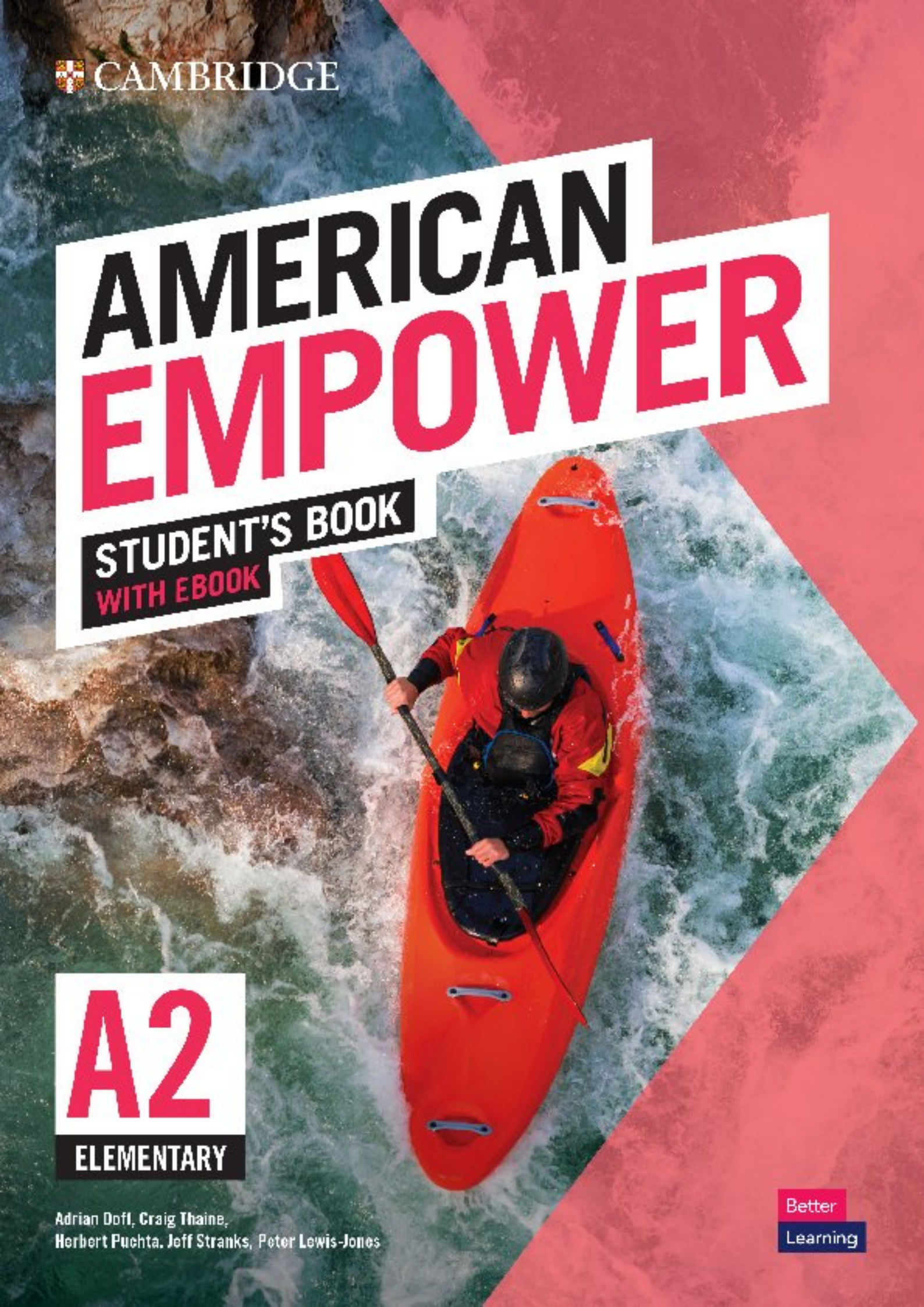
CAMBRIDGE

AMERICAN EMPOWER

STUDENT'S BOOK WITH EBOOK



A2

ELEMENTARY

Adrian Doff, Craig Thaine,
Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Better Learning

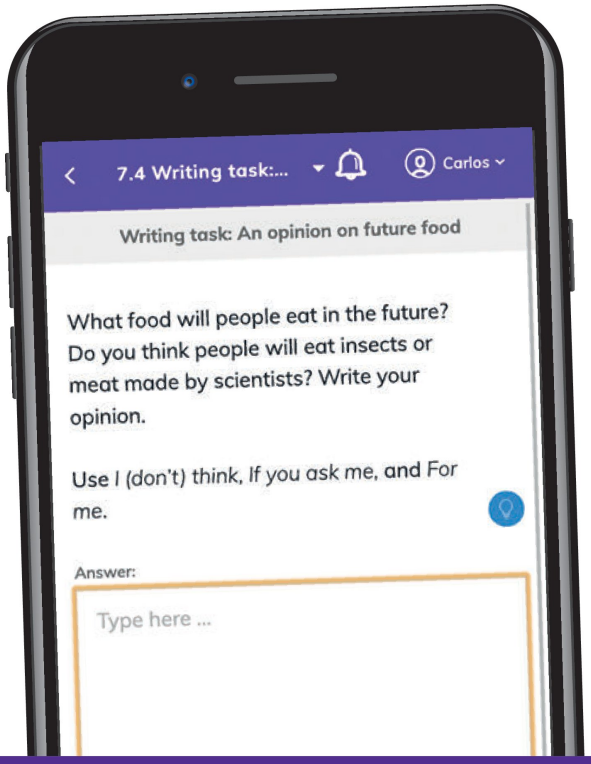
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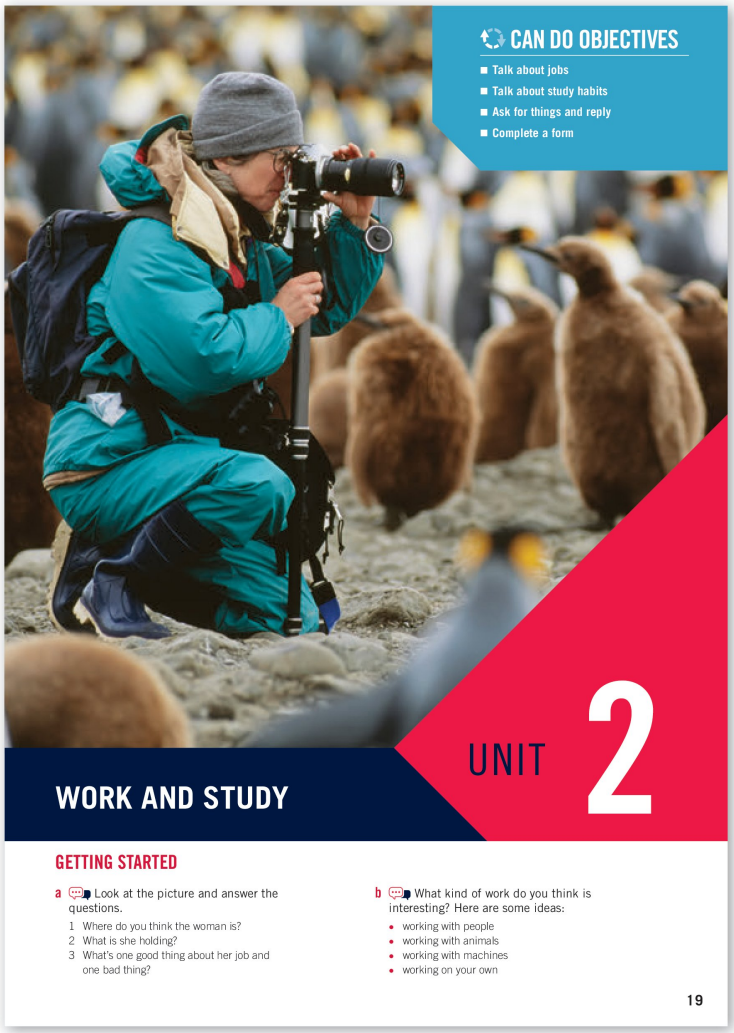
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

American Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you can trust.





Better Learning with *American Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights
Sustained motivation is key to successful language learning and skills development.

Content
Clear learning goals, thought-provoking images, texts, and speaking activities, plus video content to arouse curiosity.

Results
Content that surprises, entertains, and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.



2A SHE LOVES HER JOB

Learn to talk about jobs
G Simple present: affirmative and negative
V Jobs

1 READING

a Look at the picture. Answer the questions.
1 Where is this woman?
a in a park b at home c by a river
2 Do you think ... ?
a she's a tourist b she works here
3 What do you know about alligators?

b Read the article and check your answers.

c Choose the correct answers.
1 Most people *like* / *don't like* alligators.
2 Gabby Scampone *likes* / *doesn't like* alligators.
3 Alligators *like* / *don't like* people swimming near them.
4 It *is* / *is not* dangerous to give alligators food.
5 Gabby has *one job* / *two jobs*.

d Read the article again. Find two reasons why Gabby's work is interesting.

e Talk about the questions.
1 Would you like Gabby's job? Why / Why not?
2 What other unusual jobs do you know?

GATOR GIRL

Gabby Scampone with an alligator

Everglades Holiday Park is an animal park in the U.S. It's in Florida. It has birds, fish, and . . . alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, and they don't go too close to them!

Gabby Scampone is different. She lives in Florida, and she works at the park. She loves her job – and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous.

Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!

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UNIT 2

2 VOCABULARY Jobs

a Match words 1–9 with pictures a–i.
1 ☐ nurse 4 ☐ dentist 7 ☐ janitor
2 ☐ salesperson 5 ☐ pilot 8 ☐ photographer
3 ☐ police officer 6 ☐ engineer 9 ☐ taxi driver

b 02.01 Pronunciation Listen to the words and underline the stressed syllable.
police officer engineer photographer dentist

c Complete the sentences with jobs from 2a. Talk about your answers.
1 A(n) _____ has a dangerous job.
2 A(n) _____ has an easy job.
3 A(n) _____ has an exciting job.
4 The pay for a(n) _____ isn't very good.

d Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

3 GRAMMAR
Simple present: affirmative and negative

a 02.03 Look at the sentences from 1b and complete them with the verbs from the box. Listen and check.
catches come doesn't don't (x2) go attack think work works

	I / we / you / they	*he / she / it*
+	Tourists ____ to look at the alligators. Her parents ____ she's crazy.	She ____ at Everglades Holiday Park. She ____ wild alligators.
–	They ____ ____ too close to them. Alligators ____ ____ people.	Gabby ____ always ____ at the park.

b Underline more simple present verbs in the text in 1b. Make two lists: affirmative and negative forms.

c Now go to Grammar Focus 2A on p. 140.

d Underline the verbs in sentences 1–2.
1 She loves her job.
2 She catches wild alligators.

e 02.05 Pronunciation Which verb in 3d has an extra syllable when we add the letter *-s*? Listen and check.

f Underline the correct answers.
1 After the sounds /z/, /s/, /dʒ/ (spelled *j*), /ʃ/ (spelled *sh*), and /tʃ/ (spelled *ch*), we *don't add* / *add* an extra syllable.
2 We *don't add* / *add* an extra syllable after other sounds.

g 02.06 Listen to these verbs. Check (✓) the verbs that have an extra syllable.
☐ works ☐ eats ☐ teaches
☐ finishes ☐ listens ☐ stops
☐ catches ☐ uses ☐ watches

h Communication 2A Student A go to p. 130. Student B go to p. 133.

4 SPEAKING

a Think about your job or the job of someone you know. Write four sentences about the job: two affirmative (+) and two negative (–). Use the verbs in the box.
work drive have like study
speak go start leave know
+ I start work at 7:00 in the morning.
– I don't drive to work.

b Tell your partner your sentences. Can they guess the job?

c Tell other students about your partner's job. Can they guess it?
She starts work at ...

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2 Personalized and relevant

Insights
Language learners benefit from frequent opportunities to personalize their responses.

Content
Personalization tasks in every unit make the target language more meaningful to the individual learner.

Results
Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

> *"There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern."*
>
> **Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil**

Measurable progress

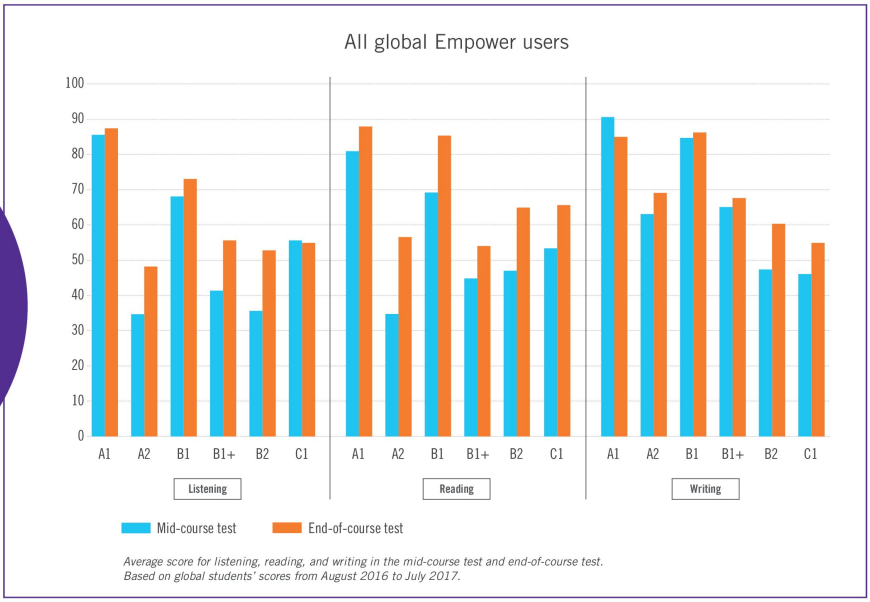
1 Assessment you can trust

Insights
Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

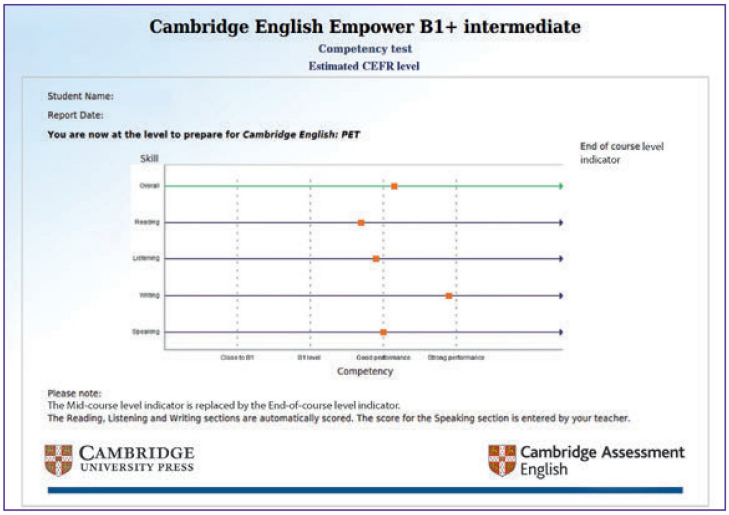
Content
End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

Results
Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



Average score for listening, reading, and writing in the mid-course test and end-of-course test. Based on global students' scores from August 2016 to July 2017.



> *We started using the tests provided with* Empower *and our students started showing better results from this point until now.*

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights
Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

Content
Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey, and the UK, to provide evidence of positive impact and progress.

Results
Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

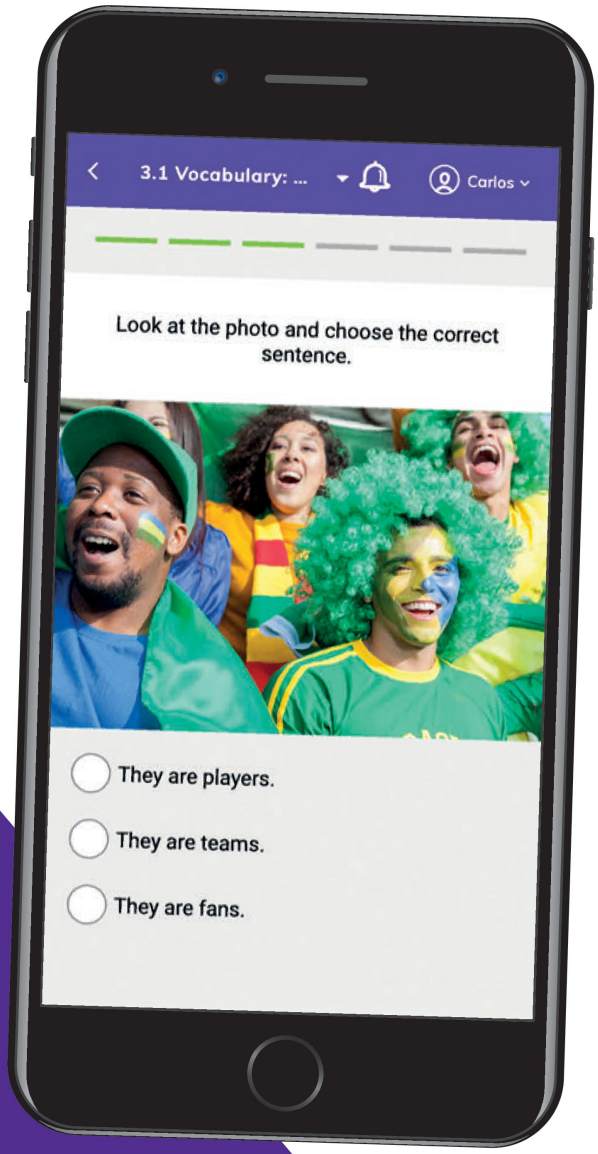
Manageable learning

1 Mobile friendly

Insights
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content
American Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results
Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



> *I had been studying English for 10 years before university, and I didn't succeed. But now with* Empower *I know my level of English has changed.*

Nikita, *Empower* Student, ITMO University, Saint Petersburg, Russia

2 Corpus-informed

Insights
Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content
Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results
Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights
It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content
Throughout the *American Empower* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice, and frequent opportunities for communicative spoken practice.

