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Four Corners

Jack C. Richards · David Bohlke



Student's Book

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Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Classroom language Pages 2–3 Page 4	Students can . . . <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
Unit 1 Pages 5–14			
New friends A <i>What's your name?</i> B <i>How do you spell it?</i> C <i>Are you a student?</i> D <i>Names and jobs</i>	Students can . . . <input checked="" type="checkbox"/> ask for and say names <input checked="" type="checkbox"/> spell names <input checked="" type="checkbox"/> talk about where people are from and what they do <input checked="" type="checkbox"/> discuss people's names and jobs	The verb <i>be</i> Possessive adjectives Subject pronouns <i>Yes / no</i> questions with <i>be</i>	Names and titles Interesting jobs
Unit 2 Pages 15–24			
People and places A <i>Where are you from?</i> B <i>What's your email address?</i> C <i>Family</i> D <i>Family and friends</i>	Students can . . . <input checked="" type="checkbox"/> ask for and say people's nationalities <input checked="" type="checkbox"/> ask for and give phone numbers and email addresses <input checked="" type="checkbox"/> identify family members and give their ages <input checked="" type="checkbox"/> give information about family and friends	Plural subject pronouns Questions with <i>be</i> <i>Who</i> and <i>How old</i> with <i>be</i>	Nationalities Family members Numbers 0–101
Unit 3 Pages 25–34			
What's that? A <i>Is this your notebook?</i> B <i>What's this called in English?</i> C <i>Clothing</i> D <i>Favorite things</i>	Students can . . . <input checked="" type="checkbox"/> ask about and identify everyday items <input checked="" type="checkbox"/> ask what something is called in English <input checked="" type="checkbox"/> talk about clothes and possessions <input checked="" type="checkbox"/> describe favorite possessions	Demonstratives Articles <i>a</i> and <i>an</i> Plurals Possessive pronouns <i>Whose</i> <i>'s</i> and <i>s'</i>	Everyday items Clothes and colors
Unit 4 Pages 35–44			
Daily life A <i>Getting around</i> B <i>What time is it?</i> C <i>My routine</i> D <i>My weekend</i>	Students can . . . <input checked="" type="checkbox"/> describe how people get around <input checked="" type="checkbox"/> ask for and tell the time <input checked="" type="checkbox"/> ask and answer questions about routines <input checked="" type="checkbox"/> describe the things they do on weekends	Simple present statements Simple present <i>yes / no</i> questions	Ways of getting around Days of the week and routines
Unit 5 Pages 45–54			
Free time A <i>Online habits</i> B <i>How much is it?</i> C <i>What do you do for fun?</i> D <i>Online fun</i>	Students can . . . <input checked="" type="checkbox"/> talk about their online habits <input checked="" type="checkbox"/> accept and decline help <input checked="" type="checkbox"/> ask and answer questions about leisure activities <input checked="" type="checkbox"/> discuss how they use technology	Adverbs of frequency Simple present <i>Wh-</i> questions with <i>do</i>	Online activities Leisure activities and places
Unit 6 Pages 55–64			
Work and play A <i>What does she do?</i> B <i>Can I speak to . . . ?</i> C <i>Can you sing?</i> D <i>Work and study</i>	Students can . . . <input checked="" type="checkbox"/> identify and talk about jobs <input checked="" type="checkbox"/> ask for someone on the telephone <input checked="" type="checkbox"/> have someone wait <input checked="" type="checkbox"/> describe their talents and abilities <input checked="" type="checkbox"/> talk about study and work programs	Simple present <i>Wh-</i> questions with <i>does</i> <i>Can</i> for ability <i>And, but, and or</i>	Jobs Abilities


Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Saying hello Saying good-bye			<ul style="list-style-type: none"> • Introductions • Greetings
Interactions: Asking for spelling	Listening: Spelling names Pronunciation: Contractions	Reading: "Famous Names" An article Writing: My name	<ul style="list-style-type: none"> • Class introductions and greetings • <i>Keep talking:</i> Name circle • Class name list • Guessing game about famous people • <i>Keep talking:</i> "Find the differences" activity about jobs and cities • Quiz about celebrities
Interactions: Asking for someone's phone number Asking for someone's email address	Listening: Directory Assistance calls Information forms People I know Pronunciation: Word stress	Reading: "People in My Life" Photo captions Writing: My friends	<ul style="list-style-type: none"> • True and false information about people • <i>Keep talking:</i> Interviews with new identities • Class survey for new contact information • Information exchange about family members • <i>Keep talking:</i> Family trees • Presentation about friends
Interactions: Asking what something is	Listening: Things around the classroom Favorite things Pronunciation: Plurals	Reading: "What's your favorite item of clothing?" A webpage Writing: My favorite thing	<ul style="list-style-type: none"> • Questions and answers about personal items • <i>Keep talking:</i> Things in the closet • Memory game about everyday items • Personal items and their owners • <i>Keep talking:</i> "Find the differences" activity about clothing colors • Presentation of favorite things
Interactions: Asking the time	Listening: Times of different events Angela's routine Pronunciation: Reduction of <i>to</i>	Reading: "What's your favorite day of the week?" A message board Writing: About my weekend	<ul style="list-style-type: none"> • Survey about getting to school and work • <i>Keep talking:</i> Transportation facts • Interview about the times of specific events • Interview about routines • <i>Keep talking:</i> "Find someone who" activity about routines • Survey about busy weekends
Interactions: Declining help Accepting help	Listening: Shopping Favorite websites Pronunciation: Stress in numbers	Reading: "Fun Online Activities" An article Writing: Let's chat	<ul style="list-style-type: none"> • Comparison of online habits • <i>Keep talking:</i> Interview about online habits • Role play of a shopping situation • Interview about leisure activities • <i>Keep talking:</i> Interviews about fun activities • Discussion about favorite websites
Interactions: Asking for someone on the phone Having someone wait	Listening: Telephone calls Ads for overseas programs Pronunciation: <i>Can</i> and <i>can't</i>	Reading: "Overseas Opportunities" A magazine article Writing: My abilities	<ul style="list-style-type: none"> • "Find someone who" activity about jobs • <i>Keep talking:</i> Memory game about jobs • Role play of a phone call • Interview about abilities • <i>Keep talking:</i> Board game about abilities • Discussion about study and work programs

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Food A <i>Breakfast, lunch, and dinner</i> B <i>I like Chinese food!</i> C <i>Meals</i> D <i>Favorite food</i>	Students can . . . <input checked="" type="checkbox"/> say what meals they eat <input checked="" type="checkbox"/> say what they like and dislike <input checked="" type="checkbox"/> talk about their eating habits <input checked="" type="checkbox"/> talk about their favorite food	Count and noncount nouns <i>Some and any</i> <i>How often</i> Time expressions	Food More food
Unit 8 Pages 75–84			
In the neighborhood A <i>Around town</i> B <i>How do I get to . . . ?</i> C <i>Fun in the city</i> D <i>A great place to visit</i>	Students can . . . <input checked="" type="checkbox"/> give the locations of neighborhood places <input checked="" type="checkbox"/> ask for and give directions <input checked="" type="checkbox"/> talk about interesting places in their towns <input checked="" type="checkbox"/> give a presentation on a city attraction	Prepositions of location <i>There is, there are</i>	Places in the neighborhood Places to visit
Unit 9 Pages 85–94			
What are you doing? A <i>I'm looking for you.</i> B <i>I can't talk right now.</i> C <i>These days</i> D <i>What's new?</i>	Students can . . . <input checked="" type="checkbox"/> describe what people are doing right now <input checked="" type="checkbox"/> ask if someone can talk now <input checked="" type="checkbox"/> explain why they can't talk on the telephone <input checked="" type="checkbox"/> describe what people are doing these days <input checked="" type="checkbox"/> discuss what people are doing	Present continuous statements Present continuous questions	Actions and prepositions Activities
Unit 10 Pages 95–104			
Past experiences A <i>Last weekend</i> B <i>You're kidding!</i> C <i>Did you make dinner last night?</i> D <i>I saw a great movie.</i>	Students can . . . <input checked="" type="checkbox"/> say what they did last weekend <input checked="" type="checkbox"/> show that they're listening <input checked="" type="checkbox"/> express surprise <input checked="" type="checkbox"/> talk about routine events in the past <input checked="" type="checkbox"/> talk about past activities	Simple past regular verbs Simple past irregular verbs <i>Yes/ no</i> questions	Weekend activities Things to do
Unit 11 Pages 105–114			
Getting away A <i>Where were you?</i> B <i>That's great!</i> C <i>My vacation</i> D <i>Travel experiences</i>	Students can . . . <input checked="" type="checkbox"/> describe where they were in the past <input checked="" type="checkbox"/> react to news <input checked="" type="checkbox"/> talk about their last vacation <input checked="" type="checkbox"/> describe a vacation	Past of <i>be</i> Simple past <i>Wh-</i> questions	Adjectives Vacation activities
Unit 12 Pages 115–124			
Time to celebrate A <i>I'm going to get married.</i> B <i>Sure. I'd love to.</i> C <i>Planning a party</i> D <i>Birthdays</i>	Students can . . . <input checked="" type="checkbox"/> talk about their plans for specific dates <input checked="" type="checkbox"/> accept or decline an invitation <input checked="" type="checkbox"/> discuss and agree on plans <input checked="" type="checkbox"/> describe birthday traditions in their cultures	<i>Be going to</i> <i>Yes/ no</i> questions <i>Wh-</i> questions with <i>be going to</i> Object pronouns	Months and dates Party checklist

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Expressing dislikes Expressing likes	Listening: Food preferences A typical Swedish meal Pronunciation: Word stress	Reading: "My Favorite Food" An article Writing: A typical meal	<ul style="list-style-type: none"> • Survey about meals • <i>Keep talking:</i> Recipes • Information exchange about food preferences • Comparison of eating habits • <i>Keep talking:</i> Discussion about eating habits • Interview about favorite food
Interactions: Asking for directions	Listening: GPS directions Tourist information Pronunciation: Word stress	Reading: "Monterey Bay Aquarium" A poster Writing: Group poster	<ul style="list-style-type: none"> • Information exchange with maps • <i>Keep talking:</i> Information gap activity with neighborhood maps • Role play about directions • Interview about places in town • <i>Keep talking:</i> Description of an unusual zoo • Presentation about a city attraction
Interactions: Asking if someone can talk now Explaining that you can't talk now	Listening: Sound effects Telephone calls Pronunciation: Intonation in questions	Reading: "Status Updates" A micro-blog Writing: My status update	<ul style="list-style-type: none"> • Guessing game about people's actions • <i>Keep talking:</i> Interpretations of actions • Role play of a phone call • "Find someone who" activity about things people are doing these days • <i>Keep talking:</i> Guessing game about who's doing what • Speculations about someone's activities
Interactions: Showing that you're listening Expressing surprise	Listening: Diana's week Matt's busy week Pronunciation: Simple past -ed endings	Reading: "Matt's Movie Reviews" Blog posts Writing: A blog post	<ul style="list-style-type: none"> • Information exchange about last weekend • <i>Keep talking:</i> Picture story • Role play of surprising conversations • Interview about routine events in the past • <i>Keep talking:</i> Memories • "Find someone who" activity about past activities
Interactions: Reacting to good news Reacting to bad news	Listening: A short trip Three vacations Pronunciation: Reduction of <i>did you</i>	Reading: "Travel Tales" Blog posts Writing: A postcard	<ul style="list-style-type: none"> • Interview about where you were • <i>Keep talking:</i> Interview about school trips • Class exchange of personal news • Information exchange about vacations • <i>Keep talking:</i> Speculations about a vacation • Presentation of postcards
Interactions: Declining an invitation Accepting an invitation	Listening: Invitations A "Sweet 16" birthday party Pronunciation: Reduction of <i>going to</i>	Reading: "Birthday Traditions" An article Writing: A thank-you note	<ul style="list-style-type: none"> • Information exchange about special days • <i>Keep talking:</i> Weekend plans • Class invitations • Discussion of plans for three scenarios • <i>Keep talking:</i> Plan for a party • Discussion about birthday traditions

Welcome

1 Introducing yourself

A  Listen and practice.

Simon: Hello. I'm Simon.

Chen: Hi, Simon. My name is Chen.
Nice to meet you.

Simon: Nice to meet you, too.

B Pair work Introduce yourselves.



2 Introducing someone else

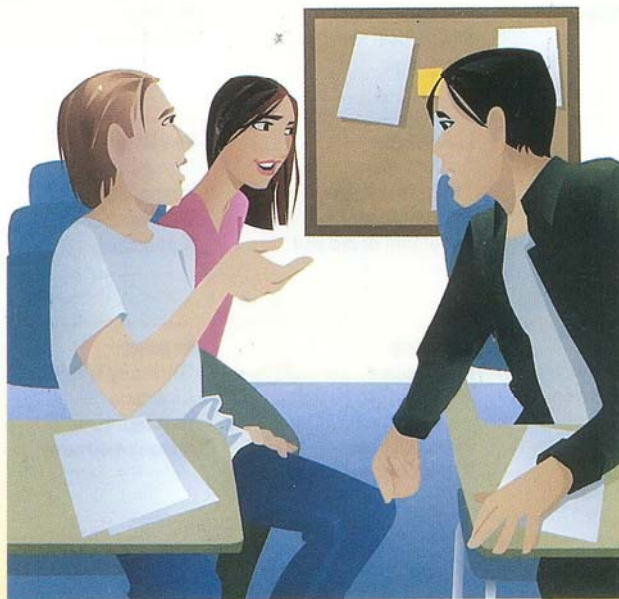
A  Listen and practice.

Simon: Chen, this is my friend Sofia.


Sofia: Hi, Chen. Nice to meet you.

Chen: Nice to meet you, too, Sofia.

B Group work Introduce your partner from Exercise 1 to another classmate.

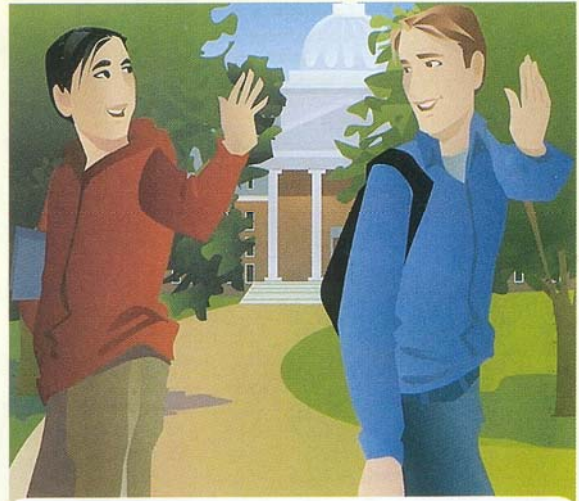


3 Hi and bye


A  Listen and practice.



Simon: Hi, Chen!
Chen: Good morning, Simon! How are you?
Simon: I'm fine, thanks. And you?
Chen: Fine, thank you.



Simon: See you later, Chen!
Chen: Bye, Simon!

B  Listen to the expressions. Then practice the conversation again with the new expressions.

Saying hello

Hi.

Hello.

Good morning.



Good afternoon.



Good evening.



Saying good-bye

Bye.

Good-bye.

See you.

See you later.

See you tomorrow.

C **Class activity** Say hello to your classmates and ask how they are. Then say good-bye.

I can introduce myself and others.

I can say hello and good-bye.

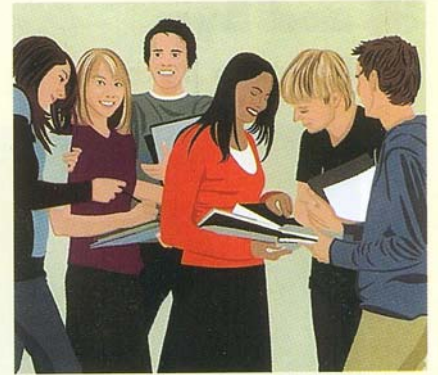
Classroom language



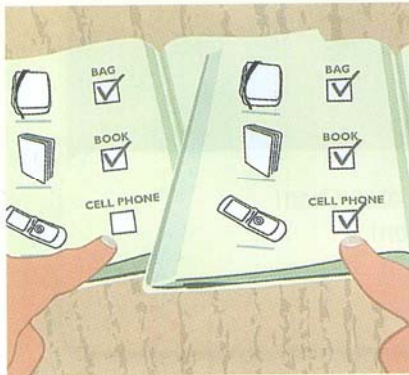
Pair work



Group work



Class activity



Compare answers.



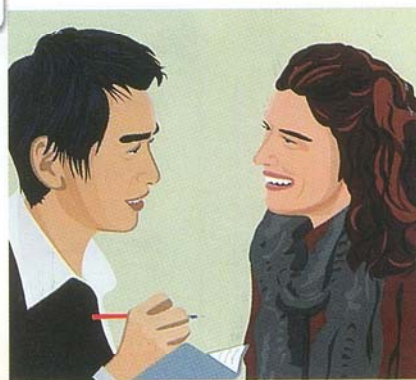
Cover the picture.



Go to page 12.



Ask and answer questions.



Interview your partner.



Role-play the situation.

New friends

LESSON A

- Names and titles
- The verb *be*; possessive adjectives

LESSON B

- Asking for spelling

LESSON C

- Interesting jobs
- Subject pronouns; *yes / no* questions with *be*

LESSON D

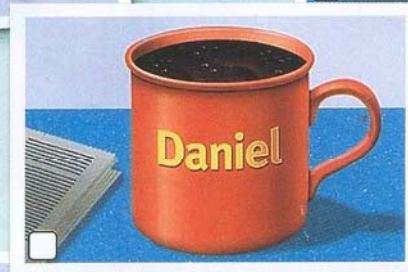
- Reading: "Famous Names"
- Writing: My name

Warm-up

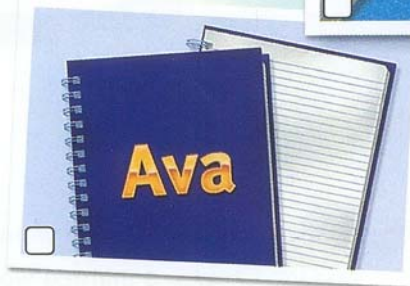
Popular names in the United States



1. Jacob
2. Michael
3. Ethan
4. Joshua
5. Daniel



1. Emma
2. Isabella
3. Emily
4. Madison
5. Ava



Source: www.ssa.gov/OACT/babynames/

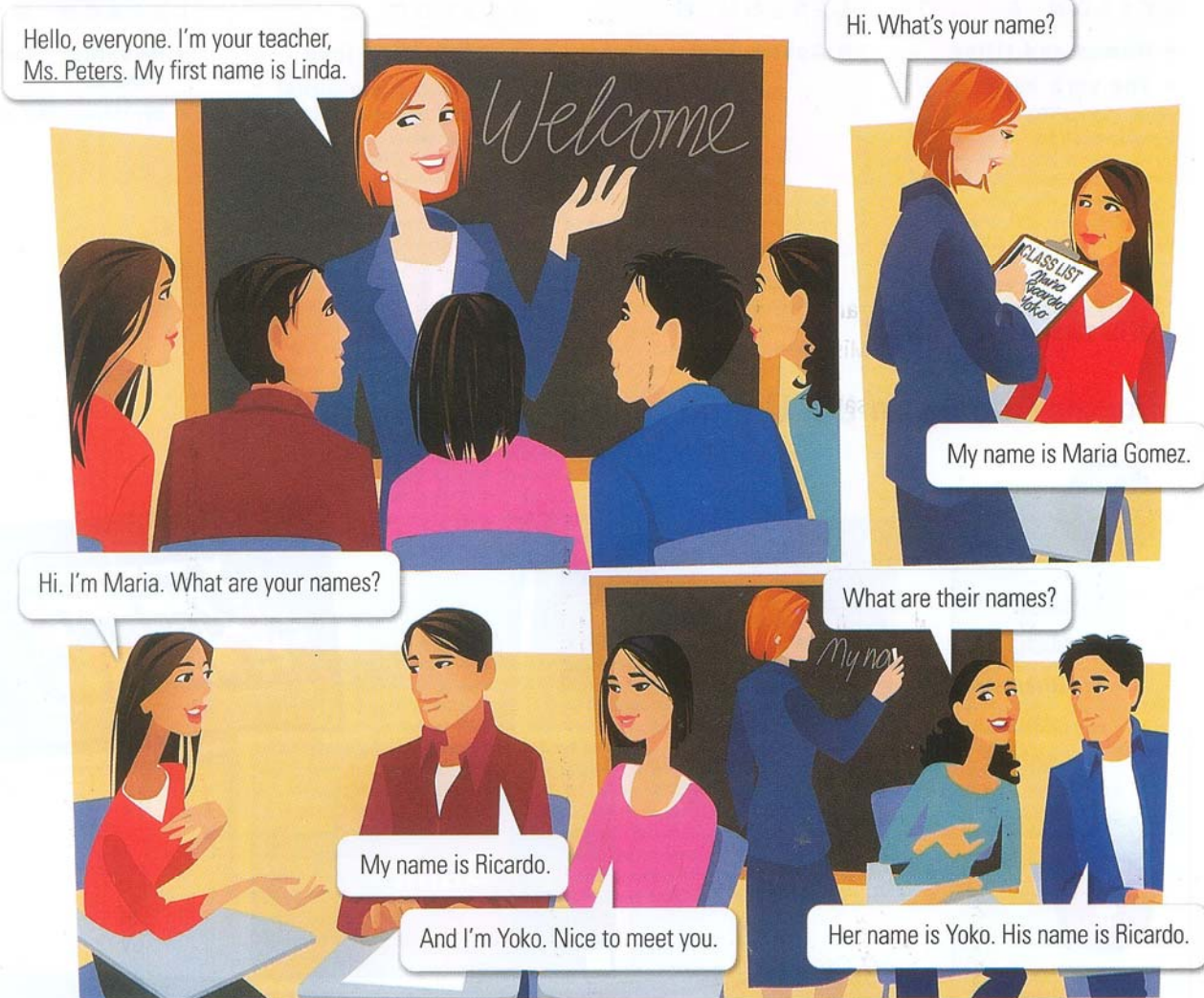
A Check (✓) the popular names.

B Say ten popular names in your country.

What's your name?

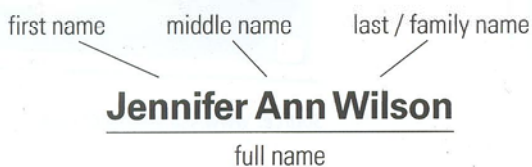
1 Language in context First day of class

Listen to Ms. Peters meet her students on the first day of class. Underline the names.



2 Vocabulary Names and titles

A Listen and repeat.



- Miss Gomez = a single woman
- Mrs. Chow = a married woman
- Ms. Peters = a single or married woman
- Mr. Adams = a single or married man

B Pair work Complete the sentences with your own information. Then compare answers.

My first name is _____ . My full name is _____ .
 My family name is _____ . My teacher's name is _____ .

3 Grammar The verb *be*; possessive adjectives

What is (What's)	your name?	My name is Maria.
	his name?	His name is Ricardo.
	her name?	Her name is Yoko.
What are	your names?	Our names are Maria and Jason.
	their names?	Their names are Ricardo and Yoko.

A Circle the correct words. Then compare with a partner.

- Maria is a student. **His** / **(Her)** last name is Gomez.
- Ms. Peters **is** / **are** our teacher. **Her** / **Their** first name is Linda.
- My name is Jason. What's **our** / **your** name?
- Anna and Bruce **is** / **are** students. **Her** / **Their** teacher is Miss Brown.
- Their first names **is** / **are** Yoko and Ricardo.
- Hello, everyone. I'm Miss Diaz. What are **your** / **his** names?

B Complete the conversation with the correct words.
Then practice in a group.

- A: Hello. Welcome to English class.
What is your name, please?
- B: _____ name is Pam.
- A: And what's _____ last name, Pam?
- B: My last name _____ Nelson.
- A: OK. And _____ is your name?
- C: Ji-ah. _____ family name is Lee.



4 Speaking My name is ...

A Class activity Meet your classmates. Say your first and last name.

- A: Hello. My name is Oscar Martinez. What's your name?
- B: Hi. My name is Susana Harris.
- A: It's nice to meet you.
- B: Nice to meet you, too.

B Share your information.

- A: What's his name?
- B: His name is Oscar Martinez. What's her name?
- A: Sorry, I don't know.

5 Keep talking!

Go to page 125 for more practice.

B

How do you spell it?


1 The alphabet

A  Listen and repeat.



B Pair work Say a letter. Your partner points to it. Take turns.

2 Interactions **Spelling names**

A  Listen and practice.



Donald: Hello. My name is Donald Wang.
Clerk: How do you spell your first name?
Donald: D-O-N-A-L-D.
Clerk: And how do you spell your last name?
Donald: W-A-N-G.

Asking for spelling

How do you spell your first name?
How do you spell your last name?

B Pair work Practice the conversation again with these names.

John Evans Cindy Douglas Antonia Lopez Richard Wu

A: Hello. My name is John Evans.

B: Hello, John. How do you spell your first name?

A: J-O-H-N.

B: And how do you spell . . . ?

3 Listening Spell it!

A Listen to four people spell their names. Check (✓) the correct answers.

1. Steven 2. Dina 3. Kelly 4. Bryan
 Stephen Dena Kerry Brian

B Listen to the conversations. Write the names.



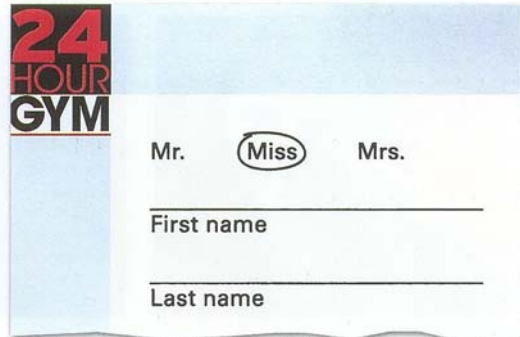
1.



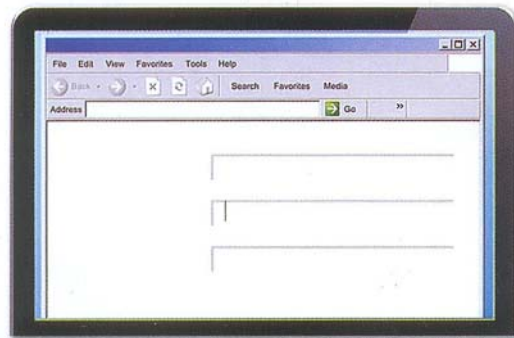
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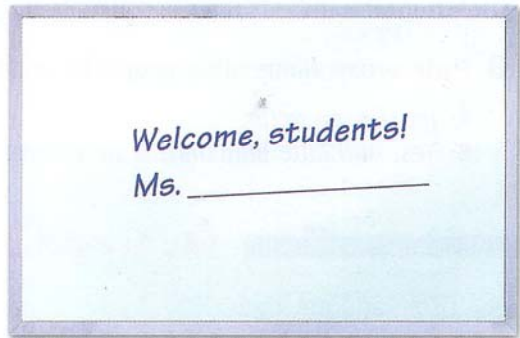
3.



4.



5.



6.

4 Speaking A class list

Class activity Ask your classmates for their names. Make a list.

A: What's your first name?

B: Tyler.

A: How do you spell it?

B: T-Y-L-E-R.

A: And what's your last name?

B: Larsen.

First names	Last names
Tyler	Larsen
Lindsey	Fisher
Marcela	Perez
Evan	Howley
Dmitri	Benos

I can spell names.

C

Are you a student?

1 Vocabulary Interesting jobs

A  Listen and repeat.



Gael García Bernal is an **actor**.
He's from Mexico.



Jeon Do-yeon is an **actress**.
She's from South Korea.



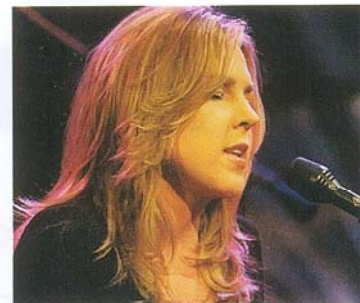
Alex Hornest is an **artist**.
He's from Brazil.



Brooklyn Decker is a **model**.
She's from the United States.



Lang Lang is a **musician**.
He's from China.



Diana Krall is a **singer**.
She's from Canada.

B Pair work Name other people for each job.

A: *Jet Li is an actor.*

B: *Yes. And Cate Blanchett is an actress.*

2 Conversation My friend the musician

 Listen and practice.

Sandy: Hey, Jacob!

Jacob: Oh, hi, Sandy. How's it going?

Sandy: Good, thanks. This is my friend Kevin.

Jacob: Hi. Nice to meet you.

Kevin: Nice to meet you, Jacob.

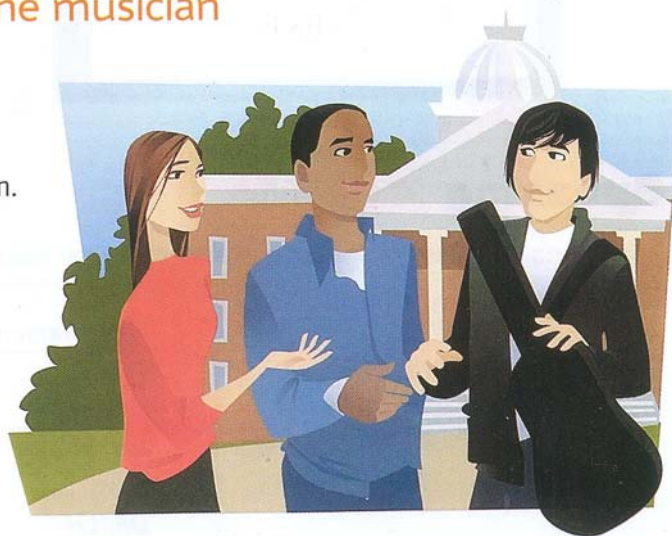
Jacob: Are you a student here?

Kevin: No, I'm not. I'm a musician.

Sandy: Kevin is from England.

Jacob: Oh? Are you from London?

Kevin: No, I'm not. I'm from Liverpool.



3 Grammar Subject pronouns; yes / no questions with be

I'm a musician.

You're a student.

Kevin **is** from Liverpool.

He's from Liverpool.

Sandy **is** a student.

She's a student.

Liverpool **is** in England.

It's in England.

Am I in your class?

Yes, **you are**. No, **you're not**. / No, **you aren't**.

Are you from London?

Yes, **I am**. No, **I'm not**.

Is he a singer?

Yes, **he is**. No, **he's not**. / No, **he isn't**.

Is she from Canada?

Yes, **she is**. No, **she's not**. / No, **she isn't**.

Is your name John?

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

Contractions I'm = I am you're = you are he's = he is she's = she is it's = it is


A Match the questions and the answers. Then practice with a partner.

- | | |
|---|--|
| 1. Is your first name Jacob? <u>d</u> | a. No, I'm not. I'm from London. |
| 2. Are you from Liverpool? _____ | b. Yes, he is. He's a singer, too. |
| 3. Is she from the United States? _____ | c. No, she's not. She's an artist. |
| 4. Is she a musician? _____ | d. Yes, it is. And my last name is King. |
| 5. Is Will Smith an actor? _____ | e. No, it's not. It's in Venezuela. |
| 6. Is Caracas in Peru? _____ | f. Yes, she is. She's from California. |

B Complete the conversations with the correct words. Then practice with a partner.

- | | |
|--|--|
| 1. A: <u>Is</u> your first name Don? | 3. A: _____ your teacher from England? |
| B: No, _____ not. It's Jeff. | B: No, she _____. |
| 2. A: _____ you from Mexico? | 4. A: _____ you a model? |
| B: Yes, I _____. I'm from Mexico City. | B: No, _____ not. I'm a singer. |

4 Pronunciation Contractions

 Listen and repeat. Notice the reduction of contractions.

I am → I'm he is → he's it is → it's are not → aren't
 you are → you're she is → she's is not → isn't

5 Speaking Ten questions

Group work Think of a famous person with a job from Exercise 1. Your group asks ten questions and guesses the name. Take turns.

A: *Is the person a man?*

B: *No, she's not.*

C: *Is she an actress?*

6 Keep talking!

Student A go to page 126 and Student B go to page 128 for more practice.

