboratory a company

B **6.12 Listen again and complete the summary about Dr. Smith's job.**

Dr. Smith works for a _____. Dr. Smith gives _____ about food. Customers eat the food and choose their _____ sandwiches. The company _____ and _____ the sandwiches.

C **IN GROUPS Discuss.**

1 Is Dr. Smith's job important?
2 Is healthy food popular in your city/country?
3 What other jobs are there in the food industry?



UNIT 2 Lesson 1, page 17

SPEAKING Student A

A IN PAIRS **Role-play**

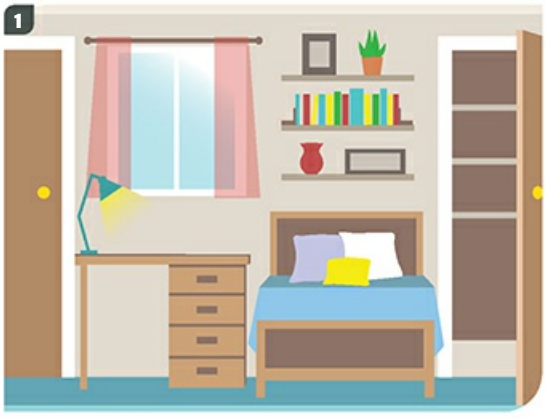
You are Alex Green.

Name Alex Green
Home Mexico—small and quiet apartment
Age 24
Email agreen98@emailforme.com

UNIT 2 Lesson 3, page 20

READING

A IN PAIRS **Look at the pictures. Find three differences.**

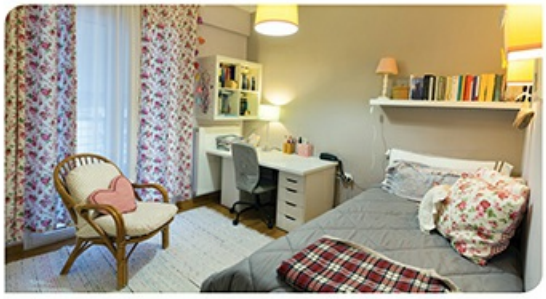




UNIT 2 Lesson 3, page 21

SPEAKING Student A

A IN PAIRS **Look at the picture. Make notes on the items in the room.**



UNIT 2 Language and Life, page 22

FUNCTIONAL LANGUAGE Student A

E IN PAIRS **Repeat the conversation from A with new information.**

Hotel worker
There's a double room ($200) and a single room ($120).

Hotel guest
(Use your name and email.)
You want a double room for Saturday night.

UNIT 4 Lesson 1, page 37

SPEAKING Student A

E IN PAIRS **Read the information about the tour. Take turns to answer the questions from Grammar A.**

Boat tour
Start at: Green Park Finish at: West End
Visits: different places on the river
First tour: 10:00 a.m. Last tour: 6:00 p.m.
Tickets: buy on boat—$10 adults, $5 children and students

UNIT 5 Lesson 3, page 51

SPEAKING Student B

A IN GROUPS **Role-play. What activities are you doing/not doing?**

Name: James
Location: London **Weather:** rainy, cold
Activities: + reading a book, - practicing the piano

UNIT 2 Lesson 1, page 17

SPEAKING Student B

A IN PAIRS **Role-play**

You are Jo Black.

Name Jo Black
Home Brazil—big and noisy house
Age 26
Email joblack@abcmail.co.br

UNIT 3 Lesson 2, page 28

VOCABULARY Student B

A **Take turns to read your text. (Do not show your partner the text.) Listen to your partner and complete your text.**

I go to work by bus 1 _____ the morning. I start work ± _____ 7:00 a.m. I work in an office. I go to college 2 _____ Wednesday and 3 _____ Thursday. The class is in the evening. It starts at 6:00 p.m. and ends at 8:00 p.m. I study on the weekend.