Results
Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.



2B DO YOU WORRY ABOUT EXAMS?

Learn to talk about study habits
G Simple present: questions and short answers
V Studying; Time

1 READING

a Ask and answer the questions.
1 Are you good at taking exams?
2 Do you worry about exams and tests?
3 Do you study a lot for an exam or test?

b Read comments 1–3 in the online chat and match them with pictures a–c.

c Read the comments again and answer the questions with a partner.
1 Which study habits are ...?
• useful • funny
2 Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

2 VOCABULARY Studying

a Look at the underlined words in questions 1–7. Match them with pictures d–j below.
1 Do you have a break in the middle of your English class?
2 Do you have a schedule for your study routine?
3 Do you take notes when you read something in English?
4 Do you get good grades in English tests?
5 How many weeks is a semester at your school?
6 Do you have an exam at the end of the year?
7 Do you study with your friends?

b Match the words in the box with 1–4. You can use some of the words more than once.

get good pass bad take fail

1 an exam 3 notes
2 grades 4 a test

c Ask and answer the questions in 2a.

CHAT Home Forums Articles Archives

Exam stress!
Hi guys! I have a big exam on Friday. It's really hard to study. I read my study notes for an hour, and then I watch really bad TV shows! What about you? Do you worry about exams? What are your study habits?
MIMI23

1 Yeah I hate tests. They're really difficult, and I can't always remember everything. I need to study every day and take a lot of notes. It's not easy, but it helps to listen to R&B music – really loud! It helps me think.
SOUL BOY2 REPLY

2 I agree – exams and tests are really, really hard. In my study breaks I play with my pet cat. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a cat to help them study!
CAT LOVERS REPLY

3 I think it helps to have a good study routine. I make a study schedule and that helps me to pass my exams. I always plan a lot of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short – about five or ten minutes. Then I go back to studying hard for one or two hours. Good grades come from a lot of hard work!
BOOKWORM8 REPLY

Tania and Jack

3 LISTENING

a 02.07 Jack talks to Tania about her study habits. Listen and check (✓) the things they talk about.
1 ☐ places to study 3 ☐ exams
2 ☐ hours of study 4 ☐ free time

b 02.07 Listen again. Complete the information about Tania's studies.
• Part-time or full-time student? • When?
• Hours a week? • Where?

4 VOCABULARY Time

a Match the times that Tania talks about with the clocks.
1 Usually at **eight thirty**...
2 ... last night at **a quarter after eleven**.

b Complete the sentences with the words in the box.

to after o'clock thirty

1 four ___
2 four ___
3 (a) quarter ___ four
4 (a) quarter ___ five

c Now go to Vocabulary Focus 2B on p. 164 for more practice with time vocabulary.

UNIT 2

5 GRAMMAR Simple present: questions

a 02.08 Look at the questions. Which is correct? Listen and check.
1 You a full-time student or a part-time student?
2 Are you a full-time student or a part-time student?
3 You are a full-time student or a part-time student?

b Complete the questions with one word.
___ you study engineering?
___ they like tests?

c 02.10 Jack asks Tania about her daughter, Ellie. Listen and complete the information about Ellie's studies.
• Hours a week?
• When?
• Where?

d Read the question Jack asks Tania.
Does she study more before an exam?
Look at the questions in 5b. How are they different? Why?

e Now go to Grammar Focus 2B on p. 140.

f 02.12 Put the questions in the correct order. Listen and check.
1 a week / do you study / hours / how many?
2 study grammar / or vocabulary / do you?
3 you / when / study / do?
4 study / do / where / you?

g 02.12 Pronunciation Notice the pronunciation of *do you* in each question. Can you hear both words clearly?

6 SPEAKING

a Look at the questions in 5f. Write another question about studying.

b Ask and answer your questions in 6a.

c Do you have any new ideas about studying now?

Natalia studies very early in the morning because she isn't very tired. I think it's a good idea, but I prefer to sleep!

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2 Beyond the classroom

> *There are plenty of opportunities for personalization.*
>
> **Elena Pro, Teacher, EOI de San Fernando de Henares, Spain**

Insights
Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

Content
American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results
This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview

Unit Opener

Getting started page – Clear learning objectives to give an immediate sense of purpose.

Lessons A and B

Grammar and Vocabulary – Input and practice of core grammar and vocabulary, plus a mix of skills.

Digital Workbook (online, mobile): Grammar and Vocabulary

Lesson C

Everyday English – Functional language in common, everyday situations.

Digital Workbook (online, mobile): Listening and Speaking

Unit Progress Test

Lesson D

Integrated Skills – Practice of all four skills, with a special emphasis on writing.

Digital Workbook (online, mobile): Reading and Writing

Review

Extra practice of grammar, vocabulary, and pronunciation. Also a "Review your progress" section for students to reflect on the unit.

Mid- / End-of-course test

Additional practice

Further practice is available for outside of the class with these components.

Digital Workbook (online, mobile)

Workbook (printed)

Components

Resources – Available on cambridgeone.org

- Audio
- Video
- Unit Progress Tests (Print)
- Unit Progress Tests (Online)
- Mid- and end-of-course assessment (Print)
- Mid- and end-of-course assessment (Online)
- Digital Workbook (Online)
- Photocopiable Grammar, Vocabulary, and Pronunciation worksheets

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Welcome!	Possessive adjectives; Question words; *a / an*; Regular plural forms	Numbers; The alphabet; Colors; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
Unit 1 People				
Getting started Talk about meeting people from other countries				
1A Talk about where you're from	*be*: affirmative and negative	Countries and nationalities	Syllables and word stress	
1B Talk about people you know	*be*: questions and short answers	Adjectives	Sound and spelling: /k/	
1C Ask for and give information			Intonation for checking; Consonant clusters	Asking for and giving information
1D Write an online profile				
Review and extension More practice		**WORDPOWER** *from*		
Unit 2 Work and study				
Getting started Talk about what kind of work you find interesting				
2A Talk about jobs	Simple present: affirmative and negative	Jobs	Word stress; *-s* endings	
2B Talk about study habits	Simple present: questions and short answers	Studying; Time	*do you*	
2C Ask for things and reply			Sound and spelling: *ou*	Asking for things and replying
2D Complete a form				
Review and extension More practice		**WORDPOWER** *work*		
Unit 3 Daily life				
Getting started Talk about what you do every day				
3A Talk about routines	Position of adverbs of frequency	Time expressions; Common verbs	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/;	
3B Talk about technology in your life	*do*, *go*, *have*	Technology	Word stress; Sound and spelling: /ʌ/, /oʊ/, and /u/	
3C Make plans			Main stress; Thinking about what you want to say	Making plans
3D Write an informal invitation				
Review and extension More practice		**WORDPOWER** Prepositions of time		
Unit 4 Food				
Getting started Talk about eating with your family				
4A Talk about the food you want	Count and noncount nouns; *a / an*, *some*, *any*	Food	Sound and spelling: *ea* Sound and spelling: /k/ and /g/	
4B Talk about the food you eat every day	Quantifiers: *much*, *many*, *a lot of*	Cooking		
4C Arrive at and order a meal at a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
4D Write a blog post about something you know how to do				
Review and extension More practice		**WORDPOWER** *like*		
Unit 5 Places				
Getting started Talk about what a good home is				
5A Talk about towns	*there is / there are*	Places in a city	Sound and spelling: /s/ and /z/ Sound and spelling: /b/ and /p/	
5B Describe rooms and furniture in your house	Possessive pronouns and possessive *-'s*	Furniture	Sound and spelling: vowels before *r*	
5C Ask for and give directions			Sentence stress	Asking for and giving directions
5D Write a description of your neighborhood				
Review and extension More practice		**WORDPOWER** Prepositions of place		
Unit 6 Family				
Getting started Talk about a family you know				
6A Talk about your family and your family history	Simple past: *be*	Family; Years and dates	Sound and spelling: /ʌ/; Sentence stress	
6B Talk about past activities and hobbies	Simple past: affirmative	Simple past irregular verbs	*-ed* endings; Sound and spelling: *ea*	
6C Leave a voicemail message and ask for someone on the phone			Sound and spelling: *a*	Leaving a voicemail message
6D Write a life story				
Review and extension More practice		**WORDPOWER** *go*		

Listening	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Social media posts about people you know	People you know	Notes about people you know
Checking into a hotel		Asking for and giving information; Checking understanding	Unit Progress Test
First day of an English class	Online profiles	Using social media sites	An online profile; Capital letters and punctuation
	An article about Gabby Scampone	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	Unit Progress Test
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an unusual workplace	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Technology in your life	Sentences about gadgets you have; Questions about gadgets you have
Making plans to go out		Making plans; Thinking about what you want to say	Unit Progress Test
A monologue about someone's family	Two informal emails	Plan a party	An informal email invitation; Inviting and replying
A conversation about buying food	An article about world markets	Buying food; The food you like and don't like	
A conversation about cooking	A factfile about Aarón Sánchez; Two personal emails	Cooking shows; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	Unit Progress Test
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog post about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what there is in a town
A conversation about a new home	An advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	Unit Progress Test
Three monologues about neighborhoods	A website about neighborhoods around the world	What makes a good neighborhood; Your neighborhood	A description of your neighborhood; Linking ideas with *and*, *but*, and *so*
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	Unit Progress Test
A monologue about someone's life story	A life story	Important years in your life	A life story about someone in your family; Linking ideas in the past

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Trips				
Getting started Talk about where you'd like to travel to				
7A Talk about past trips	Simple past: negative and questions	Transportation	*did you*; Sound and spelling: /ɔ/	
7B Talk about what you like and dislike about transportation	*love* / *like* / *don't mind* / *hate* + verb + *-ing*	Transportation adjectives	Word stress	
7C Say *excuse me* and *I'm sorry*			Intonation for saying *excuse me*; Emphasizing what we say	Saying *excuse me* and *I'm sorry*
7D Write an email about yourself				
Review and extension More practice		**WORDPOWER** *get*		
Unit 8 Healthy and in shape				
Getting started Talk about sports and exercise				
8A Talk about past and present abilities; Talk about sports and exercise	*can* / *can't*; *could* / *couldn't* for ability	Sports and exercise	*Can*, *can't*, *could*, and *couldn't*; Sound and spelling: /u/ and /ʊ/	
8B Talk about the body and getting in shape	*have to* / *don't have to*	Parts of the body; Appearance	*have to*; Word stress	
8C Talk about health and how you feel			Connecting words	Talking about health and how you feel
8D Write an article				
Review and extension More practice		**WORDPOWER** *tell* / *say*		
Unit 9 Clothes and shopping				
Getting started Talk about shopping in your town or city				
9A Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
9B Talk about the clothes you wear at different times	Simple present or present continuous	Clothes	Sound and spelling: *o*; Syllables	
9C Shop for clothes			Connecting words	Choosing clothes; Paying for clothes
9D Write a thank-you email				
Review and extension More practice		**WORDPOWER** *time*		
Unit 10 Communication				
Getting started Talk about how you use your cell phone				
10A Compare and talk about things you have	Comparative adjectives	IT collocations	Sentence stress	
10B Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
10C Ask for help			Main stress and intonation	Asking for help
10D Write a post expressing an opinion				
Review and extension More practice		**WORDPOWER** *most*		
Unit 11 Entertainment				
Getting started Talk about movies and TV shows you enjoyed when you were a child				
11A Ask and answer about entertainment experiences	Present perfect	Irregular past participles	Sentence stress; Sound and spelling: /ɜr/	
11B Talk about events you've been to	Present perfect or simple past	Music	Syllables	
11C Ask for and express opinions about things you've seen			Main stress and intonation	Asking for and expressing opinions
11D Write a review				
Review and extension More practice		**WORDPOWER** Multi-word verbs		
Unit 12 Travel				
Getting started Talk about photographs				
12A Talk about vacation plans	*be going to*	Geography	Syllables and word stress; Sentence stress	
12B Give advice about traveling	*should* / *shouldn't*	Travel collocations	*should* / *shouldn't*	
12C Use language for travel and tourism			Intonation to show surprise; Consonant clusters	Checking in at a hotel; Asking for tourist information
12D Write an email with travel advice				
Review and extension More practice		**WORDPOWER** *take*		

Phonemic symbols and Irregular verbs p. 129 | **Communication Plus** p. 130 | **Grammar Focus** p. 138 | **Vocabulary Focus** p. 162

Listening	Reading	Speaking	Writing
A conversation about traveling	Three stories about vacations	A trip around your country	Notes about a trip around your country
A conversation about transportation in Moscow	A webpage about city transportation around the world; Four reviews of transportation systems	Subways you know; Disagreeing about transportation; Transportation you use	Notes about transportation
Air travel		Saying *excuse me* and *I'm sorry*; Showing interest	Unit Progress Test
A conversation about choosing a homestay family	Two online profiles; An email from Alejandro	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with *after*, *when*, and *while*
A podcast about training for a marathon	An article about Paralympian Jonnie Peacock	Famous sporting events and people; Running and exercise; Present and past abilities	
Two monologues about exercise	An article about High Intensity Interval Training	Getting in shape; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	Unit Progress Test
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with *however*; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what people are wearing	Two blogs about living abroad; Text messages about what people are doing	Shopping; Festivals in your country; Clothes	Notes about what someone you know is wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	Unit Progress Test
Four monologues about giving presents	Two thank-you emails	The presents you like to get; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A conversation about telephones	An online discussion about headphones and earbuds	Headphones and earbuds; Telephones; Comparing two similar things	Notes about two similar things
A radio show about languages	A blog about languages	Languages; Blogs and language websites; High numbers	
Asking for help		Asking for help; Checking instructions	Unit Progress Test
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages; Social media posts	A post expressing an opinion; Linking ideas with *also*, *too*, and *as well*
A conversation about a magazine quiz	Three fact files about actresses; A magazine quiz about actresses; An article about actresses	Popular movies, TV shows, and books	Questions about movies, TV shows, and books
A conversation about music in Buenos Aires	An article about Buenos Aires	Buenos Aires; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions; Responding to an opinion	Unit Progress Test
A conversation about a movie	Three movie reviews	Movies	A movie review; Structuring a review
Two conversations about vacations	A webpage about vacations	Natural places; Important things when on vacation; Vacation plans	
Two monologues about things people like when traveling	An article about living in a different country	Living in a different country; Traveling and vacations; Giving advice about traveling	
A prize vacation		Checking in at a hotel; Asking for tourist information; Showing surprise	Unit Progress Test
A conversation about a planned vacation	An email with travel advice; An email asking for travel advice	Planning vacations; Vancouver	An email with travel advice; Paragraph writing

WELCOME!

G Possessive adjectives; Question words; *a/an*; Regular plural forms
V Numbers; The alphabet; Colors; Classroom objects and instructions







1 FIRST CONVERSATIONS

a 00.02–00.06 Listen to five short conversations. Match them with pictures a–e.

b 00.02–00.06 Listen again. Who says these sentences? Match them with pictures a–e.

1 [b] Nice to meet you.
2 [ ] How are you?
3 [ ] What's your name and address?
4 [ ] How do you spell that?
5 [ ] Can we pay, please?
6 [ ] Is that your apartment?



2 SAYING HELLO

a Read Conversation 1. Put the sentences in the correct order.

[ ] Hello. Nice to meet you. I'm Pedro.
[ ] Hello, Pedro. Nice to meet you.
[ ] Hello. I'm Tony, and this is my wife, Joanna.

00.02 Listen and check your answer.

b In pairs, say hello and say your name.

c In groups of four, say hello. Say your name and introduce your partner.

d 00.03 Read Conversation 2 and complete the sentences. Listen and check your answers.

fine thanks how

A Hi, Nick. [1]_____ are you?
B I'm [2]_____, thanks. And you?
A I'm OK, [3]_____.

e Meet other students. Have a conversation with two or three people in the class.

3 NUMBERS

a 00.04 Listen to Conversation 3. Complete the bill.

How much do they pay? $ ____

ITEM	NO.	PRICE
COFFEE	(2)	$ _____
ICE CREAM	(2)	$ _____
Total		$ _____

THANK YOU

b 00.07 Listen and circle the numbers you hear. Then say all the numbers.

13 15 16 17 12
30 50 60 70 20

c Choose the correct answer.

25 = twenty and five / twenty-five
61 = sixty-one / one and sixty
110 = a hundred ten / a hundred and ten

d Read the numbers aloud. Then say the next three numbers.

1, 2, 3, 4, …
10, 20, 30, …
15, 25, 35, …
31, 33, 35, …
50, 100, 150, …



e

4 THE ALPHABET

a 00.08 Listen to the letters of the alphabet and say them.

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

b **Pronunciation** Which letters have … ?

1 the same long sound as s**ee** /i/
2 the same long sound as d**ay** /eɪ/
3 the same short sound as **e**gg /ɛ/

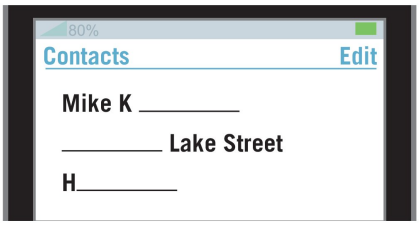
c Test a partner. Student A, point to a letter. Student B, say the letter.

d Say these colors and spell the words.



e Write two words you know in English. Say the word and ask your partner to spell it.

f 00.05 Listen to Conversation 4 and complete the name and address.



g Work in pairs. Student A, tell Student B:

- your first and last name
- your address

Student B, ask Student A to spell their name and address. Write the information down. Then switch roles.

How do you spell your … ?

5 POSSESSIVE ADJECTIVES

a 00.06 Read and listen to Conversation 5. Underline the correct answer.