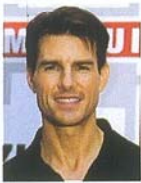
I can talk about where people are from and what they do. 

1 Reading

A Look at the pictures. What are their names?

B Read the article. Are they all singers?

★ Famous Names



Actor **Tom Cruise** uses his middle name as his last name. His full name is Thomas Cruise Mapother. Tom is short for Thomas.



Zhang Ziyi is an actress from China. Zhang isn't her first name. It's her family name. In China, family names come first.



Shakira is a singer from Colombia. She uses only her first name. Her full name is Shakira Isabel Mebarak Ripoll.



Jay-Z is a hip-hop singer from the United States. Jay-Z is his nickname. His real name is Shawn Corey Carter.



Kaká is a soccer player from Brazil. His full name is Ricardo Izecson dos Santos Leite. Kaká is his nickname.



Madonna is not a nickname for this singer. It's her first name. Her full name is Madonna Louise Veronica Ciccone.

C Read the article again. Complete the sentences with the correct words.

1. Tom Cruise uses his middle name as his last name.
2. Shakira uses only her _____ name.
3. Ricardo Izecson dos Santos Leite's _____ is Kaká.
4. Ziyi is not Zhang Ziyi's _____ name.
5. Jay-Z's _____ name is Shawn Corey Carter.
6. Madonna Louise Veronica Ciccone is Madonna's _____ name.

D Pair work Tell your partner about another famous person's name.

"Rain is a singer, actor, and model from South Korea. Rain is his nickname. His real name is Jeong Ji-hoon."

2 Writing My name

A Write sentences about your name. Use the model to help you.

My Name

My full name is Anthony Steven Johnson. My nickname is Big Tony. Tony is short for Anthony. My middle name is Steven, and my last name is Johnson.

B Group work Tell your group about your name.

3 Speaking Celebrity quiz

A Pair work Ask and answer the questions about celebrities.

1. He's an actor from Hong Kong. His initials are J. C.
What's his name?
"His name is Jackie Chan."
2. She's an actress from Spain. Her last name is Cruz.
What's her first name?
3. He's a soccer player from England. His first name is David.
What's his last name?
4. She's an actress and singer. Her nickname is J-Lo.
What's her name?
5. He's an actor from Australia. His first name is Russell.
What's his last name?
6. She's an actress from the United States. Her last name is Jolie?
What's her first name?

B Pair work Create a quiz. Write three sentences about a celebrity.

*He's a tennis player.
He's from Switzerland.
His first name is Roger.*

C Group work Say your sentences to another pair. They guess the celebrity. Take turns.

A: *He's a tennis player.*

B: *Is he Rafael Nadal?*

A: *No, he isn't. He's from Switzerland.*



Wrap-up

1 Quick pair review

Lesson A Do you remember? What are your classmates' last names? Answer with the information you remember. You have two minutes.

A: Her last name is Fernandes.

B: Yes, it is. And his first name is Oscar. What's his last name?

A: It's Medina.

Lesson B Test your partner! Say your full name. Can your partner write it correctly? Check his or her answer. You have two minutes.

First name

Middle name

Last / Family name

Lesson C Brainstorm! Make a list of interesting jobs. How many do you know? You have one minute.

Lesson D Guess! Describe your favorite celebrity, but don't say his or her name! Can your partner guess the name? Take turns. You have two minutes.

A: He's a singer and a musician. He's from England. He's in Coldplay.

B: Is he Chris Martin?

A: Yes!

2 In the real world

What is your favorite movie? Go online and find information in English about five actors or actresses in the movie. Then write about them.

- What are their names?
- Where are they from?

Actors in "Star Wars"

*My favorite movie is "Star Wars."
Harrison Ford is an actor in the movie.
He's from the United States . . .*

People and places

LESSON A

- Nationalities
- Plural subject pronouns; questions with *be*

LESSON B

- Asking for someone's phone number
- Asking for someone's email address

LESSON C

- Family members
- *Who* and *How old* with *be*

LESSON D

- Reading: "People in My Life"
- Writing: My friends

Warm-up



A Write the names of the countries.

B Say the names of five other countries in English.


A

Where are you from?

1 Vocabulary Nationalities

A Complete the chart with the correct nationalities. Then listen and check your answers.

Mexican	American	South Korean	Chilean	Greek	Colombian
Spanish	Canadian	Brazilian	Saudi	Peruvian	Japanese
British	Chinese	Turkish	Thai	Ecuadorian	✓ Australian

Country	Nationality	Country	Nationality
 Australia	Australian	 Japan	
 Brazil		 Mexico	
 Britain		 Peru	
 Canada		 Saudi Arabia	
 Chile		 South Korea	
 China		 Spain	
 Colombia		 Thailand	
 Ecuador		 Turkey	
 Greece		 the United States	

B Pair work Say a famous name. Your partner says his or her nationality. Take turns.

A: *Bill Gates.*

B: *He's from the United States. He's American.*

2 Language in context New neighbors

Listen to Brad and Emily Hill talk about their new neighbors. What are their names?



Brad: Who are they?

Emily: Oh, they're our new neighbors, Carlos and Claudia.

Brad: Are they musicians?

Emily: Yes, they are.

Brad: Where are they from?

Emily: They're from Brazil.

Brad: What city are they from?

Emily: They're from Manaus.

3 Grammar Plural subject pronouns; questions with be

Where are you and Sakura from?

We're from Japan.

What city are **you** from?

We're from Osaka.

Are you Japanese?

Yes, **we are**.

No, **we're not**. / No, **we aren't**.

Where are Carlos and Claudia from?

They're from Brazil.

What city are **they** from?

They're from Manaus.

Are they Brazilian?

Yes, **they are**.

No, **they're not**. / No, **they aren't**.

Contractions we're = we are

they're = they are

Complete the conversations with the correct words.
Then practice with a partner.

- A: Where are you from?

B: We're from Mexico.

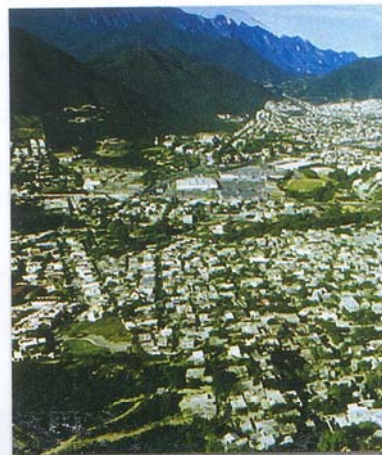
A: Oh? _____ city are you from? Are you from Mexico City?

B: No, we _____ not. _____ from Monterrey.
- A: _____ Jim and Carly American?

B: No, they _____. They _____ Canadian.

A: What city in Canada are _____ from?

B: They _____ from Toronto.



4 Pronunciation Word stress

A  Listen and repeat. Notice the stressed syllables in the nationalities.

•	••	•••	••
Greek	British	Brazilian	Chinese

B  Listen. Underline the stressed syllable in each nationality.

Japanese Australian Spanish Thai

5 Speaking That's not correct!

A Write three false sentences about people, countries, or nationalities.


B Group work Share your sentences. Your group corrects them. Take turns.

- A: Toronto and Vancouver are in Greece.
B: No, they aren't. They're in Canada.

- Toronto and Vancouver are in Greece.
- Venus and Serena Williams are Ecuadorian.
- Nicole Kidman and Russell Crowe are British.

6 Keep talking!

Go to page 127 for more practice.

I can ask for and say people's nationalities. 

B

What's your email address?

1 Numbers 0 to 10; phone numbers; email addresses

A 🗣️ Listen and repeat.



B 🗣️ Listen and repeat. Notice that people sometimes say "oh" for "zero" in phone numbers.

281-363-2301 = "two-eight-one, three-six-three, two-three-zero-one"

602-374-4188 = "six-oh-two, three-seven-four, four-one-eight-eight"

C 🗣️ Listen and repeat. Notice the way people say email addresses.

susan8k@cup.org = "susan-eight-K-at-C-U-P-dot-org"

jun_akita@email.com = "jun-underscore-akita-at-email-dot-com"

2 Interactions Phone numbers and email addresses

A 🗣️ Listen and practice.



Stacy: Hey, Emma. **What's your phone number?**

Emma: It's 309-403-8708.

Stacy: **What's your email address?**

Emma: It's emma@cup.org.

Stacy: Thanks!

B 🗣️ Listen to the expressions. Then practice the conversation again with the new expressions.

Asking for someone's phone number

What's your phone number?
What's your number?

Asking for someone's email address

What's your email address?
What's your email?

C Pair work Practice the conversation again with the information below.

978-887-8045

ej5@cup.org

604-608-4864

emma_jones@email.com

3 Listening What name, please?

A Listen to four people call Directory Assistance for phone numbers. Check (✓) the correct answers.

- | | | |
|---------------------|---------------------------------------|--|
| 1. Carlos Moreno | <input type="checkbox"/> 333-822-1607 | <input checked="" type="checkbox"/> 323-822-1607 |
| 2. Lucy Chang | <input type="checkbox"/> 662-651-0410 | <input type="checkbox"/> 662-615-0410 |
| 3. Michael Ashcroft | <input type="checkbox"/> 866-279-9400 | <input type="checkbox"/> 866-279-9500 |
| 4. Beatriz J. Lago | <input type="checkbox"/> 341-360-7450 | <input type="checkbox"/> 341-360-4570 |

B Listen to three people give their names, phone numbers, and email addresses. Complete the forms.



REGISTRATION

First name: Michael

Middle name: John

Last name: _____

Phone: _____

Email: _____



MEMBERSHIP


First name: _____

Middle initial: P.

Last name: _____

Phone: _____

Email: _____



CARD APPLICATION

First name: _____

Family name: _____

City: Dallas

Phone: _____

Email: _____

4 Speaking A new number and email address

A Write a new phone number and email address.

My new phone number: _____ My new email address: _____

B Class activity Ask five classmates for their names, new phone numbers, and new email addresses. Complete the chart with their answers.

	Name	Phone number	Email address
1.			
2.			
3.			
4.			
5.			

C Share your information.

A: What's her name and phone number?

B: Her name is Fatima. Her phone number is 212-691-3239.

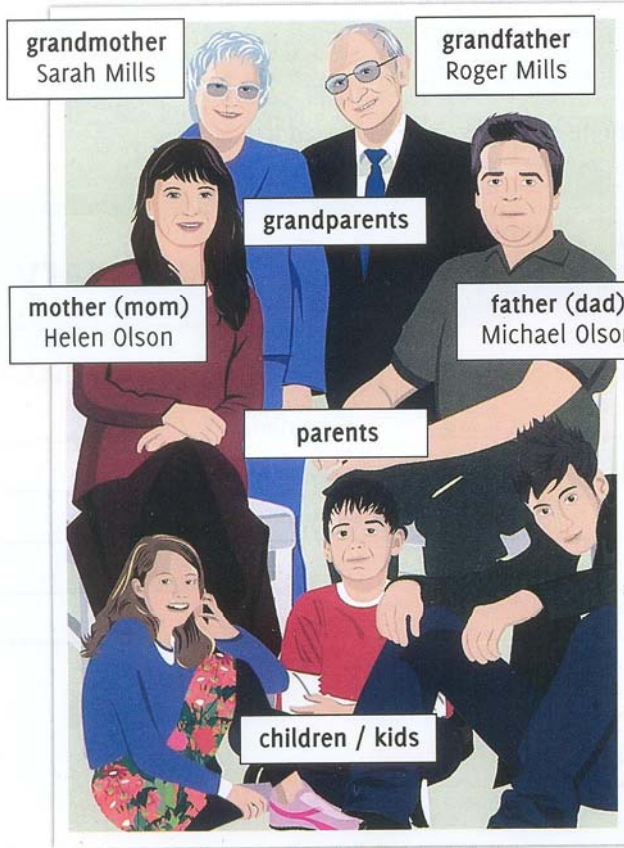
A: What's her email address?

B: Her email is . . .

I can ask for and give phone numbers and email addresses.

1 Vocabulary Family members

A Listen and repeat.



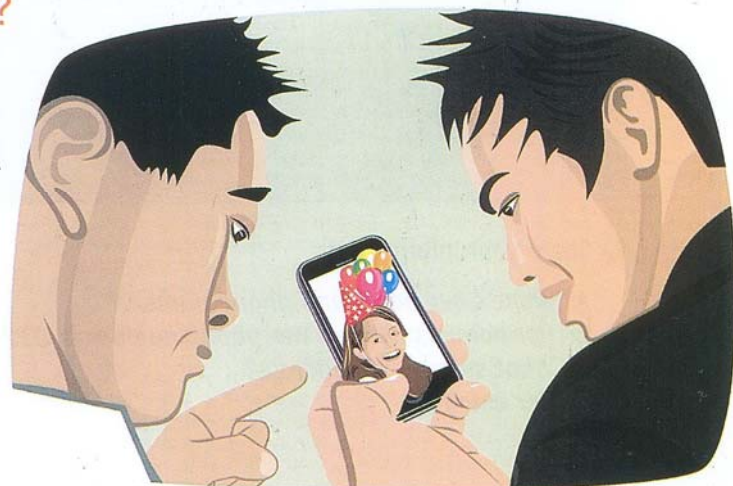
B Pair work Ask and answer the questions about the family in Part A.

1. Are Sarah and Roger Mills single?
2. Are Michael and Helen brother and sister?
3. Are Sarah and Roger grandparents?
4. Are Wendy and Jack parents?

2 Conversation Who's that?

Listen and practice.

- Lance: Who's that?
 Jack: That's my sister. Her name is Wendy.
 Lance: How old is she?
 Jack: She's seven.
 Lance: Is she your only sister?
 Jack: Yeah.
 Lance: And who are they?
 Jack: They're my grandparents.
 Lance: Wow. They look young.
 And who's he?
 Jack: That's me!



3 Grammar Who and How old with be

Who's that?

That's my sister.

How old is she?

She's seven (years old).

Who are they?

They're my grandparents.

How old are they?

They're 70 and 66.

A Read the answers. Write the questions. Then practice with a partner.

A: *Who's that?*

B: Oh, that's my brother Ignacio.

A: _____

B: He's ten years old.

A: _____

B: They're my sisters Lucia, Antonia, and Carmen.

A: _____

B: They're 19, 16, and 11.

A: And _____

B: That's my grandfather.

A: _____

B: He's 62.

B Pair work Ask and answer questions about the family in Exercise 1.

A: *Who's that?*

B: *That's Jack Olson.*

Numbers 11–101

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

4 Speaking My family

A Complete the chart with information about three people in your family.

	Family member	Name	How old . . . ?	Where . . . from?
1.				
2.				
3.				


B Pair work Tell your partner about your family. Ask and answer questions for more information.

A: *Keiko is my grandmother. She's 73.*

B: *Where is she from?*

5 Keep talking!

Go to page 129 for more practice.

I can identify family members and give their ages. 

D


Family and friends

1 Reading

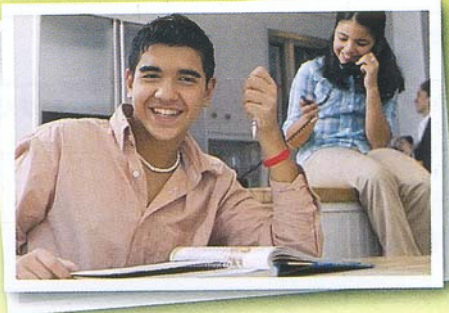
A Look at the people in Isabel's photos. Who are they? Guess.

B Read the photo descriptions. Who are Isabel's family members? Who are her friends?


People in My Life




I'm with my friends Fernando and Amy. Fernando is on the left. He's from Bogotá, Colombia. Amy is on the right. She's from Perth, Australia. I'm in the middle.



This is my brother Carlos and my sister Julia. Carlos is 18 years old and a good soccer player. Julia is only ten. She's a good tennis player.



This is my grandmother. Her name is Olivia, but her nickname is Nana. She's an artist, and she's 92 years old!



Here's my e-pal Dong-sun. His family name is Choi. He's from Pusan, South Korea. He's 18 years old. His sister is in the photo, too.

C Read the photo descriptions again. Correct the false sentences.

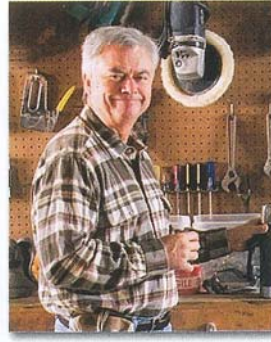
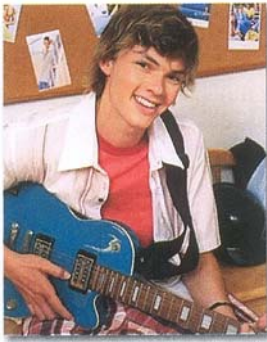
1. Isabel and Amy are ~~sisters~~. Isabel and Amy are friends.
2. Carlos isn't a good soccer player. _____
3. Olivia is 90 years old. _____
4. Isabel and Dong-sun are classmates. _____

D Pair work Ask and answer the questions about Isabel's family and friends.

- Who are Fernando and Amy?
- How old is Julia?
- What's Olivia's nickname?
- What city is Dong-sun from?

2 Listening People I know

A Listen to Gina show some photos to her friend. Who are the people? Check (✓) the correct answers.



1. friend
 brother
2. classmate
 sister
3. father
 grandfather
4. teacher
 mother

B Listen again. Answer the questions.

1. How old is Mark? 15
2. What city is Dominique from? _____
3. What's the man's name? _____
4. Is Ms. Parker American? _____

3 Writing and speaking My friends

A Complete the chart with information about three friends. Then find photos or draw pictures of them.

	Friend 1	Friend 2	Friend 3
Name			
Age			
Nationality			
Other information			

B Write sentences about your friends in the pictures. Use the model and your answers in Part A to help you.

My Friends

*My best friend is Samantha. She's 26 years old.
She's American. She's a teacher.
Jill is my friend, too. She's...*

C Group work Share your pictures and sentences. Ask and answer questions for more information.

- A: *This is my friend Samantha. She's 26 years old.*
B: *What's her last name?*



I can give information about family and friends.

Wrap-up

1 Quick pair review

Lesson A Guess! Say five countries. Can your partner name the nationalities? Take turns. You have two minutes.

A: *South Korea.*

B: *South Korean.*

Lesson B Test your partner! Write three phone numbers and say them to your partner. Can your partner write them correctly? Check his or her answers. You have two minutes.

My phone numbers	My partner's phone numbers
_____	_____
_____	_____
_____	_____

Lesson C Brainstorm! Make a list of family words. How many do you know? You have one minute.

Lesson D Find out! Are any of your friends or family members from the same cities? You have two minutes.

A: *My father is from Mexico City, and my mother is from Guadalajara.*

B: *My grandmother is from Guadalajara, too!*

2 In the real world

Go online and find information in English about a country from another part of the world. Then write about it.

- What are five cities in the country?
- What are the names and ages of two famous people from the country?

French Cities and People

Paris, Bordeaux, Cannes, Lyon, and Dijon are five cities in France. Marion Cotillard is a famous actress from France. She's . . .

What's that?

LESSON A

- Everyday items
- Demonstratives; articles *a* and *an*; plurals

LESSON B

- Asking what something is

LESSON C

- Clothes and colors
- Possessive pronouns; *Whose*; 's and s'

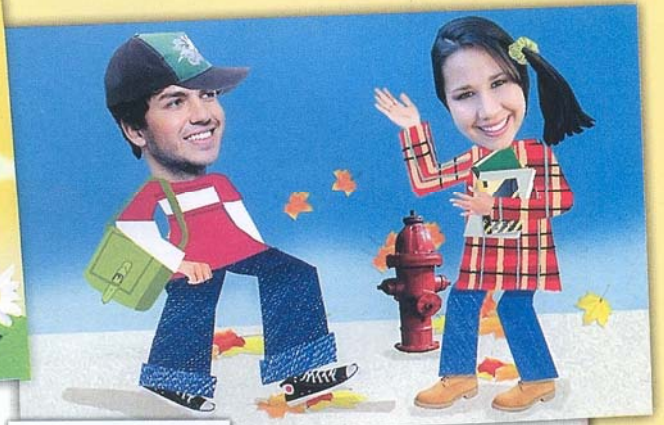
LESSON D

- Reading: "What's your favorite item of clothing?"
- Writing: My favorite thing

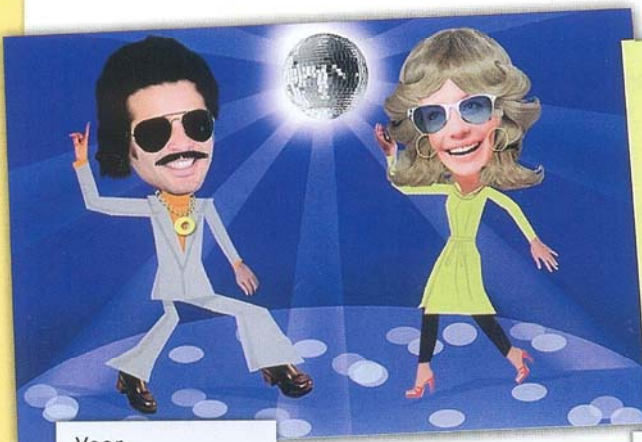
Warm-up



Year: 1969



Year: _____



Year: _____



Year: _____

A Label the pictures with the correct years.

✓ 1969 1978 1986 1994

B Can you name five things in the pictures?

A

Is this your notebook?

1 Vocabulary Everyday items

A  Listen and repeat.



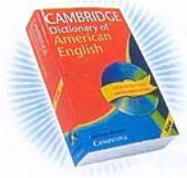
a bag



a book



a cell phone



a dictionary



an eraser



a key



a laptop



a notebook



a pen



sunglasses




an umbrella



a watch

B Pair work Check (✓) the things in your classroom. Then compare answers.

2 Language in context What are those?

 Listen to four people talk about everyday items. Circle the items in the conversations.



Pete: Hey, Ling. What's that?
Ling: Oh, it's my dictionary.
Pete: It's nice. What are those?
Ling: They're my English books.



Susie: Are these your sunglasses?
Kyle: No, they're not.
Susie: Is this your notebook?
Kyle: Yes, it is. Thanks.

3 Grammar **Demonstratives; articles *a* and *an*; plurals**

What's **this**?



What's **that**?



It's my dictionary.
Is **this** your dictionary?
Is **that** your dictionary?
Yes, **it is**. No, **it's not**.

What are **these**? What are **those**?



They're my English books.
Are **these** your English books?
Are **those** your English books?
Yes, **they are**. No, **they're not**.

Articles *a* and *an*

a + consonant sound **a bag**

an + vowel sound **an eraser**

Plurals

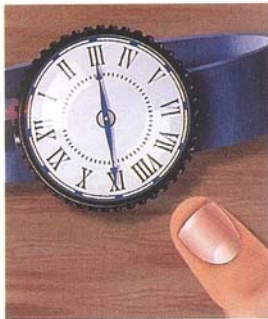
a book → two books

a watch → two watches

a dictionary → two dictionaries

Note: *Sunglasses* and *glasses* are always plural.

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



A: What's **this** _____ ? A: What _____ ? A: What _____ ? A: What _____ ?
B: **It's a watch.** B: _____ B: _____ B: _____

B Pair work Ask and answer questions about everyday items in your classroom.

4 Pronunciation **Plurals**

Listen and repeat. Notice that some words have an extra syllable in their plural forms.

Same syllables	Extra syllables
eraser / erasers	actress / actress-es
key / keys	address / address-es
laptop / laptops	watch / watch-es

5 Speaking **In my bag**

Pair work Ask and answer 10 questions about the everyday items in your bags and in the classroom.

A: *Is this your English book?*
B: *No, it's not. It's my dictionary. What are those?*
A: *They're my keys.*

6 Keep talking!

Go to page 130 for more practice.

I can ask about and identify everyday items.

B

What's this called in English?

1 Listening Around the classroom

A  Listen to Bo and Marta ask about new words in English. Number the pictures from 1 to 5.



an alarm clock



a map



a marker



a poster




1 a remote control

B What things in Part A are in your classroom?

2 Interactions

Asking about new words

A  Listen and practice.




Alex: Excuse me. What's this called in English?

Lucy: It's a key chain.

Alex: A key chain? How do you spell that?

Lucy: K-E-Y C-H-A-I-N.

Alex: Thanks.

B  Listen to the expressions. Then practice the conversation again with the new expressions.

Asking what something is

What's this called in English?

What's the word for this in English?

How do you say this in English?

C Pair work Practice the conversation again with the things in Exercise 1.

A: Excuse me. What's this called in English?

B: It's a map.

A: How do you spell that?

3 Speaking More everyday items

A  Listen and repeat.



1. a camera
2. a flash drive
3. a hairbrush
4. a newspaper
5. a magazine
6. a comb
7. a coin
8. a wallet

B Pair work Cover the words. What is each thing called? Answer with the information you remember.

A: *What's this called?*

B: *I think it's a . . .*


C Pair work Ask and answer questions about other things in the picture.

A: *What's the word for this in English?*

B: *It's a student I.D.*

A: *What's this called?*

B: *Hmm . . . I don't know. Let's ask the teacher.*

I can ask what something is called in English. 

C

Clothing

1 Vocabulary Clothes and colors

A Listen and repeat.



B **Pair work** Describe a classmate's clothes, but don't say his or her name! Your partner guesses the name. Take turns.

A: His shoes are brown. His T-shirt is red and green. His pants are gray.

B: Is it David?

2 Conversation Whose bag is it?

Listen and practice.

Greg: Excuse me. I think that's my bag.

Laura: This bag?

Greg: Yes. I think it's mine.

Laura: It is? Oh, yes. This bag is black and yellow. Mine is black and green. I'm very sorry.

Greg: That's OK. Is that bag yours?

Laura: Yes, thank you.

Greg: You're welcome.



3 Grammar Possessive pronouns; Whose; 's and s'

It's my bag. → It's **mine**.

It's your jacket. → It's **yours**.

It's his coat. → It's **his**.

They're her shoes. → They're **hers**.

They're our clothes. → They're **ours**.

It's their bag. → It's **theirs**.

Whose bag is this?

It's Greg's (bag).

Whose bag is that?

It's the student's (bag).

Whose bags are those?

They're the students' (bags).

A Circle the correct words. Then practice with a partner.

1. Whose clothes are these?

They're **your** / **our** / **ours**.

2. Are these Greg's black shoes?

Yes, they're **his** / **hers** / **theirs**.

3. Is this pink scarf Ana's?

No, it's not **his** / **hers** / **theirs**.

4. Are these bags Greg and Ana's?

Yes, they're **his** / **hers** / **theirs**.

5. Whose red socks are these? Are they yours?

Yes, they're **my** / **mine** / **yours**.

6. Is that my sister's skirt?

No, it's not **mine** / **yours** / **hers**.

B Pair work Ask and answer questions about the clothing in Exercise 1.

A: *Whose jeans are these?*

B: *They're Ana's. Whose T-shirt is this?*

A: *It's ...*

4 Speaking **Yes, it's mine.**

Class activity Put three of your things on a table. Then take three other things and find their owners.

A: *Whose scarf is this?*

B: *I think it's Mary's.*

A: *Is this your scarf, Mary?*

C: *Yes, it's mine.*



5 Keep talking!

Student A go to page 131 and Student B go to page 132 for more practice.

I can talk about clothes and possessions.



D

Favorite things

1 Reading

A Look at the pictures. What clothes and colors are they?

B Read the webpage. What countries are the people from?

What's your favorite item of clothing?

SEND US YOUR PICTURES!

 <p style="text-align: center;">This cap is my favorite. It's from my baseball team. Our team colors are blue and white. – Joe, the U.S.</p>	 <p style="text-align: center;">These boots are my favorite. I think they're from the 1970s. They're red. Red is my favorite color! – Ariela, Venezuela</p>	 <p style="text-align: center;">Here's a photo of my favorite pants. They're called <i>salwar</i>. These are men's pants, and they're from India. – Sadi, Canada</p>
 <p style="text-align: center;">This dress is my favorite item of clothing. It's called a <i>hanbok</i> in Korean. It's my mother's. – Bin-woo, South Korea</p>	 <p style="text-align: center;">Here's my favorite item of clothing. It's an old shirt. It's from London in the 1980s. – Ian, the U.K.</p>	 <p style="text-align: center;">This scarf is my favorite item of clothing. It's from Thailand. The blue color is nice. – Mariko, Japan</p>

C Read the webpage again. Answer the questions.

1. What's Joe's favorite thing? His favorite thing is a baseball cap.
2. What is Ariela's favorite color? _____
3. What are Sadi's pants called? _____
4. What's Bin-woo's favorite item of clothing? _____
5. Where is Ian's shirt from? _____
6. Where is Mariko's scarf from? _____

D Pair work What's your favorite item of clothing? Tell your partner.

"My favorite item of clothing is my blue sweatshirt."

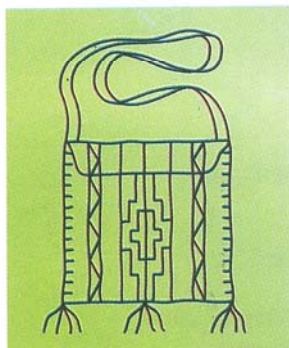
2 Listening It's my favorite.

Listen to four people talk about their favorite things. Check (✓) the things they describe.

1.  a. <input checked="" type="checkbox"/>	 b. <input type="checkbox"/>	2.  a. <input type="checkbox"/>	 b. <input type="checkbox"/>
3.  a. <input type="checkbox"/>	 b. <input type="checkbox"/>	4.  a. <input type="checkbox"/>	 b. <input type="checkbox"/>

3 Writing and speaking My favorite thing

A Draw a picture of your favorite thing. Then answer the questions.



- What is it? _____
- Where is it from? _____
- How old is it? _____
- What color is it? _____

B Write about your favorite thing. Use the model and your answers in Part A to help you.

My Favorite Thing

My favorite thing is my bag. It's from Cuzco, Peru. I think it's three or four years old. It's purple, white, and yellow. I love it!

C Group work Share your drawings and your writing. Ask and answer questions for more information.

- A: Here's a picture of my favorite thing.
 B: What is it?
 A: It's my bag.
 C: Where is it from?
 A: It's from Peru.

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of everyday items and the plural forms of the words. How many do you know? You have two minutes.

Lesson B Test your partner! Ask your partner what the things are. You have two minutes.

Student A



Student B



Lesson C Do you remember? Look at your partner's clothes. Then close your eyes and describe them. Take turns. You have two minutes.

"Your shirt is green, and your jeans are blue. I think your socks are white."

Lesson D Find out! What is one thing both you and your partner have in your bags or desks? Find the thing and answer the questions. You have two minutes.

- What color is it?
- How old is it?
- Where is it from?

2 In the real world

What's in style? Find a picture of clothes in a magazine. Then write about them.

- What clothes are in the picture?
- What colors are the clothes?

Clothes in "Style Today"

The woman's sweater in the picture is blue. Her pants are brown, and her shoes are black. Her bag is . . .

Daily life

LESSON A

- Ways of getting around
- Simple present statements

LESSON B

- Asking the time

LESSON C

- Days of the week and routines
- Simple present *yes / no* questions

LESSON D

- Reading: "What's your favorite day of the week?"
- Writing: About my weekend

Warm-up



A Name the things you see in the picture. Use *That's a / an ...* and *Those are ...*

B Say the colors of six things in the picture.

A

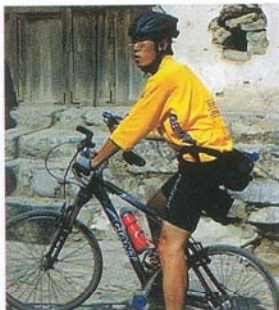
Getting around

1 Vocabulary Ways of getting around

A Listen and repeat.



drive a car



ride a bicycle / bike



ride a motorcycle



take a taxi / cab



take the bus



take the subway



take the train



walk

B Listen to five ways of getting around. Number them from 1 to 5.