UNIT 4 Lesson 2, page 39

SPEAKING Student B

A IN PAIRS **Look at the map and ask for directions.**

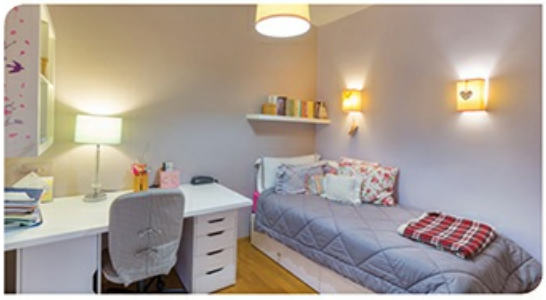
Student A: ask for directions to the library.
Student B: ask for directions to the train station.



UNIT 2 Lesson 3, page 21

SPEAKING Student B

A IN PAIRS **Look at the picture. Make notes on the items in the room.**



UNIT 2 Language and Life, page 22

FUNCTIONAL LANGUAGE Student B

E IN PAIRS **Repeat the conversation from A with new information.**

Hotel worker
There's a double room ($150) and a single room ($90).

Hotel guest
(Use your name and email.)
You want a single room for Wednesday night.

UNIT 4 Lesson 1, page 37

SPEAKING Student B

E IN PAIRS **Read the information about the tour. Take turns to answer the questions from Grammar A.**

Walking tour
Start at: the museum
Finish at: The Red Diner
Visits: different places in the city
First tour: 12:00 p.m.
Last tour: 4:00 p.m.
Tickets: buy online—$5 adults, $2 children and students

UNIT 4 Lesson 3, page 40

VOCABULARY

A 4.06 Look at the pictures and match the opposites. Then listen, check and repeat.

1 loose



´ tight



± dressy



6 expensive



2 long



7 casual



3 cheap



8 short



UNIT 5 Lesson 3, page 51

SPEAKING Student C

A IN GROUPS **Role-play. What activities are you doing/not doing?**

Name: Isabel
Location: Mexico City **Weather:** cool, cloudy
Activities: + watching a movie, - sleeping

UNIT 5 Lesson 2, page 48

VOCABULARY Student A

D **Student A: read the name of the classroom items to Student B. Try to match each item to a subject.**

1 shoes



_____

± dictionary



_____

2 paint brush



_____

3 guitar



_____

´ notebook and pens



_____

6 safety glasses



_____

7 calculator



_____

UNIT 5 Lesson 3, page 51

SPEAKING Student D

A IN GROUPS **Role-play. What activities are you doing/not doing?**

Name: Vincent
Location: Australia **Weather:** hot, sunny
Activities: + swimming, - meeting friends

UNIT 6 Lesson 1, page 57

SPEAKING Student B

A IN PAIRS **Guess the person.**

Look at the pictures of the people. Choose one person. Write their name. Do not tell your partner. Take turns to ask your partner questions to guess the person's name. Use short answers or long answers.

A: Is it a man? *B:* No, he isn't.
A: Is she tall? *B:* Yes, she is tall.


NINA


ALAN


FIONA


MAX


LISA


KRIS


RACHEL


BLAKE

UNIT 6 Lesson 3, page 61

GRAMMAR Student A

C **Complete the questions for the quiz.**

1 What 's your name?
2 _____ are you from?
3 Do you _____ a big family?
4 What color hair and eyes do you _____?
5 What do you _____?
6 Where _____ your college or workplace?
7 What time _____ you start and finish work or college?
8 What do you do _____ the weekend?
9 _____ you drive a car or ride a horse?
10 What _____ you doing now?

UNIT 6 Lesson 3, page 61

GRAMMAR Student B

C **Complete the answers for the quiz.**

1 My name's Louise Jones.
2 I'm from Argentina. _____ Argentinian.
3 I _____ three brothers, my parents and my grandfather. _____ 78 years old.
4 My hair _____ brown and I _____ blue eyes.
5 I'm _____ lawyer.
6 It's _____ Main Street. It's across _____ the park.
7 I get to work _____ 9:00 a.m. and I finish work at 5:00 p.m. I _____ home at about 6:00 p.m.
8 I usually meet my friends and _____ a movie.
9 I _____ drive a car, but I _____ ride a horse.
10 I'm _____ English and I'm talking to you!