A This is a nice photo. This is *my* / *your* wife and *his* / *her* brother.
B Oh, yes. Is that *our* / *your* apartment?
A Yes, that's *our* / *their* apartment in San Francisco.
B Mmm, it's very nice.

b Complete the chart.

our their her his

I live here.	This is my apartment.
Do you live here?	Is this your apartment?
He lives here.	This is _____ apartment.
She lives here.	This is _____ apartment.
We live here.	This is _____ apartment.
They live here.	This is _____ apartment.

c Complete the sentences with a word from the chart in 5b.

1 This is my brother. _____ name is Jorge.
2 Jenny and Phil are old friends, and that's _____ car.
3 That's a good photo of you. And is that _____ daughter?
4 In this photo, we're on vacation with _____ friends Sue and Bill.
5 I know that girl in the photo. What's _____ name?



6 CLASSROOM OBJECTS

a Match objects 1–10 with a–j in the picture.

1 a notebook
2 a dictionary
3 a projector
4 a question
5 a pen
6 a cupboard
7 a desk
8 a whiteboard
9 an answer
10 a textbook

b 00.09 **Pronunciation** Notice the stressed syllable in the words in 6a. Listen, then practice saying the words.

c When do we usually use *an*? Choose the correct answer.
a before *a*, *e*, *i*, *o*, *u* b before other letters

d Write *a* or *an* next to each word.


_____ book


_____ apple


_____ camera


_____ glass


_____ egg


_____ baby


_____ box


_____ ice cream cone

e Choose one of the words from 6a or 6d. Other students ask questions to guess the word.

Is it big? No. Is it white? No.

f Look at how words change in the plural. Complete the rules.

Singular → Plural	Rule
a pen → pens	Most words add _____ in the plural.
a baby → babies	Change a final *-y* to _____ and add _____.
a glass → glasses	If a word ends in *-s*, *-x*, *-sh*, or *-ch*, we add _____.

7 CLASSROOM INSTRUCTIONS

a 00.10 Listen and follow the instructions you hear. Then listen again. Which verbs do you hear each time?

open close look at read turn to write ask work

b 00.11 Underline the correct words. Listen and check.

1 *What's* / *Who's* this? An apple or an orange?
2 *When's* / *Where's* Tokyo?
3 *How* / *What* do you say this word?
4 *Who's* / *When's* the president?
5 *When's* / *What's* your English lesson?

c Match questions 1–4 with answers a–d.

1 What's "amigo" in English? a It's a bag you wear on your back.
2 How do you spell "night"? b "Duh-bl."
3 What's a "backpack"? c Friend.
4 How do you say this word? d N-I-G-H-T.

d Write a question like questions 1–4 in 7c. Then ask other students your question.

CAN DO OBJECTIVES

- Talk about where you're from
- Talk about people you know
- Ask for and give information
- Write an online profile



UNIT 1

PEOPLE

GETTING STARTED

a Look at the picture and answer the questions.

1 What different countries are the people from?

2 Why are they together?

- for a sports game
- for a party
- for a music concert

3 How do they feel? Here are some ideas:

a bored
b excited
c good
d happy
e sad
f tired

b When do you meet people from other countries? Here are some more ideas:

- on vacation
- in a language class
- never
- at work
- at parties

1A I'M FROM FRANCE

Learn to talk about where you're from

- G *be*: affirmative and negative
- V Countries and nationalities

1 LISTENING AND READING

a Look at pictures a–f and answer the questions.

1 What sport do all the people like?
2 Match countries 1–6 with pictures a–f.

1 ☐ Brazil		4 ☐ Japan	
2 ☐ Spain		5 ☐ Mexico	
3 ☐ Australia		6 ☐ France	

b 01.01 Listen and check. Practice saying the countries.

c 01.02 André and Valentina are at the World Cup. Listen and check (✓) the three things they talk about.

1 ☐ soccer		4 ☐ a city	
2 ☐ countries		5 ☐ TV	
3 ☐ food			

d 01.02 Listen again. Complete the conversation.

ANDRÉ Hi there! My name's André. What's your [1]_____?
VALENTINA I'm Valentina.
ANDRÉ Hi, Valentina! Where are you [2]_____? Colombia?
VALENTINA Yeah, you're right! I'm Colombian. I'm from Cartagena.
ANDRÉ Oh, yes! It's a really beautiful city.
VALENTINA Yes, I think so, too. So, [3]_____ are you from, André?
ANDRÉ Me? I'm from [4]_____. I'm French.
VALENTINA Oh, the French team's really good!
ANDRÉ Of course! We're [5]_____!

e Are sentences 1–4 true or false?

1 André and Valentina are friends.
2 Valentina is from Colombia.
3 André likes Cartagena.
4 Valentina says the soccer team from France is very bad.

f Underline the two nationalities in the conversation in 1d.









2 VOCABULARY
Countries and nationalities

a André says:

I'm from **France**. I'm **French**.

01.03 Find other pairs of countries and nationalities in the box below. Listen and check.

Co|lom|bi|a	Bra|zil|ian	Span|ish	Ja|pan
Co|lom|bi|an	Ger|many	Ja|pa|nese	Ger|man
Bra|zil	Spain		

b 01.03 **Pronunciation** Notice how many syllables each word has. Underline the stressed syllable in each word in the box in 2a.

c 01.03 Listen again and repeat.

d Make sentences about the people below with the words in 2a.

1 Valentina: She's *Colombian*. She's from _____.
2 The people in pictures a–f: They're _____.
They're from _____.

e Look at the conversation in 1d again. Complete the question. Then ask your partner.

_____ are you from?

I'm from _____.
I'm _____.

f Now go to Vocabulary Focus 1A on p. 162 for more countries and nationalities.





3 GRAMMAR
be: affirmative and negative

a 01.06 Listen to the next part of the conversation between André and Valentina. What do they talk about?

a their soccer teams
b the town where Andre is from

b 01.06 Underline the correct answers. Listen again and check.

1 André *'s* / *'s not* from Paris.
2 Valentina's friends *are* / *aren't* from Cartagena.
3 André and Valentina *are* / *aren't* in the hotel.
4 *It's* / *It's not* 8:00.

c Look at the pairs of sentences and complete the rules.

1 I'm from France. I'm not from Paris.
2 It's a town near Paris. It's not very big.
3 They're all in the hotel. They're not here.

To make *am*, *is*, and *are* negative, we add _____.
We often use contractions for the verb:
it **is** not = it**'s** not they **are** not = they**'re** not
I **am** not = I**'m** not

We sometimes use contractions for *not*:
It is**n't** = it's **not** they are**n't** = they're **not**
But never: ~~amn't~~

Her friends aren't at the game.
Valentina's sister isn't from Medellin.

d Complete the chart with the correct forms of the verb *be*.

Affirmative (+)	Negative (–)
I'm ____ from Cartagena.	I ____ French.
He ____ a really good player.	She ____ from Medellín.
They say they ____ tired.	They ____ at the game.

e Now go to Grammar Focus 1A on p. 138.

f André and Valentina talk more in the café. Add the verb *be* to make correct sentences.

André says: 1 My brother in college in Madrid.
2 My mother and father not here.

Valentina says: 3 Cartagena very hot in August.
4 My friends really interesting and fun.

g Write two affirmative and two negative sentences about you with the verb *be*. Make two of them false.

h Read your sentences to a partner and say if your partner's sentences are true or false.

4 SPEAKING

a **Communication 1A** Student A go to p. 130. Student B go to p. 133.

b Work in small groups. Tell other students:

- your name
- your hometown
- your country and nationality

1B SHE'S A WONDERFUL PERSON

Learn to talk about people you know

- G *be*: questions and short answers
- V Adjectives

1 READING

a Look at pictures a–d. Where do you think the people are?

b Read the texts and match them with pictures a–d. Are your ideas in 1a correct?

c Who do you think says sentences 1–4?

1 "I have four classes every day."
2 "It's fun to travel with friends."
3 "My family members live in different places."
4 "She speaks two languages – Spanish and Portuguese."

d Who would you like to meet: Suzi, James, Alex, or Saddah? Why?

Now Photo!









Suzi

This is me in Rio de Janeiro with my friend Claudia. She lives in Brazil, but she's from Spain. She's a wonderful person – very warm and kind.

view Suzi's photos leave Suzi a message

James

In this photo I'm chatting with my cousin, Eric. He lives in San Francisco. He's American, but I'm from England – Eric's mother and my father are brother and sister. Eric is a really nice guy, and he's a great doctor. He's well known in his part of San Francisco.

view James's photos leave James a message

Alex

In this photo, I'm on vacation with my friend Tom. He's a fantastic friend, and he's very cool. He's a great person to be on vacation with.

view Alex's photos leave Alex a message

Saddah

This is my coworker Maram. We're teachers, and we work together in a school. She's quiet, but she's really friendly. She's also very popular with her students.

view Saddah's photos leave Saddah a message

2 VOCABULARY Adjectives

a Look at the sentence. The underlined words are adjectives. Are they about Rio de Janeiro or Claudia?

She's a wonderful person – very warm and kind!

b Underline eight more adjectives in the texts. Then put them in the correct blanks.

1 very good: _____, _____, _____
2 nice: *warm*, _____, _____
3 famous: _____
4 he/she doesn't talk much: _____
5 people like him/her: _____

c **Pronunciation** Three words in the texts have the /k/ sound:

kind cool quiet

Underline the /k/ sound in these words. Which two words do not have /k/?

cold car cheap kitchen like
coffee quick back key know
come make school cat

d Talk about people you know. Use adjectives from 2b.

My friend Emma's very friendly and very popular.

My best friend Joe's a cool guy.

My aunt Sophia's fantastic – she's a very warm and friendly woman.

e Now go to Vocabulary Focus 1B on p. 163 for more adjectives.

3 LISTENING

a 01.10 Listen to the conversation. Complete the nationalities (1–3) on the profiles below.

b 01.10 Listen again. Complete the profiles with adjectives 4–6.



Name: Roman
Nationality 1_____
Personality 4_____



Names: Diego and Mia
Nationality 2_____
Personality 5_____



Name: Laura
Nationality 3_____
Personality 6_____

4 GRAMMAR *be*: questions and short answers

a 01.11 Complete the answers with the words in the box. Listen and check.

're not 's not is are

1 Is she Italian? No, she _____. She's from Spain.
2 Is he from Poland? Yes, he _____.
3 Are they married? Yes, they _____.
4 Are they Brazilian? No, they _____. They're from Mexico.

b Complete the chart with the correct forms of the verb *be*.

Questions (?)	Short answers	
Are you Australian?	Yes, I am.	No, I'm not.
_____ you Brazilian?	Yes, we are.	No, we're not./we aren't.
_____ he/she Turkish?	Yes, he/she _____.	No, he/she _____.
_____ they Ecuadorian?	Yes, they _____.	No, they _____.

c Now go to Grammar Focus 1B on p. 138.

d 01.13 Complete the conversations. Use contractions *'s (not)* and *'re (not)* if possible. Listen and check.

A My friend Tony 1 's English. He 2_____ very kind.
B 3_____ he from London?
A Yes, he 4_____.

A My friends, Joe and Mel, 5_____ American. They 6_____ very warm and friendly.
B 7_____ they married?
A No, they 8_____ not. They 9_____ just good friends.

5 SPEAKING

a Write down words about friends, family, and famous people you know from other countries.

Camilla – British, cool, popular *Gabriel – Mexican, quiet, kind*

b Talk about the people you know. Look at the conversations in 4d to help you.

1C EVERYDAY ENGLISH
What's your last name?

Learn to ask for and give information
- S Checking understanding
- P Consonant clusters

1 LISTENING

a 01.14 Listen to Part 1. Choose the correct answers to complete the sentences.

1 Jenny wants to
  a see the city. b go to the hotel.
2 Richard wants to
  a look at the water. b sleep.
3 It's after nine o'clock
  a in the morning. b at night.

b 01.15 Richard and Jenny talk to the hotel receptionist. Listen to Part 2. What does Jenny want to do? Choose the correct answer.

a join a gym c take a yoga class
b sleep

c 01.15 Listen to Part 2 again. Are the sentences true or false? Correct the false sentences.

1 The class starts at 6:30.
2 Jenny and Richard want to go to the yoga class.
3 The fitness center is on the third floor.



2 USEFUL LANGUAGE
Asking for and giving information

a Who says sentences 1–7 at a hotel: the receptionist (*R*) or a guest (*G*)?

1 When's the first class?	a Taylor.
2 Do you have an exercise room?	b You're welcome.
3 How can I help you?	c T-A-Y-L-O-R.
4 Thanks for your help.	d It's at six thirty.
5 Can you spell that, please?	e It's in the fitness center on the second floor.
6 And where's the class?	f Hi. We're checking in.
7 What's your last name?	g We do. And yoga classes, too.

b 01.15 Match 1–7 with a–g. Listen to Part 2 again and check.

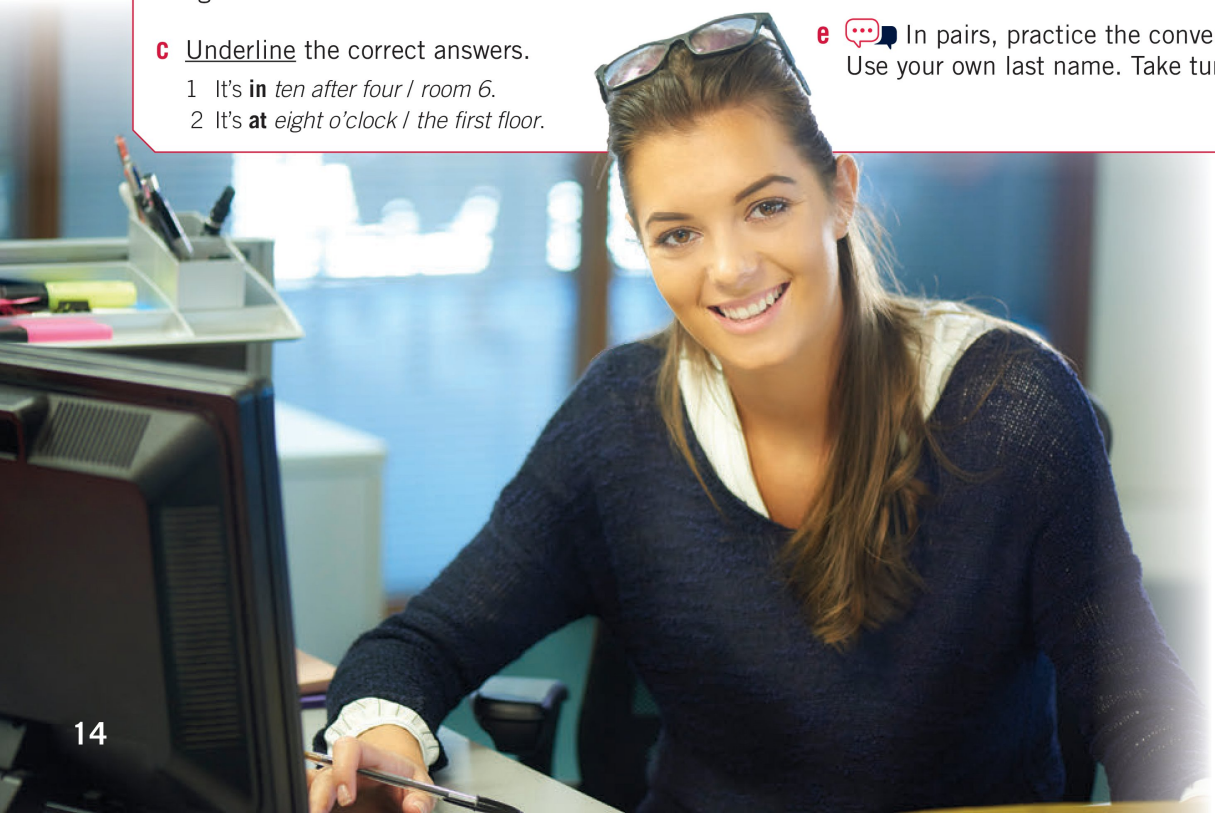
c Underline the correct answers.

1 It's **in** *ten after four* / *room 6*.
2 It's **at** *eight o'clock* / *the first floor*.

d 01.16 A is a receptionist and B wants information. Complete the conversation. Look at 2a and 2b to help you. Listen and check.

A Hello. How can I [1]_____ you?
B I'd [2]_____ to take a computer class.
A No problem.
B When's the first class?
A It's tomorrow at eight o'clock.
B And [3]_____ the class?
A It's in room 5.
B Great. Can I sign up for the class?
A Certainly. [4]_____ your last name?
B Moore.
A Can you [5]_____ that, please?
B M–O–O–R–E.
A Thank you. Enjoy the class.

e In pairs, practice the conversation in 2d. Use your own last name. Take turns being A and B.





3 LISTENING

a 01.17 Listen to Part 3. Are the sentences true or false? Correct the false sentences.

1 It's 6:30 in the morning.
2 Jenny is tired.
3 Jenny wants to see San Francisco now.
4 Richard wants to see San Francisco now.

b When do you like to exercise?

- before work / school
- after work / school
- at lunchtime
- never

4 CONVERSATION SKILLS
Checking understanding

a Complete the mini-conversations with the words in the box.

so that's excuse me

SONIA It's at seven twenty.
LEO [1]_____?
SONIA 7:20.

SONIA It's on the fourth floor.
LEO [2]_____ 7:20 on the fourth floor.

b Which expression in 4a means:

1 I'm not sure and I want to check.
2 I don't understand. Can you say that again?

c 01.18 **Pronunciation** Listen to what Leo says in 4a. Does the intonation go up ↗ or down ↘ on 1 and 2?

d Work in pairs. Use the dialogue map to practice checking understanding. Take turns being A and B.

A: Tell each other your last name and spell it. → B: Answer with *excuse me.*
A: Repeat the information.