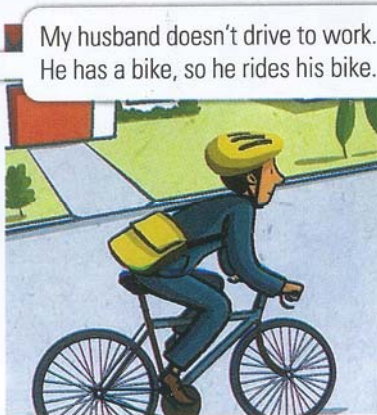
- a bicycle 1 a bus a car a motorcycle a train

2 Language in context Going to work and school

A Listen to Mariela describe how she and her family get to work and school. Underline the ways they get around.



I have a car. I drive to work.
I don't take the train.



My husband doesn't drive to work.
He has a bike, so he rides his bike.



My kids walk to school.
They don't take the bus.

B What about you? Check (✓) the ways you get around.

- I drive. I take the bus. I ride a bike. I walk.

3 Grammar Simple present statements

Regular verbs

I drive to work.	I don't take the train.
You take a taxi.	You don't take the subway.
He rides a bike.	He doesn't drive to work.
She drives .	She doesn't walk .
We take the train.	We don't take a taxi.
They walk to school.	They don't take the bus.

Irregular verbs

I / you / we / they	he / she / it
I have a car.	She has a car.
You don't have a bike.	She doesn't have a bike.
We go to work.	He goes to work.
They don't go to school.	He doesn't go to school.

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

A Complete the sentences with the simple present forms of the verbs. Then compare with a partner.

- I take (take) the bus to school. I don't walk (not / walk).
- Jonathan _____ (have) a car. He _____ (drive) to work.
- My parents _____ (take) the train to work. They _____ (go) to the city.
- My neighbor _____ (ride) a motorcycle to work.
- Mei-li _____ (not / take) the bus. She _____ (walk).
- We _____ (not / have) bicycles, and we _____ (not / drive).

B Pair work Make five sentences about how your family members and friends get to school or work. Tell your partner.

A: My sister works in a big city. She takes the bus to work.

B: My best friend works in a big city, too. He doesn't take the bus. He drives.

4 Speaking I take the bus.

A Write how you get to school or work in the chart. Add extra information, such as a bus number or a train number.

	Me	Name: _____	Name: _____	Name: _____
To school				
To work				
Extra information				

B Group work Find out how three of your classmates get to school or work. Complete the chart with their information.

A: I take the bus to school. It's the number 16 bus. How about you?


B: I take the bus, too. I take the number 8 bus.

C Group work Tell another group how your classmates get to school or work.

"Daniel takes the number 8 bus to school."

5 Keep talking!

Go to page 133 for more practice.

I can describe how people get around. 

B What time is it?

1 Telling time

A  Listen and repeat.



It's twelve o'clock.



It's noon.
It's twelve p.m.



It's midnight.
It's twelve a.m.



It's twelve-oh-five.
It's five after twelve.



It's twelve-fifteen.
It's a quarter after twelve.



It's twelve-thirty.
It's half past twelve.



It's twelve-forty.
It's twenty to one.




It's twelve forty-five.
It's a quarter to one.

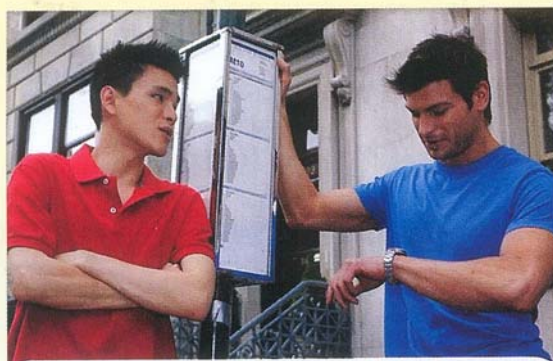
B Pair work Say the times in two ways.

9:45 7:30 6:03 1:15 11:40

a.m. = midnight to noon
p.m. = noon to midnight

2 Interactions Time

A  Listen and practice.



Joe: What time is it?
Mike: It's 9:15. What time is the bus?
Joe: Nine-twenty. We're early.



Keisha: What's the time?
Emily: It's 9:35. What time is our class?
Keisha: It's at 9:30. We're late!

Asking the time

What time is it?
What's the time?

B Pair work Practice the conversations again with the times below.

4:15 / 4:45 6:20 / 7:00 10:05 / 10:00 5:45 / 5:30

3 Pronunciation Reduction of to


A  Listen and repeat. Notice how to is pronounced as /tə/.

/tə/

/tə/

/tə/

It's ten to five. It's five to two. It's a quarter to one.

B  Listen to the conversations. Then practice them. Reduce to to /tə/.



A: Is it five to one?
B: No, it's ten to one.



A: Is it ten to eight?
B: No, it's a quarter to eight.



A: Is it a quarter to three?
B: No, it's twenty to three.

4 Listening Am I late?

A  Listen to five conversations about time. Write the time of each thing.

1. the movie 2. Rod's class 3. the train 4. the bus 5. Susan's class
- 10:00 _____ _____ _____ _____

B  Listen again. Are the people early or late? Circle the correct answers.

1. early / late 2. early / late 3. early / late 4. early / late 5. early / late

5 Speaking What time is ... ?

A Pair work Interview your partner. Take notes.

What time is your ... ?



favorite class



lunch break



favorite TV show

A: What time is your favorite class?
B: It's at 7:30 a.m. What time is yours?
A: Mine is at 8:00 p.m. It's this class!

B Pair work Tell another classmate about your partner's answers.

"Ji-sung's favorite class is at 7:30 a.m."

I can ask for and tell the time. 

C

My routine

1 Vocabulary Days of the week and routines

A Listen and repeat.

Weekdays					The weekend	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

B Listen and repeat.



get up



drink coffee



eat breakfast



read the news



go to school



exercise



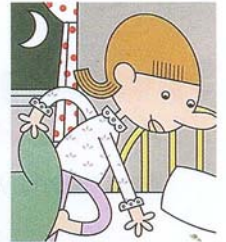
cook dinner



study



watch TV



go to bed

C Pair work What is your routine on weekdays? on weekends? Tell your partner.

"I get up and eat breakfast on weekdays. I go to school. I study . . ."

2 Conversation Monday morning

Listen and practice.

Tom: It's Monday morning . . . again!

Liz: Do you get up early on weekdays?

Tom: Yes, I do. I get up at 5:30 a.m.

Liz: Wow! That is early!

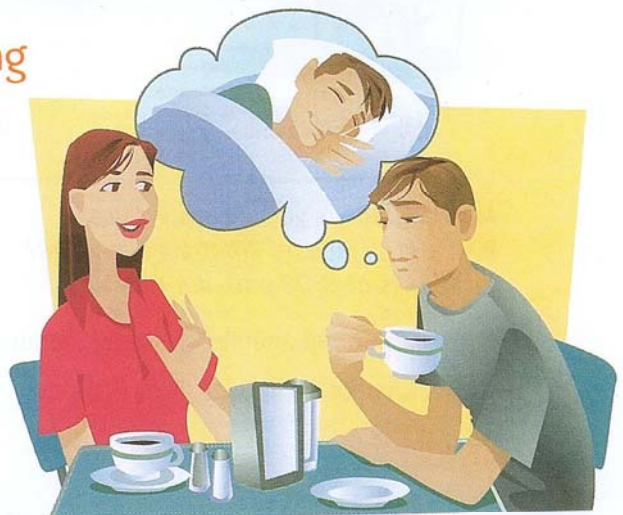
Tom: And I study all morning and afternoon.

Liz: Do you study in the evenings, too?

Tom: No, I don't. I cook dinner, exercise, and go to bed late, after midnight.

Liz: That's not good. What about on weekends?

Tom: On weekends, I sleep!



3 Grammar Simple present yes / no questions

Do you **go** to school on Mondays?

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

Does Liz **exercise**?

Yes, she **does**. No, she **doesn't**.

Do you and your friends **watch** TV?

Yes, we **do**. No, we **don't**.

Do your friends **study**?

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

A Write *yes / no* questions with the information below. Then compare with a partner.

- (you / get up / 7:00)
- (you / read the news / every day)
- (your teacher / drink coffee / in class)
- (your parents / watch TV / in the evening)
- (your friend / exercise / on weekends)
- (you and your friends / study / after midnight)

Do you get up at 7:00?

B Pair work Ask and answer the questions in Part A. Answer with your own information.

A: *Do you get up at 7:00?*

B: *No, I don't. I get up at 6:00 on weekdays and 9:30 on weekends.*

Time expressions

on Sunday(s)
 on Sunday afternoon(s)
 on weekdays
 on the weekend
 on weekends
 in the morning(s)
 in the afternoon(s)
 in the evening(s)
 at noon / midnight
 at night
 before 7:00
 after midnight
 every day

4 Speaking Routines

A Pair work Interview your partner. Check (✓) his or her answers.

Do you . . . ?	Yes	No
cook dinner on weekends	<input type="checkbox"/>	<input type="checkbox"/>
drink coffee after 7:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>
exercise every day	<input type="checkbox"/>	<input type="checkbox"/>
go to bed late on weekdays	<input type="checkbox"/>	<input type="checkbox"/>
get up early on weekdays	<input type="checkbox"/>	<input type="checkbox"/>
read the news in the evening	<input type="checkbox"/>	<input type="checkbox"/>

A: *Do you cook dinner on weekends?*

B: *No, I don't. I cook on weekdays!*

B Pair work Tell another classmate about your partner's routines.


A: *Does Rita cook dinner on weekends?*

B: *No, she doesn't. She cooks on weekdays!*



5 Keep talking!

Go to page 134 for more practice.

I can ask and answer questions about routines. 

D






My weekend

1 Reading

A Look at the message board question. What's *your* favorite day of the week? Why?

B Read the message board. Whose favorite day is on the weekend?

This week's question:
What's your favorite day of the week?

	busyguy	My favorite day of the week is Saturday. I study from Monday to Friday. On Saturday, I get up late.
	trish06	Not Saturday or Sunday. I work from noon to 4:00 on those days. In the evening, I study. My favorite day is Wednesday, because I don't work on Wednesdays.
	JasonFan	Monday. I watch my favorite TV show every Monday. It has my favorite actor. The show is called "Life with Jason." It's on at 8:00.
	Ricardo	Monday?! No way! Saturday, Saturday, Saturday! We don't go to school on Saturdays.
	SuperDad45	Sunday! I get up late, read the news, and have coffee. Then my son and daughter cook breakfast for my wife and me.
	michiko3	I have two favorite days – Tuesday and Thursday. I have an art class after work on those days, and my teacher is very nice.

C Read the message board again. What's each person's favorite day? Why? Complete the chart.

	Favorite day(s)	Why?
1. busyguy	<u>Saturday</u>	<u>gets up late</u>
2. trish06	_____	_____
3. JasonFan	_____	_____
4. Ricardo	_____	_____
5. SuperDad45	_____	_____
6. michiko3	_____	_____

D Class activity What's your class's favorite day? Vote and discuss your answer.

2 Listening *Angela's routine*

A Listen to Angela talk about her routine on weekends. Circle the activities she does.

Saturdays		Sundays	
(work)	watch TV	get up late	exercise
go to class	go to bed late	study	cook

B Listen again. Write one more thing Angela does on Saturdays and on Sundays.

On Saturdays: _____ On Sundays: _____

3 Writing *About my weekend*

A Complete the chart with information about your weekend routine. Include two activities you do and two activities you don't do.

Saturdays	Sundays
Activities I do:	Activities I do:
• _____	• _____
• _____	• _____
Activities I don't do:	Activities I don't do:
• _____	• _____
• _____	• _____

B Write about your weekend routine. Use the model and your answers in Part A to help you.

C Group work Share your writing. Ask and answer questions for more information.

My Weekend Routine
 On Saturdays, I get up late and watch TV. I don't study, and I don't go to work. On Sundays, ...

4 Speaking *Are you busy?*

A Add two questions about routines to the survey. Then circle your answers.

ARE YOU BUSY?	Me		You	
1. Do you study English every weekend?	Yes	No	Yes	No
2. Do you go to work on the weekend?	Yes	No	Yes	No
3. Do you get up before 7:00 on the weekend?	Yes	No	Yes	No
4. Do you exercise on the weekend?	Yes	No	Yes	No
5. _____	Yes	No	Yes	No
6. _____	Yes	No	Yes	No

B Pair work Interview your partner. Circle his or her answers. Is your partner busy?

I can describe the things I do on weekends.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of ways of getting around. How many do you know? You have one minute.

Lesson B Test your partner! Say four different times. Can your partner write them correctly? Check his or her answers. You have two minutes.



Lesson C Guess! Say a time and a day. Can your partner guess your routine at that time? Take turns. You have two minutes.

A: *Two o'clock on Monday.*

B: *Do you exercise at 2:00 on Monday?*

A: *No.*

B: *Do you study?*

A: *Yes.*

Lesson D Find out! What are three things both you and your partner do on weekends? You have two minutes.

A: *I exercise on Saturday mornings. How about you?*

B: *No, I don't. I go to bed late on Saturdays. How about you?*

A: *Yes, I do!*

2 In the real world

What time is it around the world? Go online and find the local time in these cities.

Beijing	Cairo	Los Angeles	Rio de Janeiro	Tokyo
Buenos Aires	London	Mexico City	Sydney	Toronto

What time is it now?

It is nine o'clock in the evening in Beijing now. In Buenos Aires, it's . . .

Free time

LESSON A

- Online activities
- Adverbs of frequency

LESSON B

- Declining help
- Accepting help

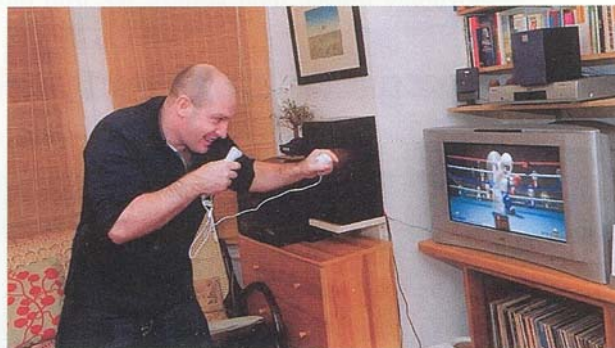
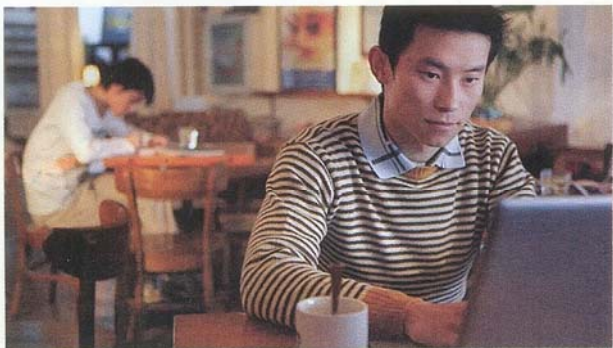
LESSON C

- Leisure activities and places
- Simple present *Wh-* questions with *do*

LESSON D

- Reading: An article
- Writing: An online chat

Warm-up



A Look at the pictures. Make two sentences about each one.

B When do you have free time? Write the times.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a.m.							
p.m.							

1 Vocabulary Online activities

A Listen and repeat.



chat with friends



check email



download music



play games



post comments



search the Internet



shop online



upload videos

B **Pair work** Check (✓) the things you do online. Then tell your partner.

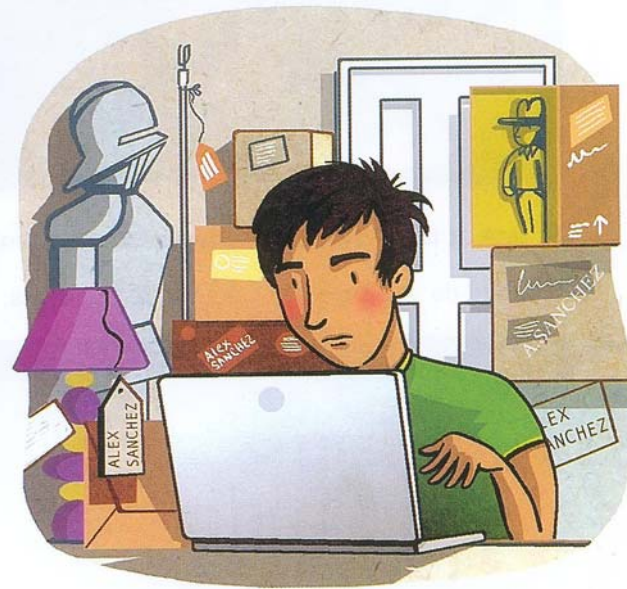
"I download music, post comments, and play games. How about you?"

2 Language in context Habits survey

A Read the survey about online habits. Circle the online activities.

Habits survey

1. Do you ever shop online?
 - Yes, I often shop online.
 - Yes, I sometimes shop online.
 - No, I never shop online.
2. Do you ever download music?
 - Yes, I often download music.
 - Yes, I sometimes download music.
 - No, I never download music.
3. Do you ever post comments on blogs?
 - Yes, I often post comments.
 - Yes, I sometimes post comments.
 - No, I never post comments.



B What about you? Do you do the online activities in the survey?

3 Grammar **Adverbs of frequency**

- always
- usually
- often
- sometimes
- hardly ever
- never

I shop online.



Do you **ever** shop online?

- Yes, I sometimes shop online. / Yes, I sometimes do.
- No, I never shop online. / No, I never do.

A Rewrite the conversations with the adverbs of frequency. Then practice with a partner.

1. **A:** Do you download movies? (ever)
B: Yes, I download movies. (often)
2. **A:** Do you check email in class? (ever)
B: No, I check email in class. (never)
3. **A:** Do you play games online? (ever)
B: Yes, I do. (usually)
4. **A:** Do you post comments online? (ever)
B: No, I do that. (hardly ever)

Do you ever download movies?

B Pair work Ask and answer the questions in Part A. Answer with your own information.

- A:** Do you ever download movies?
- B:** Yes, I sometimes do.

4 Speaking **Often, sometimes, or never?**

A Complete the chart with information about your online habits. Use the ideas in Exercise 1 and your own ideas.

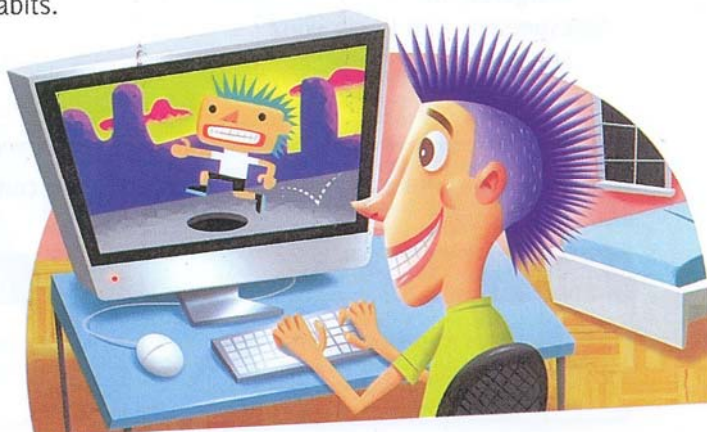
I often . . .	I sometimes . . .	I never . . .
•	•	•
•	•	•

B Group work Compare your online habits.

- A:** I often play games online.
- B:** Oh? I never do that.
- C:** I sometimes do.

5 Keep talking!

Go to page 135 for more practice.



I can talk about my online habits.

B How much is it?

1 Prices

A  Listen and repeat.


\$79.00 = seventy-nine dollars

\$79.95 = seventy-nine dollars and ninety-five cents

OR seventy-nine ninety-five

\$379.95 = three hundred seventy-nine dollars and ninety-five cents

OR three seventy-nine ninety-five

B  Listen and practice.

A: How much is this?

B: It's \$54.89.

A: How much are these?


B: They're \$234.99.

A: How much is that watch?

B: It's only \$109.25.

C Pair work Practice the conversations again. Say the prices in a different way.

2 Interactions **At the store**

A  Listen and practice.



Salesperson: Hello.

Margaret: Hi.

Salesperson: Can I help you?

Margaret: No, thanks. I'm just looking.




Salesperson: Can I help you?

Renato: Yes, please. How much is this camera?

Salesperson: It's \$169.50.

Renato: Thanks.

B  Listen to the expressions. Then practice the conversations again with the new expressions.

Declining help

No, thanks. I'm just looking.


No. I'm fine, thanks.


Accepting help

Yes, please.

Yes, thanks.

3 Pronunciation Thirteen or thirty?

A  Listen and repeat. Notice the difference in stress in the numbers.


B  Listen to four conversations about prices. Circle the correct prices.

1. (14) / \$40 3. \$17 / \$70
2. \$16 / \$60 4. \$19 / \$90


C Pair work Say a number from the chart. Your partner points to it. Take turns.

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

4 Listening Can I help you?

A  Listen to four conversations in a store. Check (✓) the words you hear.

1. camera 2. shirts 3. bag 4. scarf
 cell phone skirt bags shorts
 laptop T-shirt belt skirt

B  Listen to a salesperson offer help to four customers. Do the customers accept or decline help? Circle the correct answers.

1. (accept) / decline 2. accept / decline 3. accept / decline 4. accept / decline

5 Speaking Role play

Class activity Role-play the situation. Then change roles.

Group A: You are salespeople. Offer help to the customers. Answer questions about prices.

Group B: You are customers. Decline help three times. Then accept help three times, and ask for the prices of three items.



\$168.95



\$23.99



\$877.50



\$40.89



\$219.00



\$9.25

A: Can I help you?

B: No, thanks. I'm just looking.

OR

A: Can I help you?

B: Yes, please. How much . . . ?

I can accept and decline help.



C

What do you do for fun?

1 Vocabulary Leisure activities and places

A  Listen and repeat.



eat out



go shopping



hang out



play soccer



watch movies

B  Listen and repeat.



at a club



at a restaurant



at home



at the mall



in / at the park

C Pair work Do you do the activities in Part A? Where? Tell your partner.

A: I watch movies at home. Do you?

B: Yes, I do. I watch movies at the mall, too.

2 Conversation In our free time

 Listen and practice.

Annie: What do you do for fun, Chad?

Chad: Oh, I hang out with friends.

Annie: Yeah? Where do you hang out?

Chad: At the mall. We sometimes watch a movie or go shopping. What about you?

Annie: I play soccer in the park.

Chad: Sounds fun. Who do you play with?

Annie: My brother and his friends. Actually, we need another player. Are you interested?

Chad: Yeah!



3 Grammar Simple present *Wh-* questions with *do*

What do you do for fun?

I hang out.

Where do you hang out?

At the mall.

How do you get there?

We take the bus.

Who do you play soccer with?

My brother and his friends.

When do you usually play soccer?

We usually play on weekends.

Why do you play soccer?

Because it's my favorite sport.

A Read the answers. Write *Wh-* questions. Then practice with a partner.

- | | |
|------------------------------------|--|
| 1. <u>How do you get to class?</u> | I <u>take the bus</u> to class. |
| 2. _____ | I <u>eat out</u> on Friday night. |
| 3. _____ | I play sports with <u>my brother</u> . |
| 4. _____ | I go shopping <u>at the mall</u> . |
| 5. _____ | My friends and I watch movies <u>on Saturday</u> . |
| 6. _____ | I sometimes study with <u>my friends</u> . |

B Pair work Ask and answer the questions in Part A. Answer with your own information.

A: *How do you get to class?*

B: *I usually walk, but I sometimes take the subway.*

4 Speaking Tell me more!

A Pair work Interview your partner. Take notes.

Questions	Name: _____
1. When do you usually check your email?	
2. What time do you go to bed on Sundays?	
3. When do you chat with friends?	
4. Who do you eat out with? Where do you go?	
5. Where do you go shopping? How do you get there?	
6. What do you do for fun on weekends? Why?	

B Pair work Tell another classmate about your partner's answers. Are any of your partners' answers the same?

A: *Celia usually checks her email at night.*

B: *Luis checks his email at night, too.*

5 Keep talking!

Go to page 136 for more practice.

I can ask and answer questions about leisure activities. 

1 Reading

A Look at the pictures in the article. What do you see?

B Read the article. What's the best title? Check (✓) the correct answer.

- New Websites Chat Online Fun Online Activities

Try one of these activities in your free time.



BUY 19.99

1 **Buy and Sell**

What do you want? A new video game? A new phone? What *don't* you want? Your old jeans? Your old schoolbooks? Buy and sell things online!



2

Where is your best friend from elementary school now? Does your friend live in your city? Search his or her name, and find your friend.



3

Do you have pictures or movies on your cell phone or camera? Post them! Upload your favorite photos and videos for friends.



4

Tour a museum from your home! Go to the Egyptian Museum in Cairo, Barcelona's Picasso Museum, or Kyoto's National Museum.



5

Where do you want to go? Search the address and city, and find a map. Get directions to stores, parks, or a new restaurant.



6

Do you want a new album, your favorite song, or a new ringtone for your cell phone? Download it.

C Read the article again. Where do the headings go? Write them in the article.

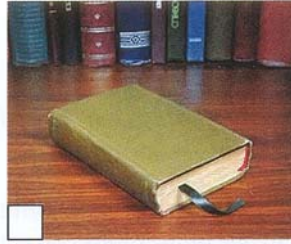
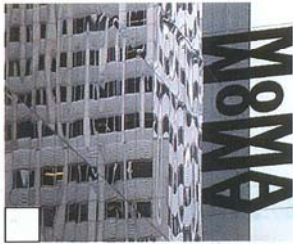
Map it!	Take a Tour	Share Photos and Videos
Get Music	✓ Buy and Sell	Find an Old Friend

D Pair work What activities do you do online? Tell your partner.

"I hardly ever sell things online, but I sometimes buy clothes online."

2 Listening Four websites

A Listen to Allison and James talk about the pictures on four websites. Number the pictures from 1 to 4.



B Listen again. Correct the false sentences.

photos

- Allison looks at ~~videos~~ of Lorena Ochoa.
- The Museum of Modern Art is in Paris.
- James buys clothes on the website.
- James often uploads videos.

3 Writing Let's chat!

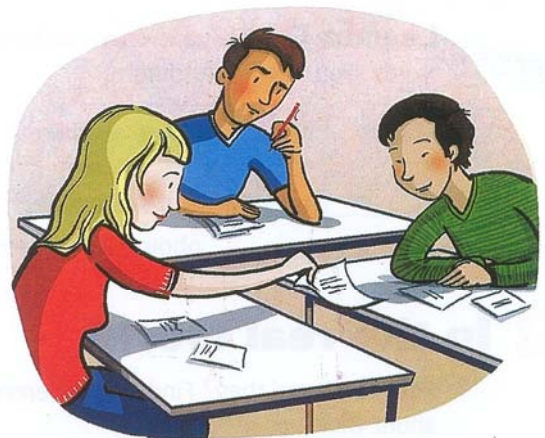
A Choose a topic for a "chat": free time, online activities, or school. Create a user name. Then write a question about your topic.

B Group work Pass your question to the classmate on your right. Read and answer your classmate's question. Continue to pass, read, and answer all of the questions in your group.

techgirl: What do you do in your free time?

jae-min: I watch TV and play video games. My favorite video game is Soccer Star.

jramirez: I hardly ever play video games. I usually watch TV at night. My favorite show is . . .



C Class activity Tell the class about your chat.

4 Speaking My favorite website

A Group work Add a question about online habits to the list. Then ask and answer the questions.

- What's your favorite website?
- What other websites do you usually go to?
- Where do you upload your photos and videos?
- What news websites do you read?
- What blogs do you read?
- _____

B Class activity Share your information. Which websites are popular?

I can discuss how I use technology.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of online activities. How many do you know? You have one minute.

Lesson B Test your partner! Write three prices and say them to your partner. Can your partner write them correctly? Check his or her answers. You have two minutes.

My prices	My partner's prices
_____	_____
_____	_____
_____	_____

Lesson C Find out! What are three activities both you and your partner do for fun? You have two minutes.

A: *I play soccer for fun. Do you?*

B: *No, I don't play soccer. Do you go shopping for fun?*

A: *Yes, sometimes.*

Lesson D Do you remember? Complete the sentences with the correct words. You have one minute.

✓ Buy	Find	Share	Take
-------	------	-------	------

1. _____ *Buy* _____ and sell online.

2. _____ photos and videos.

3. _____ an old friend.

4. _____ a tour.

2 In the real world

How much are they? Find two different prices for each of these items. Then write about them.

a belt	jeans	a small camera
a downloaded song	a laptop	an umbrella

Different Prices

A black belt is \$29.99 at Style Shop.

It's \$20.00 at Kelly's Accessories.

A downloaded song is . . .

Work and play

LESSON A

- Jobs
- Simple present
Wh- questions
with *does*

LESSON B

- Asking for
someone on
the phone
- Having someone
wait

LESSON C

- Abilities
- *Can* for ability;
and, but, and or

LESSON D

- Reading: "Overseas
Opportunities"
- Writing: My
abilities

Warm-up



A Where do the people usually work? Match the people and the places.

B Do you know any of the jobs in the pictures? Do you know any other jobs?

A

What does she do?

1 Vocabulary Jobs

A Match the jobs and the people. Then listen and check your answers.

- | | | | | | |
|----------------|----------------|---------------------|-------------------|-----------------|-------------|
| a. accountant | c. doctor | e. flight attendant | g. pilot | i. receptionist | ✓k. waiter |
| b. cook / chef | d. electrician | f. nurse | h. police officer | j. taxi driver | l. waitress |



B Pair work Point to people in the pictures, and ask what their jobs are. Your partner says the jobs. Take turns.

A: *What's his job?*

B: *He's a waiter.*

2 Language in context At work

A Read two job profiles. What are their jobs?



Lucia Ortega works in a hospital from 11:00 p.m. to 7:00 a.m. What does Lucia do? She's a nurse.



Henry Jenkins works in an office. He's an accountant. What company does Henry work for? He works for A1 Accountants.

B What about you? Do you have a job? What is it?

3

Grammar

Simple present *Wh*-questions with *does*

What does Lucia do?

She's a nurse.

When does she work?

She works from 11:00 to 7:00.

Where does Henry work?

He works in an office.

What company does Henry work for?

He works for A1 Accountants.

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

1. A: What does your brother do ?

B: Oh, Tom's a doctor.

A: Really? _____ does he _____ ?

B: He works in a hospital.

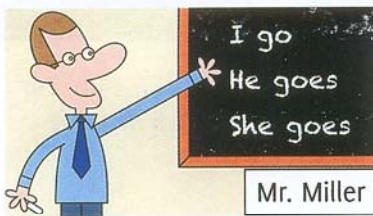
2. A: _____ does Sue _____ ?

B: On Mondays, Wednesdays, and Fridays.

A: And _____ company does she _____ for?

B: She works for Town Bank.

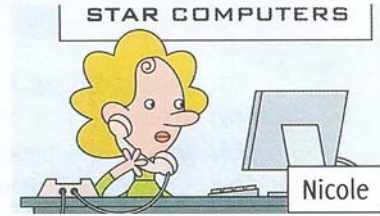
B Pair work Write questions about Mr. Miller, Lisa, and Nicole. Then ask and answer them.



Mr. Miller



Lisa



Nicole

What does Mr. Miller do ?

Where _____ ?

What _____ ?

When _____ ?

Where _____ ?

What company _____ ?

A: *What does Mr. Miller do?*

B: *He's an English teacher.*

4 Speaking People's jobs

Class activity Add two jobs to the chart. Then find classmates who know people with those jobs. Ask for more information.

Job	Classmate	Person	Extra information
chef			
nurse			
police officer			
taxi driver			

A: *Do you know a chef?*

B: *Yes. My friend Marco is a chef.*

A: *Where does he work?*

B: *He works at Speedy Sushi.*

5 Keep talking!

Go to page 137 for more practice.

I can identify and talk about jobs.




B

Can I speak to ... ?

1 Interactions On the phone

A Look at the pictures. Where does Ed work?


B  Listen and practice.



Ed: Good morning, Ace Accountants.
Ashley: Hello. **Can I speak to Laura Reed?**
Ed: Who is this, please?
Ashley: It's Ashley Tillman.



Ed: **Just a minute, please.** . . . Oh, I'm sorry. Ms. Reed is in a meeting.
Ashley: All right. Thank you.

C  Listen to the expressions. Then practice the conversation again with the new expressions.