UNIT 4 Lesson 3, page 41

GRAMMAR

C **Match the pictures (1–4) with the words from the box.**

that these this those









UNIT 5 Lesson 2, page 49

SPEAKING Student A, B and C

Look at the lists below for one minute.
Student A: say one item.
Students B and C: guess the person's name.
A: apartment
B: It's Amanda's apartment.

Amanda
apartment
jacket
paint brushes
phone

Irene
bag
car
laptop
shoes

Simon
books
guitar
safety glasses
watch

Victor
calculator
notebook
pens
wallet

UNIT 5 Lesson 3, page 51

SPEAKING Student A

A IN GROUPS **Role-play. What activities are you doing/not doing?**

Name: Bianca
Location: Miami **Weather:** warm, sunny
Activities: + eating lunch, - studying

UNIT μ Lesson 1, page 57

SPEAKING Student A

A IN PAIRS **Guess the person.**

Look at the pictures of the people. Choose one person. Write their name. Do not tell your partner. Take turns to ask your partner questions to guess the person's name. Use short answers or long answers.

A: Is it a man? *B:* No, he isn't.
A: Is she tall? *B:* Yes, she is tall.


NINA


ALAN


FIONA


MAX


LISA


KRIS


RACHEL


BLAKE

UNIT 1 — *be* statements

Function

We use possessive adjectives to show possession (e.g., My name …) or express a connection with something (e.g., My book …) or someone (e.g., My teacher …). Use be statements to say your name.

Form

Possessive Adjectives		To be **Affirmative**	To be **Negative**	**Object**
My Your His/Her	name	is ('s)	is not (isn't)	Carlos.
Our Their	names	are	are not (aren't)	the same.

Use an apostrophe (') to make the contracted form, e.g., is not = isn't.

A **Complete the** be **statements with the correct option.**

± Our names **are** / **is** the same .
2 Their family names **aren't** / **isn't** the same .
3 My name **is** / **are** Simon .
4 Her name **isn't** / **aren't** Ana.

B **Complete the** be **statements with the correct form.**

± My name _____ (–) Roger.
2 Her name _____ (+) Liza.
3 Our names _____ (–) the same.
4 Their names _____ (+) the same.

UNIT 1 — subject pronouns and *be* statements

Function

We use subject pronouns as the subject of a sentence. Use be statements to give basic information about yourself.

Form

Subject Pronouns	To be **Affirmative**	To be **Negative**	
I	am / 'm	am not / 'm not	Spanish. / from Spain.
You	are / 're	are not / aren't	
He/She	is / 's	is not / isn't	
We/They	are	are not / aren't	

A **Write the subject pronoun and the contracted form of** to be **.**

± You are from Mexico. _____ from Mexico.
2 He is not British. _____ British.
3 We are from Japan. _____ from Japan.
4 They are Chinese. _____ Chinese.

B **Circle the error in each** to be **statement. Then write the correct word.**

± We're from France. We isn't from Spain. _____
2 He isn't Chinese. He are Japanese. _____
3 I'm from the US. I aren't from Canada. _____
4 They aren't Spanish. They's Mexican. _____

UNIT 1 — *yes/no* questions with *be*

Function

We use yes / no questions with be to ask basic questions and to receive short yes / no answers.

Form

Question			Answer		
To be	**Pronoun**	**Object**	Yes / no	**Pronoun**	To be
Am	I	your classmate?	Yes,	I	am.
			No,		am not / 'm not.
Is	she	your mother?	Yes,	she	is.
	he	your brother?	No,	he	is not / isn't.
Are	we	your friends?	Yes,	we	are.
	they		No,	they	are not / aren't.
	you	his grandparents?	Yes,	you	are.
			No,		are not / aren't.