5 PRONUNCIATION
Consonant clusters

a 01.19 Listen to the time. Notice how the consonant clusters in **bold** are pronounced.

ei**ght** o'**cl**o**ck**
/t/ /kl//k/

b 01.20 Listen to the words below. How many consonant sounds do the letters in **bold** have?

three si**x** ei**ght**y

c 01.21 Practice saying these times. Listen and repeat.

1 seven o'clock (7:00)
2 six ten (6:10)
3 eight twenty (8:20)
4 three forty (3:40)
5 six thirty (6:30)
6 twelve twenty (12:20)

6 SPEAKING

a **Communication 1C** Student A go to p. 131. Student B go to p. 133.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1D SKILLS FOR WRITING

I'm Carla and I'm from Mexico

Learn to write an online profile

W Capital letters and punctuation

1 SPEAKING AND LISTENING

a Ask and answer the questions.

1 Do you use a social media site?
2 Do you have an online profile?
3 Which of the following information is on it?

- your name
- your age
- your nationality
- where you live
- your job
- things you like

b Look at Kate's and Carla's profiles and complete the chart with yes (✓), no (✗), or don't know (DK).

She's …	20 years old	from Chicago	Mexican	a teacher	a student
Kate	DK				
Carla	✓				

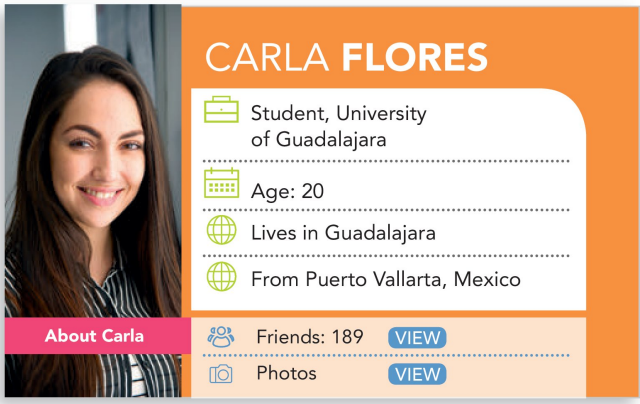
c 01.22 The people in the picture are in an English class. Listen and answer the questions.

1 Is this the first or the last day of the class?
2 What city are they in?

d 01.22 Listen again. Complete the chart.

Name	Country	One other thing we know
Kate and Mike	the U.S.	They're _____.
Carla	Mexico	She's a _____.
Masato		English is _____ for his work.
Carmen		She's a computer science _____ .
Orhan		His _____ is in Chicago.
Marisa		Her _____ is in Chicago.





e Work in groups of five or six. It's your first day at International College.

Student A: You're the teacher.
The others: You're one of the students in the picture.

Say who you are and say one more thing.

I'm Martina.
My hometown is Puebla.



2 READING

a Read Kate and Carla's profiles for the new class. Underline any new information.



I'm Kate Marks. I'm from Royal Oak. It's a small city near Detroit, Michigan, in the U.S. I live in Chicago, and I'm a teacher at International College. I'm married, and I have two young children: a boy and a girl.

I like languages, music, and movies.

< Back



I'm Carla Flores. I'm Mexican. I'm from Puerto Vallarta, but I study marketing at the University of Guadalajara. It's my first time in Chicago and I'm very happy to be here. Are other people new to Chicago?

I like running, swimming, and yoga.

< Back

3 WRITING SKILLS
Capital letters and punctuation

a Look at the profiles in 2a. Check (✓) the words that have capital letters.

1 ☐ first names of people
2 ☐ last names of people
3 ☐ names of companies, schools, universities
4 ☐ names of countries and nationalities
5 ☐ names of sports
6 ☐ names of towns or cities
7 ☐ all nouns
8 ☐ all words at the start of a sentence
9 ☐ the word *I*

b *I'm = I am.* What are the full forms of these contractions?

1 it's
2 she's
3 you're
4 isn't
5 aren't

c Correct the words. Add an apostrophe (') to each word.

1 Im
2 arent
3 isnt
4 hes
5 were
6 theyre

d Look at the commas (,) and periods (.) in the online profiles. Which do we use … ?

a at the end of a sentence
b after words in a list

e Correct the sentences. Add capital letters and punctuation (. , ' ?).

i live in paris its amazing ➔ I live in Paris. It's amazing.

1 im from shanghai its a big city in china
2 i like basketball old cars and jazz
3 im a french teacher in australia
4 this isnt my first time in miami
5 are all the teachers american

4 WRITING

a Write a profile about yourself. Use the profiles in 2a to help you. Give this information:

- your name
- your nationality
- your hometown
- your job
- what you like

b Switch profiles with another student and check the capital letters and punctuation.

Update Your Profile

Add Photo

Upload File Take a Photo

I'm _____

I like _____

Save

UNIT 1
Review and extension

1 VOCABULARY

a Complete the sentences with the correct nationality word.

1 Vera's from Rio de Janeiro. She's _____.
2 Pedro's from Quito. He's _____.
3 Kurt and Erika are from Berlin. They're _____.
4 Ellen's from Melbourne. She's _____.
5 Claude and Sabine are from Paris. They're _____.
6 Takashi's from Tokyo. He's _____.

b Complete the text about Vera with the correct adjective.

Vera's family members are all [1]f_____c. Her mother's [2]w_____m and [3]k_____d, and her father is very [4]n_____e. He's a [5]g_____t doctor. Her sister Pia is [6]q_____t, but she's very [7]f_____y.

2 GRAMMAR

a Complete the text with the correct form of the verb *be*. Use contractions where possible.

Hi. I [1]_____ Paolo and I [2]_____ from Sydney, Australia. I [3]_____ a college student. I [4]_____ really lucky because I live near my sister Barbara. She [5]_____ an English teacher, and she [6]_____ very popular with her students. She [7]_____ very kind and friendly. We [8]_____ Australian, but our parents [9]_____ from Italy. They [10]_____ doctors.

b Write questions for the answers. Use the word in italics to start your question.

1 *Are ...?* No, I'm not. I'm Brazilian.
2 *Is ...?* Yes, she's very kind.
3 *Are ...?* No, they aren't. They're from Germany.
4 *What's ...?* My name's Abdul Aziz.
5 *Where ...?* I'm from Venezuela.

c Write questions and short answers.

1 you Ecuadorian?	Yes
2 she your sister?	No
3 they friendly?	Yes
4 you both from the U.S.?	No
5 he well known?	No

d Complete the conversation with one word in each blank. A contraction (*I'm, you're, he's*) is one word.

A Hello. What's [1]_____ name?
B I'm Juan.
A [2]_____ you from Mexico?
B Yes,[3]_____ from Jalisco.
A And that woman over there. Is [4]_____ your sister?
B No, she [5]_____. She's a student at my school.
A OK. And [6]_____ she from?
B She's Italian. [7]_____ from Venice.

e Practice the conversation in 2d with a partner and use your own personal information.

3 WORDPOWER *from*

a Match sentences 1–4 with pictures a–d.

1 Is the flight **from** Hong Kong here?
2 I'm not American. I'm **from** Canada.
3 The stores are open **from** 9:00 a.m. to 6:00 p.m.
4 My house is about five kilometers **from** downtown.

a 

b 

c 

d 

b Match examples 1–4 in 3a with rules a–d.

We use ***from*** to talk about:
a times
b a starting place
c our country or city
d how far away something is

c Match sentences 1–4 with rules a–d in 3b.

1 Our lunch break is from 12:30 to 1:30.
2 Our hotel's about five kilometers from the airport.
3 The plane from Paris is now at gate two.
4 I'm from Argentina.

d Add *from* in the correct place in these sentences.

1 This postcard is New Zealand.
2 Breakfast is seven o'clock to ten o'clock every morning.
3 The bank's only 200 meters here.

e Put the phrases in the correct order to make sentences.

1 from / Denmark / I'm
2 open from / the supermarket's / 7:30 a.m. to 9:30 p.m.
3 my place is / from school / two kilometers

f Are the sentences in 3e true for you? Change them to make them true.

I'm not from Denmark. I'm from Australia.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
talk about where I'm from	☐
talk about people I know	☐
ask for and give information	☐
write an online profile	☐



CAN DO OBJECTIVES

- Talk about jobs
- Talk about study habits
- Ask for things and reply
- Complete a form

UNIT 2

WORK AND STUDY

GETTING STARTED

a Look at the picture and answer the questions.

1 Where do you think the woman is?
2 What is she holding?
3 What's one good thing about her job and one bad thing?

b What kind of work do you think is interesting? Here are some ideas:

- working with people
- working with animals
- working with machines
- working on your own

2A SHE LOVES HER JOB

Learn to talk about jobs

- G Simple present: affirmative and negative
- V Jobs

1 READING

a Look at the picture. Answer the questions.

1 Where is this woman?
   a in a park
   b at home
   c by a river
2 Do you think … ?
   a she's a tourist
   b she works here
3 What do you know about alligators?

b Read the article and check your answers.

c Choose the correct answers.

1 Most people *like* / *don't like* alligators.
2 Gabby Scampone *likes* / *doesn't like* alligators.
3 Alligators *like* / *don't like* people swimming near them.
4 It *is* / *is not* dangerous to give alligators food.
5 Gabby has *one job* / *two jobs*.

d Read the article again. Find two reasons why Gabby's work is interesting.

e Talk about the questions.

1 Would you like Gabby's job? Why / Why not?
2 What other unusual jobs do you know?



Gabby Scampone with an alligator

GATOR GIRL

Everglades Holiday Park is an animal park in the U.S. It's in Florida. It has birds, fish, and . . . alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, and they don't go too close to them!

Gabby Scampone is different. She lives in Florida, and she works at the park. She loves her job – and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous.



Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!

2 VOCABULARY Jobs

a Match words 1–9 with pictures a–i.

1 ☐ nurse
2 ☐ salesperson
3 ☐ police officer
4 ☐ dentist
5 ☐ pilot
6 ☐ engineer
7 ☐ janitor
8 ☐ photographer
9 ☐ taxi driver

b 02.01 **Pronunciation** Listen to the words and underline the stressed syllable.

police officer engineer photographer dentist

c Complete the sentences with jobs from 2a. Talk about your answers.

1 A(n) _____ has a dangerous job.
2 A(n) _____ has an easy job.
3 A(n) _____ has an exciting job.
4 The pay for a(n) _____ isn't very good.

d Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

3 GRAMMAR
Simple present: affirmative and negative

a 02.03 Look at the sentences from 1b and complete them with the verbs from the box. Listen and check.

catches come doesn't don't (x2) go attack think work works

	I / we / you / they	*he / she / it*
+	Tourists ____ to look at the alligators. Her parents ____ she's crazy.	She ____ at Everglades Holiday Park. She ____ wild alligators.
–	They ____ ____ too close to them. Alligators ____ ____ people.	Gabby ____ always ____ at the park.

b Underline more simple present verbs in the text in 1b. Make two lists: affirmative and negative forms.

c Now go to Grammar Focus 2A on p. 140.

d Underline the verbs in sentences 1–2.

1 She loves her job.
2 She catches wild alligators.

e 02.05 **Pronunciation** Which verb in 3d has an extra syllable when we add the letter *-s*? Listen and check.

f Underline the correct answers.

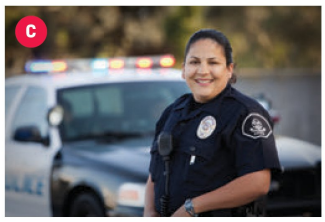
1 After the sounds /z/, /s/, /dʒ/ (spelled *j*), /ʃ/ (spelled *sh*), and /tʃ/ (spelled *ch*), we *don't add* / *add* an extra syllable.
2 We *don't add* / *add* an extra syllable after other sounds.

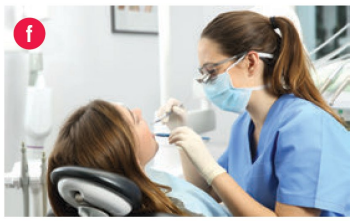
g 02.06 Listen to these verbs. Check (✓) the verbs that have an extra syllable.

☐ works ☐ eats ☐ teaches
☐ finishes ☐ listens ☐ stops
☐ catches ☐ uses ☐ watches

h **Communication 2A** Student A go to p. 130. Student B go to p. 133.








4 SPEAKING

a Think about your job or the job of someone you know. Write four sentences about the job: two affirmative (+) and two negative (–). Use the verbs in the box.

work drive have like study
speak go start leave know

+ I start work at 7:00 in the morning.
– I don't drive to work.

b Tell your partner your sentences. Can they guess the job?

c Tell other students about your partner's job. Can they guess it?

She starts work at …

2B DO YOU WORRY ABOUT EXAMS?

Learn to talk about study habits

- G Simple present: questions and short answers
- V Studying; Time

1 READING

a Ask and answer the questions.

1 Are you good at taking exams?
2 Do you worry about exams and tests?
3 Do you study a lot for an exam or test?

b Read comments 1–3 in the online chat and match them with pictures a–c.

c Read the comments again and answer the questions with a partner.

1 Which study habits are ... ?
- useful
- funny

2 Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

2 VOCABULARY Studying

a Look at the underlined words in questions 1–7. Match them with pictures d–j below.

1 Do you have a break in the middle of your English class?
2 Do you have a schedule for your study routine?
3 Do you take notes when you read something in English?
4 Do you get good grades in English tests?
5 How many weeks is a semester at your school?
6 Do you have an exam at the end of the year?
7 Do you study with your friends?

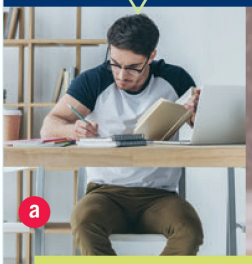
b Match the words in the box with 1–4. You can use some of the words more than once.

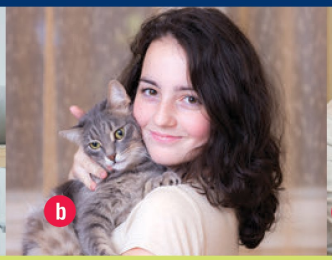
get	good	pass	bad	take	fail

1 an exam
2 grades
3 notes
4 a test

c Ask and answer the questions in 2a.

CHAT Home Forums Articles Archives


a


b


c

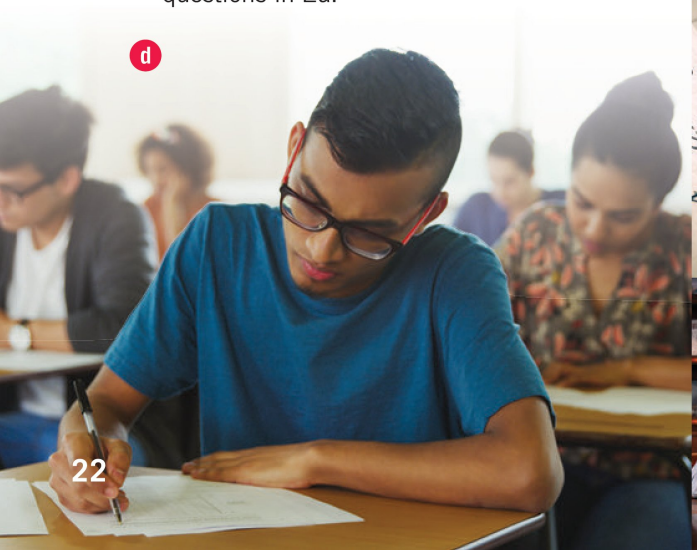
Exam stress!

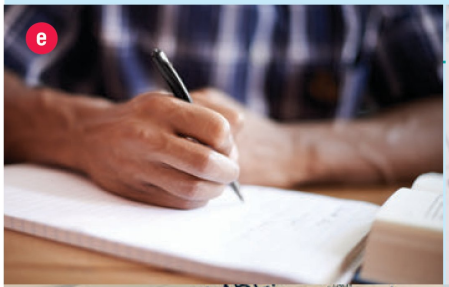
Hi guys! I have a big exam on Friday. It's really hard to study. I read my study notes for an hour, and then I watch really bad TV shows! What about you? Do you worry about exams? What are your study habits? **MIMI23**

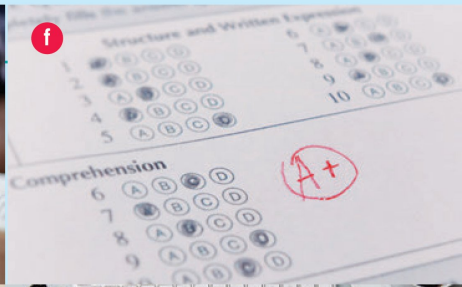
1 Yeah I hate tests. They're really difficult, and I can't always remember everything. I need to study every day and take a lot of notes. It's not easy, but it helps to listen to R&B music – really loud! It helps me think.
SOUL BOY2 REPLY

2 I agree – exams and tests are really, really hard. In my study breaks I play with my pet cat. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a cat to help them study!
CAT LOVER5 REPLY

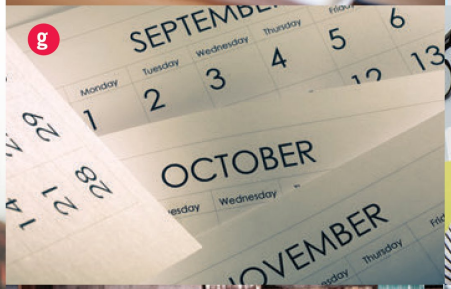
3 I think it helps to have a good study routine. I make a study schedule and that helps me to pass my exams. I always plan a lot of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short – about five or ten minutes. Then I go back to studying hard for one or two hours. Good grades come from a lot of hard work!
BOOKWORM8 REPLY


d


e



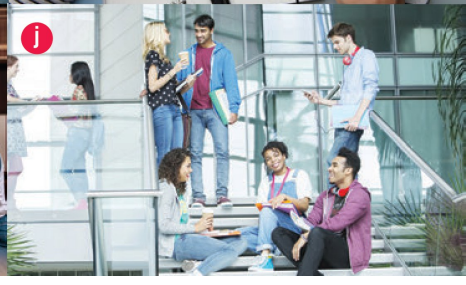
f



g


h


i


j


Tania and Jack

3 LISTENING

a 02.07 Jack talks to Tania about her study habits. Listen and check (✓) the things they talk about.