Asking for someone on the phone

Can I speak to . . . ?
Could I please speak to . . . ?
Is . . . there?

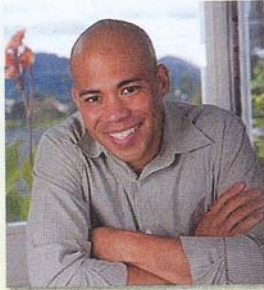
Having someone wait

Just a minute, please.
Hold on, please.
One moment, please.

D Pair work Practice the conversation again with the names below.



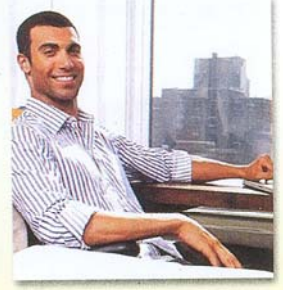
Gabriela Garcia



Anthony Davis



Kumiko Takahashi



Roberto Santos

A: Good morning, Ace Accountants.
B: Hello. **Can I speak to Gabriela Garcia?**
A: Who is this, please?

2 Listening A busy woman

A Listen to Kevin call Star Computers on five different days. Where is Ellen Astor each day? Number the pictures from 1 to 5.



at lunch



in a meeting



on another line



on vacation



with a customer

B Listen again. How does Kevin ask to speak to Ellen Astor? Number the questions from 1 to 5.

- | | |
|--|--|
| <input type="checkbox"/> Is Ms. Astor there? | <input type="checkbox"/> Can I speak to Ellen Astor? |
| <input type="checkbox"/> Could I please speak to . . . ? | <input type="checkbox"/> Could I speak to Ms. Astor, please? |
| <u>1</u> Can I please speak to Ellen Astor? | |

3 Speaking Role play

Pair work Role-play the situation. Then change roles.

Student A: You are a receptionist at Sun Travel. Answer the phone. Tell the caller to wait, and then say why the person can't talk.

Student B: Call Sun Travel. Imagine someone you know works there. Ask to speak to the person.

A: Hello, Sun Travel.

B: Hi. Can I please speak to Jackie Miller?

A: Of course. Just a minute, please. . . .

I'm sorry. Jackie's with a customer.

B: Oh, OK. Thanks.

I can ask for someone on the telephone. ✓

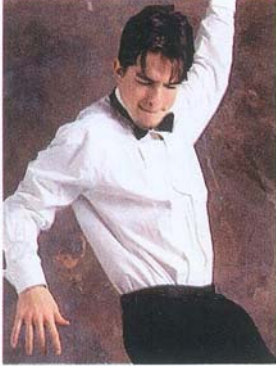
I can have someone wait. ✓

C

Can you sing?

1 Vocabulary Abilities

A  Listen and repeat.



dance



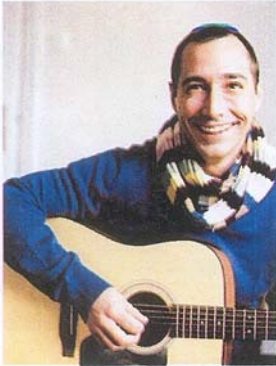
draw



fix computers



paint



play the guitar



sing




speak French



swim

B **Pair work** What things do you sometimes do? Tell your partner.

2 Conversation Top talent?

 Listen and practice.

Host: Welcome to *Top Talent*. What's your name, please?

Pamela: Hello. My name is Pamela Wells.

Host: Tell us, can you sing, Pamela?

Pamela: No, I can't sing at all.

Host: Well, can you play an instrument? the guitar? the piano?

Pamela: No, I can't.

Host: You can't sing, and you can't play an instrument. What *can* you do, Pamela?

Pamela: I can dance!

Host: Great! Let's see.



3 Grammar **Can for ability; and, but, and or**

I
You
He **can** dance very well.
She **can't** sing at all.
We
They

Can you sing?
Yes, I **can**. No, I **can't**.
What **can** Pamela do?
She **can** dance, **and** she **can** swim.
She **can** dance, **but** she **can't** sing.
She **can't** sing **or** play an instrument.

A Read the answers. Write the questions. Then practice with a partner.

- Can Jenny swim? No, Jenny can't swim.
- _____ Billy can fix computers.
- _____ Yes, Tom and Jill can sing very well.
- _____ No, I can't play an instrument.
- _____ Jay and I can dance and speak French.
- _____ No, Sally can't paint at all.

B Pair work Make six sentences about Frank with *and*, *but*, or *or*. Tell your partner.

Frank's Abilities

✓ draw	x sing	✓ swim
x paint	x dance	✓ play the guitar

"Frank can draw, but . . ."

4 Pronunciation **Can and can't**

A Listen and repeat. Notice the pronunciation of *can* /kən/ and *can't* /kænt/.

I can draw. I can't paint. I can draw, but I can't paint.

B Listen to the conversations. Do you hear *can* or *can't*? Circle the correct answers.

- can / can't
- can / can't
- can / can't
- can / can't

5 Speaking **Can you paint?**

A Pair work Add two abilities to the chart. Then interview your partner. Check (✓) the things he or she can do.

Can you . . . ?			
<input type="checkbox"/> paint	<input type="checkbox"/> upload a video	<input type="checkbox"/> sing in English	<input type="checkbox"/> ride a bicycle
<input type="checkbox"/> draw	<input type="checkbox"/> dance	<input type="checkbox"/> play an instrument	<input type="checkbox"/>
<input type="checkbox"/> swim	<input type="checkbox"/> drive	<input type="checkbox"/> fix a car	<input type="checkbox"/>

B Pair work Tell another classmate about your partner's abilities. Can your partner do something that you can't? What is it?

6 Keep talking!

Go to page 138 for more practice.

I can describe my talents and abilities.

D

Work and study

1 Reading

A Look at the pictures. Where do they work? Guess.

B Read the article. Where are Jin-hee, Ramiro, and Aisha now?

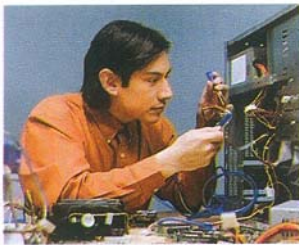
OVERSEAS OPPORTUNITIES FOR STUDENTS



Be an Intern

You work for a short time in a company or an organization. You sometimes get a small salary as an intern.

Jin-hee is from South Korea and has an internship with a publishing company in New York City. The company makes French books. Jin-hee answers the phone and makes photocopies.



Study and Work

In this program, you can study *and* work. You usually study in the morning and work in the afternoon or evening.

Ramiro is from Mexico. He's in Australia now. He studies computer science part-time and works part-time. He takes classes in the morning and fixes computers in the evening. He works 20 hours a week.



Volunteer

Some organizations need extra help. Volunteers usually don't get a salary for their work.

Aisha is from Egypt. She's on a volunteer program in Nigeria at a school for children. She teaches classes, and she helps the children with their schoolwork. She works full-time from Monday to Friday.


C Read the article again. Answer the questions.

1. Do people get a salary as an intern? They sometimes get a small salary.
2. What does Jin-hee do as an intern? _____
3. In study and work programs, when do people usually work? _____
4. What does Ramiro study? _____
5. Do volunteers usually get a salary for their work? _____
6. What does Aisha do as a volunteer? _____


D Do people come to your country from other countries to study or work? What do they do? Discuss your ideas.

Pair work

2 Listening Exciting opportunities

A  Listen to two students discuss three advertisements. Number them from 1 to 3.

<p>Volunteer!</p>  <p>Are you interested in animals? Can you swim? _____ with turtles in Costa Rica. Work _____ to Saturday, 6:00 a.m. to _____ p.m. For more information, send an email to CRVolunteer@cup.edu</p> <p><input type="checkbox"/></p>	<p>Be an Intern</p>  <p>Are you 18 to _____ years old? Can you speak Chinese, _____, Japanese, or English? Be an intern at a theme _____ in Hong Kong!</p> <p>Email us at hongkong@cup.com/intern</p> <p><input type="checkbox"/></p>	<p>Study and Work</p>  <p>Can you cook? Come to Rome. Study Italian in the morning, and work in a restaurant in the <u>evening</u>. See the city in your _____ time! _____ salary. Contact us at study&work@cambridge.org</p> <p><input type="checkbox"/> 1</p>
--	--	--

B  Listen again. Complete the sentences with the correct words.

3 Writing My abilities

A Make lists of things you can and can't do well. Then write a paragraph about your abilities. Use the model and your lists to help you.

My Abilities

I can play sports. I can play basketball and tennis very well. My favorite sport is soccer, but I can't play it very well. I can't play golf at all!

B **Pair work** Share your paragraphs. Ask and answer questions for more information.

4 Speaking How well can you ... ?

Group work Discuss the overseas opportunities in Exercise 1, Exercise 2, or your own ideas.

- What abilities do you need in each program?
- How well can you do each thing? (very well? well? not well? not at all?)
- Are any of the programs right for you?

I can talk about study and work programs.

Wrap-up

1 Quick pair review

Lesson A Guess! Describe a job, but don't say what it is. Can your partner guess it? Take turns. You have two minutes.

A: *This person drives a car.*

B: *Is he a police officer?*

A: *No. The car is yellow in New York City.*

B: *Is he a taxi driver?*

A: *Yes.*

Lesson B Brainstorm! Make a list of ways to ask for someone on the phone and have someone wait. You have two minutes.

Lesson C Find out! What are two things both you and your partner can do? What are two things you can't do? You have two minutes.

A: *Can you cook?*

B: *Not really. Can you?*

A: *No, I can't!*

Lesson D Do you remember? Are the sentences true or false? Write T (true) or F (false). You have two minutes.

1. Volunteers usually get a salary. F
2. Volunteers always work part-time. _____
3. Interns work for companies or organizations. _____
4. Interns never get a salary. _____

2 In the real world

Go online and find information in English about an overseas program. Then write about it.

- What is the name of the program?
- Where is the program?
- What kind of program is it?
- What do people do in the program?

The Peace Corps

The Peace Corps is an overseas program. Americans volunteer in many countries. They help build things and teach people.

Food

LESSON A

- Food
- Count and noncount nouns; *some* and *any*

LESSON B

- Expressing likes
- Expressing dislikes

LESSON C

- More food
- *How often*; time expressions

LESSON D

- Reading: An article
- Writing: A typical meal

Warm-up



A Match the words and the pictures.

1. Italian food c 2. Mexican food _____ 3. Chinese food _____ 4. Japanese food _____

B Name ten food words you know.

A

Breakfast, lunch, and dinner

1 Vocabulary Food

A Match the words and the pictures. Then listen and check your answers.

- | | | | |
|------------|------------|------------|-------------|
| a. apples | e. carrots | i. eggs | m. pasta |
| b. bananas | f. cereal | j. fish | n. potatoes |
| c. beans | ✓g. cheese | k. milk | o. rice |
| d. beef | h. chicken | l. noodles | p. tomatoes |

Dairy

1. 2.

Vegetables

3. 4. 5.

Fruit

6. 7.

Grains

8. 9. 10. 11.

Meat and Protein

12. 13. 14. 15. 16.

B Pair work Do you ever eat the food in Part A? Tell your partner.
"I often eat apples. I sometimes eat eggs. I never eat noodles."

2 Language in context Favorite meals

A Listen to three people talk about their favorite meals. Underline the food words.



I love breakfast. I usually eat some cereal, but I don't have any milk with it. I also eat an apple.



My favorite meal is lunch. I don't have a lot of time, so I often just get some noodles.



My favorite meal of the day is dinner. A typical dinner for me is rice and beans with some beef.

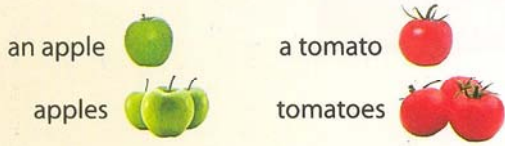
B What about you? What's your favorite meal of the day? What do you eat?

3

Grammar

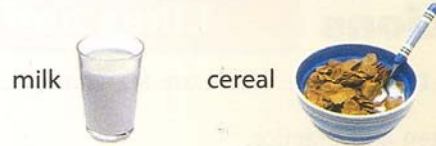
Count and noncount nouns; some and any

Count nouns



Do you have **any** apples?
 Yes, I have **some** (apples).
 No, I don't have **any** (apples).

Noncount nouns



Do you have **any** milk?
 Yes, I have **some** (milk).
 No, I don't have **any** (milk).

A Complete the chart with the food words from Exercise 1. Then compare with a partner.

Count nouns		Noncount nouns	
<i>apples</i>	_____	<i>milk</i>	_____
<i>tomatoes</i>	_____	<i>cereal</i>	_____
_____	_____	_____	_____
_____	_____	_____	_____

B Circle the correct words. Then practice with a partner.

- A: What do you want for lunch, Amy?
 B: Let's just make some / any pasta.
 A: Good idea. We have **some** / any pasta.
 B: Let's see. We have **some** / any carrots. We don't have **some** / any tomatoes.
 A: OK, I can get **some** / any at the store. What else?
 B: Do we have **some** / any cheese?
 A: No, we don't have **some** / any. I can get **some** / any.



C Pair work Practice the conversation again. Use other food words from Exercise 1.

4 Speaking What do you eat?

A Write your answers to the questions in the chart.

What do you often eat for . . . ?	Me	Name: _____	Name: _____
breakfast			
lunch			
dinner			

B Group work Interview two classmates. Complete the chart with their answers.

5 Keep talking!

Go to page 139 for more practice.

I can say what meals I eat.



B

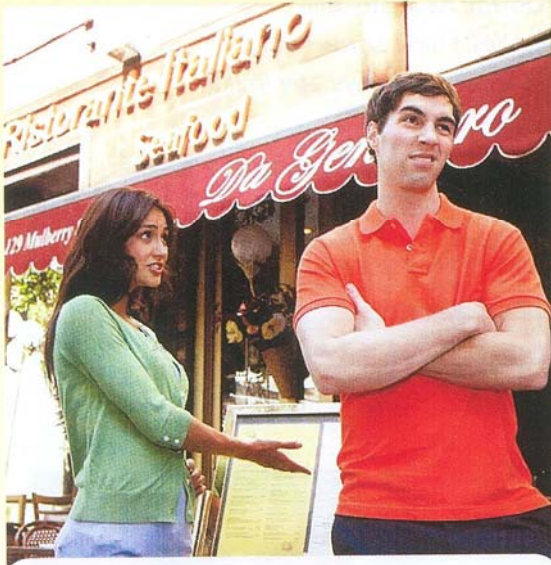
I like Chinese food!

1 Interactions

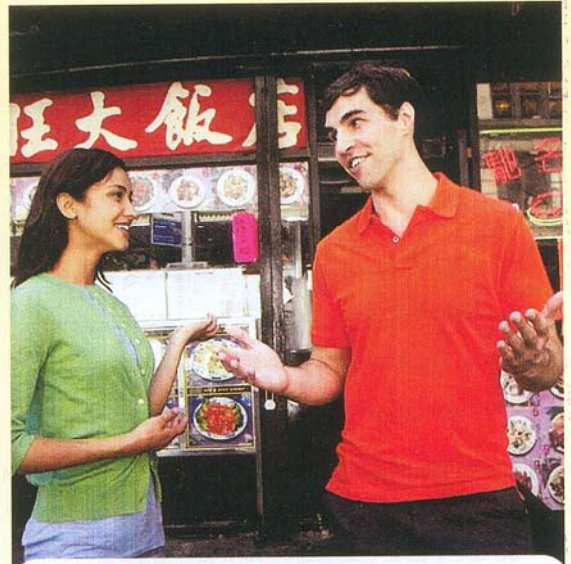
Likes and dislikes

A Look at the pictures. Where are Maria and Tom?

B Listen and practice.



Maria: Do you like pasta?
Tom: No, I don't like Italian food.



Maria: How about Chinese food?
Tom: Good idea. I like Chinese food!

C Listen to the expressions. Then practice the conversation again with the new expressions.

Expressing dislikes

- I don't like ...
- I don't like ... at all.
- I hate ...!

Expressing likes

- I like ...
- I really like ...
- I love ...!

D Pair work Look at Maria's and Tom's likes and dislikes. Are they the same as yours? Tell your partner.

Maria	fish	Mexican food	Japanese food	milk	beans	beef
Tom	cheese	carrots	Chinese food	Italian food	French food	eggs

"Maria loves fish, but I don't like fish at all."

2 Pronunciation Word stress

A Listen and repeat. Notice the stress in the words.

•	••	•••
cheese	apple	banana
beans	chicken	potato
beef	noodles	tomato
_____	_____	_____

B Listen. Complete the chart with the correct words.

dairy fruit Italian meat pasta

3 Listening I love it!

A Listen to four conversations about food. Check (✓) the words you hear.

- | | | | |
|---|------------------------------------|-------------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> beans | 2. <input type="checkbox"/> cheese | 3. <input type="checkbox"/> noodles | 4. <input type="checkbox"/> bananas |
| <input checked="" type="checkbox"/> beef | <input type="checkbox"/> chicken | <input type="checkbox"/> potatoes | <input type="checkbox"/> carrots |
| <input checked="" type="checkbox"/> pasta | <input type="checkbox"/> eggs | <input type="checkbox"/> tomatoes | <input type="checkbox"/> cereal |

B Listen again. Do the two speakers like the same things? Circle the correct answers.

1. yes / (no) 2. yes / no 3. yes / no 4. yes / no

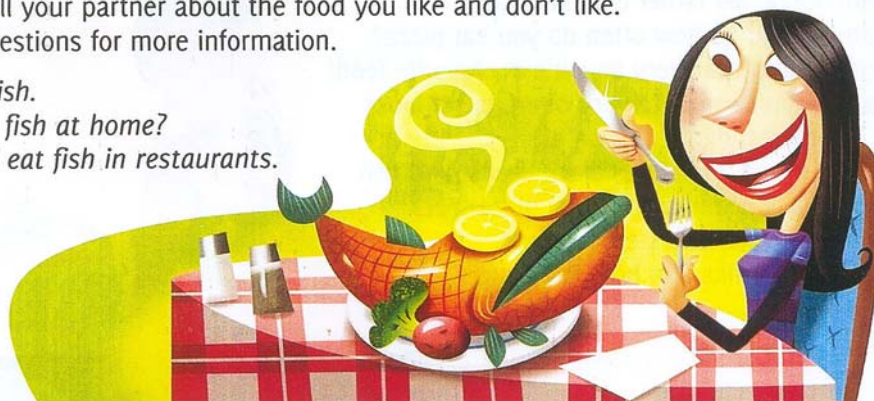
4 Speaking What do you like?

A Make a list of food you like and food you don't like.

Food I like	Food I don't like

B Pair work Tell your partner about the food you like and don't like. Ask and answer questions for more information.

- A: I really like fish.
 B: Do you cook fish at home?
 A: No, I don't. I eat fish in restaurants.



I can say what I like and dislike.

1 Vocabulary More food

A  Label the pictures with the correct words. Then listen and check your answers.

dumplings	✓ hot dogs	pizza	soup	sushi
hamburgers	pancakes	salad	spaghetti	tacos



1. hot dogs



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____




10. _____

B Pair work Which food in Part A do you like? Which food don't you like? Compare your answers.

A: I really like dumplings. Do you?

B: Yes, I like dumplings, too. Do you like . . . ?

2 Conversation I eat pizza every day.

 Listen and practice.

Megan: What is that?

David: Pizza. My father is a pizza chef.

Megan: Really? So how often do you eat pizza?

David: I eat pizza every day. It's my favorite food!

Megan: I don't eat pizza very often, but it looks interesting. What's on it?

David: Cheese, tomatoes, black beans, and fish.

Megan: Black beans and fish on pizza. Yuck!

David: Have some. It's really good.

Megan: No, thanks. I'm not very hungry.



3 Grammar **How often; time expressions**

How often do you eat pizza?

I eat pizza	every day. once a week. twice a month. three times a month. once in a while.	I don't eat pizza very often . I never eat pizza.
-------------	--	--

A Look at Matt's menu. Answer the questions. Then practice with a partner.

Matt's Menu							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal	eggs	cereal	eggs	cereal	pancakes	pancakes
Lunch	soup	pizza	soup	sushi	soup	tacos	sushi
Dinner	dumplings	chicken	beef	chicken	pizza	spaghetti	hamburgers

- How often does Matt eat hamburgers for dinner? He eats hamburgers once a week.
- How often does Matt eat soup for lunch? _____
- How often does Matt eat pancakes? _____
- How often does Matt eat hot dogs? _____
- How often does Matt eat sushi for lunch? _____
- How often does Matt eat dumplings for dinner? _____

B Pair work Make six sentences about your eating habits with different time expressions. Tell your partner.

"I eat spaghetti once a month."

4 Speaking **Eating habits**

A Add three food words to the chart. Then answer the questions.

How often do you eat . . . ?	Me	Name: _____
hot dogs		
salad		
tacos		

B Pair work Interview your partner. Complete the chart with his or her answers.

C Pair work Compare your information with another partner.

"Kazu eats hot dogs once a week, but I eat them once in a while."

5 Keep talking!

Go to page 140 for more practice.

I can talk about my eating habits.

D

Favorite food

1 Reading

A Look at the pictures in the magazine article. Can you name the food?

B Read the article. What's the best title? Check (✓) the correct answer.

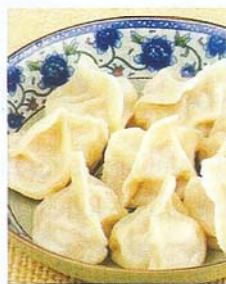
- Meal Times My Favorite Food Dinner Around the World

Letters from our readers



I love nachos. I make them once a week. I just buy some tortilla chips and put cheese, beef, tomatoes, and onions on top. Then I cook it in the microwave.

HEATHER
United States



I like dumplings a lot. You can buy good dumplings in restaurants, but I usually eat my mother's dumplings. They're delicious! I eat them for lunch four or five times a month.

JAE-SUN
South Korea



My wife and I go to our favorite ice-cream shop three times a month. They have many flavors, but we always get chocolate ice cream. It's our favorite.

CARLOS
Argentina



I really like pancakes, but we don't eat them for breakfast. We eat them after dinner. We usually eat them two or three times a month. I like to eat them with jam.

OLGA
Sweden

C Read the article again. Complete the chart with the correct information.

	Favorite food	How often they have it
Heather	<u>nachos</u>	<u>once a week</u>
Jae-sun	_____	_____
Carlos	_____	_____
Olga	_____	_____

D Pair work Imagine you can have one food in Part A right now. Which food do you want? Why? Tell your partner.

"I want dumplings. I love Korean food. Vegetable dumplings are my favorite."

2 Listening A meal in Sweden

A Listen to Olga describe a typical meal in Sweden. Which meal does she talk about? Check (✓) the correct answer.

- breakfast lunch dinner

B Listen again. Circle the words you hear.

beans	bread	cheese	fish	milk	pancakes
beef	cereal	eggs	fruit	noodles	potatoes



3 Writing A typical meal

A Think of a typical meal in your country. Answer the questions.

- What do people drink? _____
- What do people eat? _____
- Do you usually eat it? _____
- Why or why not? _____

B Write about a typical meal in your country. Use the model and your answers in Part A to help you.

C Class activity Post your writing around the room. Read your classmates' writing. Who describes similar meals?

A Japanese Breakfast
 People in Japan usually drink green tea for breakfast. They eat fish, rice, soup, salad, and pickles. It's a healthy and delicious breakfast, but I don't eat this. I usually drink orange juice and eat cereal and fruit for breakfast.

4 Speaking What's your favorite meal?

A Pair work Add two questions about food to the chart. Then interview your partner. Take notes.

Questions	Name: _____
What's your favorite meal?	
What's your favorite kind of food?	
How often do you have it?	
Who makes it?	
Can you cook it?	
What do you drink with it?	

A: What's your favorite kind of food?
B: I love Mexican food.

B Group work Tell your group about your partner's favorite meal. Do you like that meal, too? Does your group like it?









I can talk about my favorite food. ✓

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of count and noncount food words. How many do you know? You have one minute.

Lesson B Do you remember? Look at the pictures. Complete the sentences with the correct words. You have one minute.

-  I don't like fish at all .  I _____ French food.
-  I _____ beef.  I _____ breakfast.
-  I _____ milk!  I _____ carrots!

Lesson C Find out! What is one thing both you and your partner eat every week? eat once in a while? never eat? You have two minutes.

A: I eat rice every week. Do you?

B: Yes, I do.

Lesson D Guess! Describe your favorite food, but don't say its name! Can your partner guess what it is? Take turns. You have two minutes.

A: I love this food. It's Italian, and I eat it once in a while. I eat it at home.

B: Is it pasta?

A: Yes.

2 In the real world

Go online and find information in English about your favorite movie star's or musician's eating habits. Then write about them.

- What is his or her favorite food?
- How often does he or she usually eat it?

Jack Black's Favorite Food

The American actor Jack Black doesn't have one favorite food. He has two of them! He loves pizza and cheeseburgers.

In the neighborhood

LESSON A

- Places in the neighborhood
- Prepositions of location

LESSON B

- Asking for directions

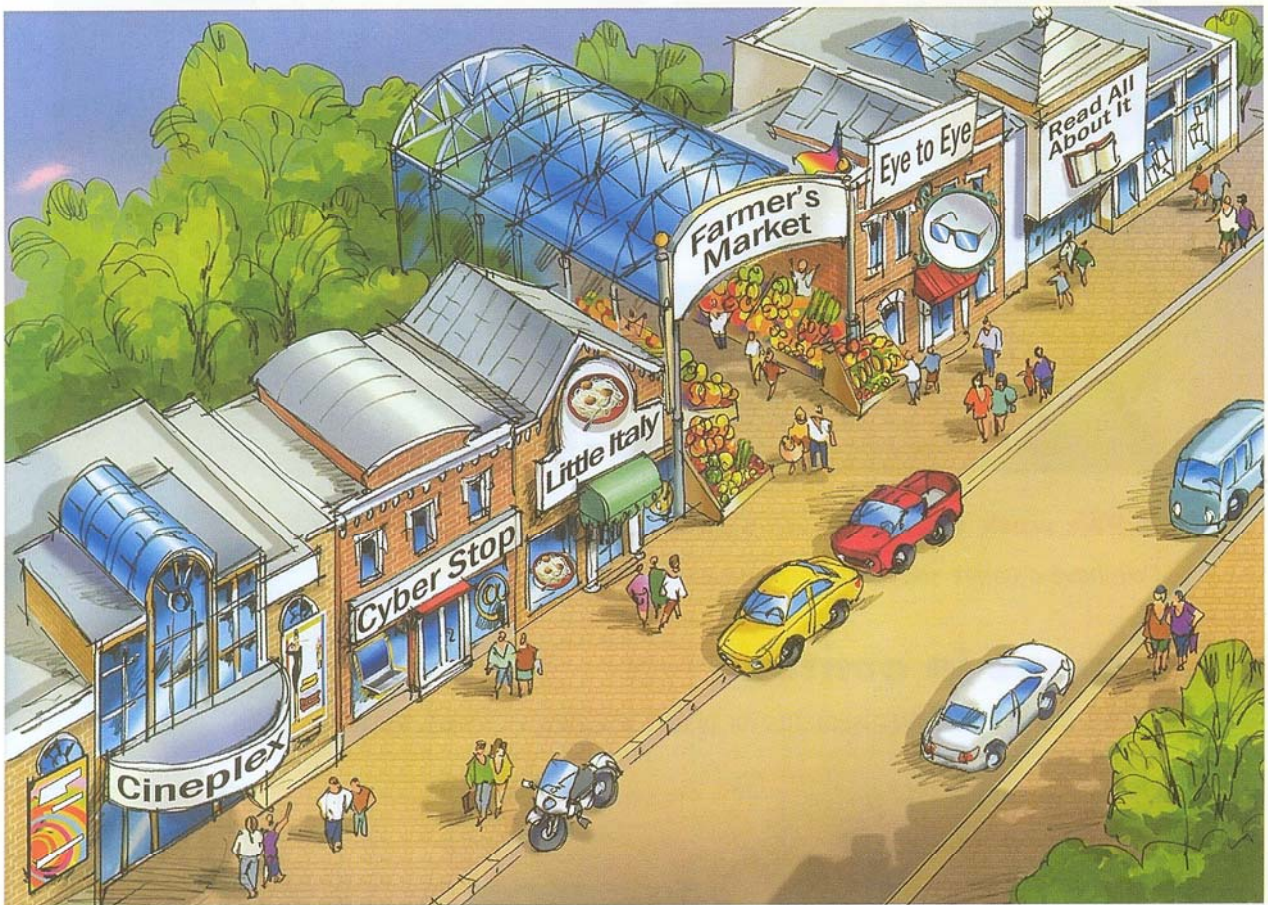
LESSON C

- Places to visit
- *There is, there are*

LESSON D

- Reading: "Monterey Bay Aquarium"
- Writing: Group poster

Warm-up



A Look at the picture. Make six sentences about it.

B Where can you do these things?

buy glasses buy some fruit check email eat lunch get a book see a movie

A

Around town

1 Vocabulary Places in the neighborhood

A Match the words and the places. Then listen and check your answers.

- | | | | | |
|--------------|----------------|----------------|--------------|-------------------|
| a. bank | c. bus stop | e. gas station | ✓g. library | i. subway station |
| b. bookstore | d. coffee shop | f. hotel | h. newsstand | j. supermarket |



B Pair work Which places are in your school's neighborhood?

"We have a coffee shop, some restaurants, and a . . ."

2 Language in context Ads

A Read three advertisements for places in a neighborhood. What places do they describe?

Mama's Place

Come to Mama's Place for real Italian food.

On Second Avenue
10% off
between 5:30 and 6:30 p.m.

ABC Supermarket

WE'RE ALWAYS OPEN!

Find everything you need at ABC Supermarket!

New location next to Town Bank

JOE'S COFFEE SHOP

Best coffee in town!

Find us on the corner of Main St. and First Ave.

B What can you do at each place in Part A?

3 Grammar **Prepositions of location**



in



on



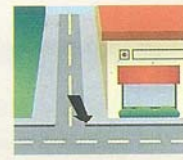
next to



across from



between



on the corner of

The newsstand is **in** the park.
 The gas station is **on** Second Avenue.
 The supermarket is **next to** the bank.
 The bus stop is **across from** the park.

The hotel is **between** the restaurant and the bookstore.
 The coffee shop is **on the corner of** Main Street and First Avenue.

Look at the map in Exercise 1. Complete the sentences with the correct prepositions.

- The newsstand is in the park.
- The subway station is _____ the park.
- The bookstore is _____ the hotel.
- Mama's Place is _____ Second Avenue.
- The gas station is _____ Second Avenue and Grand Street.
- The library is _____ the coffee shop and the bus stop.

4 Pronunciation **Word stress**

Listen and repeat. Notice the stress on the first or last syllable.

bookstore	newsstand	across
coffee	station	between
corner	subway	hotel

5 Speaking **Where's the drugstore?**

A Pair work Add these four places to the map in Exercise 1. Then ask and answer questions about their locations.



drugstore



post office



Internet café



department store

A: *Where's the drugstore on your map?*

B: *It's next to the bank. Where is it on your map?*

B Pair work Where are the places in your town? Tell your partner.

6 Keep talking!

Student A go to page 141 and Student B go to page 142 for more practice.

I can give the locations of neighborhood places.

B

How do I get to ... ?

1 Giving directions

A Listen and repeat.



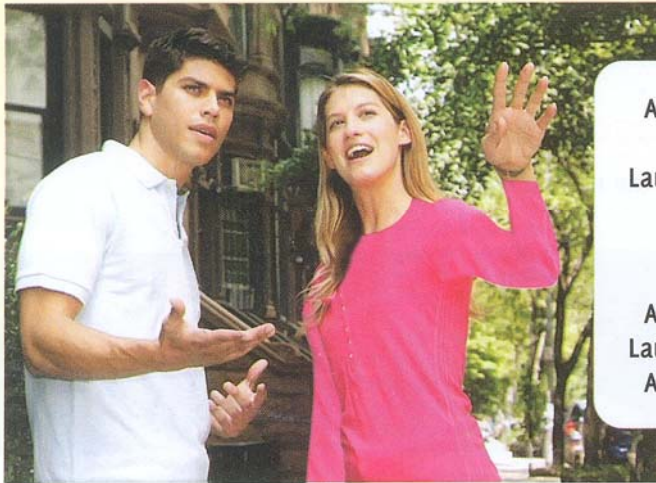
1
Go up Main Street.
Turn left on Ninth Street.
Go one block.
 It's **on the right**, next to a school.