A **Choose the correct word to complete the** yes / no **questions with** be**.**

1 **Is** / **Are** she your sister?
2 Are **they** / **she** your parents?
3 **Is** / **Are** we friends?
4 Is **he** / **they** your father?

B **Complete the answers to the questions in A.**

1 No, she _____ .
2 No, they _____ .
3 Yes, we _____ .
4 Yes, he _____ .

UNIT 2 — *be* information questions

Function

We use be information questions to ask basic questions. Use How old to ask about age. Use What to ask about a thing or a number. Use Where to ask about a place. Use Who to ask about a person or people.

Form

Question Word	To be	**Subject**
How old	are	your parents?
What	is	your email?
Where	are	they from?
Who	is	he/she?
How	are	you?

A **Choose the correct word to complete the** be **information questions.**

1 What **is** / **are** his name?
2 Where **is** / **are** they from?
3 How old **is** / **are** your sister?
4 How **is** / **are** you?

B **Match the questions from A (1–4) to the answers (a–f). There are two answers you don't need.**

1 What **is** / **are** his name? _____
2 Where **is** / **are** they from? _____
3 How old **is** / **are** your sister? _____
4 How **is** / **are** you? _____

a He's fine, thanks.
b They're 16.
c His name is Louis.
d They're from Canada.
e I'm fine, thanks.
f She's 17.

UNIT 2 — *a/an* singular and plural nouns

Function

We use a/an + singular noun to say there is one of something. Use plural noun + –s to say there are two or more of something.

Form

For one item:	**Example**
a + singular noun	a laptop
an + singular noun beginning with a vowel sound (a, e, i, o, u)	an ID card

For two or more items:	**Example**
number + noun + s	2 wallets
number + noun ending with –ch and –sh + –es	3 sandwiches

A **Match the words.**

1 an _____
2 a _____
3 two _____

a umbrella
b notebooks
c pen

B **Circle the error. Then write a, an or the correct noun.**

1 a ID card _____
2 three bag _____
3 an laptop _____
4 two watchs _____

UNIT 2 — *There is / There are*

Function

We use There is / There are to talk about one or more things.

Form

For two or more things:			
There	are	**Number**	**Plural Noun**
There	are	two four	bags. sandwiches.

For one thing:			
There	is	a/an	**Singular Noun**
There	is ('s)	a	pen.
		an	umbrella.

A **Put the words in the correct order to make sentences.**

1 five / are / bags. / There _____.
2 is / a / There / chair. _____.
3 umbrellas. / are / two / There _____.
4 one / is / There / student. _____.

B **Complete the sentences with** is **or** are **.**

± There _____ one bed next to the door.
2 There _____ eight students.
3 There _____ a desk in front of the window.
4 There _____ two laptops on the desk.

UNIT 3 — simple present statements

Function

We use simple present statements to talk about what is and isn't true.

Form

Affirmative		
Subject Pronouns	**Verb**	
I You We They	go	to college.
	like	my job.
He She It	likes	his/her job.
	goes*	to work by bus.
	speaks	three languages.
Add –s to regular verbs. *Add –es to irregular verbs ending with – o.		

Negative		
Subject Pronouns	**Verb**	
I You We They	don't work	in a coffee shop.
He She It	doesn't speak	Spanish.

A **Choose the correct word to complete the simple present statements.**

± I **work** / **works** in a restaurant.
2 He **live** / **lives** in Los Angeles.
3 Paul **speak** / **speaks** two languages.
4 They **don't** / **doesn't** go to college.

B **Complete with the correct form of the verbs in parentheses.**

± I _____ in the city. (not live)
2 He _____ to college. (go)
3 They _____ Spanish and English. (speak)
4 My brother _____ . (not work)

UNIT 3 — *yes/no* questions with simple present

Function

We use yes / no questions with the simple present to ask basic questions about what is true. Use short answers to say what is and isn't true.