1 ☐ places to study
2 ☐ hours of study
3 ☐ exams
4 ☐ free time

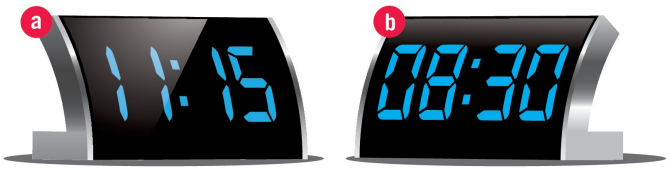
b 02.07 Listen again. Complete the information about Tania's studies.

- Part-time or full-time student?
- Hours a week?
- When?
- Where?

4 VOCABULARY Time

a Match the times that Tania talks about with the clocks.

1 Usually at **eight thirty**…
2 … last night at **a quarter after eleven**.



b Complete the sentences with the words in the box.

to	after	o'clock	thirty

1 four ____ 
2 four ____ 
3 (a) quarter ____ four 
4 (a) quarter ____ five 

c Now go to Vocabulary Focus 2B on p. 164 for more practice with time vocabulary.

5 GRAMMAR Simple present: questions

a 02.09 Look at the questions. Which is correct? Listen and check.

1 You a full-time student or a part-time student?
2 Are you a full-time student or a part-time student?
3 You are a full-time student or a part-time student?

b Complete the questions with one word.

____ … you study engineering?
____ … they like tests?



c 02.10 Jack asks Tania about her daughter, Ellie. Listen and complete the information about Ellie's studies.

- Hours a week?
- When?
- Where?

d Read the question Jack asks Tania.

Does she study more before an exam?

Look at the questions in 5b. How are they different? Why?

e Now go to Grammar Focus 2B on p. 140.

f 02.12 Put the questions in the correct order. Listen and check.

1 a week / do you study / hours / how many?
2 study grammar / or vocabulary / do you?
3 you / when / study / do?
4 study / do / where / you?

g 02.12 **Pronunciation** Notice the pronunciation of *do you* in each question. Can you hear both words clearly?

6 SPEAKING

a Look at the questions in 5f. Write another question about studying.

b Ask and answer your questions in 6a.

c Do you have any new ideas about studying now?

Natalia studies very early in the morning because she isn't very tired. I think it's a good idea, but I prefer to sleep!

2C EVERYDAY ENGLISH
I'd like a latte

Learn to ask for things and reply
- S Reacting to news
- P Sound and spelling: *ou*

1 LISTENING

a Look at the pictures. Where are Martina and Tomás?

1 at school 2 at work 3 in a coffee shop

b 02.13 Listen to Part 1 and check your answer in 1a.

c Work in pairs. Choose the correct answers.

1 Tomás orders a *small* / *large* coffee, a *small* / *large* latte, and *one muffin* / *two muffins*.
2 It costs *$7.25* / *$8.25*.
3 Martina asks Tomás for *help* / *a croissant*.

d 02.13 Listen to Part 1 again and check your answers in 1c.

e 02.14 Listen to Part 2. What does Martina need help with? Choose one answer.

She asks Tomás to help her ... .
a pay for school b study for a test c make dinner

f 02.14 Listen to Part 2 again. Are the sentences true or false? Correct the false sentences.

1 Martina asks Tomás for help.
2 Tomás is free tonight.
3 Martina isn't free on Friday.
4 Martina's test is on Friday.

g Where do you usually meet friends and family?

- in your home
- in their home
- in a coffee shop
- in a different place





2 USEFUL LANGUAGE
Asking for things and replying

a Look at these ways to ask for things. Who says them: Tomás (*T*) or Martina (*M*)?

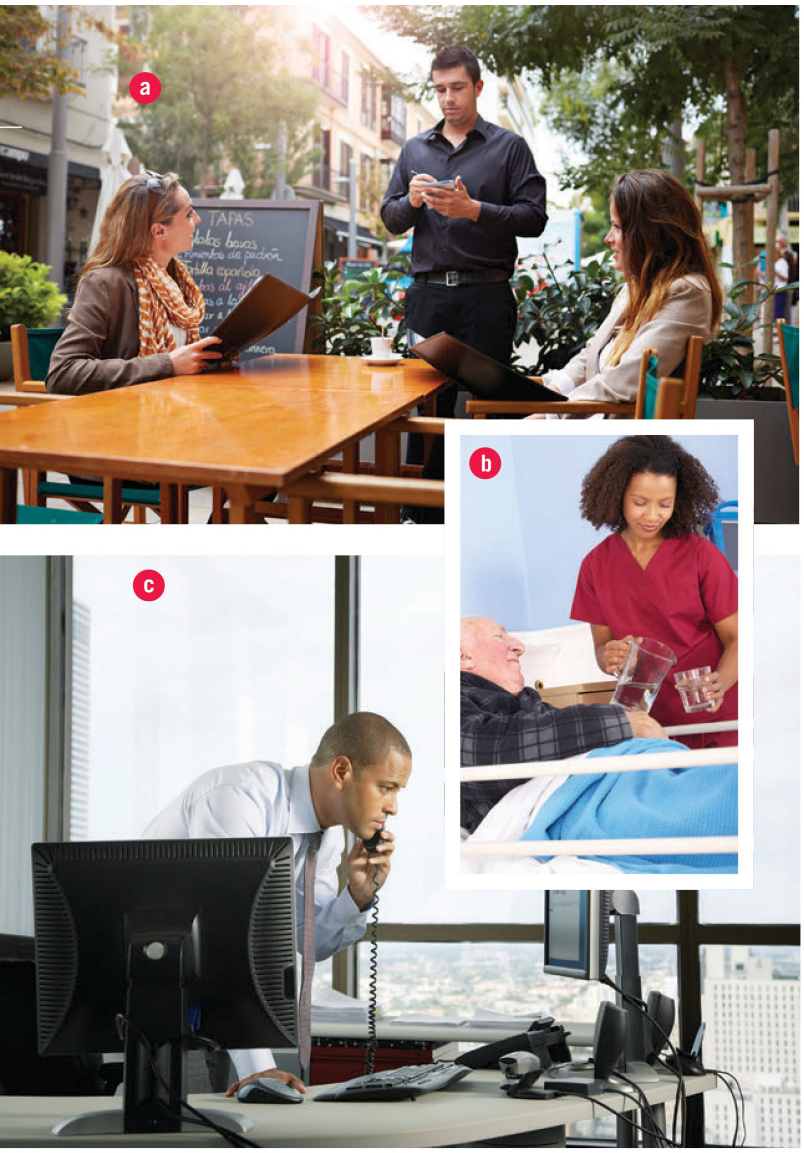
1 Can we have a coffee and a latte, please?
2 Could I come to your place tonight?
3 Could I have a blueberry muffin instead?
4 I need your help to get ready for a big math test.

b 02.13–02.14 Listen to Parts 1 and 2 again and check. Match a–d with 1–4 in 2a.

a So a large latte and a small coffee? Anything else?
b Oh, sure! No problem.
c Of course. It's the same price.
d Sorry, I have to work tonight.

c In pairs, take turns asking for things and replying. Use the phrases from 2a and 2b.





d 02.15 Listen to three short conversations. Where are they? Match them with pictures a–c.

e 02.15 Complete the sentences from the conversations in 2d. Listen again and check your answers.

1 _____ some water, please?
2 _____ a chicken sandwich, please.
3 _____ you this afternoon?

f Look at the situations. What can A and B say? Use expressions from 2a and 2b.

A	B
1 You're in B's home. Ask for some water.	Say yes.
2 You're in a café. Ask for a small espresso.	You're the waiter. Say yes.
3 You have a problem at work. Ask for some help.	Say no. (You're busy.)
4 You want to meet B on Saturday.	Say no. (You aren't free then.)

g Work in pairs. Use the dialogue maps to ask for things and reply. Take turns being A and B.

3 CONVERSATION SKILLS
Reacting to news

a 02.16 Complete the mini-conversations with words in the box. Listen and check your answers.

problem bad

SAM Sorry, I have another meeting in five minutes.
LARA OK, no [1]_____. We can talk later.

LARA Sorry, I have plans tonight.
SAM Oh, that's too [2]_____.

b Read the mini-conversations in 3a again. Which phrase means ... ?

1 "It's not important."
2 "I'm not happy about it."

c Match a–d with 1 or 2 in 3b.

a Never mind.
b I'm sorry about that.
c It doesn't matter.
d What a shame.

4 PRONUNCIATION
Sound and spelling: *ou*

a 02.17 Listen to the sound of the letters *ou* below.

1 an online c**ou**rse
2 h**ou**se

Do the letters in 1 and 2 have different sounds?

b 02.18 Do these words sound like 1 or 2 in 4a? Listen and check. Listen again and repeat.

out 2 four _____ your _____
about _____ sound _____

5 SPEAKING

a >>> **Communication 2C** Student A go to p. 130. Student B go to p. 133.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

2D SKILLS FOR WRITING
I need English for my job

Learn to complete a form

W Spelling

1 SPEAKING AND LISTENING

a Why do you want to study English?

- to get a good job
- to meet new friends
- for travel and tourism
- to study something in English
- a different reason

b 02.19 Listen to three International College students talk about where they're from and their reasons for studying English. Underline the correct answers.



c 02.19 Listen again and complete the chart with the words in the box.

grammar the classes the teacher
reading and writing listening the schedule

	Likes at the college	Needs to improve
Daniela		
Said		
Sakura		

d Talk about the questions with other students.

1 What do you need to improve in English?
2 Why is this important for you?

e 02.20 Listen to Kate talk about a competition at International College. What can you win?

f 02.20 Listen again. Answer the questions.

1 Can students who don't go to International College enter the competition?
2 Is it OK to use a computer for the entry form?
3 Where can students get entry forms?

2 READING

a Look at the information about Daniela. Complete Part 1 of the form. Can you remember her nationality?

From: EIC Student Care
To: danielar@supermail.com

Dear Daniela,

We're looking forward to welcoming you to International College on July 6th.

You will be in class P1 and your teacher will be Kate Marks. We hope . . .

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 1

First name:
Last name: de las Torres
Gender: ☐ female ☐ male
Nationality:
Cell phone (U.S.): (321) 555-0986
Email address:
Your class now:
Class start date:

Part 2

Why is English important for you?

I work as a(n) [1]_____ in Mexico City. I love my job except for the [2]_____! Every day they speak to me and ask me for information. I can't understand them, and it is difficult for me to answer. English is important to me because it helps me do my [3]_____ well.

What do you want to improve in your English?

I think my speaking in English is OK for my level. But [4]_____ and understanding is still very difficult for me. I really want to stay an extra month at your school and improve my listening.

b Read Part 2 of Daniela's form. Complete it.

c 02.21 Listen to Daniela again and check your answers.

3 WRITING SKILLS Spelling

a Read Daniela's first draft of her entry form. Cover page 26. Look at the example spelling problem. Find eight more spelling problems.

b Check (✓) when it's important to have correct spelling.

1 ☐ a first draft of a text
2 ☐ a final draft of a text
3 ☐ a text other people read
4 ☐ a text only you read

c Find and correct a spelling mistake in each sentence.

1 I really love swimming in the see.
2 Can you please right your name on the form?
3 I don't no the answer to this question.
4 Can you speak up? I can't here you.
5 Where can I bye bread?

d In what way are the incorrect and correct words in 3c the same?

4 WRITING

a Complete the form with your information.

b Use your ideas in 1d to write answers to the questions in Part 2.

c Switch forms with another student. Are your ideas in Part 2 the same?

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 2

Why is English important for you?

I work as a ~~trafic~~ traffic police offiser in Mexico City. I love my job except for the toorists! Every day they speak to me and ask me for informashion. I can't understand them, and it is dificult for me to anser. English is important for me becos it helps me do my job well.

What do you want to improve in your English?

I think my speaking in English is OK for my level. I also find reading and writing pretty easy. But listning and understanding is still very hard for me. I really want to stay an extra month at your scool and improve my listening.

INTERNATIONAL COLLEGE COMPETITION ENTRY FORM

Part 1

First name:
Last name:
Gender: ☐ female ☐ male
Nationality:
Cell phone (U.S.):
Email address:
Your class now:
Class start date:

Part 2

Why is English important for you?

What do you want to improve in your English?

UNIT 2
Review and extension

1 GRAMMAR

a Complete the text with the correct form of the verb in parentheses.

I'm a college student, but I [1]_____ (work) in a clothing store every weekend. On Saturday I [2]_____ (start) work at 9:00 a.m., but on Sunday I [3]_____ (not start) until 11:00 a.m. My sister's a nurse, so she [4]_____ (not have) a normal schedule. She sometimes [5]_____ (work) all night, but she [6]_____ (not like) it. My parents are both teachers, so they [7]_____ (work) from Monday to Friday.

b Write possible questions for the answers.

1 **A** What _____? **B** I'm a receptionist.
2 **A** Do _____? **B** No, I don't. I work in a hospital.
3 **A** Do _____? **B** Yes, I do. It's great.
4 **A** When _____? **B** I start at 9 o'clock in the morning.
5 **A** Does _____? **B** Yes, he does. My husband is a teacher.
6 **A** Where _____? **B** He works in a high school.
7 **A** Does _____? **B** Yes, he does. He loves it.

c Practice the conversation in 1b with a partner. Answer about your life.

2 VOCABULARY

a Put the letters in parentheses in the correct order to complete the job.

1 n _____ e (s r u)
2 d _____ t (t e i s n)
3 p _____ t (l o i)
4 e _____ r (n n i e g e)
5 j _____ r (i o t a n)
6 p _____ r (o o h e h p r a t g)

b Write the times in words.

10:15 – (a) quarter after ten *or* ten fifteen

1 11:30
2 12:45
3 6:00
4 8:15
5 2:40
6 5:20

c Match 1–5 with a–e to complete the sentences.

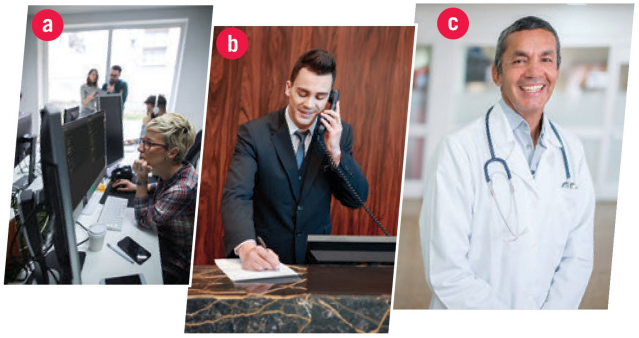
1 Read the text and take
2 I'm not worried because I usually get good
3 I hope we have
4 He is worried because he often fails
5 I need to study for the final

a a break soon because I'm tired.
b important exams.
c notes on a piece of paper.
d exam next week.
e grades on tests.

3 WORDPOWER work

a Match sentences 1–3 with pictures a–c.

1 I **work in** a hospital.
2 I **work for** Larkin Computers
3 I **work as** a receptionist.



b Look at the phrases in **bold** in 3a. Match them with 1–3.

1 the job I do
2 the place of work
3 the company

c Is *work* a verb or a noun in sentences 1–5?

1 I start **work** at 8:00 a.m. each day.
2 She leaves **work** at about 6:00 p.m.
3 I can't talk to you now – I'm at **work**.
4 I'm an actor, but I'm out of **work** at the moment.
5 They go to **work** very early in the morning.

d Which *work* phrase in 3c do we use when … ?

a we don't have a job
b we are at the place we work

e Put the word in parentheses in the correct place in the sentence.

1 He works a nurse at night. (as)
2 We all work at 6:00 p.m. (start)
3 She'd like a job because now she's of work. (out)
4 She's a photographer and works *The Times*. (for)
5 When I'm work, I have no free time. (at)
6 We both work a large office downtown. (in)

f Write four sentences about people you know. Use *work* in different ways.

My brother works for a shoe store downtown.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
talk about jobs	☐
talk about study habits	☐
ask for things and reply	☐
complete a form	☐



CAN DO OBJECTIVES

- Talk about routines
- Talk about technology in your life
- Make plans
- Write an informal invitation

UNIT 3

DAILY LIFE

GETTING STARTED

a Look at the picture and answer the questions.

1 What country do you think this is? Why?
2 What time is it: morning or evening? Why?
3 Where do these people go when they get off the train?
4 What are their jobs?

b In pairs, ask and answer the questions.

1 What things do you do every day?
- take a bus or train
- buy a cup of coffee
- read your email
- go for a walk

2 What do you do on a train or bus?
- read
- talk to other passengers
- listen to music
- use your phone

3A SHE OFTEN TAKES AN ENGLISH CLASS

Learn to talk about routines

- G Position of adverbs of frequency
- V Time expressions; Common verbs



A Regular Office Job – Or Not?

Nora is 24, and she works in the marketing department of a large media company in Oslo. She works hard, but her company wants her to take breaks during the day, so she takes classes and sometimes plays with animals.

Nora gets up every weekday at 6:15 a.m. She eats breakfast, and then she leaves for work at 7:00 a.m. She usually arrives at work at about 8:15 a.m. – the trip takes more than an hour, and the trains are always crowded.

From 8:30 a.m. until 9:00 a.m., Nora reads her email and talks to coworkers. Then everyone in her department gets together for a short meeting. The boss tells everyone any important information, and workers can ask questions. Nora thinks it's a nice way to start the day – with everyone together.