2
Walk down Main Street.
Take a right on Fifth Street.
Walk two blocks.
 It's **on the left**, across from the park.

B **Pair work** Give directions from *Start* to the coffee shop and the bus station.

2 Interactions **Directions**

A Listen and practice.



Alex: Excuse me. **How do I get to** the park?

Laura: Go down Seventh Street and take a left on Elm Street. Walk one block to Sixth Street. It's on the right, across from the bus station.

Alex: Turn left on Elm Street?

Laura: Yes.

Alex: Great! Thank you very much.


B Listen to the expressions. Then practice the conversation again with the new expression.

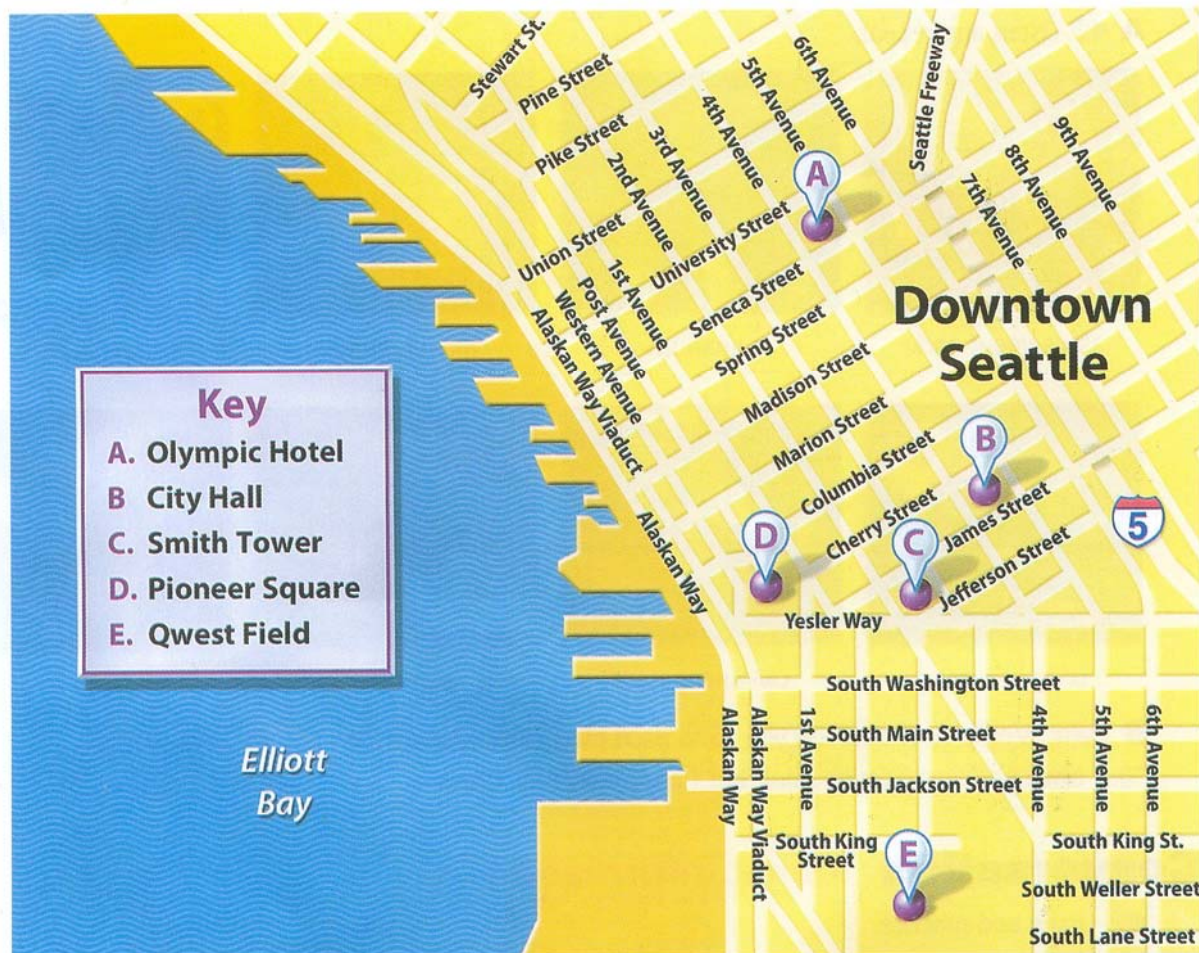
Asking for directions


How do I get to ... ?

How can I get to ... ?

3 Listening Follow the route

A  Listen to Carl and Alice use their GPS to get from Pioneer Square to the library in Seattle. Follow their route. Then mark an X at the library.



B  Listen to Carl and Alice go from the library to Pike Place Market. Follow their route. Then mark a ✓ at the market.

C Pair work Give directions from Pioneer Square to other places on the map. Your partner follows them. Take turns.

4 Speaking How do I get to . . . ?

A Pair work Draw a simple map of the neighborhood around your school. Label different places and street names.


B Pair work Role-play the situation. Then change roles.

Student A: You are a tourist in town. Ask for directions to places in the neighborhood.

Student B: You meet a tourist in your town. Give him or her directions to places in your neighborhood. Start at your school.

A: How do I get to the train station?

B: Walk down Main Street . . .

I can ask for and give directions. 

1 Vocabulary Places to visit

A  Listen and repeat.



amusement park



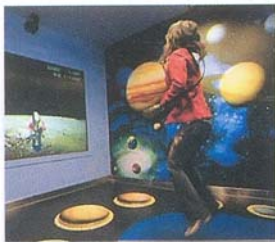
aquarium



movie theater



museum



science center



swimming pool



water park



zoo

B Pair work How often do you go to each place? Tell your partner.
"Our town has a swimming pool, but I hardly ever go there."

2 Conversation Tourist information

 Listen and practice.

Larry: Hello. Can I help you?

Maggie: Yes. Is there a museum near here?

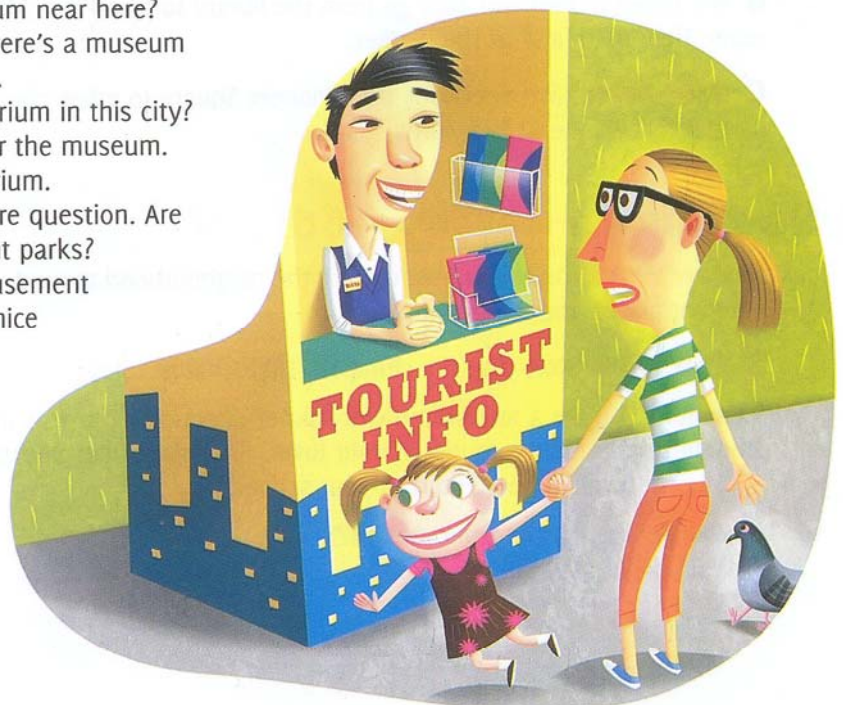
Larry: Let's see. . . . Yes. There's a museum across from the park.

Maggie: And is there an aquarium in this city?

Larry: Yes, there is. It's near the museum. It's a very nice aquarium.

Maggie: Great. I have one more question. Are there any amusement parks?

Larry: There aren't any amusement parks, but there's a nice water park.



3 Grammar **There is, there are**

There's a museum.

There isn't an amusement park.

Is there an aquarium in this city?

Yes, **there is**. No, **there isn't**.

There are two swimming pools.

There aren't any good zoos in this city.

Are there any swimming pools near here?

Yes, **there are**. No, **there aren't**.

Contraction There's = There is

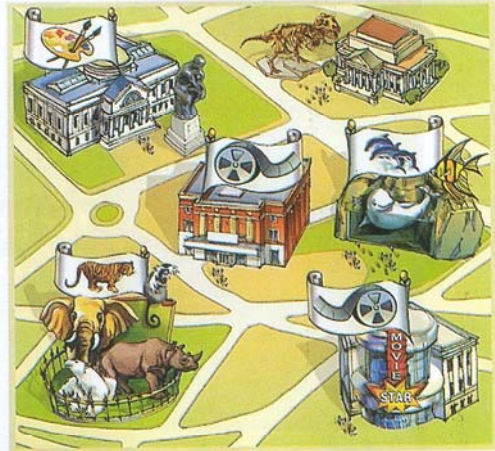
A Complete the questions about the city with *Is there a / an ... ?* or *Are there any ... ?* Then compare with a partner.

1. Is there a _____ zoo?
2. _____ water parks?
3. _____ aquarium?
4. _____ museums?
5. _____ amusement park?
6. _____ movie theaters?

B Pair work Ask and answer the questions in Part A. Use the map on the right.

A: *Is there a zoo?*

B: *Yes, there is. There's one zoo.*



4 Speaking **Is there ... ? Are there ... ?**

A Pair work Add two items to the chart. Then interview your partner. Check (✓) the places that are in his or her neighborhood, and ask for more information.

Places	Locations	Extra information
<input type="checkbox"/> movie theaters		
<input type="checkbox"/> museums		
<input type="checkbox"/> science center		
<input type="checkbox"/> swimming pool		
<input type="checkbox"/>		
<input type="checkbox"/>		

A: *Are there any movie theaters in your neighborhood?*

B: *Yes, there's one. It's on University Avenue.*

A: *How often do you go there?*

B Class activity Tell the class about two interesting places in your partner's neighborhood.

5 Keep talking!

Go to page 143 for more practice.

I can talk about interesting places in my town. ✓

D

A great place to visit

1 Reading

A Is there an aquarium in your town or city? If yes, do you like it? If no, do you want one?

B Read the poster. Where is the Monterey Bay Aquarium?

MONTEREY BAY AQUARIUM

a shark

California's Monterey Bay Aquarium is a great place for people of all ages.

More than 35,000 different ocean animals live in the aquarium, including sharks, rays, and penguins.

There are 200 different exhibits and over 600 kinds of plants and animals in the aquarium.

Almost 2,000,000 people visit the aquarium every year! Visitors usually spend from two to three hours at the aquarium.

The water in the aquarium comes from Monterey Bay. It has food for many animals in the aquarium.

There aren't any whales or dolphins in the aquarium because you can see them in the bay!

Visitor information cards in Spanish, French, Chinese, Japanese, and other languages are at the information desk.

The aquarium is on the corner of David Avenue and Cannery Row in Monterey, California.

Can't visit? Go to the E-quarium on our website. See live webcasts and download videos and podcasts.

rays

penguins

Map labels: Sacramento, Santa Rosa, San Francisco, Oakland, San Jose, Monterey Bay, Monterey, Salinas.

C Read the poster again. Answer the questions.

1. What animals live in the aquarium? *Sharks, rays, and penguins live in the aquarium.*
2. Where does the aquarium's water come from? _____
3. Are there any whales or dolphins in the aquarium? _____
4. Where are the visitor information cards? _____
5. What is on their website? _____

D Pair work What is your favorite place to visit in your town or city? Why? Tell your partner.

"I like the modern art museum because it has cool paintings. I go to the museum once a month."

2 Listening City information

A Listen to three tourists ask for information about two places in the city. Write the places in the chart.

	Place 1	Place 2
1.	movie theater	
2.		
3.		

B Listen again. Which places are in the city? Circle the correct answers.

3 Writing and speaking Group poster presentation

A Group work Choose an interesting place in your city. What do you know about it? Make a list.

B Group work Create and design a poster about the place. Use your list from Part A.

COME TO THE IMAGINE SCIENCE CENTER!
Great for kids, teens, and adults.



- We're open every day from 9:00 to 6:00.
- There's a free audio tour in ten languages.
- There's an excellent café in the museum.
- Try our science experiments.
- Learn about plant life.
- There are over 10,000 books in the bookstore.

C Class activity Present your posters. Ask and answer questions for more information.

- A: The Imagine Science Center is a great place to visit.
 B: It's open every day from 9:00 to 6:00.
 C: There's a free audio tour. You can listen to the tour in ten languages.
 D: Where is the Imagine Science Center?
 C: It's at 367 First Avenue, near the park.

I can give a presentation on a city attraction.

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of places in a neighborhood. How many do you know? You have one minute.

Lesson B Do you remember? Circle the correct answers. You have two minutes.

A: Excuse me. **Where** / **(How)** do I get to the library from here?

B: Walk up Third Avenue and **turn** / **take** left on Elm Street.

A: Is the library on Elm Street?

B: No, it's not. **Go** / **Turn** two blocks on Elm Street. Then **take** / **walk** a right on Main Street. The library is **on** / **in** the right.

A: Thanks!

Lesson C Find out! What are two kinds of places both you and your partner like to visit in your city or other cities? What are two kinds of places you don't like to visit? You have two minutes.

A: *I like museums. Do you?*

B: *Not really. How about water parks? I love those!*

A: *I do, too!*

Lesson D Guess! Describe a place to visit in your area, but don't say its name! Can your partner guess the name? Take turns. You have two minutes.

A: *I go there with my friends on weekends.*

B: *Is it Mall Marina?*

A: *No. There are rides and games there.*

B: *Is it the amusement park, Fantasy Land?*

A: *Yes!*

2 In the real world

What zoos do you know? Go online and find information in English about a zoo. Then write about it.

- What is the name of the zoo? Where is it?
- What animals and exhibits are there?
- Can you watch videos or take a tour on the website?

The San Diego Zoo

The San Diego Zoo is a famous zoo in California. You can see pandas there. You can also . . .

What are you doing?

LESSON A

- Actions and prepositions
- Present continuous statements

LESSON B

- Asking if someone can talk now
- Explaining that you can't talk now

LESSON C

- Activities
- Present continuous questions

LESSON D

- Reading: "Status Updates"
- Writing: My status update

Warm-up



A Look at the picture. Make eight sentences about it.

B Do you ever do these things on a subway, train, or bus?

A

I'm looking for you.

1 Vocabulary Actions and prepositions

A Listen and repeat.



start



hold



look for



wave



sit



stand



run



end

B Listen and repeat.



behind



in



in front of



on



under

C Pair work Tell your partner to sit and stand in different places in the classroom. Use the prepositions. Take turns.

"Stand in front of the door."

2 Language in context Meeting a friend

A Listen to Amy and Claudio meet at a soccer game. Where is Amy? Where is Claudio?



Amy: Hi, Claudio. It's Amy. I'm standing under the scoreboard. Where are you?

Claudio: I'm sitting in front of the big clock. Do you see me?

Amy: No, I don't.

Claudio: Well, I'm wearing a red shirt.

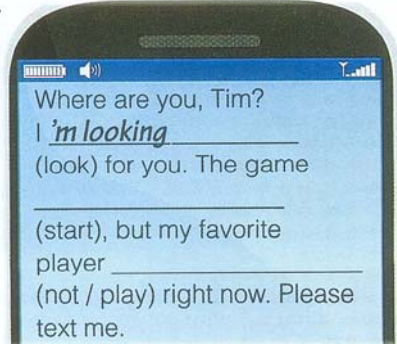
Amy: But, Claudio, everyone is wearing a red shirt!

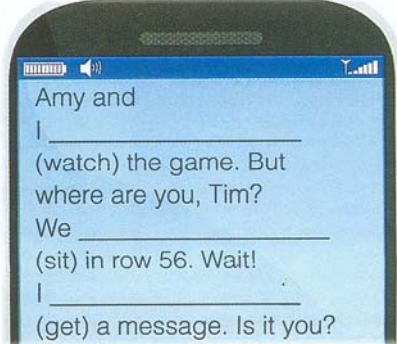
B What about you? Where do you usually meet your friends at big games or other events?

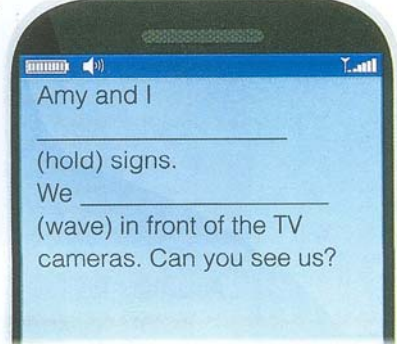
3 Grammar **Present continuous statements**

- | | | |
|--|--|--|
| <p>I'm standing under the scoreboard.
 You're running.
 He's sitting in front of the big clock.
 It's starting.
 We're holding scarves.
 They're playing soccer.</p> | <p>I'm not sitting.
 You're not walking.
 He's not standing.
 It's not ending.
 We're not waving.
 They're not playing tennis.</p> | <p><i>Spelling</i>
 run → running
 sit → sitting
 wave → waving</p> |
|--|--|--|

A Complete Claudio's text messages with the present continuous forms of the verbs. Then compare with a partner.

1. 

2. 

3. 

B Pair work Make ten sentences about people in your class with the present continuous. Tell your partner.

"I'm sitting behind Eva. Lily and Mei are wearing sweaters."

4 Listening **Someone is ...**

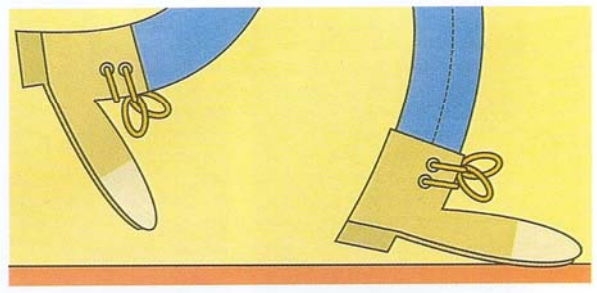
- Listen to the sound effects. What is happening? Circle the correct answers.
- | | |
|--|---|
| 1. Someone is <u>watching a game</u> / watching a movie. | 4. Some people are playing tennis / playing soccer. |
| 2. Someone is getting up / going to bed. | 5. The game is starting / ending. |
| 3. Someone is walking / running. | |

5 Speaking **Guess the action.**

Group work Perform an action. Your group guesses it. Take turns.

cook	run	stand
play tennis	sit	watch TV
play the guitar	sleep	wave

- A: You're dancing.
 B: No, I'm not.
 A: You're playing soccer.
 B: Yes, that's right.



6 Keep talking!

Go to page 144 for more practice.


I can describe what people are doing right now.

B

I can't talk right now.

1 Interactions Can you talk?

A Look at the pictures. What is Amanda doing?


B  Listen and practice.



Amanda: Hello?
Justin: Hi, Amanda. It's Justin. *Is this a good time to talk?*



Amanda: Oh, sorry. *I can't talk right now.* I'm cooking dinner. Can I call you back?
Justin: OK, sure. Talk to you later.
Amanda: Thanks. Bye.

C  Listen to the expressions. Then practice the conversation again with the new expressions.

Asking if someone can talk now

Is this a good time to talk?
Can you talk right now?
Do you have a minute?

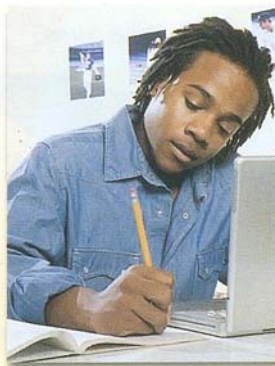
Explaining that you can't talk now

I can't talk right now.
I'm busy right now.
This isn't a good time.

D Pair work Practice the conversation again with the reasons below.



clean



do my homework



play volleyball



wait for the doctor

2 Listening Do you have a minute?

A Listen to four phone conversations. Number the questions you hear from 1 to 4.

- ___ Can you talk right now? ___ Is this a good time to talk?
 ___ Is this a good time? 1 Do you have a minute?

B Listen again. Why can't each person talk right now? Write the reason.

1. Eric *is having dinner* . 3. Ji-won _____ .
 2. Renee _____ . 4. Carmen _____ .

3 Speaking Role play

A Complete the sentences with reasons why you can't talk on the phone.

- I'm watching _____ . I'm eating _____ .
 I'm playing _____ . I'm _____ .

B Pair work Role-play the situations. Then change roles.

Student A: Answer the phone. Explain that you can't talk now and say why. Use the reasons from Part A.

Student B: Call Student A. Identify yourself and ask if he or she can talk right now.



I can ask if someone can talk now.

I can explain why I can't talk on the telephone.

1 Vocabulary Activities

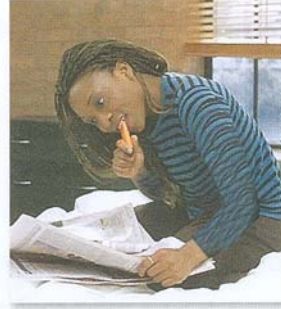
A  Listen and repeat.



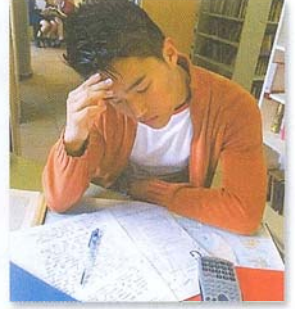
create a website



learn to drive



look for a job



study for an exam



study Italian



take a dance class



take tennis lessons



tutor a student

B Pair work Which activities are fun? Which are not fun? Compare answers with a partner.

2 Conversation Old friends

 Listen and practice.

Jill: Long time no see, Wendy!

Wendy: Oh, hi, Jill.

Jill: What are you doing these days?

Wendy: I'm learning to drive. I'm also tutoring a student. Oh, and I'm taking a dance class.

Jill: You sound really busy.

Wendy: I am. How about you, Jill? Are you doing anything special these days?

Jill: Yes, I am. I'm studying Italian.

Wendy: Really? Why are you studying Italian?

Jill: Because . . . Oh, my phone is ringing. Hello? Sorry, Wendy. It's my new friend, Luigi.

Wendy: Oh.

Jill: *Ciao, Luigi! Come stai?*



3 Grammar **Present continuous questions**

What **are** you **doing** these days?

I'm **learning** to drive.

What class **is** Wendy **taking**?

She's **taking** a dance class.

Where **are** they **studying**?

They're **studying** online.

Are you **doing** anything special these days?

Yes, I **am**. No, I'm **not**.

Is she **tutoring** a student?

Yes, she **is**. No, she's **not**.

Are they **taking** tennis lessons?

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

A Complete the questions with the present continuous forms of the verbs. Then compare with a partner.

1. Are you taking (take) music lessons these days?
2. What classes _____ you _____ (take)?
3. _____ you and your friends _____ (buy) CDs these days?
4. What _____ your classmates _____ (learn) in this class?
5. What languages _____ you _____ (study)?
6. _____ you _____ (learn) to drive?



B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Pronunciation **Intonation in questions**

Listen and repeat. Notice the intonation of *yes / no* and *Wh-* questions.

Are you watching a lot of TV? What TV shows are you watching?

5 Speaking **Busy lives**

Class activity Add two activities to the chart. Then find classmates who are doing each thing these days. Write their names, and ask questions for more information.

Are you . . . these days?	Name	Extra information
studying another language		
reading a good book		
watching a lot of TV		
taking any fun classes		
downloading a lot of music		

6 Keep talking!

Go to page 145 for more practice.

I can describe what people are doing these days.



D

What's new?

1 Reading

A What are you and your classmates doing right now?

B Read the status updates. Which two people are waiting for other people?

Status Updates

[SIGN UP](#) [SIGN IN](#) [SEARCH](#)

What are you doing?

 **Donna Bristol** I'm standing under the JB Cola sign on Main Street. I'm waiting for my friend Hank. But Hank is never late! Hank?
Apr 19 8:33 p.m.

 **Hank Jones** I'm standing in line. Donna, please wait!! I'm in a store on First Avenue. The line isn't moving.
Apr 19 8:50 p.m.

 **Fernando Sanchez** I'm studying English. I'm doing grammar exercises on my DVD-ROM. I'm getting them all correct. Yay!
Apr 19 9:05 p.m.

 **Zack Parker** I'm enjoying Singapore!! I love vacations! How are my friends in Chicago doing?
Apr 19 9:17 p.m.

 **Hee-jin Park** I'm having a great evening. I'm at my favorite restaurant with my two friends Alex and Eddie. We're waiting for dessert.
Apr 19 9:28 p.m.

 **Jessica King** I'm looking for a good French dictionary. I'm taking a French class and need help with my vocabulary.
Apr 19 9:44 p.m.

 **Arthur Henderson** I'm waiting for my daughter to come home. It's almost 10:00 p.m. Where are you, Lisa? You know the rules!
Apr 19 9:58 p.m.

 **L** **Lisa Henderson** I'm at a basketball game. Sorry, Dad. My favorite player is playing. 15 more minutes??
Apr 19 10:02 p.m.

C Read the updates again. Complete the sentences with first names.

1. Zack is on vacation.
2. _____ is having dinner.
3. _____ is standing in line.
4. _____ is watching a basketball game.
5. _____ and _____ are students.
6. _____ is studying English.

D Pair work How often do you write messages like the ones above? What do you write about? Tell your partner.

"I love status updates. I write them twice a day. I usually write about the new music I find online."

2 Writing My status update

A Write a status update about what you're doing right now or these days.

josie9: I'm studying Italian on the weekends.

B Group work Pass your paper to the classmate on your right. Read and respond to your classmate's update. Continue to pass, read, and respond to each update three times.

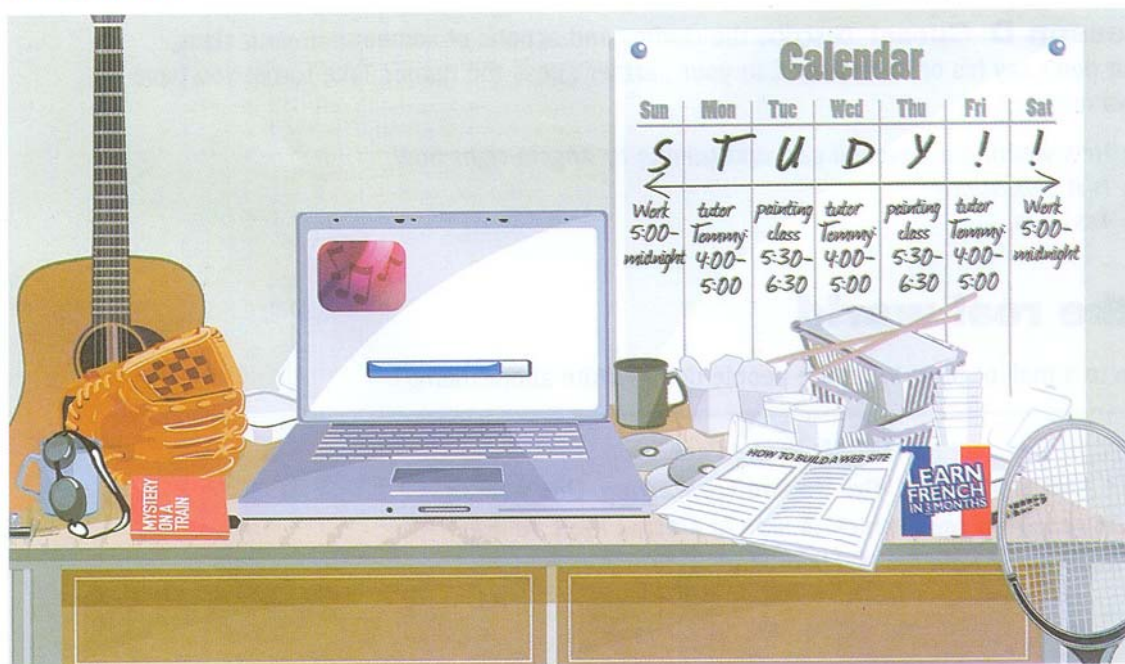
josie9: I'm studying Italian on the weekends.

93arren: I'm not studying Italian, but I'm learning to drive.



3 Speaking Makoto's Desk

Group work Look at Makoto's desk. What do you think he's doing these days?



- A: I think he's studying French.
- B: Right. And he's taking a painting class.
- C: Do you think he's drinking a lot of coffee?

I can discuss what people are doing.

Wrap-up

1 Quick pair review

Lesson A Do you remember? Complete the sentences with the correct prepositions. You have one minute.



1. The ball is _____
the bench.



2. The ball is _____
the bench.



3. The ball is _____
the bench.



4. The ball is _____
the bench.

Lesson B Brainstorm! Make a list of phone expressions. How many do you know? You have two minutes.

Lesson C Find out! What are two things both you and your partner are doing these days? You have one minute.

A: *What are you doing these days?*

B: *I'm taking tango lessons. Are you?*

A: *No, I'm not.*

Lesson D Guess! Describe the clothes and actions of someone in your class, but don't say his or her name! Can your partner guess the name? Take turns. You have two minutes.

A: *He's wearing a baseball cap and talking to Angela right now.*

B: *Is it Sebastian?*

A: *Yes, it is.*

2 In the real world

Go to a mall or park. What are people doing? Write about them.

People in the Park

I am in the park. Two women are walking. One woman is wearing a red T-shirt. A man is sitting next to me. He is eating his lunch. He is also . . .

Past experiences

LESSON A

- Weekend activities
- Simple past regular verbs

LESSON B

- Showing that you're listening
- Expressing surprise

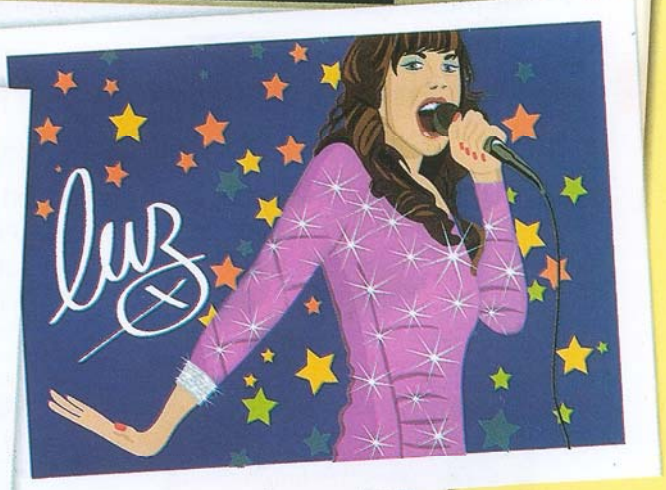
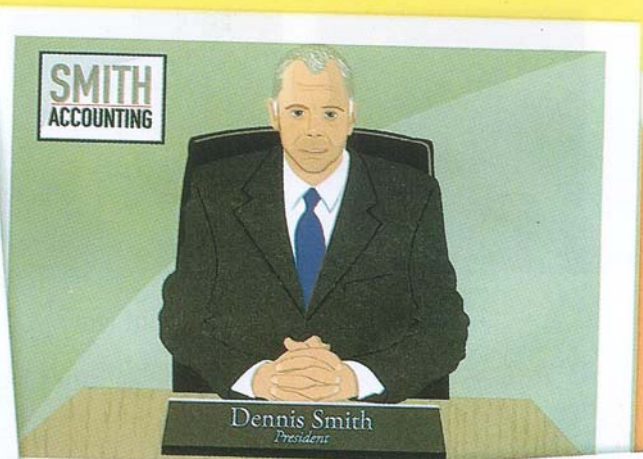
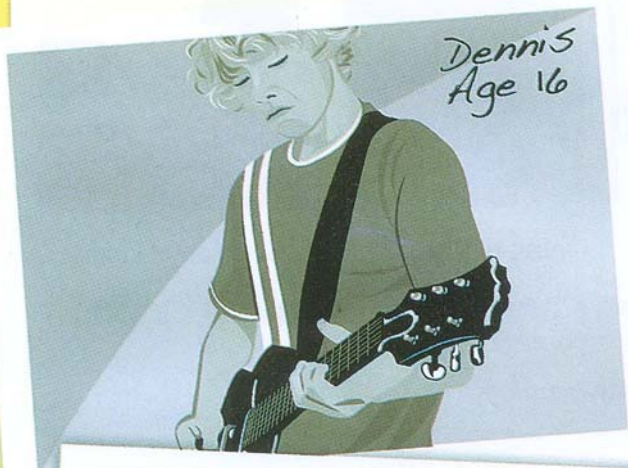
LESSON C

- Things to do
- Simple past irregular verbs; yes / no questions

LESSON D

- Reading: "Matt's Movie Reviews"
- Writing: A blog post

Warm-up



A Look at the pictures. Make three sentences about each one.