Form

Yes/no **Questions with Simple Present**		
Do	you/we/they	work on Saturday?
Does	he/she/it	speak Chinese?

Short Answers					
Affirmative			**Negative**		
Yes,	I/you/we/they	do.	No,	I/you/we/they	don't.
	he/she/it	does.		he/she/it	doesn't.

A **Complete the** yes/no **questions with simple present with** Do **or** Does **.**

1 _____ they go to college?
2 _____ Angela study in the evening?
3 _____ you like your job?
4 _____ the coffee shop open on Sunday?

B **Complete the short answers with** don't **or** doesn't **. Then match to the questions in** A**.**

1 Yes, she _____ .
2 No, they _____ .
3 No, it _____ .
4 Yes, I _____ .

UNIT 3 — adverbs of frequency

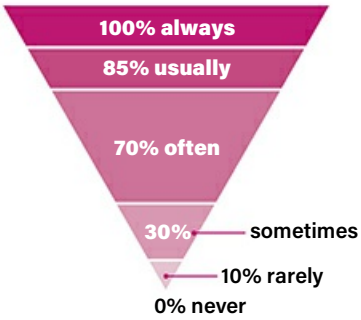
Function

We use adverbs of frequency to talk about how regularly (%) something happens.

Form

Subject	to be	Adverb of Frequency	
The store	is	always	open.
They	are	usually	late.

Subject	Adverb of Frequency	Other Verbs	
I	often	have	breakfast at 7 a.m.
My parents	sometimes	stay	at the hotel.
We	rarely	go	by bus.
He	never	drinks	coffee.



A **Put the words in the correct order to make sentences.**

1 sometimes / on / He / Saturday. / works

_____

2 busy / The / usually. / is / college

_____

3 at / breakfast / She / eats / 8 a.m. / often

_____

4 are / waiters / friendly. / always / The

_____

B **Choose the correct adverb of frequency for the percentage in parentheses.**

1 They **sometimes** / **usually** study in the evening. (85%)
2 The lessons are **always** / **often** good . (100%)
3 I **never** / **rarely** get up early . (10%)
4 We **often** / **sometimes** eat dinner at the restaurant. (70%)

UNIT ′ — simple present information questions

Function

We use simple present information questions to ask for specific information about something. Use Where to ask about a place. Use What to ask about general information. Use When to ask about a time. Use How much to ask about a price.

Form

Question Word	Do / does	Subject	Infinitive
Where	does	the bus	go?
	do	I	sit?
What	does	the tour	visit?
When	does	the store	open?
How much	do	the sandwiches	cost?

Use do for I/you/we/they. Use does for he/she/it.

A **Choose the correct word to complete the simple present information questions.**

± What **do** / **does** you do?
2 When **do** / **does** the class start?
3 How much **do** / **does** a coffee cost?
4 Where **do** / **does** you live?

B **Complete the simple present information questions with the correct question word.**

± _____ do tourists buy tickets? The bus station.
2 _____ does the store sell? Clothes and shoes.
3 _____ does the suit cost? $200.
4 _____ do you eat lunch? At 1 p.m.

UNIT ´ — imperatives

Function

We use imperatives to give directions to a specific place. Use simple present questions or to be questions to ask for directions and use to be statements to finish directions.

Form

Ask for Directions			
Question Word	**Verb**	**Object**	
Where	is	the park?	–
–	Is	the bus station	near here?

Give Directions	
Verb	**Directions**
Go	straight up Main Street.
Take	the first left.

Finish Directions		
Subject	**Verb**	**Directions**
It	is (’s)	next to the college.
The hotel		on the right.

A **Match to make questions and statements about directions.**

± Is _____
2 It’s _____
3 Where _____
4 Turn _____

a across from the train station.
b left and take the second right.
c the college near here?
d is the museum?

B **Complete the sentences.**

± Excuse me, _____ is the bookstore?
2 _____ right and it’s on the left.
3 _____ straight up this road.
4 The ATM _____ between the coffee shop and the bookstore.