At about 10:15 or 10:30, Nora usually takes a break. She often takes an English class, but she sometimes takes a knitting class. The company pays for these classes. At 12:30, she has lunch with her coworkers. Most people at the company bring lunch – called a "matpakke." It is usually a sandwich with fish or cheese.

In the afternoon, Nora always takes another break at about 3:00 p.m. She goes to the pet floor of her office building. The company has cats, dogs, and rabbits that workers play with on their breaks. Nora feeds the rabbits, and she often takes one of the dogs for a walk. The pet floor is Nora's favorite part of the office.

Nora never leaves the office before 5:30 p.m. She often has dinner with her coworkers at the company restaurant. The meal doesn't cost a lot of money. She goes home at 7:30 p.m.

1 READING

a Look at the pictures of an office in Oslo and answer the questions. What do you think?

1 What kind of company is it?
2 What job do the people do?
3 Is their work life easy or hard?

b Read the article about Nora and answer the questions.

1 Is her work life easy or hard?
2 What is unusual about her work life?

c Read the article again. Are the sentences true or false? Correct the false ones.

1 Nora has her breakfast on the train to work.
2 Her trip to work takes a long time.
3 Early in the morning, Nora goes to a meeting with her coworkers.
4 During her morning break, she takes a knitting class and then an English class.
5 Nora likes the pet floor in her office building.
6 Nora always goes home at 5:30 p.m.

d What are the good things about Nora's work life?

2 GRAMMAR Position of adverbs of frequency

a Look at this sentence from the article. The adverb of frequency is underlined.

She usually arrives at work at about 8.15 a.m.

Underline more adverbs of frequency in the article.

b Put the adverbs of frequency in the correct place on the time line.

~~sometimes~~ usually never often always



c Now go to Grammar Focus 3A on p. 142.

d Talk about the questions.

1 What do you always do in the morning?
2 What do you usually do in the afternoon?
3 What do you sometimes do in the evening?

I always get up at 6 o'clock.

I often play tennis in the afternoon.

3 LISTENING

a Ask and answer the questions.

1 Do you spend a lot of time with your family? Why / Why not?
2 What do you like doing with your family?

b 03.02 Listen to Martin and Katherine. Answer the questions.

1 Do they talk about their jobs or free time?
2 What does Martin want the family to do?

c 03.02 Listen again. Complete the schedule with the correct activity from the box.

Spanish class	band practice	work late	volleyball practice

d Talk about the questions.

1 Is your family routine like the Lawson's, or is it different?
2 In your country, do families spend a lot of time together? What do they do?

The Lawson Family's Week






	Martin	Katherine	Liz	Pete
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

4 VOCABULARY Time expressions

a 03.03 Complete the sentences. Listen and check.

twice	a	every	once

1 I go to my Spanish class _____ a week.
2 She goes to volleyball practice _____ a week, on Mondays and Thursdays.
3 He has band practice three times _____ week.
4 I work late _____ Tuesday.

b Underline the correct answer to complete the rule.

We put time expressions *before the verb / at the end of a sentence.*

c 03.04 **Pronunciation** Listen to the question and answer. Notice the stressed words.

MARTIN How often does she go?
KATHERINE Twice a week, on Mondays and Thursdays.

d Which words do we usually stress? Choose the correct answer.

a Important words like time expressions and verbs.
b Less important words.

e 03.05 Put the words in each sentence in the correct order to make a conversation. Listen and check.

A you and your family do / how often do / things together?
B a week / about once.
A you do / what do?
B we usually / to a restaurant / go on a picnic or.
A do that on / do you / weekends?
B but we sometimes / yes, every Sunday, / go to the movies.
A do anything else / do you?
B away for a weekend / a year we go / well, about twice.
A with your family / a nice time / it sounds like you have.

f Now go to Vocabulary Focus 3A on p. 165 for common verbs.

5 SPEAKING

a Think of a group of people you know well. Think of things you do together every day, week, or year. Take notes.

My parents – have a cup of tea every morning
Rob and Andy – usually go on vacation every June
My classmates – study English three times a week

b Talk about what you do with the people you know well and how often. Look at the conversation in 4e to help you.

3B IMAGINE YOU DON'T HAVE THE INTERNET

Learn to talk about technology in your life

G *do, go, have*

V Technology

1 READING

a How do you use the Internet? Check (✓) the things you sometimes do. Check (✓✓) the things you do every day.

- ☐☐ find information
- ☐☐ talk to friends
- ☐☐ send emails
- ☐☐ watch movies or TV
- ☐☐ post pictures
- ☐☐ play games
- ☐☐ buy things
- ☐☐ download music

b Talk about your answers with other students.

c Read the first part of the blog post.

1 Is it about … ?
   a using the Internet more
   b using the Internet less
2 What is unusual about the García family this month?

d Read the interview and answer the questions.

1 Which of the activities (a–f) does Chris do more without the Internet?
   a reading
   b going out
   c shopping
   d doing things with his father
   e chatting with friends
   f watching TV
2 What activities are now more difficult for Chris and his parents?

e Talk about the questions.

1 Would you like to live without the Internet? Why / Why not?
2 What do you think is good and bad about the Internet?

2 VOCABULARY Technology

a Match the words in the box with pictures 1–10.

computer smartphone tablet smartwatch speaker
keyboard printer headphones camera laptop



b 03.08 **Pronunciation** Listen and repeat the words in 2a. Underline the stressed syllable in each word.

c What are the people talking about? There is sometimes more than one answer.

1 I talk to my friends on it.
2 I use it to write emails.
3 I use these when I listen to music.
4 I often print out reports, so it's very useful.
5 I use it on the train.

HOME REVIEWS **FORUMS** DOWNLOADS LOGIN SEARCH

TechBlog

This month on TechBlog

These days, we all use the Internet – for everything. It's on our computers, our smartphones … it's everywhere. But what if you don't have the Internet? What if you can't send emails, you can't post photos, and you can't go online to get information?

How long could you live like that? A day? A week maybe, if you're on vacation? A month?

Here at Tech Blog we asked the García family in Richmond, Virginia, to live without the Internet for a whole month. Read our interview with Chris García, 17, about what it's like to go offline.

THE INTERVIEW

Chris, is your life different without the Internet?

Yes, it's really different! We usually get our TV through the Internet, so now I don't watch TV. And I usually go online to find information. But now we don't have the Internet, so I go to the library and do my homework there.

What about your parents?

It's not easy for them, either! My mom usually does her shopping online, but now she goes to the store every weekend. My dad likes to read the news online, but now he doesn't have the Internet, so he usually buys a newspaper. The good thing is, he doesn't do any work at home now, so he has more free time, and he plays chess with me.

What about friends?

That is a big problem. If I'm not on social media, I have no idea what my friends are doing. But I think life is good without the Internet. I can't chat online now, so now I go and see my friends, and we do things together. But a month without the Internet is enough. I can't wait to go back online again!

3 LISTENING


Don


Bella


Peter

a 03.09 Listen to Don's, Bella's, and Peter's conversations. Check (✓) the topics they talk about.

☐ groceries ☐ music ☐ TV ☐ sports
☐ movies ☐ clothes ☐ photos

b 03.09 Listen again. What gadgets do they talk about? How do they use them?

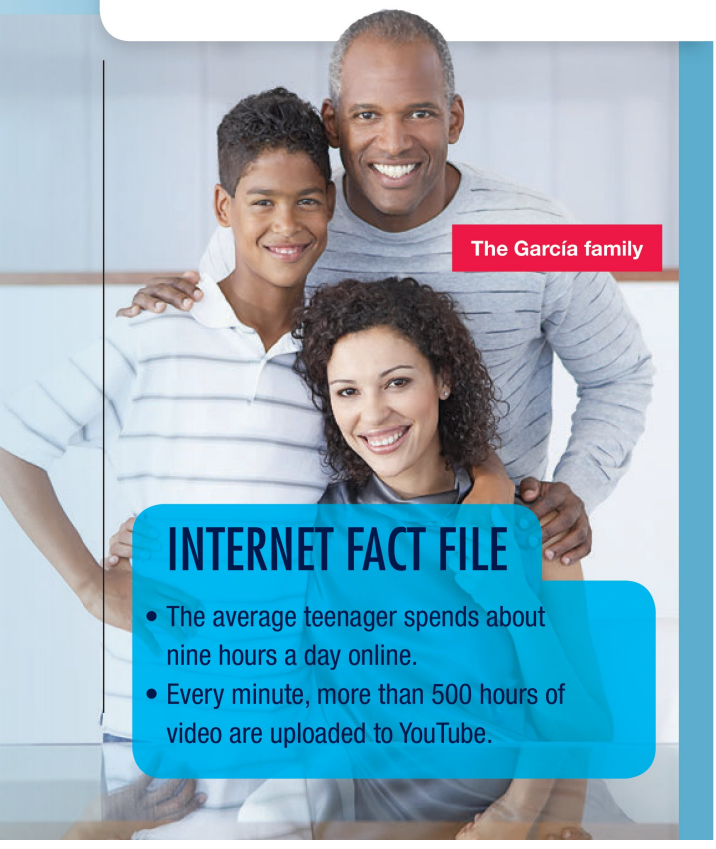
	Gadgets	How do they use them?
Don	1 2	
Bella	1	
Peter	1	

c 03.09 Listen again and check.

4 GRAMMAR *do, go, have*

a Choose the correct form of the verb in *italics*.

1 I *don't* / *doesn't* go to the movies very often.
2 My sister *do* / *does* all her grocery shopping online.
3 I *go* / *goes* and see my friends.
4 I *don't* / *not* do much shopping online.
5 She never *go* / *goes* to the grocery store.
6 He *don't* / *doesn't* do any work at home.



b Complete the chart with the affirmative forms of the verbs.

	I / We / You / They	He / She / It
do	We _____ things together.	She _____ all her grocery shopping online.
go	I _____ to the library.	She _____ to the store every weekend.
have	I _____ my headphones right here.	Now he _____ more free time.

c Answer the questions.

1 Most verbs add *-s* after *he/she/it*. How are the verbs *do* and *go* different?
2 How is the verb *have* different?

d Now go to Grammar Focus 3B on p. 142.

e 03.11 **Pronunciation** Look at the verbs a–f. What sound do they have: 1, 2, or 3? Listen and check.

1 /ʌ/ like "b**u**t" 2 /oʊ/ like "n**o**" 3 /u/ like "t**oo**"

a do
b does
c go
d goes
e doesn't
f don't

f Practice saying the sentences in 4b.

g 03.12 Look at the phrases in the box. Which follow *have*, which follow *go*, and which follow *do*? Then listen and check.

a laptop a camera yoga ~~online~~ to college
an e-book to the movies homework a car shopping

go online

h Write <u>three</u> sentences that are true for you, using phrases in the box in 4g.

1 use *have* or *don't have*
2 use *go* or *don't go*
3 use *do* or *don't do*

I have a laptop in my backpack.

i Write three questions with *go*, *have*, and *do* and phrases in the box in 4g.

Do you have a laptop?

5 SPEAKING

a Put the words in the correct order to make questions.

1 buy / you / do / what / ?
2 use it / how often / you / do / ?
3 do / do you / when / it / ?
4 where / you / go / do / ?

b Work with a partner. Ask and answer your questions in 4i. Then ask some of the questions from 5a to find out more.



3C EVERYDAY ENGLISH
How about next Wednesday?

Learn to make plans
- S Thinking about what you want to say
- P Main stress

1 LISTENING

a Ask and answer the questions.
1 How often do you watch TV?
2 Are there shows you watch every week?
3 Do you have a favorite TV show? Who do you watch it with?

b 03.13 Listen to Part 1. Do Jessica and Priya like the same TV show?



c 03.13 Listen to Part 1 again. Are the sentences true or false?
1 The show Jessica wants to watch is *Best Cook*.
2 Priya doesn't watch this show very often.
3 Priya loves everything that has to do with food.

d 03.14 Listen to Part 2. What do they plan to do?

e 03.14 Answer the questions. Listen to Part 2 again and check your answers.
1 Why don't Priya and Jessica eat dinner at Jessica's apartment?
2 What does Jessica think about Priya's idea?
3 Which day does Jessica work late?
4 Which day do they decide to go out?



2 USEFUL LANGUAGE Making plans

a Match beginnings 1–6 with endings a–f.

1 Why	a be great.
2 How	b free next Friday?
3 Are you	c don't we try it?
4 That'd	d love to.
5 That works	e about next Wednesday?
6 I'd	f for me.

b Which questions in 2a do we use to make suggestions? Which sentences do we use to say *yes* to suggestions?

c Jessica says *no* to an idea. Underline the phrase that means *no*.

JESSICA I'm sorry, I can't. I need to work late next Wednesday.

d 03.15 Put the conversation in the correct order. Listen and check.

B ☐ I'm sorry, I can't. I'm busy this weekend.
A ☐1 Why don't we go to the movies?
B ☐ Yes, Monday's fine. That works for me.
A ☐ How about this Saturday?
A ☐ Are you free on Monday?
B ☐ The movies? I'd love to.

e Practice the conversation in 2d. Then have similar conversations using your own ideas.

Why don't we go for a picnic?

3 PRONUNCIATION Main stress

a 03.16 Listen to the sentences. Notice the main stress in each sentence.
1 That'd be great. 2 That's a good idea. 3 I'd love to.

b Choose the correct answer.
The words in 3a that have the main stress are ... .
a short and loud b long c long and loud

c 03.17 Listen to the sentences. Underline the main stress.

1 We'd love to.	3 That's a great idea.
2 That'd be good.	4 That'd be fantastic.

d Practice the sentences in 3c.

4 CONVERSATION SKILLS
Thinking about what you want to say

a Look at the underlined phrases in the conversation. Choose the correct answer below.

PRIYA How about next Wednesday?
JESSICA Hmm, maybe. Let me see. I'm sorry, I can't. I need to work late next Wednesday.
PRIYA Are you free next Friday?
JESSICA Hmm, possibly. Friday's fine. 7:30?
PRIYA That works for me!

Jessica uses the underlined phrases because they:
a have an important meaning in the conversation.
b give her time to think.

b 03.18 **Pronunciation** Listen and notice how *Hmm* is pronounced. Do you have short words or sounds like this in your language?

c In pairs, ask and answer the questions. Think about your answer before you reply.

1 Are you free this weekend?
2 Do you want to get coffee after class?
3 Would you like to go to the movies tomorrow?
4 Why don't we do our homework together?

5 SPEAKING

a **Communication 3C** Student A look at the information below. Student B go to p. 132.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

1 You want to have a picnic on Saturday morning with Student B. Decide on the following and invite Student B.
- where to have the picnic
- what time
- what you'd like to do/eat

b **Conversation 2.** Now look at your second card. Listen to Student B and reply.

2 You aren't free next Friday after work/school because you have an exercise class at the gym. You'd like to go out on Saturday night.

c Tell other students about the plans in each role play.



UNIT PROGRESS TEST
CHECK YOUR PROGRESS
You can now do the Unit Progress Test.

3D SKILLS FOR WRITING

Can you join us?

Learn to write an informal invitation

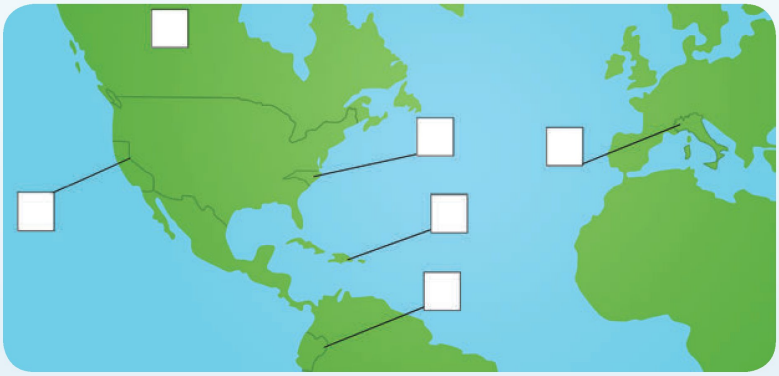
W Inviting and replying

1 SPEAKING AND LISTENING

a Ask and answer the questions.

1 Do you have family or friends in other countries or in other places in your country?
2 Where are they?
3 What do they do?
4 How often do you see them?

b 03.19 Felipe from Ecuador talks about his family. Listen and number the places where he has family in the order you hear them.



c 03.19 Listen again. Correct the mistakes in the text below.

Felipe comes from a large family, and [1]they all live in Cuenca, Ecuador. [2]He doesn't have any brothers or sisters. His family keep in contact by Skype, and every [3]ten years they all meet in [4]Los Angeles. They stay [5]in a large hotel, and they have a big [6]meal. This [7]is only for people in the family – they [8]don't invite friends.

1 *They live in many different places.*

2 READING

a Read Felipe's emails to his friends. Why does he email them?

b Complete the information about the family party.

- Place
- Date
- How many days?
- Where to stay?

Family party

From: FelipeB215@cup.org
To: CGarcia12@supermail.com

Hi Carlos,

[1]How are you? Hope the family's well.

[2]In September it's our family party again, and we all plan to meet in Cuenca as usual. [3]The party is from Friday, September 14th to Sunday the 16th. [4]Would you like to come? I hope so, as I'd love to see you. [5]Sergio (you know, my friend from school) says he has a spare bedroom, so you can stay at his house. [6]Please let me know if you would like to join us. I hope you can come!

Felipe

Family party

From: FelipeB215@cup.org
To: Elena99@email.com

Hi Elena,

[1]How are things? Hope you like your new job.

[2]In September it's our family party again, and we all plan to meet in Cuenca as usual. [3]The party is from Friday, September 14th to Sunday the 16th. [4]Can you join us? I hope you can, as it would be great to see you. [5]Carolina (you know, my friend from school) says she has a spare bedroom, so you can stay at her house. [6]Please let me know if you can come. Hope you can make it!