B How are you different now?

A

Last weekend

1 Vocabulary Weekend activities

A  Listen and repeat.



listen to music



play basketball



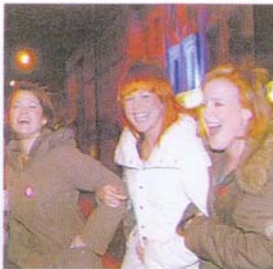
play in a band



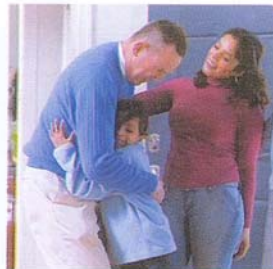
shop for new clothes



stay home



stay out late



visit relatives



watch an old movie

B Pair work Do you do any of the activities in Part A? When do you do them? Tell your partner.

"My friends and I usually play basketball on Saturday mornings."

2 Language in context Carmen's weekend

A  Listen to Carmen talk about last weekend. Number the pictures from 1 to 3.

1. Last Saturday morning, my brother Pedro called me. We talked for hours. I uploaded some photos, and I listened to music.

2. I stayed out late on Saturday night. Pedro and I watched an old movie. We laughed a lot. We loved it!

3. On Sunday afternoon, I stayed home. I watched another movie. I didn't like the ending at all. I cried.



B What about you? What do you usually do on weekends?

3 Grammar Simple past regular verbs

I **listened** to music last Saturday.
You **stayed** home.
He **called** me on Saturday.
We **laughed**.
They **stayed** out late.

I **didn't watch** a movie.
You **didn't stay** out late.
He **didn't call** me on Sunday.
We **didn't cry**.
They **didn't stay** at home.

Spelling
stay → stayed
love → loved
cry → cried
shop → shopped

A Write sentences about the things Pedro did and didn't do last weekend.


Things to Do

- | | |
|-------------------|------------------------|
| ✓ call Carmen | ✗ listen to music |
| ✓ watch a movie | ✓ upload photos |
| ✗ play basketball | ✗ shop for new clothes |


- Pedro called Carmen.* _____
- _____
- _____
- _____
- _____
- _____

B Pair work Make true sentences about your weekend with the past forms of the verbs in Part A. Tell your partner.

4 Pronunciation Simple past -ed endings

A  Listen and repeat. Notice that some verbs have an extra syllable in the simple past tense.

Same syllable (most verbs)	Extra syllable (verbs ending in <i>t</i> and <i>d</i>)
call / called	chat / chat-ted
listen / listened	start / start-ed
play / played	upload / upload-ed

B  Listen. Complete the chart with the correct verbs.

download / downloaded	shop / shopped	visit / visited
post / posted	stay / stayed	watch / watched

5 Speaking A fun weekend

A Complete the phrases with your own ideas.

chat with _____	exercise _____	study _____	visit _____
cook _____	look for _____	talk to _____	walk to _____

B Pair work Tell your partner about the things you did and didn't do last weekend. Use the phrases from Part A to help you.

A: *I chatted online with my friends last weekend. How about you?*

B: *I didn't chat online with my friends, but I called them.*

6 Keep talking!

Go to page 146 for more practice.

I can say what I did last weekend. 

B

You're kidding!

1 Interactions

Expressing surprise

A Look at the pictures. What do you think Ted and Valerie are talking about?

B Listen and practice.



Ted: I checked our phone bill this morning.

Valerie: Uh-huh.

Ted: It's usually \$59 a month, but this month it's \$590.



Valerie: Really? That's not right!

Ted: I know. I didn't pay it. I called the phone company, and they fixed it.

Valerie: Oh, that's good.

C Listen to the expressions. Then practice the conversation again with the new expressions.

Showing that you're listening

Uh-huh.
Oh?
Oh, yeah?

Expressing surprise

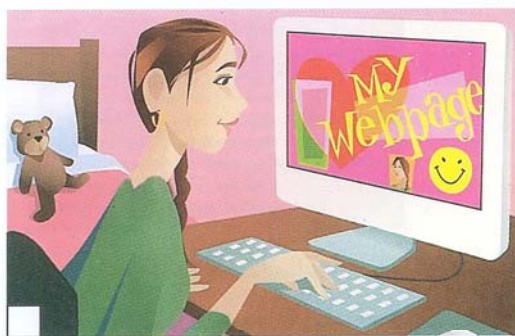
Really?
What?
You're kidding!

D Check (✓) the best responses. Then practice with a partner.

- | | | |
|---|---|------------------------------------|
| 1. I watched a movie last night. | <input checked="" type="checkbox"/> Uh-huh. | <input type="checkbox"/> Really? |
| 2. I downloaded 500 songs yesterday. | <input type="checkbox"/> You're kidding! | <input type="checkbox"/> Oh? |
| 3. I didn't study for the big test. | <input type="checkbox"/> Oh, yeah? | <input type="checkbox"/> What? |
| 4. I played tennis with my friends on Sunday. | <input type="checkbox"/> You're kidding! | <input type="checkbox"/> Oh, yeah? |

2 Listening What a week!

A Listen to Diana tell her friend about the past week. Number the pictures from 1 to 4.



B Listen again. What surprises Diana's friend? Complete the sentences.

1. Diana didn't answer three questions.
2. Diana's _____ boyfriend _____ her.
3. Julie didn't _____ the _____.
4. Diana _____ home on _____.

3 Speaking Really?

A Match the sentences. Then compare with a partner.

- | | |
|---|-----------------------------------|
| 1. Last night, I studied for my English test for five hours. <u>b</u> | a. I watched them with my dad. |
| 2. I just checked my email. _____ | b. But I didn't get a good score. |
| 3. Last week, I downloaded two movies. _____ | c. I'm learning Chinese. |
| 4. On Thursday, I started a new class. _____ | d. I have 100 new messages. |

B Pair work Role-play the situations in Part A. Then change roles.

Student A: Say the lines from Part A.

Student B: Show interest or express surprise.

A: Last night, I studied for my English test for five hours, but I didn't get a good score.

B: You're kidding! Why not?

C Pair work Role-play new situations. Use your own ideas.

I can show that I'm listening.

I can express surprise.

C

Did you make dinner last night?

1 Vocabulary Things to do

A  Listen and repeat.



do laundry



do the dishes



get a haircut



go grocery shopping



make dinner



see a play



see friends



sleep

B Pair work How often do you do the things in Part A? Tell your partner.

"I do laundry once a week. I do the dishes every day. . . ."

2 Conversation Last night

 Listen and practice.

Mindy: Hi, Pete. Did you see Jennifer last night?

Pete: Yes, I did. But the day didn't go so well.

Mindy: Really? What happened?

Pete: Well, I did my laundry yesterday morning, but my favorite white shirt turned pink.

Mindy: You're kidding!

Pete: Then I got a haircut, but I really didn't like it.

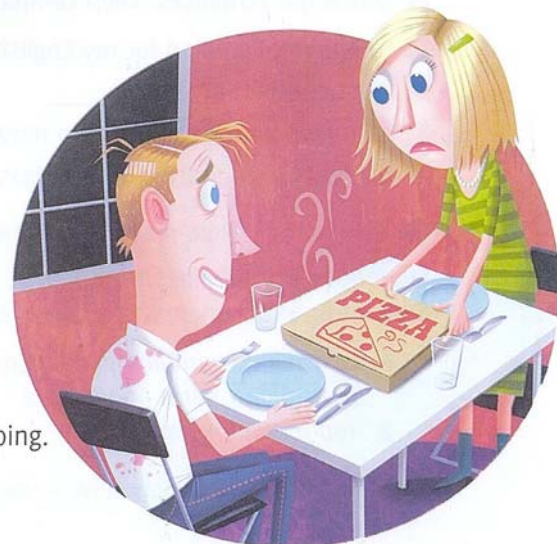
Mindy: Oh, yeah? Did you make dinner for Jennifer?

Pete: Well, I slept for a while, so I didn't go grocery shopping.

Mindy: Oh. Did you eat anything?

Pete: Yeah, we did. Jennifer bought a pizza for us.

Mindy: Really?



3 Grammar Simple past irregular verbs; yes / no questions

I **saw** Jennifer last night.
She **bought** a pizza.
They **ate** a pizza.

I **didn't see** Jennifer last week.
She **didn't buy** soup.
They **didn't eat** salad.

Did you **see** Jennifer last night?

Yes, I **did**. No, I **didn't**.

Did she **buy** dinner?

Yes, she **did**. No, she **didn't**.

Did they **eat** dinner?

Yes, they **did**. No, they **didn't**.

A Complete the conversation with the simple past tense forms of the verbs. Then practice with a partner.

A: Hey, Pablo. Did you do (do) today's homework?

B: No, I didn't. I _____ (not / have) time.

A: Really? Why not?

B: I _____ (see) some friends yesterday. We _____ (eat) lunch, and then we _____ (go) to the mall.

A: Oh, yeah? _____ you _____ (buy) any clothes?

B: I _____ (not / buy) anything! So, _____ you _____ (do) your homework?

A: Yes, I did. And no, you can't see it!

B Put the words in order to make questions. Then compare with a partner.

- last night / you / see / did / your friends
- go / last weekend / you / did / grocery shopping
- watch / you / a movie / did / last night
- yesterday / stay home / you / did
- make dinner / did / on Thursday / you
- you / did / last Saturday / have a party

Did you see your friends last night?

C Pair work Ask and answer the questions in Part B. Answer with your own information.

A: *Did you see your friends last night?*

B: *Yes, I did. I saw two friends. We ate out at a restaurant.*

4 Speaking **Did you?**

A Pair work Add two past time expressions to the list. Then ask and answer *Did you . . . ?* questions with each time expression. Take notes.

A: *Did you make dinner last night?*

B: *Yes, I did. Did you do laundry last night?*

A: *No, I didn't.*

B Group work Tell your group about your partner's answers. Did anyone do anything interesting?

Past time expressions

last night	last week
yesterday	last weekend

5 Keep talking!

Go to page 147 for more practice.

I can talk about routine events in the past. 

D

I saw a great movie.

1 Reading

A Do you ever read blogs? What kinds of blogs do you read?

B Read Matt's blog. Who liked the movie?

MATT'S
MOVIE REVIEWS
Home | Reviews | Contact Me



Too Young to Love

On Friday, my friend Naomi and I hung out together. We had a very good time. We saw a great old movie at the Cineplex. They are showing old movies all month. Did anyone see "Too Young to Love"? I loved it! It's a story about two young people who are in love. Their parents think they are too young, so they can't get married. It's not a sad movie. It's really funny! We laughed a lot.

Monday, 11:00 a.m.



cgirl: I saw "Too Young to Love." I also saw the play. Both are good. See the movie and the play!
Monday, 11:26 a.m.

Oscar: "Too Young to Love"?! You're kidding! I hated the movie, but I liked the music. The sound track had some really good old songs.
Monday, 1:00 p.m.

Tomas: My friend and I saw it. She laughed. I cried because I paid for the tickets, and I didn't like it at all.
Tuesday, 7:00 a.m.

Joe C: I liked "Too Young to Love." I saw three old movies at the Cineplex last month, and I really liked all of them.
Tuesday, 12:45 p.m.

Maria: What?! "Too Young to Love"?! I hated the movie, but I loved the book.
Tuesday, 1:15 p.m.

C Read the blog again. Correct the false sentences.

1. Matt saw the movie on ~~Saturday~~. Matt saw the movie on Friday.
2. Oscar hated the music. _____
3. Tomas liked *Too Young to Love*. _____
4. Joe C didn't see any movies at the Cineplex last month. _____
5. Maria hated the book *Too Young to Love*. _____

D Pair work Do you or your friends ever post your everyday activities on a blog? What do you post? Tell your partner.

"My friend Rosa has a blog. She posts news about her neighborhood once a week."

2 Writing A blog post

A Choose one day last week. Complete the chart with information about the things you did that day.

Day	Activities	Places	Other information

B Write a blog post about that day. Use the model and your answers in Part A to help you.

C Pair work Share your post. Ask and answer questions for more information.

"Did you have a good time? Did you eat out?"

Friday
After class, I met my friend Terry. We went shopping at the mall. I bought a new watch. I didn't pay much for it, but I really like it. I went home at 8:00 p.m.

3 Listening A busy week

A Listen to Matt talk about last week. What activities did he do? Check (✓) the correct answers.

- | | | |
|--|--|--|
| <input type="checkbox"/> did laundry | <input type="checkbox"/> made dinner | <input type="checkbox"/> read books |
| <input checked="" type="checkbox"/> got up early | <input type="checkbox"/> played soccer | <input type="checkbox"/> stayed out late |
| <input type="checkbox"/> got up late | <input type="checkbox"/> played the guitar | <input type="checkbox"/> worked |

B Listen again. What activities did Matt enjoy? Circle the activities above.

4 Speaking I played in a band last year.

A Class activity Add two past activities to the chart. Then find classmates who did each thing. Write their names, and ask questions for more information.

Find someone who . . .	Name	Extra information
bought a cell phone last year		
got a haircut last week		
saw a friend yesterday		
made dinner last night		
watched a game on TV last weekend		
wrote a blog post yesterday		

A: *Did you buy a cell phone last year, Alex?*

B: *Yes, I did.*

B Share your information.

"Alex bought a cell phone last year."

I can talk about past activities.



Wrap-up

1 Quick pair review

Lesson A Find out! What are three things both you and your partner did after class yesterday? What are three things you didn't do? You have two minutes.

A: I walked home after class yesterday. Did you?

B: Yes, I did. I watched TV at home. Did you?

A: No, I didn't. I listened to music.

Lesson B Do you remember? Circle the correct answers. You have two minutes.

1. A: I listened to all of Taylor Swift's songs today.

B: Oh? / You're kidding! All of them? She has a lot!

2. A: Janet uploaded photos from the party.

B: Uh-huh. / Really? I know. I looked at them this morning.

3. A: Charlie's band played at The Red Room downtown on Saturday night!

B: What? / Oh? No way! That's so cool! I didn't know that.

4. A: I visited my grandmother last weekend.

B: You're kidding! / Oh, yeah? How is she doing?

Lesson C Test your partner! Say eight irregular verbs in the simple present. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. You have two minutes.

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____ 8. _____

Lesson D Guess! Make two true sentences and one false sentence about your activities last week. Can your partner guess the false sentence? Take turns. You have two minutes.

A: I watched 20 movies last week. I played basketball in the park. I saw a play.

B: You didn't watch 20 movies.

A: You're right. I only watched 12.

2 In the real world

Did anyone else do the same things as you yesterday? Go online and find three English-speaking bloggers who did the same activities as you yesterday. Then write about them.

- What activities did both you and the bloggers do yesterday?
- What are the bloggers' names?
- Where are they from?

Bloggers and Me

I played basketball yesterday. Three bloggers also played basketball yesterday. Diego is from California. He played basketball with his brother.

Getting away

LESSON A

- Adjectives
- Past of *be*

LESSON B

- Reacting to good news
- Reacting to bad news

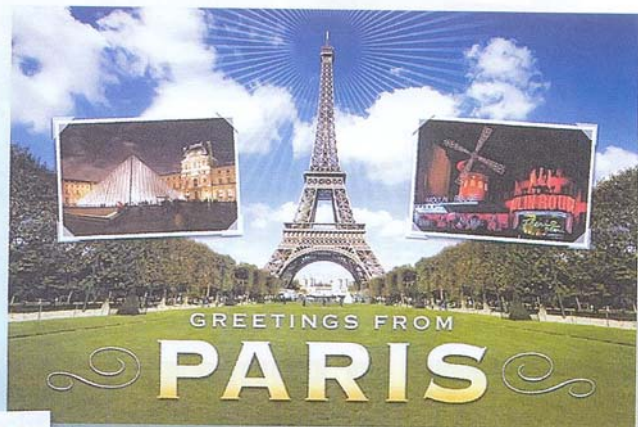
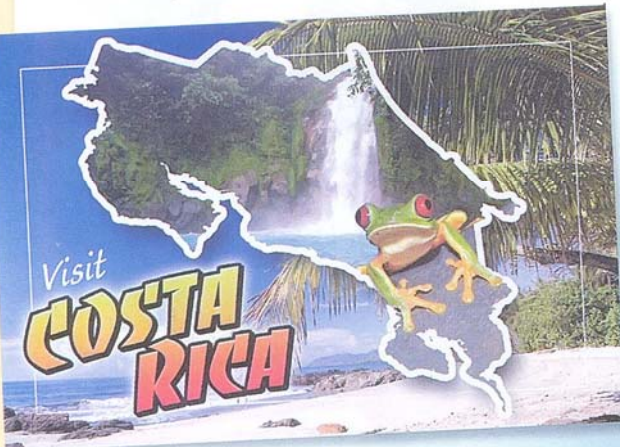
LESSON C

- Vacation activities
- Simple past *Wh*-questions

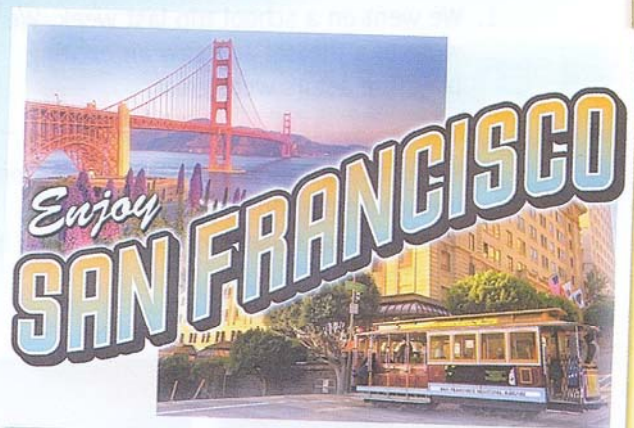
LESSON D

- Reading: "Travel Tales"
- Writing: A postcard

Warm-up



COME TO
THAILAND



A Do you know any of these places? Which ones?

B What are some popular places to visit in your country? in your city?

A

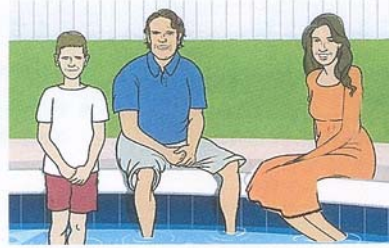
Where were you?

1 Vocabulary Adjectives

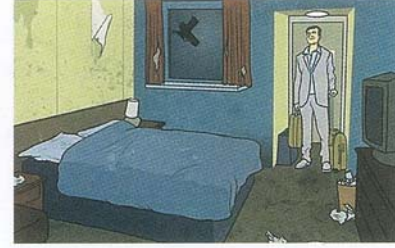
A Listen and repeat.



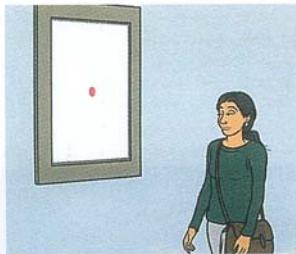
exciting / fun / great



all right / OK / so-so



awful / terrible



boring



interesting



noisy



quiet

B Pair work Think of things that each adjective describes. Discuss your ideas.

A: *Sports are exciting.*

B: *Basketball is exciting, but I think soccer is boring.*

2 Language in context Quick getaways

A Listen to four people talk about recent trips. Number the pictures from 1 to 4.

1. We went on a school trip last week. We went to a theater and saw an exciting play. The actors were great.

– Olivia

3. I was at my brother's apartment last weekend. He doesn't have a TV or a computer. It was quiet and kind of boring.

– Brian

2. We just had a three-day weekend. I went away with my family. It was a fun trip, but our hotel wasn't very nice. In fact, it was terrible.

– Ichiro

4. My friend and I went on a day trip last week. We took a local bus to an old town. The bus was awful and noisy, but the trip was interesting. Look what I bought!

– Eleanor



B Did each person like his or her trip? Why or why not?

3 Grammar Past of be

Where were you last weekend?

I **was** at my brother's apartment.

How was your weekend?

It **was** quiet and kind of boring.

Was your trip interesting?

Yes, it **was**. No, it **wasn't**.

Were the people nice?

Yes, they **were**. No, they **weren't**.

I / he / she / it

you / we / they

was

were

Contractions

wasn't = was not

weren't = were not

A Complete the guest comment card with *was*, *were*, *wasn't*, or *weren't*. Then compare with a partner.

Guest comments

My wife, son, and I were guests at your hotel last week. Unfortunately, we _____ happy with our room. The room _____ clean, and the beds _____ awful. And the room _____ near the street. The noise _____ terrible in the early morning. But the people at the hotel _____ great, so that _____ good!

B Read the answers. Write the questions. Then practice with a partner.

- | | |
|---------------------------------|---|
| 1. <u>How was your weekend?</u> | It was great. |
| 2. _____ | Yes, my weekend was interesting. |
| 3. _____ | I was on a trip. |
| 4. _____ | No, I wasn't at the theater on Friday. |
| 5. _____ | Yes, I was at home on Sunday afternoon. |
| 6. _____ | My parents were in Tahiti. |

C Pair work Ask and answer the questions in Part B. Answer with your own information.

4 Speaking **Where were you last Friday night?**

A Pair work Interview your partner. Take notes.

Where were you . . . ?	Location	Extra information
at this time yesterday		
on your birthday		
on New Year's Eve		
last Friday night		

B Group work Tell your group about your partner's answers. Who was in an interesting place? Who did interesting things?

5 Keep talking!


Go to page 148 for more practice.

I can describe where I was in the past. 

B

That's great!

1 Good news, bad news

A  Listen and repeat.



I got a promotion.



I lost my wallet.



I missed my flight.



I was sick.




I won a contest.

B Pair work Which things are good news? Which are bad news? Can you think of other examples? Discuss your ideas.

2 Interactions

Reacting to news


A  Listen and practice.



Meg: Did you have a good weekend?
Joe: Yes! I won a trip in a contest, so I went away last weekend.
Meg: Really? **That's great!**



Joe: And how was your weekend?
Meg: It wasn't so good. I lost my wallet.
Joe: **Oh, no!** What happened?

B  Listen to the expressions. Then practice the conversation again with the new expressions.

Reacting to good news

That's great!
That's excellent!
That's awesome!

Reacting to bad news

Oh, no!
That's too bad.
That's terrible!

C Pair work Practice the conversation again with the examples from Exercise 1. React to the news.

A: *Did you have a good weekend?*
B: *Yes! I got a promotion, so I went shopping.*

3 Listening A short trip

A Listen to Sam tell a friend about a short trip. Number the pictures from 1 to 6.













B Listen again. Was Sam's trip great, good, bad, or awful?

4 Speaking That's ...!

A Write three good things and three bad things that happened to you last week.

	Good things that happened	Bad things that happened
1.		
2.		
3.		

B Class activity Ask your classmates about their week. React to the news.

- A: Did you do anything interesting last week?
- B: Well, I started a new job.
- A: That's excellent!
- B: Yeah. But I lost my cell phone.
- A: That's terrible!

I can react to news.



1 Vocabulary Vacation activities

A  Listen and repeat.



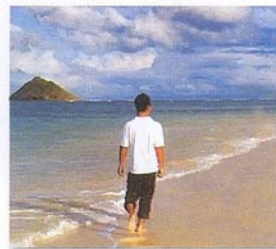
buy souvenirs



go sightseeing



go to a festival



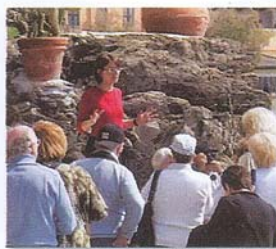
go to the beach



relax



shop in markets



take a tour



take pictures

B Pair work Did you do any of the activities in Part A on your last vacation? Tell your partner.

"On my last vacation, I bought souvenirs and took pictures. I didn't go to the beach."

2 Conversation Back from vacation

 Listen and practice.

Dave: How was your vacation, Kate?

Kate: Oh, it was exciting. We had a great time.

Dave: Where did you go?

Kate: I went to Veracruz, Mexico.

Dave: That's great. Who did you travel with?

Kate: My sister.

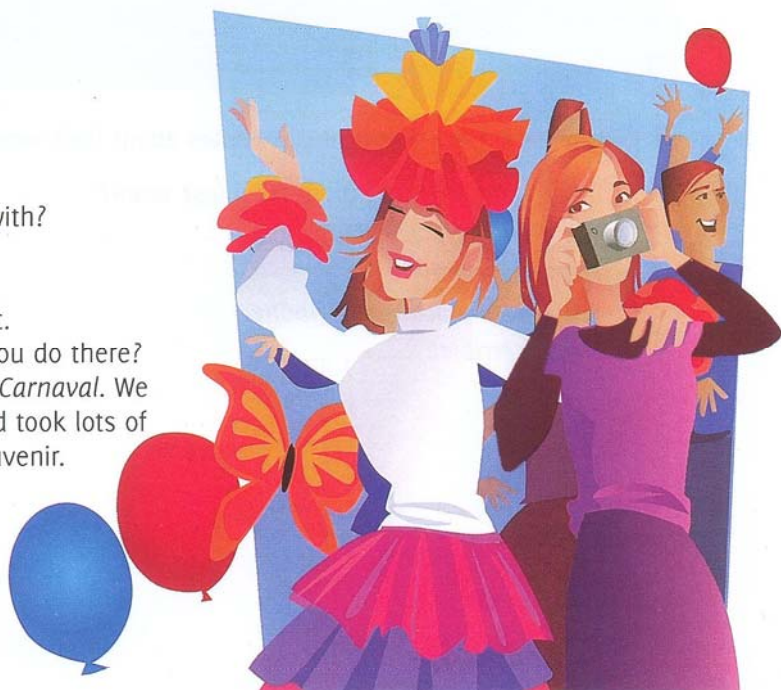
Dave: When did you get back?

Kate: Last night. I got home at midnight.

Dave: Really? That's late! So, what did you do there?

Kate: Well, we went to a festival called *Carnaval*. We also shopped in local markets and took lots of pictures. Look, I bought you a souvenir.

Dave: Thanks! I love it!



3 Grammar Simple past *Wh*- questions

Where did you go on vacation?

I went to Veracruz, Mexico.

When did you get back?

Last night.

Who did you travel with?

My sister.

What did you do there?

We went to a festival and shopped.

Why did you go to Veracruz?

Because the festival is famous.


How did you get to Veracruz?

By plane.

Match the questions and the answers. Then practice with a partner.

- | | |
|---|-----------------------------------|
| 1. Where did you go on vacation? <u>f</u> | a. We got back last week. |
| 2. Who did you go with? _____ | b. We took the bus and the train. |
| 3. When did you get back? _____ | c. We relaxed and took pictures. |
| 4. What did you do on vacation? _____ | d. Because I have friends there. |
| 5. Why did you go to Vietnam? _____ | e. I went with my brother. |
| 6. How did you travel in Vietnam? _____ | f. I went to Vietnam. |

4 Pronunciation *Reduction of did you*

A  Listen and repeat. Notice how *did you* is pronounced /dɪdʒə/ after *Wh*- question words.

Where **did you** go? What **did you** do? When **did you** get back?

B Pair work Practice the questions in the grammar chart. Reduce *did you* to /dɪdʒə/ after *Wh*- question words.

5 Speaking *What a vacation!*

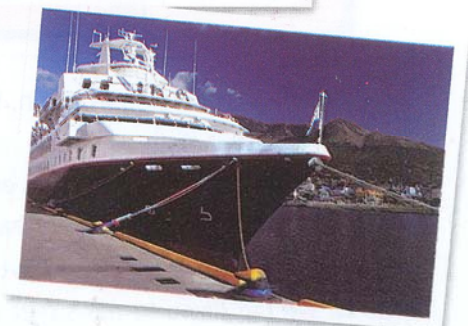
A Answer the questions.

- Where did you go on your last vacation? _____
- Who did you go with? _____
- When did you go? _____
- What did you do there? _____
- How did you travel? _____
- Did you buy anything? _____
- What did you like about the vacation? _____
- What didn't you like about the vacation? _____

B Group work Tell your group about your last vacation. Ask and answer questions for more information.




fly → flew



take a boat → took a boat

6 Keep talking!

Go to page 149 for more practice.

I can talk about my last vacation. 

D


Travel experiences

1 Reading

A How often do you go on vacation? Where do you go?

B Read the travel blog posts. What country is each person visiting?




traveltales 


I'm here in Chiang Mai, Thailand. Yesterday, I went on a short elephant ride. There was a man on the elephant in front of me. His name was Alan Johnson. My name is Alan Johnson, too! _____
Alan Johnson Posted on October 12, 10:30 a.m.

My sister and I are in Paris, France. It's our first trip overseas. We went to an outdoor café the other day, and Johnny Depp was at the next table. How exciting! _____
Mary O'Connor Posted on October 14, 6:48 p.m.


I'm here with my parents at a hotel in Miami, Florida. We came to visit our relatives. We all went to bed last night at about midnight. At 3:00 in the morning, we heard a fire alarm. _____
Anita Gonzalez Posted on October 15, 8:06 a.m.

I'm in Granada, Nicaragua. I came here to help build houses. It's a great country. We finished our first house yesterday. We're not staying in a hotel. We're staying in a school. 1
Diane Nicholson Posted on October 21, 9:12 p.m.



C Read the blog posts again. What is the last sentence of each post? Number the posts from 1 to 4.


1. Last night, we all slept in one big room!
2. He was nice to us, and I have a cool photo now.
3. I can't believe that we have the same name!
4. We ran down to the street and were fine.

D Pair work What adjectives describe each travel experience? Discuss your ideas.

A: I think Alan Johnson's trip was very exciting!

B: Me, too. I love elephants, and Thailand is an interesting country.

2 Listening Three different trips

A  Listen to three people talk about their vacations. How do they describe them? Check (✓) the correct answers.

	How were their vacations?	What was one thing they liked?
1.	<input type="checkbox"/> awful <input checked="" type="checkbox"/> great <input type="checkbox"/> boring <input type="checkbox"/> so-so	<i>shopping</i>
2.	<input type="checkbox"/> fun <input type="checkbox"/> OK <input type="checkbox"/> interesting <input type="checkbox"/> terrible	
3.	<input type="checkbox"/> awful <input type="checkbox"/> exciting <input type="checkbox"/> boring <input type="checkbox"/> great	



B  Listen again. What did they like about their trips? Write one thing for each person in the chart.

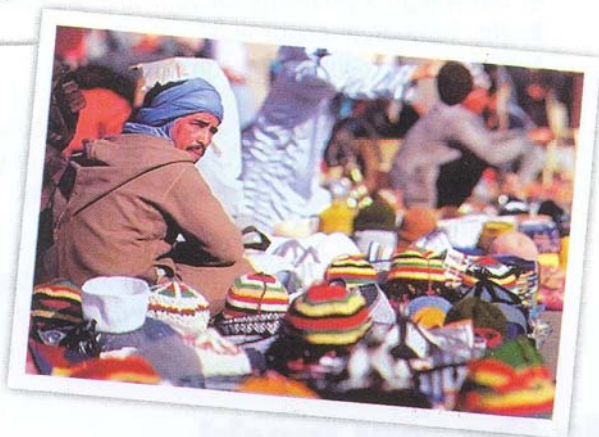
3 Writing and speaking A postcard

A Read Sofia's postcard to Jack about her vacation.