UNIT ´ — *this/that/these/those*

Function

We use this and these to talk about objects that are very near to you. Use that and those to talk about objects that are not near to you.

Form

	This/that	**Singular Noun**
I like	this	jacket.
	that	T-shirt.

	These/those	**Plural Noun**
Do you like	these	boots?
	those	pants?

A **Choose the correct word to complete the sentences.**

± **This** / **These** pants are very tight.
2 Look at **that** / **those** store across the street!
3 Do you like **this** / **these** shirt?
4 Are **that** / **those** boots new? They're nice!

B **Circle the error. Write the correct word:** this , that , these **or** those .

± I don't like these bag by the window. _____
2 Look at that red jeans over there! _____
3 What color are this shoes? Blue or black? _____
4 Those skirt is beautiful! I want it! _____

UNIT 5 — *can/can't*

Function

We use can/can't to talk about activities that people are and aren't able to do.

Form

Questions			
Can	**Pronoun**	**Infinitive**	
Can	I/you/he/she/it/we/they	play	the piano?

Statements		
Pronoun	Can/can't	**Infinitive**
I/You/He/She/It/We/They	can	play football.
	can't	draw.

Short Answers		
Yes /no	**Pronoun**	Can/can't
Yes,	I/you/he/she/it/we/they	can.
No,		can't.

Use an apostrophe (') to make the contracted form, e.g., cannot = can't .

A **Complete the statements with** can **or** can't **.**

± I can't speak French, but I _____ speak Spanish.
2 Liz can ride a horse, but she _____ ride a motorcycle.
3 They can draw animals, but they _____ play the piano.
4 He can swim and he _____ do karate.

B **Complete the answers for the** Can **questions.**

± Can they dance salsa? Yes, _____ .
2 Can Sara bake a cake? No, _____
3 Can your brother ride a motorcycle? No, _____ .
4 Can she speak two languages? Yes, _____ .

UNIT 5 — possessive 's

Function

We use possessive 's to say that something belongs to a person.

Form

Name	's	Noun	
Jon	's	motorcycle	is very big.
Andy		books	are on the desk.

Singular Noun	's	Noun	
The teacher	's	jacket	is blue.

Name + 's + Noun
Jon's motorcycle is very big. Andy's books are on the desk.

Singular Noun + 's + Noun
The teacher's jacket is blue.

A **Circle the examples of the possessive 's in the sentences.**

± Emily's books are in that bag.
2 My teacher's name is Pippa.
3 Jane's major is law.
4 Is that Roberto's laptop?

B **Add the possessive 's to the sentences.**

± Is that Maria dictionary?
2 My sister bag is on the desk.
3 The teacher classes are interesting.
4 Where is Paola laptop?

UNIT 5 — present progressive statements

Function

We use the present progressive to talk about an activity that is happening now.

Form

Statements		
Pronoun	To be **(+/-)**	**+** –ing **(Regular Verbs)**
I	am ('m)	reading a book. watching a movie. eating.
	am ('m) not	
He/She/It	is ('s)	
	is not (isn't)	
You/We/They	are	
	are not (aren't)	

Pronoun	To be **(+/-)**	**+** –ing **(Irregular Verbs)**	
		One Vowel and Final Consonant	**Verbs with a Final e**
I	am ('m) am ('m) not	getting coffee. swimming. shopping.	having fun. practicing English. writing.
He/She/It	is ('s) is not (isn't)		
You/ We/They	are are not (aren't)		

Spelling rules for irregular verbs:

- end of verb is consonant, vowel, consonant: double final consonant and add – ing
- final –e: delete final – e and add –ing

A **Choose the correct words to complete the sentences.**

1 We're **practiceing** / **practicing** English.
2 Bella's **haveing** / **having** fun in the park.
3 They're **swiming** / **swimming** in the sea.
4 I'm **reading** / **readding** a book.