Felipe





3 WRITING SKILLS Inviting and replying

a Read Felipe's email to Elena again. In which of sentences 1–6 does he … ?

a [4] invite Elena
b [ ] ask how she is
c [ ] ask her to reply
d [ ] give the reason for his message
e [ ] talk about where to stay
f [ ] give details of dates

b Compare sentences 1–6 in Felipe's emails to Carlos and Elena on p. 36. Underline phrases that are different.

c Check (✓) the correct questions to invite people.

1 [ ] Can you come?
2 [ ] Can you join?
3 [ ] Can you join us?
4 [ ] Can you to join us?
5 [ ] Would you like come?
6 [ ] Would you like to come?
7 [ ] Would you like to join us?

d Put the words in the correct order. Add question marks (?) and periods (.).

1 things / are / how
2 you / see / to / be / it / would / great
3 hope / it / can / you / make
4 to / I'd / you / love / see
5 are / you / how
6 I / can / come / you / hope

e Which sentences and questions in 3d mean the same?

f Read the emails from Carlos and Elena. Can they come?

Re: Family party

From: CGarcia12@supermail.com
To: FelipeB215@cup.org

Hi Felipe,

It's good to hear from you, and thanks so much for the invitation. Yes, I'd love to come. I'm really looking forward to it. Please tell Sergio I'd love to stay with him if he has a spare room. See you soon.

Carlos

Re: Family party

From: Elena99@email.com
To: FelipeB215@cup.org

Hi Felipe,

Great to hear from you, and thanks for the invitation. I'd love to come, but I'm afraid I can't. I have a business trip to New York that weekend, and I can't change it.

Hope you all have a great time, and hope to see you soon.

Keep in touch!

Elena

g Underline phrases in the emails from Carlos and Elena that mean:

1 I want to come.
2 I can't come.
3 Have a good time.

4 WRITING AND SPEAKING

a Plan a party or other event. Take notes.

- Where?
- When?
- Why?
- Who?

b Talk about your plan with other students.

My party is at the Grand Hotel.

It's for my brother's birthday.

It's at 7 p.m. on Saturday.

c Write an invitation to your event to another student in your class. Use the emails on page 36 to help you.

d Switch invitations with another student and check the information.
Does it include the information in 4a?

e Write a reply to the invitation. Use the emails in 3f to help you. Give your reply back to the student who invited you.



UNIT 3
Review and extension

1 GRAMMAR

a Put the frequency adverbs in the correct place in the sentences.

1 He gets up at about 10 or 11. (often)
2 He goes to bed before 2:00 a.m. (never)
3 He studies all night. (sometimes)
4 He has black coffee and toast for breakfast. (usually)
5 He is away for a week or more. (often)
6 His windows are closed, even in summer. (always)

b Complete the text with the correct form of *have*, *go*, or *do*. Add *don't* or *doesn't* if necessary.

My brother and sister are very different. My brother and his wife [1] *have* office jobs, and they [2]_____ a large house in Washington, D.C. Their house [3]_____ a big yard with a swimming pool. My brother [4]_____ to work at 7:00 every morning and comes home at 6:00 p.m., but then he often [5]_____ more work at home in the evening. They [6]_____ a lot of money, but they [7]_____ any free time. They [8]_____ much on the weekend because they are usually very tired, and they never [9]_____ on vacation.

My sister is a school teacher. She [10]_____ much money, but she [11]_____ a lot of things in her free time. She [12]_____ to a gym and plays basketball, she [13]_____ yoga, and she also [14]_____ to the movies and sees friends. She also [15]_____ a lot of free time in the summer. Every summer she [16]_____ to a different country, and she [17]_____ friends all over the world.

2 VOCABULARY

a Change the words in italics into a time expression.

1 She calls ~~*on Tuesdays and Sundays*~~. twice a week
2 There are English classes *in March, May, and October*.
3 We go on vacation *in June and in January*.
4 There's a boat *on Mondays, Wednesdays, and Saturdays*.
5 I check my email *before I start work and in the evening*.
6 Her mother calls on *Mondays, Tuesdays, Wednesdays, and Thursdays*.

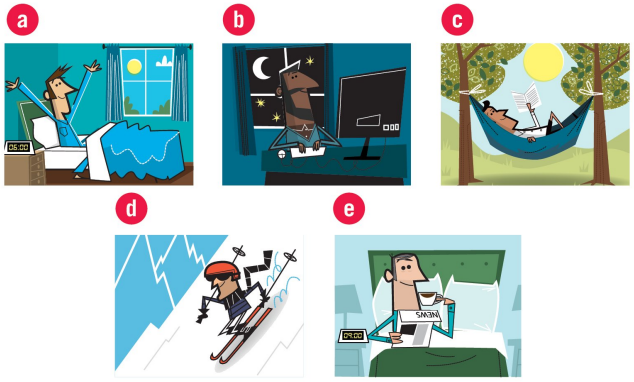
b Write the names of the objects.



3 WORDPOWER Prepositions of time

a Match sentences 1–5 with pictures a–e.

1 He relaxes outside in the summer.
2 He works all the time – in the morning, in the evening, sometimes even at night.
3 He gets up at 6 a.m., but he finishes work at 1 p.m.
4 He works on weekday mornings, but on Sundays he gets up late.
5 In January he goes to a ski resort.



b Answer the questions.

1 Do we use *at*, *in*, or *on* with the following?
   a times
   b days
   c months
   d parts of days (morning, afternoon)
   e seasons (summer, winter)

2 How many examples of a–e can you find in 3a?

c Add *at*, *in*, or *on* in the correct place in these sentences. Some sentences may need more than one word.

1 I always get up 6:30 the morning weekdays.
2 It's usually cold here the winter, and it often snows January.
3 Are you free the weekend? I have tickets for a concert Saturday. It starts 7:30 p.m.

d When do you usually do these things? Write sentences.

1 get up
2 go to bed
3 have lunch
4 go on vacation
5 go shopping
6 drink coffee or tea
7 clean your apartment or house
8 cook meals

e Ask and answer questions about when you usually do the things in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN . . .	
talk about routines	☐
talk about technology in my life	☐
make arrangements	☐
write an informal invitation	☐

CAN DO OBJECTIVES

- Talk about the food you want
- Talk about the food you eat every day
- Arrive at and order a meal in a restaurant
- Write a blog post about something you know how to do



UNIT 4

FOOD

GETTING STARTED

a Look at the picture and answer the questions.

1 Do you think these people are friends or family?
2 What meal is this – breakfast, lunch, or dinner?
3 Is it the beginning, middle, or end of the meal?

b In pairs, ask and answer the questions.

1 How often do you eat together as a family?
2 What do you usually have for … ?
   • breakfast • lunch • dinner
3 What things do you talk about when you eat together?

4A TRY SOME INTERESTING FOOD

Learn to talk about the food you want

- G Count and noncount nouns; *a / an*, *some*, *any*
- V Food

1 READING

a Look at the pictures of places to buy food. Which one would you like to visit? Why?

b Read the article and match 1–3 with pictures a–c.

c Read the sentences. Where is each person?

JOSHUA I love these pickled vegetables – they're great!
MADISON I really only need a snack, but look at all the food I can buy!
SARAH Now I know a new way to cook these potatoes.

d Talk about the questions.

1 Are there any markets in your town? What do they sell?
2 Where do you prefer shopping for food: in a market or a supermarket? Why?

2 GRAMMAR
Count and noncount nouns

a Look at the four nouns from the article. Which two have plural endings?

fruit vegetables tomatoes cheese

b Complete the rule.

We can't count some nouns (they are noncount nouns). We *always* / *never* add *-s* or *-es*.

c Look at the chart. Add food nouns from the article.

Count nouns (You can say *1, 2, 3 vegetables.*)	Noncount nouns (You can't say ~~*1, 2, 3 fruits.*~~)
vegetables, tomatoes	fruit, cheese







WORLD MARKETS

Markets can be the best places to see the daily life of a city and to eat some fantastic local food. Today, read about different markets around the world.

COOK AS YOU SHOP

1 **If you want to buy food and learn how to cook it** at the same time, go to the Union Square Greenmarket in New York. It's open four days a week, and it has about 250,000 customers. Farmers from all over New York State sell food there. You can find different kinds of fruit and vegetables, such as potatoes, carrots, mushrooms, and tomatoes. The farmers show the best ways to cook the food, and you can even try the dishes they make for free!

A TASTE OF SÃO PAULO

2 **The Municipal Market of São Paulo, Brazil,** is so large that people call it Mercadão (or big market). You can find almost any kind of food here, including fruit and vegetables, pasta, fresh meat, excellent cheese, spices, bread, chocolate, and more. Both tourists and locals like to shop and eat in this beautiful and historic building. You can try some of São Paulo's most famous food items here, such as the local sandwiches or pastries. There's something for everyone in the Mercadão!

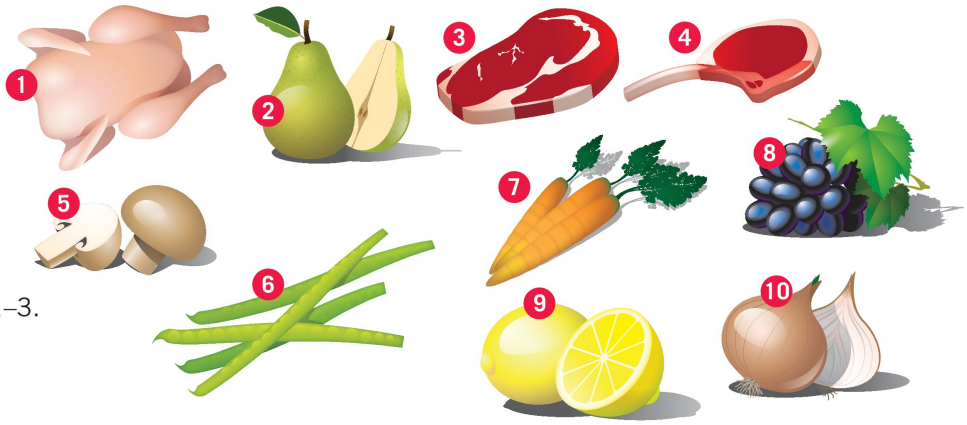
KYOTO'S KITCHEN

3 **One of the best places to try Japanese food** is in Kyoto, Japan. There you can find Nishiki Market. It's famous for its traditional Japanese food. It is over 700 years old, and its nickname is "Kyoto's kitchen." Most of the foods at Nishiki Market are local foods, so they come from Kyoto. The best chefs in Kyoto buy their ingredients here because the food is amazing! At Nishiki Market, you can try local foods such as tofu, pickled vegetables, grilled fish, and sweets.

3 VOCABULARY Food

a Match the food words with pictures 1–10.

beans lemons chicken
mushrooms onions lamb
pears steak carrots grapes



b Underline the different word in 1–3. Why is it different?

1 lemon pear carrot grape
2 bean lamb onion mushroom
3 steak chicken grape lamb

c 04.01 **Pronunciation** Answer the questions. Then listen and check.

1 What is the same about the spelling of these words?
• steak • bean • pear
2 Which word above has the same sound as these words?
gr**ee**n /i/ h**ai**r /eə/ m**a**ke /eɪ/

d 04.02 What sound do the letters in **bold** have in the words in the box? Add the words to the sound groups below. Listen and check.

eat wh**e**re th**e**se **ei**ght r**ai**n gr**ee**n w**ea**r d**ay** f**ai**r

Sound 1 /eɪ/	Sound 2 /i/	Sound 3 /eə/
steak	bean	pear

e Talk about the food you like and don't like.

f Now go to Vocabulary Focus 4A on p. 166 for more food vocabulary.

4 LISTENING

a Ask and answer the questions.

1 Do you like cooking?
2 How often do you (or does someone in your family) buy food to cook?

b 04.06 Listen to Tom and Milly's conversation and answer the questions.

1 Does Milly want to cook?
2 Who doesn't want to go to the supermarket this weekend – Tom or Milly?
3 Where do they decide to buy food – at the supermarket or farmers' market?
4 Who says they can pay – Tom or Milly?

c 04.06 Listen again. Check (✓) the food on the shopping list that Tom and Milly need.

Meat:
☐ chicken ☐ steak ☐ fish

Vegetables:
☐ carrots ☐ an onion ☐ potatoes
☐ tomatoes ☐ mushrooms

5 GRAMMAR *a / an, some, any*

a 04.07 Complete the sentences with the words in the box. Listen and check.

some a/an any (x2)

1 We have _____ potatoes.
2 Do we have _____ mushrooms?
3 And I need _____ onion.
4 I don't have _____ money.

b Complete the chart with *a*, *an*, *some*, and *any*.

	Count	Noncount
+	*a* potato _____ potatoes	_____ fruit
– / ?	_____ onion _____ onions	_____ cheese

c Now go to Grammar Focus 4A on p. 144.

d 04.09 Complete the conversation with *a/an*, *some* or *any*. Listen and check.

SARAH Hello, I'd like [1]_____ lemon and [2]_____ onion, please.
VENDOR Just one?
SARAH Yes, and I'd like [3]_____ potatoes, too.
VENDOR Is this bag OK?
SARAH Yes, fine. Do you have [4]_____ small tomatoes?
VENDOR I'm sorry but I don't have [5]_____ small tomatoes.
SARAH OK, the big ones there are fine. Also I'd like [6]_____ cheese.
VENDOR I'm sorry, I don't sell cheese. Try that guy over there.

6 SPEAKING

a **Communication 4A** Student A go to p. 130. Student B go to p. 133.

4B HOW MUCH CHOCOLATE DO YOU NEED?

Learn to talk about the food you eat every day

- G Quantifiers: *much*, *many*, *a lot* (*of*)
- V Cooking

1 READING

a Answer the questions with other students.

1 Do you have any famous TV shows about cooking in your country?
2 Do you like the food they make on those shows? Why / Why not?
3 Do you know the chef in the picture?
4 Read the information about Aarón Sánchez. Would you like to try his food? Why / Why not?

b Read Josh's email to his father. Answer the questions.

1 Who lives in New Orleans – Josh or his dad?
2 Which restaurant does Josh want to go to?
3 Why does Josh want to go to this restaurant?

c Read his dad's reply. Does he want to go to *Johnny Sánchez*?

d Read his dad's email again. What does he think about these things? Underline the correct answers.

1 Aarón Sanchéz's food: *boring* / *different*
2 His wife's food: *normal* / *strange*
3 The restaurant: *expensive for him* / *expensive for Josh*

e Talk about the questions.

1 Do you like going to restaurants with your family? Or do you prefer to eat at home? Why / Why not?
2 Do you like trying new food? Why / Why not?

visit

From: Josh1994@supermail.com
To: MrBLJohnson@supermail.com

Hi Dad,

When you come to New Orleans next week, I want to take you out to dinner. Would you like to go to Aarón Sanchéz's restaurant *Johnny Sánchez*? It looks fun and I can pay! Do you remember my friend Pete? Well, he goes to *Johnny Sánchez* every time his parents are in town. He always has the oyster tacos, and he says they're amazing! And his mom says the grilled fish is great, too. I really want to take you there!

Josh



Introducing... Aarón Sánchez



Who is Aarón Sánchez?

A famous chef and TV star, Sánchez has written two cookbooks and owns a Mexican restaurant called *Johnny Sánchez* in New Orleans.

What's he famous for?

Aaron makes creative dishes, such as lamb enchiladas and a skirt steak taco with grilled avocado. You can try making his crab tostadas – the recipe is in his cookbook *Simple Food Big Flavor*!

Re: visit

From: MrBLJohnson@supermail.com
To: Josh1994@supermail.com

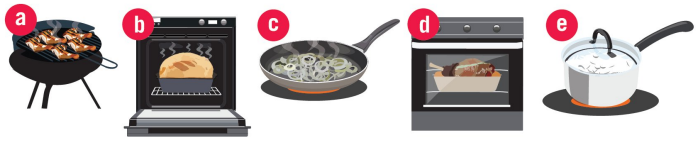
Hi Josh,

Thanks for the invitation to *Johnny Sánchez*. I know about that guy Aarón Sánchez from TV. His food is interesting, and it's certainly kind of unusual. But really I'm happy to go to a normal restaurant and have some roasted chicken and boiled potatoes, like your mom makes at home. Or I'm also fine with a can of soup at your place. It's a nice idea to go to the restaurant, but it will be expensive for you. You don't need to do anything special for me.

Dad

2 VOCABULARY Cooking

a Read the cooking instructions 1–5 and match them with the pictures a–e.



1 **Fry** the onions in a little oil.
2 Put water and rice in a pot and **boil** for 12 minutes.
3 **Grill** the chicken for 10 minutes until it's brown.
4 Put some herbs on the chicken and **roast** it in the oven.
5 **Bake** the bread in a hot oven for 30 minutes.

b 04.10 Complete the chart. Use verbs from 2a and adjectives from Josh's dad's email. Listen and check.

Verb	Adjective
boil	
	fried
	grilled
	baked
roast	

c Complete the examples with adjectives in 2b.

- add *-ed* *boiled* _____
- add *-d* _____
- changes *-y* to *-ied* _____

d Talk about the questions.

1 Which kinds of cooking do you think are healthy? Which do you think are unhealthy?
2 Choose two kinds of food. What is your favorite way to cook that food?

e Now go to Vocabulary Focus 4B on p. 166 for containers vocabulary.

3 LISTENING

a 04.12 Listen to Olivia and Harry talk about recipes. Check (✓) which two recipes they choose.

☐ Superb mashed potatoes ☐ Seared tuna tostada
☐ Black bean soup ☐ Chocolate coffee sauce

b 04.12 Listen again. Underline the correct food words in the instructions for Olivia and Harry.