Dear Jack,

Linda and I are having a great time here in Morocco. We took a train from Casablanca to Marrakech yesterday. Last night, we went to a big "souk," or market. We walked around the market for hours! I bought a nice souvenir for you!

*See you soon!
Sofia*



B Write a postcard to a friend or family member about an experience you had on vacation. Use the model in Part A to help you.

C Class activity Post your postcards around the room. Read your classmates' postcards. Then write questions about five postcards that interest you.

- Eddie – What did you buy for your sister?*
- Jung-woo – Who did you travel with?*
- Marcus – When did you take this vacation?*

D Class activity Find the classmates who wrote the five postcards. Ask them your questions.

A: *Eddie, what did you buy your sister?*

B: *I bought a scarf.*

A: *I see, thanks. Excuse me, Jung-woo, who did you travel with?*

I can describe a vacation.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of adjectives. How many do you know?
You have one minute.

Lesson B Do you remember? Check (✓) the correct answers.
You have one minute.

- | | | |
|------------------------------------|---|--|
| 1. I won a free ticket to Jamaica. | <input checked="" type="checkbox"/> That's great! | <input type="checkbox"/> Oh, no! |
| 2. I lost my cell phone. | <input type="checkbox"/> That's terrible! | <input type="checkbox"/> That's excellent! |
| 3. My sister missed her flight. | <input type="checkbox"/> That's awesome. | <input type="checkbox"/> That's too bad. |
| 4. Charlie met Leonardo DiCaprio. | <input type="checkbox"/> Oh, no! | <input type="checkbox"/> That's great! |

Lesson C Find out! What are two things both you and your partner did on your last vacation? You have two minutes.

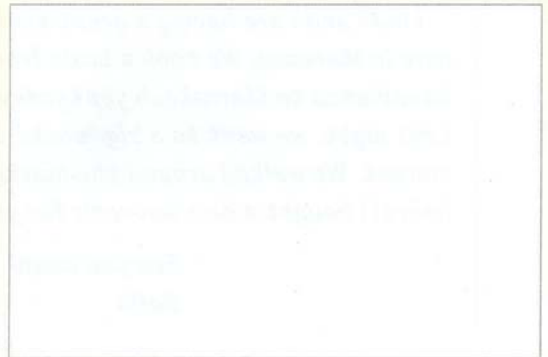
A: Did you go sightseeing on your last vacation?

B: Yes, I did. How about you?

A: Yes, I went sightseeing, too.

Lesson D Test your partner! Describe a vacation. Can your partner draw a postcard of your vacation? Check his or her drawing. You have two minutes.

"Last year, my sister and I went to Madrid, Spain. We shopped in El Rastro Market and went to art museums."



2 In the real world

Do you ever read travel blogs? Go online and find a travel blog in English. Then write about it.

- Where did the blogger go?
- When did he or she go there?
- What did he or she do there?

Kelly's Travel Blog

Kelly is a blogger from Canada. Last week, she went on vacation to Scotland. She went sightseeing in Glasgow. She went to . . .

Time to celebrate

LESSON A

- Months and dates
- *Be going to*; yes / no questions

LESSON B

- Declining an invitation
- Accepting an invitation

LESSON C

- Party checklist
- *Wh-* questions with *be going to*; object pronouns

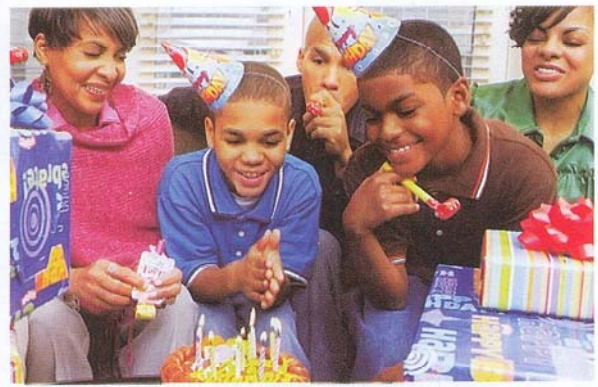
LESSON D

- Reading: "Birthday Traditions"
- Writing: A thank-you note

Warm-up



graduation



A Label the pictures with the correct words.

birthday ✓ graduation holiday wedding

B What special events do you celebrate?

A

I'm going to get married.

1 Vocabulary Months and dates

A Listen and repeat.

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

1st first	9th ninth	17th seventeenth	25th twenty-fifth
2nd second	10th tenth	18th eighteenth	26th twenty-sixth
3rd third	11th eleventh	19th nineteenth	27th twenty-seventh
4th fourth	12th twelfth	20th twentieth	28th twenty-eighth
5th fifth	13th thirteenth	21st twenty-first	29th twenty-ninth
6th sixth	14th fourteenth	22nd twenty-second	30th thirtieth
7th seventh	15th fifteenth	23rd twenty-third	31st thirty-first
8th eighth	16th sixteenth	24th twenty-fourth	

B Class activity When is your birthday? Stand in the order of your birthdays, from the first to the last in the year.

A: *My birthday is July twenty-eighth.*

B: *Mine is July twentieth. You're next to me.*

2 Language in context Special days

A Listen to three people talk about special days. What are the dates of the special days?



I'm going to graduate from high school on June 8th. I'm going to start college in September.

- Sarah



My eightieth birthday is on August 21st. I'm going to go skydiving for the first time. I can't wait!

- Walter



My boyfriend, Kenta, and I are going to get married on October 16th. We're going to have a big wedding.

- Mari

B What about you? What days of the year are special to you? Why?

3 Grammar Be going to; yes / no questions

I'm **going to graduate** on June 8th.
I'm **not going to start** college in July.

Walter's **going to go** skydiving.
He's **not going to play** basketball.

Mari and Kenta **are going to get** married.
They're **not going to have** a small wedding.

Are you going to start college?
Yes, I am. No, I'm not.

Is Walter going to go skydiving?
Yes, he is. No, he isn't.

Are they going to have a big wedding?
Yes, they are. No, they aren't.

A Complete the conversation with the correct forms of *be going to*.
Then practice with a partner.

A: Are you going to graduate (graduate) from college
this year?

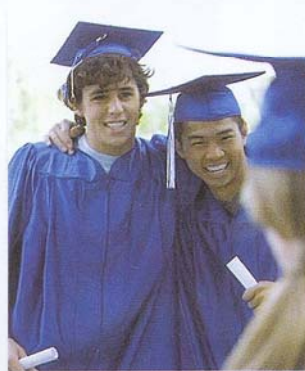
B: Yeah, on May 30th. My parents _____
(have) a big party for me.

A: Great! _____ the party _____ (be) at
their house?

B: No, it _____ (not / be) at the house.
They _____ (have) it at a restaurant.


A: _____ you _____ (get) a job right away?

B: No, I'm not. First, I _____ (travel).
Then I _____ (look) for a job.



B Pair work Ask and answer three *Are you going to . . . ?* questions.
Answer with your own information.

4 Pronunciation Reduction of going to before verbs

A  Listen and repeat. Notice how *going to* is reduced to /gənə/ in informal spoken English.

Are you **going to** do anything special? Yes. I'm **going to** go skydiving.

B Pair work Practice the sentences in the grammar chart. Reduce *going to* to /gənə/.

5 Speaking Three special days

A Write the dates and your plans for three special days or holidays next year.

	Special day: _____	Special day: _____	Special day: _____
Dates			
Plans			

B Pair work Tell your partner about your special days. Ask and answer questions for more information.

6 Keep talking!

Go to page 150 for more practice.


I can talk about my plans for specific dates. 

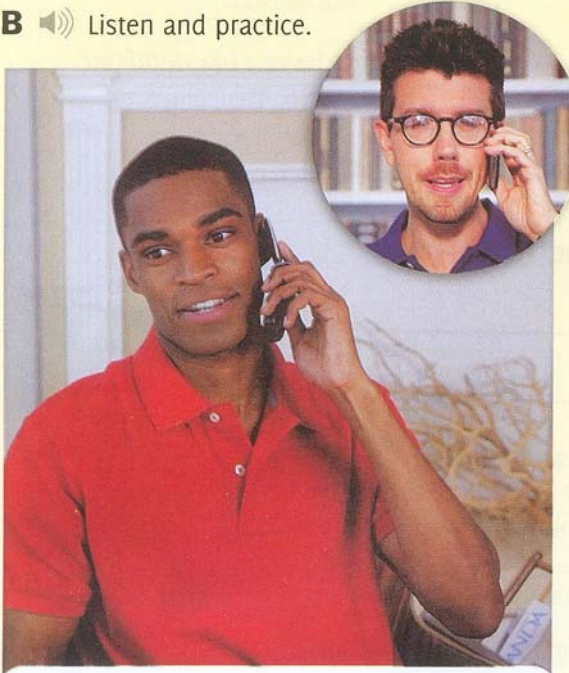
B

Sure. I'd love to.

1 Interactions Invitations

A How often do you go to the movies with your friends?

B  Listen and practice.



Bill: Hello?

Brandon: Hey, Bill. It's Brandon. Listen, do you want to see a movie tonight?

Bill: Tonight? *I'm sorry. I can't.*

Brandon: Oh, OK. Well, maybe some other time.




Melissa: Hello?

Brandon: Hi, Melissa. This is Brandon. Do you want to see a movie tonight?

Melissa: A movie? *Sure. I'd love to.*

Brandon: Great.

C  Listen to the expressions. Then practice the conversation again with the new expressions.

Declining an invitation

I'm sorry. I can't.

I'm afraid I can't.

I'm really sorry, but I can't.

Accepting an invitation

Sure. I'd love to.

Sounds good.

Yeah. That sounds great.

D Pair work Practice the conversations again with the activities below.

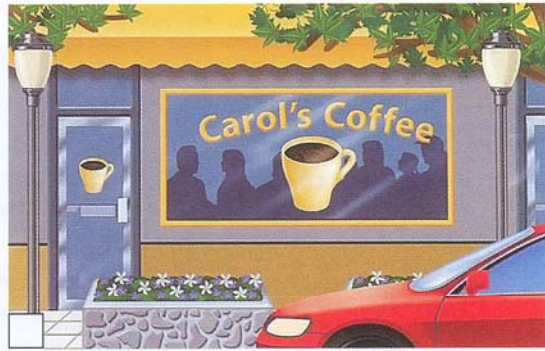
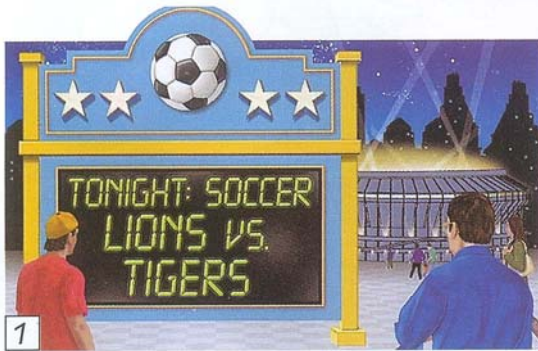
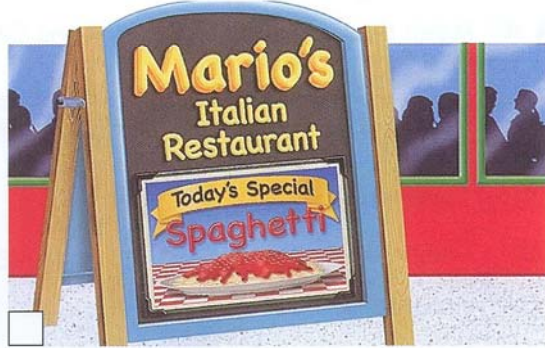
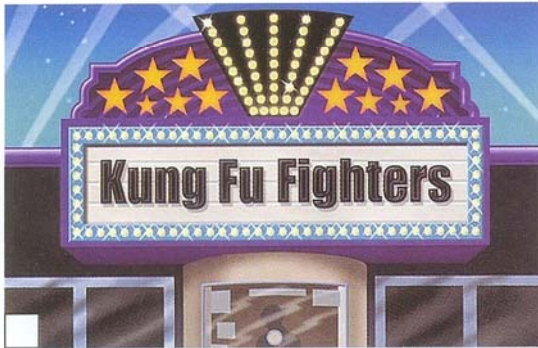
get some ice cream hang out play video games watch a DVD

A: Hello?

B: Hey, Bill. It's Brandon. Listen, do you want to get some ice cream tonight?

2 Listening I'd love to, but ...

A Listen to four people invite their friends to do things tonight. Number the pictures from 1 to 4.



B Listen again. Do the friends accept or decline the invitations? Check (✓) the correct answers.

1. accept 2. accept 3. accept 4. accept
 decline decline decline decline

3 Speaking Do you want to hang out?

Class activity "Call" your classmates and invite them to do something with you right now. Your classmates accept the invitations or decline them with excuses. Use the ideas below or your own ideas.

Possible things to do	Possible excuses	Responses to excuses
go out for coffee	I'm cooking dinner.	Oh, that's OK.
go to a party	I'm not feeling well.	Maybe next time.
see a movie	I'm eating lunch.	I'm sorry you can't make it.
go to the mall	I'm studying for an exam.	OK, I understand.
hang out	I'm doing my homework.	That's all right.
go shopping	I'm working late tonight.	No problem.

A: Hello?

B: Hi, it's me. Do you want to go to the mall?

A: I'm really sorry, but I can't. I'm not feeling well.

B: OK, I understand. Maybe next time.

I can accept or decline an invitation.



C

Planning a party

1 Vocabulary Party checklist

A Match the things on the checklist and the pictures. Then listen and check your answers.

THINGS TO DO

1. *bake a cake*
2. *buy a gift*
3. *choose the music*
4. *decorate the room*
5. *make a guest list*
6. *plan the menu*
7. *prepare the food*
8. *send invitations*



B Pair work When is a good time to do each thing in Part A? Discuss your ideas.

2 weeks before the party	2-3 days before the party	the morning of the party
1 week before the party	the day before the party	1 hour before the party

"A good time to make a guest list is two weeks before the party."

2 Conversation I can bake!

Listen and practice.

- Andrea:** We have a lot of things to do for Eric's birthday party. Look, I made a checklist.
Mark: Good idea. Who's going to help us?
Andrea: Rosario. She's going to send the invitations.
Mark: How is she going to send them?
Andrea: By email.
Mark: Good. That's easy. What are we going to buy for Eric?
Andrea: Let's get him a sweater.
Mark: Great. Who's going to bake the cake?
Andrea: I'm going to bake it.
Mark: Um, do you think that's a good idea?
Andrea: Hey, I can bake!
Mark: OK.



3 Grammar Wh- questions with *be going to*; object pronouns

What are we going to buy **Eric**?

Who's going to bake **the cake**?

How is she going to send **the invitations**?

Let's get **him** a sweater.

Andrea's going to bake **it**.

She's going to send **them** by email.

Subject	I	you	he	she	it	we	they
Object	me	you	him	her	it	us	them

A Complete the conversation with the correct forms of *be going to*. Then practice with a partner.

A: What time are you going to go (go) to Eric's birthday party?

B: I _____ (go) to the party at 6:45.

A: How _____ you _____ (get) there?

B: My friend Jason _____ (drive). Do you want a ride?

A: Um, sure, thanks! What _____ you _____ (do) after the party?

B: Jason and I _____ (go) out. I think we _____ (see) a movie.

B Rewrite the sentences. Use object pronouns. Then compare with a partner.

- He's not going to invite Mary. He's not going to invite her.
- Let's call Bill and Ami again. _____
- I'm going to see Eric tomorrow. _____
- He's going to help Debbie and me. _____
- We're going to buy the present tomorrow. _____
- Call Rosario at 5:00. _____

C Class activity Ask your classmates what they're going to do tonight. Answer with your own information.

4 Speaking Let's decide together.

A Pair work Discuss the situations.

Your classmate Masao is in the hospital. He has nothing to do. What are you going to bring him?

You're planning your friend's birthday party. Where is it going to be? What are you going to eat and drink?

You want music for your teacher's birthday party. What songs are you going to play? How are you going to listen to them?

A: *What are we going to bring to Masao?*

B: *Let's bring him a new video game.*

A: *That's a great idea. How about . . . ?*

B Group work Share your ideas with another pair. Ask and answer questions for more information.

5 Keep talking!

Go to page 151 for more practice.

I can discuss and agree on plans.



D

Birthdays

1 Reading

A What was the last party you went to? What did you do at the party?

B Read the article. Which birthdays are special in each country?

Birthday Traditions

around the world

Nigeria

In Nigeria, the first, fifth, tenth, and fifteenth birthdays are very special. To celebrate these birthdays, people have big parties and invite up to 100 people. They eat “jollof rice.” This is rice with tomatoes, red peppers, onions, and cassava, a kind of potato.



Japan

The third, fifth, and seventh birthdays are very important in Japan. Every year on November 15th, children of these ages celebrate the *Shichi-go-san* (Seven-five-three) Festival. They usually wear traditional clothes and eat “thousand-year candy” for a long life.



Ecuador

In Ecuador, a family has a big party when a girl turns 15 years old. The birthday girl wears a dress, and her father puts her first pair of high-heeled shoes on her. Then he dances with her. Fourteen other girls dance with fourteen other boys at the same time.



South Korea

Parents in South Korea sometimes try to guess a child’s future on his or her first birthday. They put the child in front of some objects, such as a book and a coin. They wait to see which object the child takes. For example, a book means the child is going to be a teacher. A coin means the child is going to have a lot of money.



C Read the article again. Answer the questions.

1. On special birthdays, what do Nigerian children eat? They eat “jollof rice.”
2. Who celebrates *Shichi-go-san*? _____
3. Who dances with a 15-year-old Ecuadorian girl at her birthday party? _____
4. How do South Korean parents guess a child’s future? _____

D Pair work How did you celebrate your last birthday? Tell your partner.

“I celebrated my last birthday with my friends. We ate out at a nice restaurant.”

2 Listening Sweet 16

A Listen to Amanda, a 16-year-old American girl, describe her "Sweet 16" birthday party. Check (✓) the true sentences.

- Amanda's birthday is July 14th.
- ~~Her parents~~ ^{She} made a guest list.
- She sent the invitations.
- She and her father decorated the room.
- She had pizza, ice cream, and cake.
- Forty of her friends came.
- She got a gift from her parents.
- She's going to have a party on her 18th birthday.

B Listen again. Correct the false sentences.

3 Writing A thank-you note

A Think of a birthday gift (or any gift) you received. Answer the questions.

- What is the gift? _____
- Who is it from? _____
- Why did you get it? _____
- What do you like about it? _____

B Write a thank-you note for the gift. Use the model and your answers in Part A to help you.

C Group work Share your thank-you notes. Did any of you write about similar gifts?

Dear Liz,

Thanks a lot for the birthday gift. I love the sweater. Blue and green are my favorite colors. Thank you for coming to my party!

Thanks again,
Sun-hee

4 Speaking How we celebrate

A Group work Discuss the ways people celebrate birthdays in your culture. Use the questions below and your own ideas.

- Which birthdays are very special?
- Do people celebrate with family, friends, or both?
- What do people eat and drink?
- What do people do?
- Do they give gifts? What kinds of gifts?
- How do you usually celebrate birthdays?

B Group work Tell your group how you are going to celebrate your next birthday. Are you going to do any of the things you discussed in Part A?



a birthday party in Mexico

I can describe birthday traditions in my culture.



Wrap-up

1 Quick pair review

Lesson A Guess! Say three dates when you are going to do something special. Can your partner guess what you are going to do? Take turns. You have three minutes.

A: *I'm going to do something special on June 17th.*

B: *Are you going to graduate?*

A: *Yes, I am!*

Lesson B Do you remember? Read the sentences. Write A (accepting an invitation), D (declining an invitation), or E (making an excuse). You have one minute.

1. I'd love to. _____
2. I'm studying for an exam. _____
3. That sounds great. _____
4. I'm really sorry, but I can't. _____
5. I'm working late tonight. _____
6. I'm afraid I can't. _____

Lesson C Brainstorm! Make a list of things you do to plan a party. How many do you know? You have two minutes.

Lesson D Find out! What are three activities both you and your partner do on your birthdays? You have two minutes.

A: *I eat cake on my birthday. Do you?*

B: *Yes, I eat cake, too.*

2 In the real world

When is your birthday? Go online and find information in English about two important events that happened that day. Then write about them.

- Where did the events happen?
- Who participated in the events?
- Why were the events important?

My Birthday

My birthday is December 17th. On this day in 1903, the Wright brothers flew an airplane for 12 seconds. This was important because . . .

Name circle

A Group work Stand in a circle. Go around the circle and say your first names. Repeat your classmates' names before you say your own name.



B Group work Go around the circle again. Repeat your classmates' full names.

A: *My name is Eduardo Sanchez.*

B: *His name is Eduardo Sanchez. My name is Ming-mei Lee.*

C: *His name is Eduardo Sanchez. Her name is Ming-mei Lee. My name . . .*

Entertainment awards

Student A

Pair work You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: Is Antonio Loren a model in your picture?

B: Yes, he is.

A: OK. That's the same. Is he from Rome?

B: No, he's from Milan. That's different.

Around the world

A Create a "new" identity. Write your new name and the country and city you are from.

Name: _____
 Country: _____
 City: _____



B Group work Interview four classmates. Complete the cards with their "new" identities.

Name: _____
 Country: _____
 City: _____

Name: _____
 Country: _____
 City: _____

Name: _____
 Country: _____
 City: _____

Name: _____
 Country: _____
 City: _____

- A: Hi. What's your name?
- B: Hi. My name is Sophie Manet.
- A: Where are you from, Sophie?
- B: I'm from France.
- A: Oh, you're French. What city are you from?
- B: I'm from Paris.

Entertainment awards

Student B

Pair work You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: Is Antonio Loren a model in your picture?

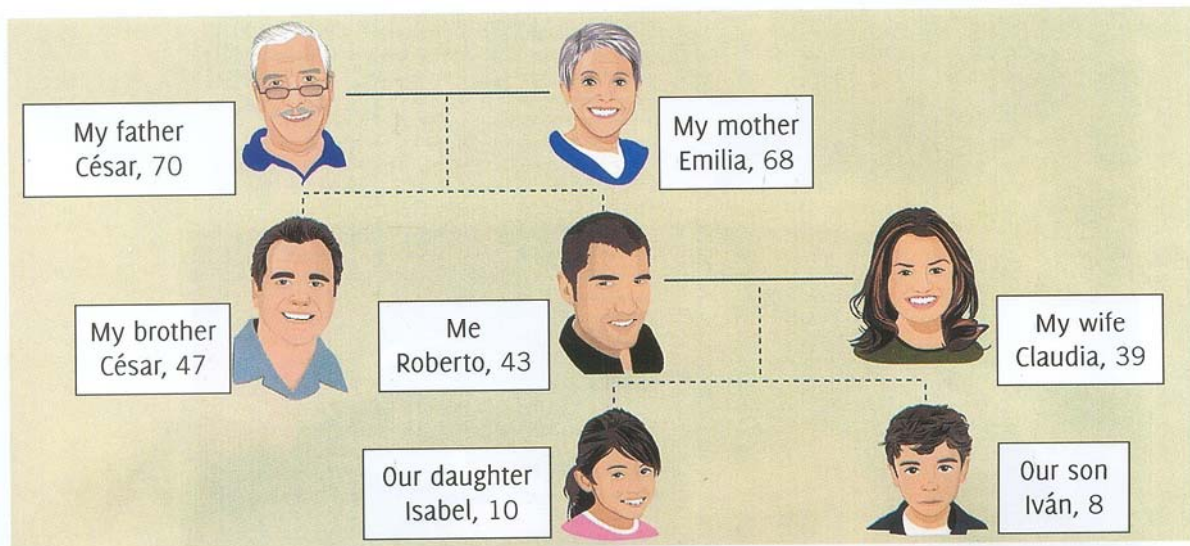
B: Yes, he is.

A: OK. That's the same. Is he from Rome?

B: No, he's from Milan. That's different.

Family tree

A Draw your family tree. Include your family members, their names, and their ages.



My Family Tree

B Pair work Tell your partner about your family tree, but don't show it! Your partner draws it on another sheet of paper. Take turns.

A: My grandfather is George. He's 72 years old. My grandmother is Anna.

B: How do you spell "Anna"?

A: A-N-N-A.

B: OK, thanks.

A: She's 68. Their kids are . . .

C Pair work Compare your drawing with your partner's family tree. Are they the same?

Cleaning the closet

Pair work Look at Dean and Lucy's closet. What things are in their closet?



A: What's that?

B: It's a dictionary. What's that?

A: It's a cell phone. Hey, what are these?

What color?

Student A

A Pair work You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



- A: In my picture, Alice's coat is blue and white.
 B: That's the same in mine. And her pants are gray.
 A: In my picture, her pants are green. That's different.

B Pair work Cover the picture. What is the same? Answer with the information you remember.

- A: Alice's coat is blue and white.
 B: Yes. And Ben's pants are . . .

What color?

Student B

A Pair work You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



A: In my picture, Alice's coat is blue and white.

B: That's the same in mine. And her pants are gray.

A: In my picture, her pants are green. That's different.

B Pair work Cover the picture. What is the same? Answer with the information you remember.

A: Alice's coat is blue and white.

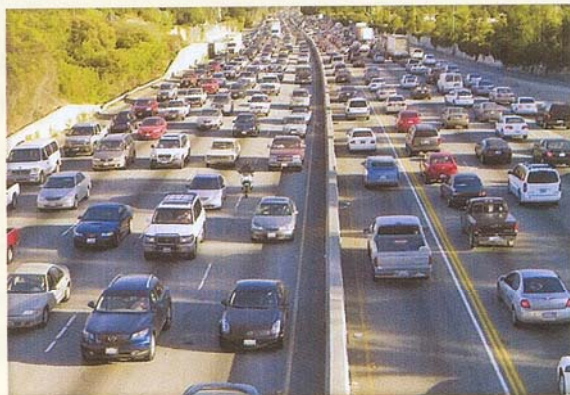
B: Yes. And Ben's pants are . . .

Car, train, bus, or bicycle?

A Look at the ways people get to work in Los Angeles.

How people in Los Angeles get to work

65%	drive alone
15%	drive with others
10%	take the bus
4%	walk
1%	ride a bicycle
5%	other



Source: www.fhwa.dot.gov/ctpp/jtw/jtw4.htm

Note: % = percent

B Pair work Guess the ways people get to work in New York City. Complete the chart with the numbers. Then check your answers on the bottom of page 134.

1%	6%	6%	8%	8%	14%	25%	32%
----	----	----	----	----	-----	-----	-----

How people in New York City get to work

_____ %	drive alone
_____ %	drive with others
_____ %	take the bus
_____ %	walk
_____ %	take the subway
_____ %	take the train
_____ %	take a taxi
_____ %	other



Source: www.fhwa.dot.gov/ctpp/jtw/jtw4.htm

C Group work Guess the ways people get to work where *you* live. Rank them from 1 to 8.

_____ drive alone	_____ ride a bicycle	_____ take the bus	_____ walk
_____ drive with others	_____ take a taxi	_____ take the train or subway	_____ other

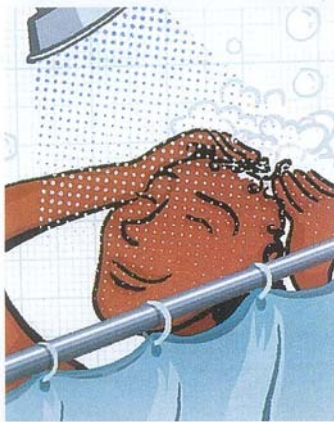
A: I think number 1 is "take the train or subway."

B: I agree. I think number 2 is "drive alone."

Routines

A Class activity Find classmates who do each thing. Write their names.

Find someone who . . .	Name	Find someone who . . .	Name
gets up before 6:00		sleeps a lot on weekends	
studies in the morning		walks to class	
takes a shower at night		has a red cell phone	
has coffee at home		studies on the bus	
reads every day		takes a bath in the morning	
goes to bed early		drives a sports car	
watches TV after midnight		doesn't have a dictionary	



take a shower



take a bath



drive a sports car

A: Do you get up before 6:00, Donna?

B: No, I don't. I get up at 6:30.

A: How about you, Michael? Do you get up before 6:00?

C: Yes, I do.

B Share your information.

A: Michael gets up before 6:00.

B: And Angela gets up before 6:00. David studies in the morning.

On the computer

A Add two more questions about online activities to the chart.

Do you ever . . . ?	Name: _____
read people's blogs	
buy books online	
use online dictionaries	
search the Internet in English	
check the weather online	
get directions online	
check movie times online	

Penang, Malaysia

32°

High: 32°C Low: 26°C

check the weather



get directions

Showtimes

The Girl from Berlin

PG • 1 hr. 50 min.

4:00 | 6:00 | 7:15 | 8:30 | 10:40

TICKETS

check movie times

B Pair work Interview your partner. Complete the chart with his or her answers. Use adverbs of frequency.

A: Naoko, do you ever read people's blogs?

B: Oh, yes. I often do. Do you?

A: I hardly ever do.

B: Do you ever . . . ?

C Pair work Tell another classmate about your partner's answers.


A: Naoko often reads people's blogs.


B: Sasha never does.

Follow-up questions

A Add two follow-up questions about each topic to the charts.

Sports and games	Questions	Name: _____
	Do you ever play sports?	
	What do you play?	
	Who do you play with?	
		

Shopping	Questions	Name: _____
	Do you ever go shopping?	
	Where do you shop?	
	What do you buy there?	

Getting around	Questions	Name: _____
	Do you ever take the bus?	
	Why do you take the bus?	
	When do you take it?	

B Class activity Find a classmate who does each activity. Then ask the follow-up questions. Take notes.

A: *Do you ever play sports, Samantha.*

B: *Yes, I sometimes do.*

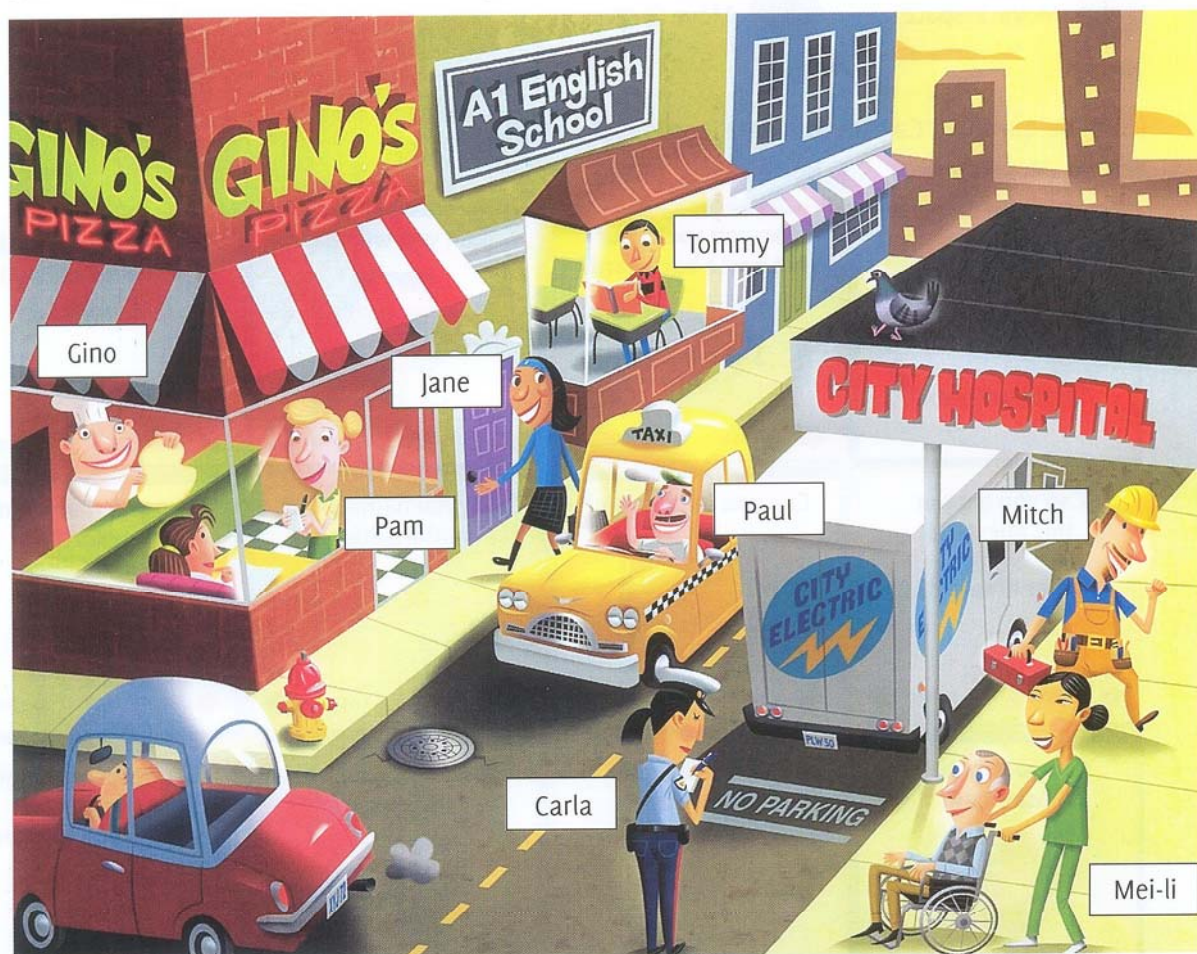
A: *What do you play?*

B: *I play tennis.*

C Share your information. What answers are popular in your class?