B **Complete the sentences with the correct present progressive form of the verb.**

1 We _____ sandwiches. (not eat)
2 I _____ coffee with my friends. (have)
3 They _____ in the city. (not shop)
4 He _____ for an exam. (study)

UNIT 6 — *have*

Function

We use have to talk about someone's appearance or something that someone owns.

Form

Affirmative		
Pronoun	Have	**(Adjective +) Noun**
I/You/We/ They	have	dark hair. small ears. brown eyes.
He/She	has	a big nose.

Negative			
Pronoun	Don't /doesn't	Have	**(Adjective +) Noun**
I/You/We/ They	don't	have	dark hair. small ears. brown eyes.
He/She/It	doesn't		a big nose.

A **Complete the sentences with** have **or** has **.**

1 Rachel and Alissa _____ blue eyes.
2 She _____ a small nose.
3 Pietro doesn't _____ big ears.
4 My brother and I _____ blond hair.

B **Circle the error in each sentence. Write the correct form of** have **.**

1 My sister doesn't has brown hair. She has red hair. _____
2 Dan's father have a big nose, but Dan has a small nose. _____
3 They both has big eyes. They don't have big ears. _____
4 We both have the same color hair, but you has short hair. _____

UNIT 6 — *some* and *any*

Function

We use some to say what there is or what we have. Use any to say what is not there or what we don't have.

Form

Questions		
Is there	any	coffee?
Are there		vegetables?

Affirmative	
For one thing:	**Example**
a/an + singular noun	There's a cup of tea on the table. There's an egg.
For two or more things:	**Example**
some + plural noun	There are some pancakes. There are some vegetables.

Negative	
For two or more things:	**Example**
any + plural noun	There aren't any snacks. There aren't any sandwiches.

A **Match to make questions or statements with** some **and** any**.**

±	There's _____	a	some sandwiches.
2	There aren't _____	b	any pasta?
3	We have _____	c	any eggs.
4	Is there _____	d	a glass of orange juice.

B **Complete the sentences with** an**,** any **or** some**.**

± Are there _____ tomatoes?
2 There's _____ bread on the table.
3 Let's make _____ pasta.
4 Do you have _____ egg?

UNIT 6 — review

Form

Grammar	Example
to be (+)	I'm from France. They're tall and heavy.
to be (–)	My friend isn't from this city. We aren't short and slim.
simple present	He gets up at 6 a.m. They don't live in the UK.
adverbs of frequency	He often draws animals on Sunday. The store is always open late.
to have (+)	I have blond hair. We have big eyes.
to have (–)	He doesn't have big ears. They don't have dark hair.
present progressive (+)	He's dancing to the music. We're reading a magazine.
present progressive (–)	I'm not cooking dinner. They aren't eating in a restaurant.
can/can't	I can ride a horse. He can't bake a cake.

A **Complete the sentences with words from the box. There are two words you don't need.**

always any are can have walk

± My sister doesn't _____ blue eyes.
2 The students _____ practicing English.
3 I _____ to work on Mondays.
4 The course is _____ popular.

B **Complete the questions with the correct verb.**

± When _____ you go to bed?
2 How much _____ the pizzas?
3 _____ you play the piano?
4 What color eyes do they _____?

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Vowels

ɪ	did
ɛ	bed
æ	bad
ʌ	cup
ʊ	book
ə	banana
i	feed
ɑ	father, box
ɔ	tall
u	student, food
	shirt, birthday
eɪ	date, table
aɪ	cry, eye
ɔɪ	boy
oʊ	comb, post
aʊ	about, how

Consonants

p	park, happy
b	back, hobby
t	tea
d	die
k	came, kitchen, quarter
g	game, go
f	face, photographer
V	vegetable
θ	thing, math
ð	then, that
s	city, summer
z	please, goes
ʃ	she, shop
ʒ	leisure
h	hot, who
tʃ	chicken, watch
dʒ	jacket, orange
m	men
n	sun, know
ŋ	sung, singer
w	week, white
r	rain, writer
l	light, long
j	yes, use, music