Job details

A Look at the picture for two minutes. Try to remember the people's names, jobs, and other information.



B Pair work Cover the picture. Ask the questions and answer with the information you remember.

- What does Pam do?
- Where does she work?
- Who does she work with?
- What does Paul do?
- How does Jane get to work?
- What does Tommy do?
- Where does Mei-li work?
- What does she do?
- What company does Mitch work for?
- What does Carla do?

A: What does Pam do?

B: I think she's a waitress.

A: Yes, I think so, too. Where does she work?

C Pair work Ask and answer two more questions about the picture.

Start to finish

Group work Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.

Heads



Move 2 spaces.

Tails

Read the question. Can you do what it says? Take turns.

Yes. → Move ahead.

No. ← Move back.

	<p>Can you spell your first name backward?</p> <p><i>Carlos:</i> S-O-L-R-A-C.</p> <p>← 1 space 2 spaces →</p>	<p>Can you whistle?</p>  <p>← 2 spaces 1 space →</p>	<p>Can you name the days of the week in English?</p> <p><i>Monday, ...</i></p> <p>← 2 spaces 1 space →</p>
<p>Can you answer this question?</p> <p>What time is it?</p> <p>← 2 spaces 1 space →</p>	<p>Can you read music?</p>  <p>← 1 space 3 spaces →</p>	<p>Can you name eight nationalities?</p> <p>← 1 space 1 space →</p>	<p>Can you name nine colors?</p>  <p>← 3 spaces 1 space →</p>
<p>Can you shoot a basketball?</p>  <p>← 1 space 2 space →</p>	<p>What can you do online? Name two things.</p> <p>← 2 spaces 1 space →</p>	<p>Can you sing karaoke in English?</p>  <p>← 2 spaces 2 spaces →</p>	<p>Can you name eight countries in alphabetical order?</p> <p><i>Australia, Brazil, Canada ...</i></p> <p>← 2 spaces 1 space →</p>
<p>Can you count from 1 to 20 in English?</p> <p>← 2 spaces 1 space →</p>	<p>Can you text with two thumbs?</p>  <p>← 2 spaces 1 space →</p>	<p>Can you answer this question?</p> <p>What's your morning routine?</p> <p>← 2 spaces 2 spaces →</p>	<p>Can you talk about your family for one minute?</p>  <p>← 3 spaces 1 space →</p>
<p>Can you name six things in the classroom?</p>  <p>← 3 spaces 3 spaces →</p>	<p>Can you answer this question?</p> <p>What do you usually do on Saturday night?</p> <p>← 1 spaces 2 spaces →</p>	<p>Can you name seven ways of getting around?</p>  <p>← 1 spaces 2 spaces →</p>	

What's in your shopping basket?

A Choose seven items to put into your shopping basket. Circle them.



B Pair work Find out what is in your partner's basket. Can you make the dishes below with the food in your baskets?



Stew
beef
carrots
noodles



Fruit smoothie
apples
bananas
milk



Spaghetti and meatballs
beef
cheese
pasta
tomatoes

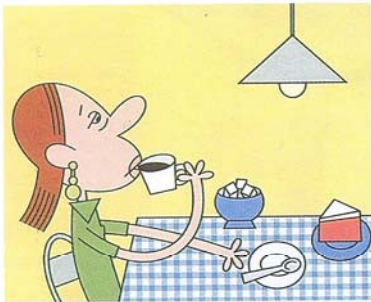
A: I have beef and noodles. Do you have any carrots?

B: Yes, I do. We can make stew!

C Pair work What else can you make with the food in your baskets?

How often do you eat standing up?

Group work Add two eating habits to the list. Then discuss how often you do each thing.



drink coffee in the morning



drink tea



eat alone



eat candy in class



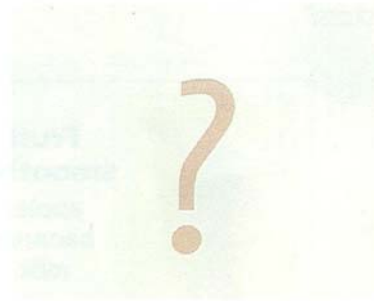
eat fast food for breakfast



eat on the street



eat standing up



(your own idea)



(your own idea)

A: Do you ever drink coffee in the morning?

B: Yes, I do.

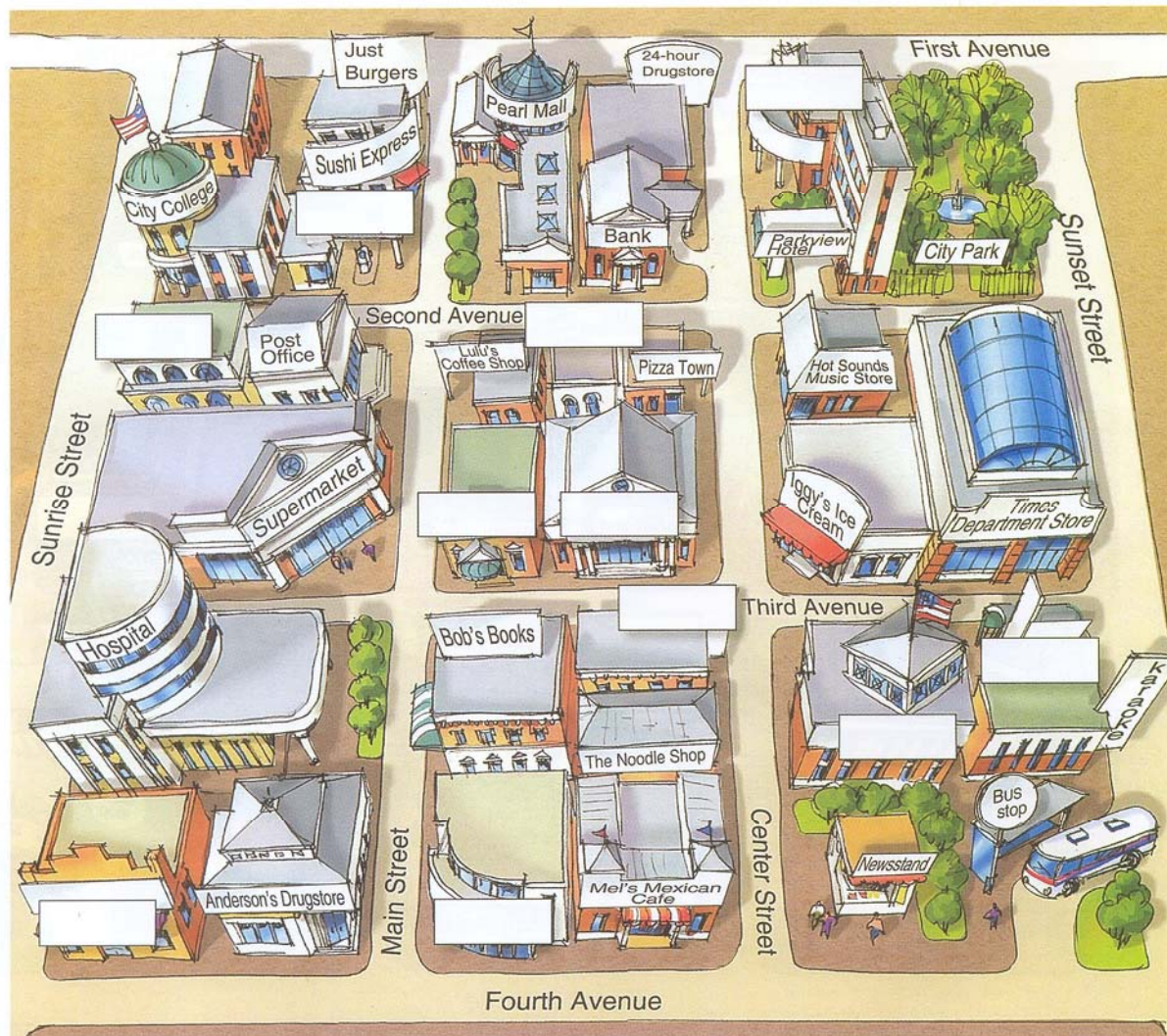
C: How often do you drink coffee in the morning?

B: I drink coffee in the morning three times a week. How about you?

What's missing?

Student A

A Pair work You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



A: What's across from the post office?

B: The gas station.

B Pair work Cover the picture. Tell your partner six things you remember.

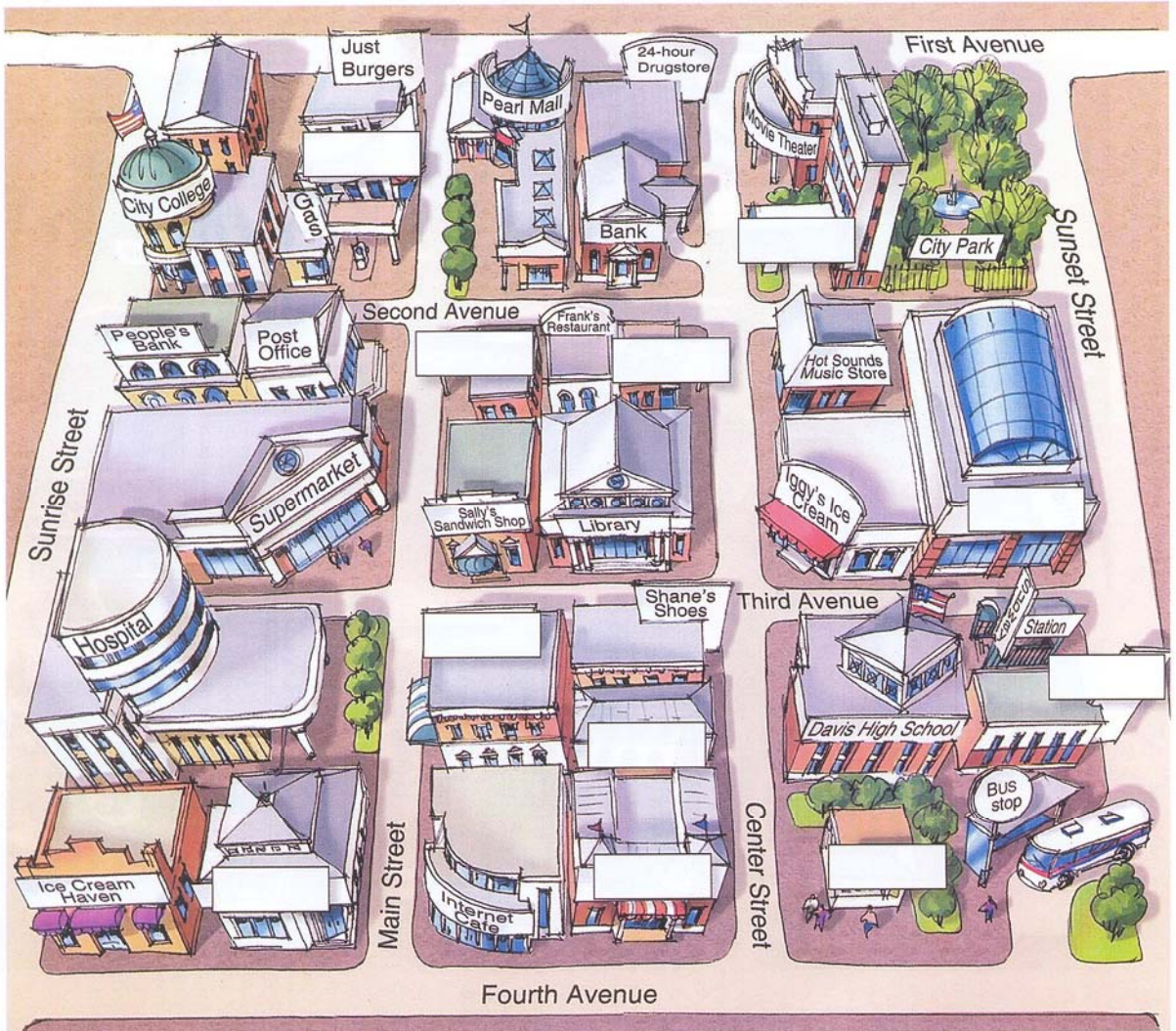
A: The gas station is across from the post office.

B: That's right.

What's missing?

Student B

A Pair work You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



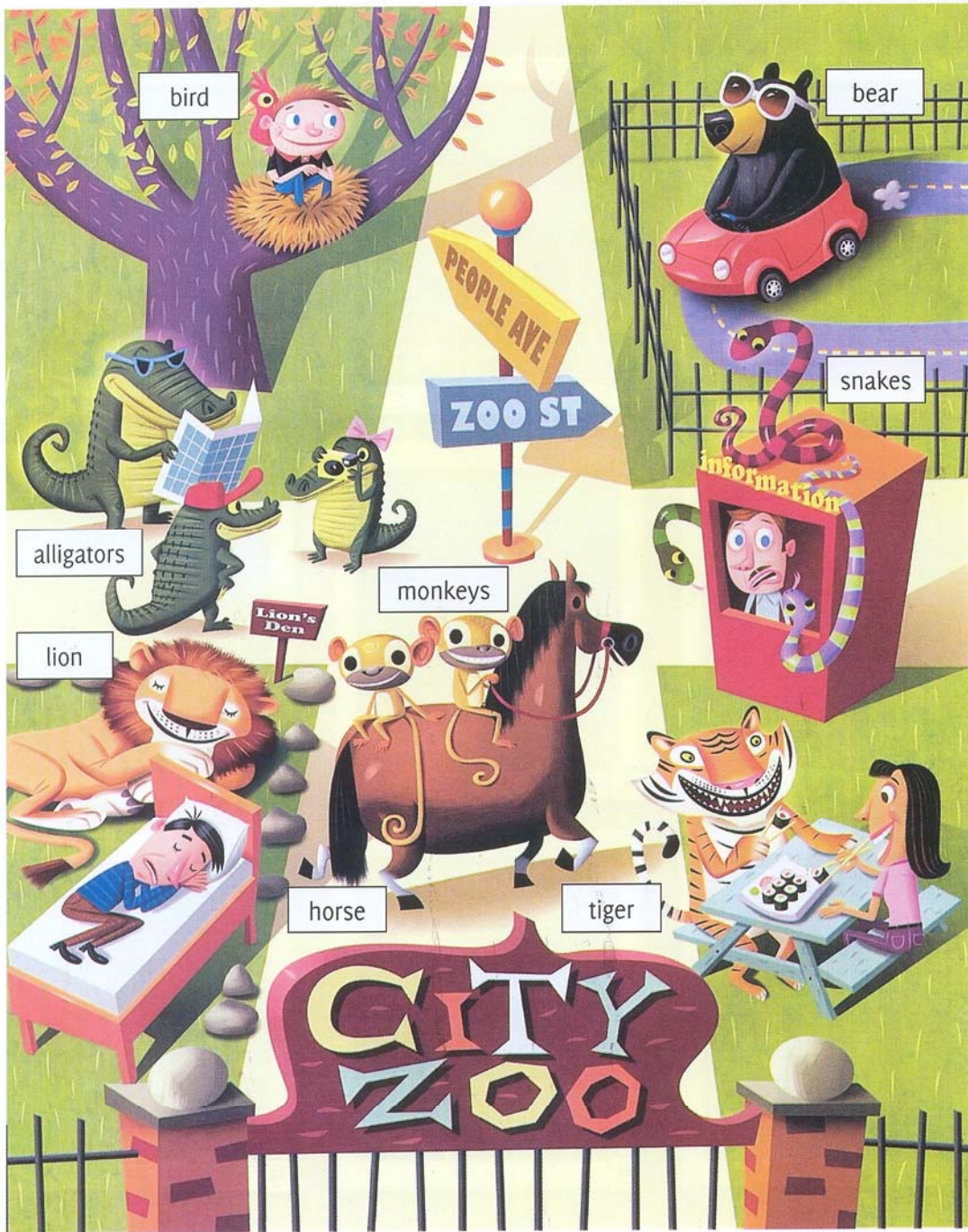
A: What's next to the movie theater?
 B: Parkview Hotel.

B Pair work Cover the picture. Tell your partner six things you remember.

A: Parkview Hotel is next to the movie theater.
 B: That's right.

An unusual zoo

Pair work What's wrong at this zoo? Make ten sentences about the people, animals, and other things in the zoo. Use *There is . . .*, *There are . . .*, and prepositions of location.



"There's a bear in the car."

Neighbors

A Pair work Look through the windows. What are the people doing?
Discuss your ideas.



A: *I think the man is doing his homework. What do you think?*
B: *I think he's writing a letter. He's sitting, too.*

B Pair work What are the people actually doing? Go to page 153 to check your answers.

Who is it?

A Write three sentences about what you're doing these days on three pieces of paper. Don't write your name!

I'm tutoring a student.

I'm taking tennis lessons.

I'm not studying every night!

B Group work Put your papers on the table. Take one paper and read the sentences. Your group guesses the name. Take turns.



A: *This person is tutoring a student.*

B: *Is it Juliana?*

C: *No, it's not me!*

D: *Is it Kate?*

C Group work Discuss the activities you're doing these days. Ask and answer questions for more information.

A: *Who are you tutoring these days, Ken?*

B: *I'm tutoring a friend of mine. His name is Luke.*

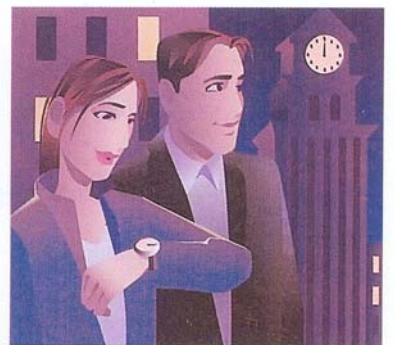
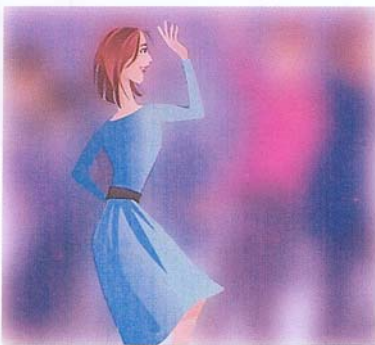
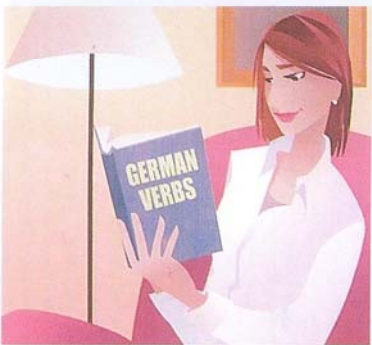
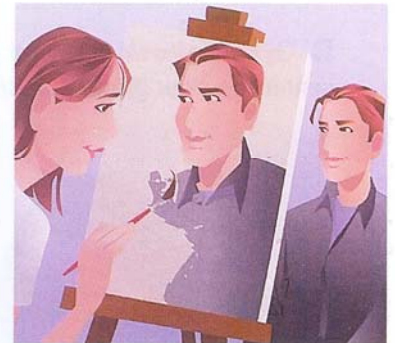
C: *Are you tutoring him in English?*

B: *No, I'm not. I'm tutoring him in Japanese.*

Picture story

A Pair work Look at the pictures of John and Alice Gordon. What did they do last weekend? Use the verbs to discuss your ideas.

clean	fix	play	stay out	watch
jump	paint	shop for	study	



A: John and Alice cleaned the house.

B: Alice fixed her bike.

B Pair work Cover the pictures. What did John and Alice do last weekend? Answer with the information you remember.

Memories

Group work Make five true sentences about your past activities with the phrases below. Your group asks three questions about each sentence for more information.

Take turns.

Yesterday	Last night	Last weekend	Last month	Last year
I drank . . .	I ate . . .	I saw . . .	I bought . . .	I went . . .
I got up . . .	I went to bed . . .	I had . . .	I read . . .	I met . . .
I did . . .	I slept . . .	I drove . . .	I made . . .	I took . . .



- A: Last night, I ate soup for dinner.
 B: Did you eat in a restaurant?
 A: No, I didn't. I ate at home.
 C: Did you make the soup?
 A: No, I didn't. My son made it.
 D: Did you . . . ?

School trips

A Pair work Add three more questions about school or work trips to the list. Then interview your partner. Take notes.

1. What was your favorite school or work trip?

2. How old were you?

3. How was the trip?

4. Was there anything bad about the trip?

5. Did you take a bus there?

6. Were you there all day?

7. Did you buy anything?

8. _____

9. _____

10. _____



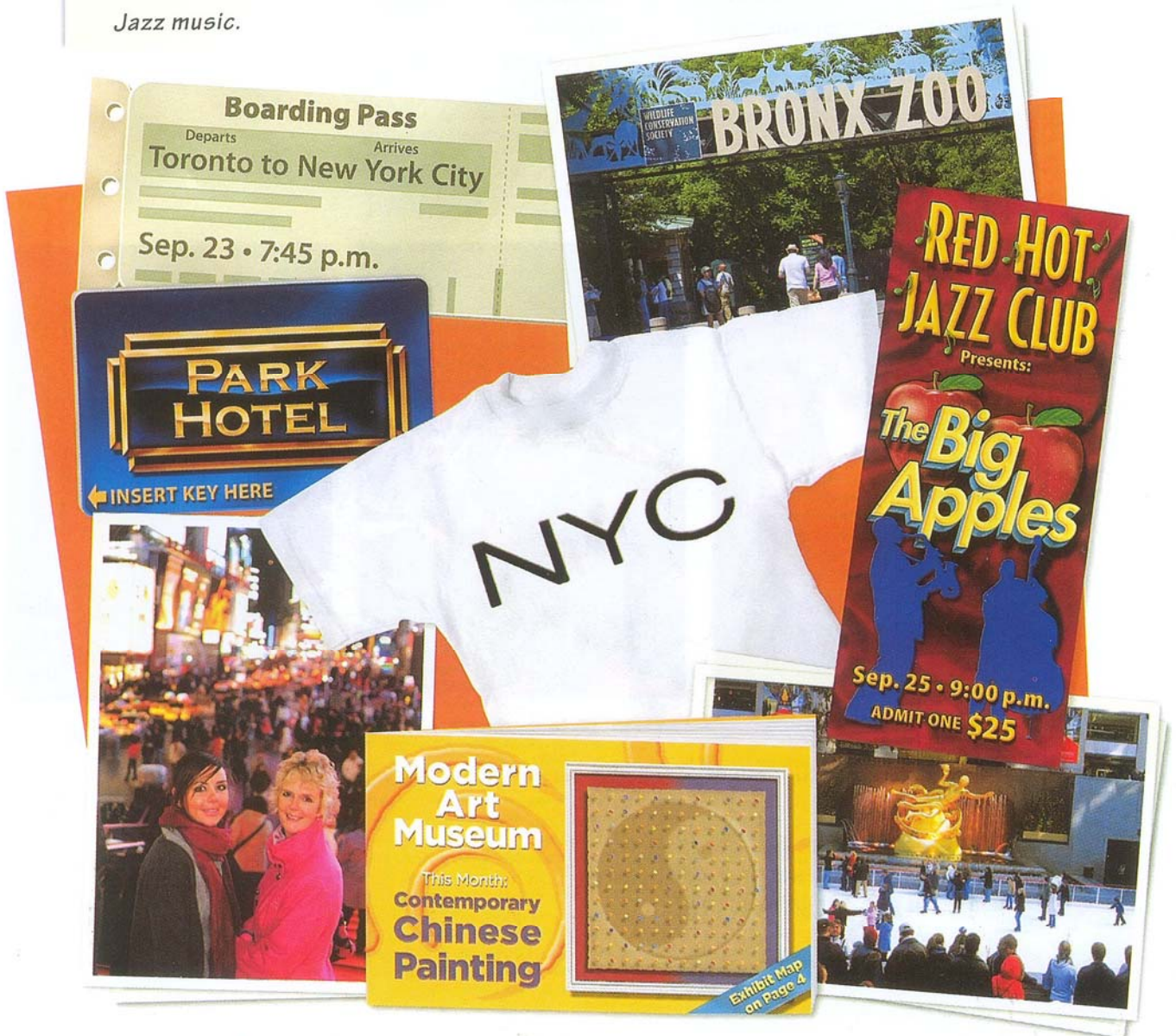
B Pair work Tell another classmate about your partner's answers.

"Michi's favorite school trip was to a cookie factory. She was ten years old. The trip was . . ."

What a vacation!

A Look at the items from Maggie's vacation. Write five questions and answers about her vacation.

1. *Where did Maggie go on vacation?*
New York City.
2. *What kind of music did she hear?*
Jazz music.

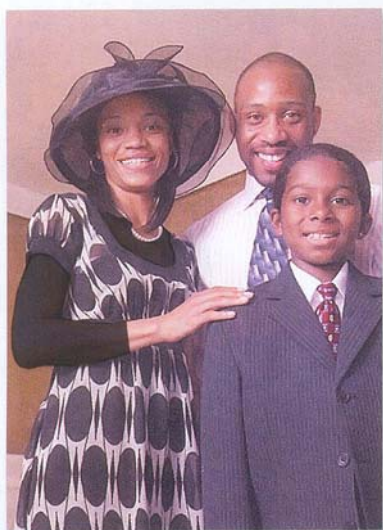


B Group work Cover the picture. Ask your questions. How many correct answers did your group get?

This weekend

A Make eight true sentences about your plans with the phrases below.

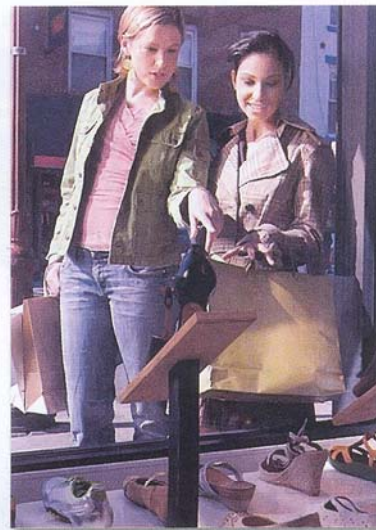
My plans	
	dress up
	eat out
	go to a concert
	go to bed late
I'm going to	go to the mall
I'm not going to	go window-shopping
	hang out
	study
	watch a movie
	work
	tonight
	this evening
	tomorrow
	this weekend
	next Monday
	next Friday



dress up



go to a concert



go window-shopping

B Pair work Tell your partner about your plans. Ask and answer questions for more information.

A: *I'm going to go to bed late tonight.*

B: *Are you going to watch a movie tonight?*

A: *No, I'm not. I'm going to study.*

Party planners

A Group work Plan an end-of-class party. Take notes.

Date of party	Time of party	Place of party
Food and drink	Decorations	Music



- A: *When are we going to have our party?*
 B: *Let's have it after class on Friday at 8:00.*
 C: *OK. Now, where are we going to have it?*
 D: *Let's have it here at the school.*

B Class activity Share your ideas. Ask and answer questions for more information.

- A: *We're going to have our party on Friday at 8:00.*
 B: *It's going to be here at our school.*
 C: *Which room is the party going to be in?*

C Class activity Vote for your favorite plan.

Irregular verbs

Base form	Simple past	Base form	Simple past
be	was, were	lose	lost
become	became	make	made
build	built	meet	met
buy	bought	pay	paid
can	could	read	read
choose	chose	ride	rode
come	came	run	ran
do	did	say	said
draw	drew	see	saw
drink	drank	sell	sold
drive	drove	send	sent
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
fly	flew	speak	spoke
get	got	spend	spent
give	gave	stand	stood
go	went	swim	swam
hang	hung	take	took
have	had	teach	taught
hear	heard	think	thought
hold	held	wear	wore
know	knew	win	won
leave	left	write	wrote

Answer key

Unit 9 Lesson A (page 144)

Keep talking! Neighbors



Credits

Illustration credits

Peter Ellis: 7, 16, 26, 106, 144, 153; Tom Garrett: 25, 31, 35, 55, 65, 89, 130; John Goodwin: 4, 20, 93, 95, 129, 138 (icons); Kim Johnson: 2, 3, 6, 10, 30, 40 (bottom), 50, 59, 67, 70, 90, 99, 110, 131, 132, 146, 151; Dean MacAdam: 41, 47, 60, 69, 80, 85, 100, 120 (bottom), 126, 127, 137, 143, 147; Michael Mantel: 39, 56, 109

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Windows XP, Vista, and 7

Click on **My Computer** and double-click on the disc drive letter or *Four Corners Self-study CD-ROM*. For Windows XP, go to **My Computer**. Right-click on the disc drive letter or *Four Corners Self-study CD-ROM*. Click on *Explore*. Double-click on *Install Four Corners to hard drive*, and then follow the instructions.

Mac OS X

Double-click on *Four Corners Self-study CD-ROM* to open it. Create a folder on your computer, and then copy the content of the CD-ROM into it. Double-click on *Four Corners Self-study CD-ROM Mac OS X*.

Insert the CD-ROM

Windows XP, Vista, and 7

Insert the *Four Corners Self-study CD-ROM* into your CD-ROM drive. If autoplay is not enabled, open **My Computer** and then double-click on the disc drive letter or *Four Corners Self-study CD-ROM*.

For Windows Vista and 7, double-click on *Run Four Corners from the CD-ROM*.

Mac OS X

Insert the *Four Corners Self-study CD-ROM* into your CD-ROM drive.

Double-click on the CD-ROM icon on your desktop to open it.

Double-click on *Four Corners Self-study CD-ROM Mac OS X*.

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Interactive practice activities

Practice a range of Grammar, Vocabulary, Interactions, Pronunciation, Listening, and Reading comprehension. Click on one of the unit numbers (1–12) at the top of the screen. Then choose an activity and click on it to start.

What's on the CD-ROM? (continued)

• Reference sections

Extra help and information in the sections on the left side of the screen. Click on *Vocabulary* for the definition, example, and pronunciation of the words on the CD-ROM. Click on *Grammar* for notes on all the grammar points and on *Interactions* for a list of the functional expressions. You can also add your notes to the items in these sections.

• My Test

Click on *My Test* on the left side of the screen and follow the instructions to create a quiz to test yourself on the grammar or vocabulary of a unit or set of units.

• Progress chart

Click *Progress* on the left side of the screen to see your score for each activity.

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- 512 MB of RAM (1 GB recommended for video)
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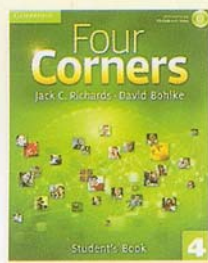
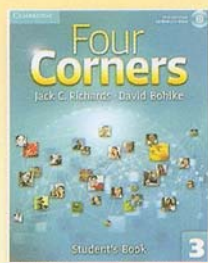
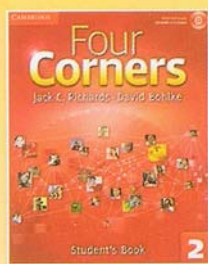
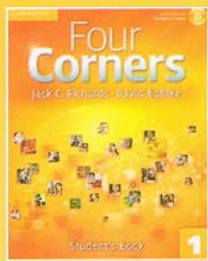
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