1 Olivia needs *potatoes* / *chips* and *cream* / *butter*.
2 She needs to *boil* / *roast* the ingredients.
3 Harry needs *honey* / *sugar*, *coffee beans* / *black coffee*, and *milk chocolate* / *dark chocolate*.
4 He needs to *grill* / *boil* the ingredients.

c Which recipe would you like to make?

4 GRAMMAR Quantifiers: *much, many, a lot (of)*

a 04.13 Complete the sentences with the correct words in the box. Listen and check.

much a lot many a little

1 That's _____ _____ of butter.
2 How _____ chocolate? Only _____ _____ – 50 grams.
3 How _____ grams of butter?

b Look at the phrases in italics in 1–3. Can you use them with count *(C)* or noncount *(N)* nouns, or both *(B)*?

1 **A** *How much* butter does Olivia need?
B *A lot* / *Quite a bit* / *A little* / *Not much.*
2 **A** *How many* beans does Harry need?
B *A lot* / *Quite a few* / *A few* / *Not many.*
3 I need *a lot of* potatoes and chocolate.

c Now go to Grammar Focus 4B on p. 144.

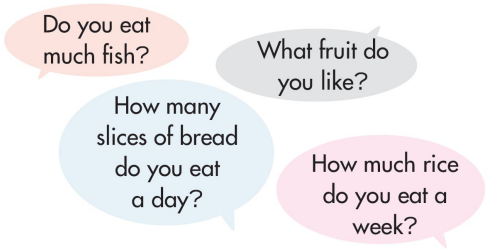
d 04.16 Complete the conversation. Then put the conversation in order. Listen and check.

B ☐ A [1] _____ – about five or six pieces.
A ☐ Really? That's not [2] _____ water.
B ☐ About two.
A ☐ And what about drinks? How [3] _____ glasses of water do you have a day?
A [1] How [4] _____ fruit do you eat a day?

e Do you think that Speaker B in 4d is healthy or unhealthy? Why?

5 SPEAKING

a Write questions to ask your partner about the food they eat.



b Ask your questions and write down your partner's answers.

c Go to page 131 and read about food that is healthy to eat every day. Look at your partner's answers and decide if your partner eats in a healthy way.

4C EVERYDAY ENGLISH
Do we need a reservation?

Learn to arrive at and order a meal in a restaurant

- S Changing what you say
- P Word groups

1 LISTENING

a Ask and answer the questions.

1 How often do you go to a restaurant?
2 What kind of restaurants do you like?
3 Do people eat out a lot in your country?

b Work in pairs. Look at picture a. Why do you think the restaurant is empty? Choose an answer.

1 The restaurant isn't open.
2 People think the server isn't very nice.
3 It's very early.



c 04.17 Listen to Part 1 and check your answers in 1b.

d 04.17 Listen to Part 1 again. Are the sentences true or false? Correct the false sentences.

1 They have a reservation for two people.
2 They want a table by the door.
3 Emily finds it difficult to choose a table.

2 USEFUL LANGUAGE
Arriving at a restaurant

a Read the sentences. Who is the server – A or B?

A No problem.
B Can we have a table by the window?
A Good evening. Do you have a reservation?
A Yes, of course. This way, please.
B No, we don't. We'd like a table for four.

b 04.18 Put the sentences in 2a in the correct order. Listen and check your answers.

c Practice the conversation with a partner.

d Change what B says in 2a. Use the sentences below.

1 We'd like a table outside.
2 Yes, we have a reservation for two people. The name's Morton. But we're twenty minutes late.

3 LISTENING

a Read the restaurant menu. Which dish(es) would you like? Why?

I'd like the salad and the spaghetti because I don't like meat.

I'd like the Thai chicken curry because I really like Asian food.

b 04.19 Listen to Part 2.

1 What do Tim and Emily order?
2 Who can't decide what they want to have?

c Do you sometimes find it difficult to choose at a restaurant? Why / Why not?



4 USEFUL LANGUAGE
Ordering a meal in a restaurant

a Complete the conversations from Part 2 with the words in the box.

have	then	with	I'd	like

SERVER What would you like for your appetizer?
EMILY I'll [1]_____ chicken wings, please.
SERVER And for your entrée?
EMILY [2]_____ like the spaghetti.

SERVER And for your appetizer, sir?
TIM I'd [3]_____ the chicken noodle soup, please.
SERVER Chicken noodle soup to start.
TIM And [4]_____ for my entrée I'll have the lamb.

SERVER Would you like rice [5]_____ that?
TIM Yes, please.

b Check (✓) the two phrases we use when we want to order food in a restaurant.

1 ☐ I have
2 ☐ I'd like
3 ☐ I'd want
4 ☐ I'll have

c 04.20 Put the words in the correct order to make sentences. Listen and check.

1 salad / my / I'd / appetizer / for / like
2 entrée / I'll / my / spaghetti / for / have
3 I'd / rice / chicken / like / with / curry



5 PRONUNCIATION Word groups

a 04.21 Listen to the sentences. In each sentence there are two or more word groups. Write ‖ where you hear the beginning of a new word group.

1 For my appetizer, ‖ I'd like raw fish.
2 And I'll have steak tacos for my entrée.
3 I'd like cucumber salad for my appetizer.

b 04.21 Listen again. Notice the main stress in each word group.

c 04.22 Write ‖ where you hear the start of a new word group. Listen and check.

For my appetizer, ‖ I'll have tomato soup. And then I'd like a cheeseburger for my entrée. And I'll have some fries with my burger.

d In pairs, practice saying the order in 5c.

6 CONVERSATION SKILLS
Changing what you say

a Look at the two sentences from the conversation. Underline the phrases Emily uses when she wants to change what she wants to say.

1 **EMILY** What about the one on the right?
TIM OK, if you like that one …
EMILY Maybe not. The one on the left is fine …

2 **EMILY** I'll have the chicken wings to start. No, wait. I'll have chicken salad.

b 04.23 Complete the sentences. Listen and check.

1 I'll have seafood dip. Maybe _____. I'd like the chicken wings.
2 I'd like spaghetti, I think. No, _____. I'll have the chicken pot pie.

7 SPEAKING

a Work in groups of three or four. Use the menu on page 44. Write one more appetizer and one more entrée.

b You are at a restaurant. Take turns being the server and the customer. Order a meal from the menu. Use phrases from 4a to help you. Practice changing what you say when you order.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

4D SKILLS FOR WRITING

Next, decide on your menu

Learn to write a blog post about something you know how to do

W Making the order clear

1 SPEAKING AND LISTENING

a Ask and answer the questions.

1 Which of the dishes in pictures a–d would you like to eat?
2 Can you make any dishes like these?
3 Who does most of the cooking in your house: you or another person? Why?

b 04.24 Four people talk about cooking. Listen and underline the correct answers.

Name	Talks about		
Jake	*himself* / *his wife*	a *good* / *bad* cook	picture *a* / *b* / *c* / *d*
Rosa	*herself* / *her husband*	a *good* / *bad* cook	picture *a* / *b* / *c* / *d*
Johanna	*herself* / *her father*	a *good* / *bad* cook	picture *a* / *b* / *c* / *d*
Marco	*himself* / *his mother*	a *good* / *bad* cook	picture *a* / *b* / *c* / *d*

c 04.24 Listen again. Answer the questions.

1 Who always wants to eat more?
2 Who can only make one thing?
3 Who doesn't understand how you can make a really good dish from only a few things?
4 Who enjoys their own food?

d Think of someone you know who is a good cook. Take notes.

- Who?
- Why?
- What dishes?

e Ask and answer about the good cook you know.

Who do you know who is a good cook?

My father – he's a great cook.

Why is your father a good cook?

He can cook many different things.

What does he make?

He makes fantastic chicken salad.

a



b



c



d



2 READING

a Read the blog description. Who is it for?

a people who know how to cook very well
b people who want to learn how to cook

JAKE COOKS!



I'm not a good cook, but I want to improve. I just want to learn how to cook simple dishes and eat well. I don't want to cook difficult things, and I don't want to be a famous chef. In this blog, I want to tell you about the help I get from my family and friends and the things I try out. So if you want to be a better cook, but not a chef, then maybe I can help you!

b Read the blog post below. What does Jake talk about?

a the food he eats
b planning a dinner

c Read the blog post again. Are the sentences true or false? Correct the false sentences.

1 Jake hopes the blog can help other people plan dinner for friends.
2 It's not a good idea to invite a lot of people for dinner.
3 It's always fun to try a new dish because friends can tell you if it's good or not.
4 Choose the night of the dinner and then tell your friends.
5 It helps to do all the cooking before your friends come.

d Do you prefer making meals for other people or going to someone's home for a meal? Why?

3 WRITING SKILLS Making the order clear

a In Jake's blog post, the words *first* and *next* help make the order clear. Underline two more phrases in the blog post that also make the order clear.

b Answer the questions.

Which two phrases can we change with *then*?
What punctuation do we use after these phrases?

c Read the recipe for a bean salad. Only sentences 1 and 5 are in the correct order. Put the other sentences in the correct order.

1 Cook the beans in hot water with a little salt.
☐ Add salt and pepper and mix everything together.
☐ Put lemon and oil on the warm beans – not too much.
☐ Leave the beans until they are warm.
5 Place the bean salad in a nice bowl and serve to your guests.

d Add the words in the box to the sentences in 3c.

first	after that	next	then	finally

First, cook the beans in hot water …

4 WRITING

a Plan a blog post about something you know how to do.

- What are good ideas to improve?
- What's a good order to do things?

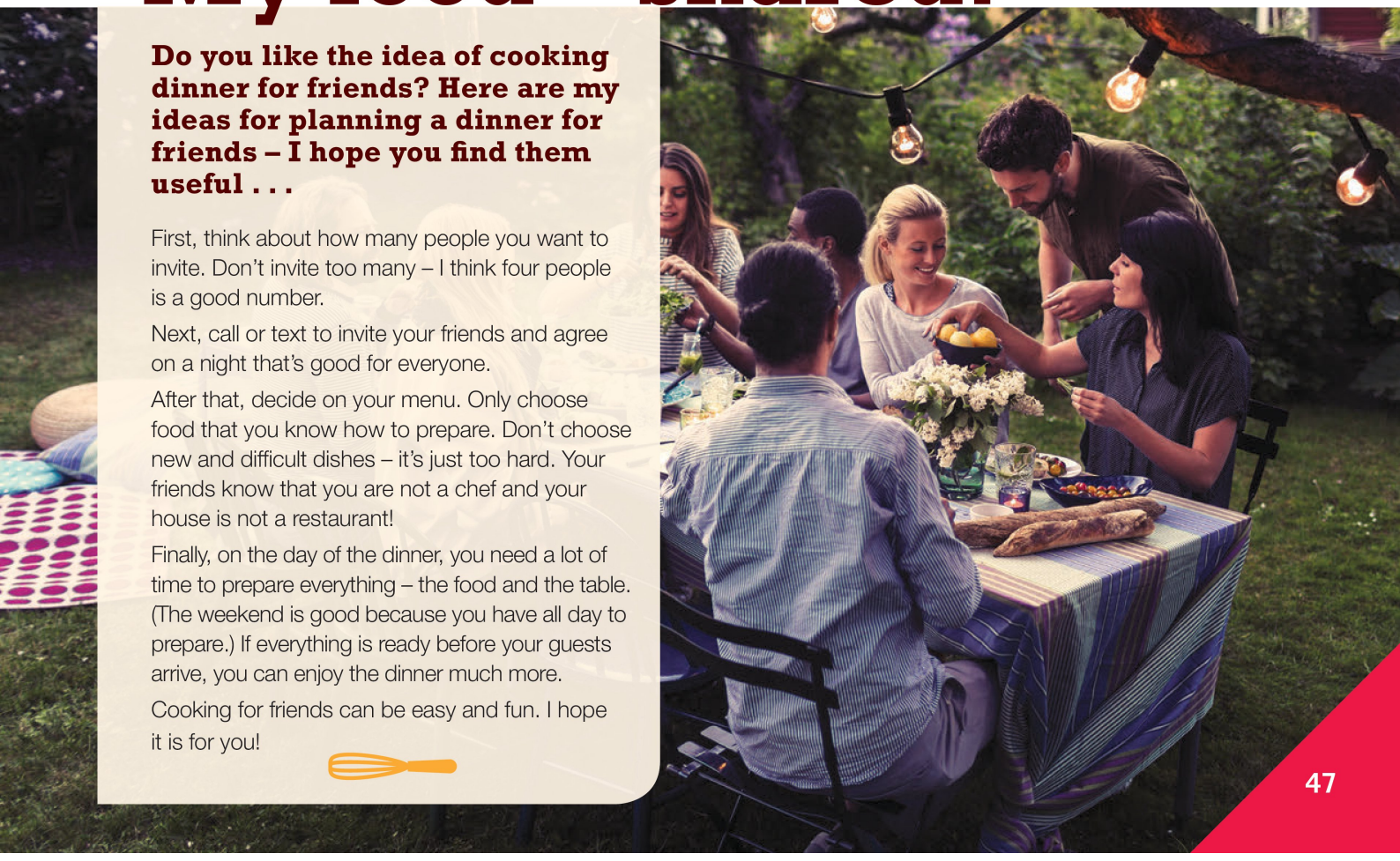
b Write your blog post. Use *My food – shared!* to help you.

c Switch blog posts with another student and check to see if the order is clear.

JAKE COOKS!

My food – shared!

Added at 12:47 today



Do you like the idea of cooking dinner for friends? Here are my ideas for planning a dinner for friends – I hope you find them useful . . .

First, think about how many people you want to invite. Don't invite too many – I think four people is a good number.

Next, call or text to invite your friends and agree on a night that's good for everyone.

After that, decide on your menu. Only choose food that you know how to prepare. Don't choose new and difficult dishes – it's just too hard. Your friends know that you are not a chef and your house is not a restaurant!

Finally, on the day of the dinner, you need a lot of time to prepare everything – the food and the table. (The weekend is good because you have all day to prepare.) If everything is ready before your guests arrive, you can enjoy the dinner much more.

Cooking for friends can be easy and fun. I hope it is for you!

UNIT 4
Review and extension

1 GRAMMAR

a Correct the words (1–10) that are wrong.

There's a very good market near my home. I always go there to buy [1]*food*. Some stalls sell [2]*vegetable* and [3]*fruits*. I usually buy [4]*potato* and [5]*onions* there because they're very cheap. At my favorite stall, a woman sells [6]*butters*, [7]*cream*, and [8]*egg* from her own farm. There is also a building where they sell [9]*fishes* and [10]*meat*.

b Underline the correct answers.

1 Do we have *an* / *any* onions?
2 How *much* / *many* coffee do you drink?
3 How *much* / *many* bananas would you like?
4 Can you buy *a* / *some* spaghetti?
5 Is there *any* / *many* milk in the fridge?
6 How *a lot of* / *much* money do you have?

c Choose the correct answer.

1 I don't have _____ money, but I can buy a cup of coffee.
a some b many c much
2 There aren't _____ bananas. Let's buy some more.
a much b many c some
3 The party's going to be great – _____ people want to come.
a much b a lot of c any
4 He has _____ good books about food and cooking.
a some b much c any

2 VOCABULARY

a Match the words in the box with 1–5. Then add one more word to each group.

pear	chicken	grape	cheese	grilled
lamb	potato	boiled	carrot	yogurt

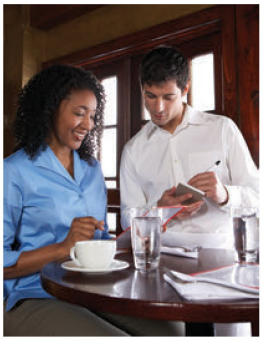
1 kinds of meat
2 vegetables
3 kinds of fruit
4 things that come from milk
5 ways of cooking food

b Look at 1–9. Which are normal (✓) and which are unusual (or impossible) (✗)?

1 grilled steak ✓
2 roasted butter ✗
3 boiled egg
4 grilled rice
5 fried fish
6 fried grapes
7 roasted chicken
8 fried mushrooms
9 boiled potatoes

3 WORDPOWER *like*

a Read the three conversations. Which one matches the picture?



1 **A** What kind of fruit **do you like**?
B I like most kinds of fruit, but not bananas.
2 **A** What vegetables **would you like**?
B I'd like potatoes and carrots, please.
3 **A** We want to have a party. **Would you like** to join us?
B Yes, thanks. I'd love to.

b Look at the questions in 3a. Which question … ?

1 is about what B wants now
2 invites B to go somewhere
3 is about what B likes in general (not just now)

c Match a–c with similar meaning 1–3 in 3b.

a I don't like *Amy's House*. I think it's a terrible show.
b Would you like to come to my birthday party?
c I'd like two lemons, please.

d Match the words in **bold** in 1–4 with meanings a–d.

1 **What's it like** to live without the Internet?
2 They don't have a computer. I couldn't live **like that**.
3 I eat a lot of fruit, **like** apples, pears, melons, and bananas.
4 She's 20 and she studies Russian, just **like** me.

a the same as
b for example
c how is it
d in that way

e Write a question or a sentence with *like* for each situation.

1 Invite a friend to the movies on Friday.
2 You're in a supermarket. Ask for some apples.
3 You're a server in a café. A customer says "A coffee, please."
4 Someone is a guest in your home. You want to know what to cook for him/her.
5 At a party, someone says he/she lives in New York. Ask him/her about the city.

f Ask and answer the questions in 3e with a partner.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
talk about the food I want	☐
talk about the food I eat every day	☐
arrive at and order a meal in a restaurant	☐
write a blog about something I know how to do	☐

CAN DO OBJECTIVES

- Talk about towns
- Describe rooms and furniture in your home
- Ask for and give directions
- Write a description of your neighborhood



UNIT 5

PLACES

GETTING STARTED

a Talk about the picture. Which ideas do you think are true?

1 A family lives here.
2 People go here for a quiet weekend.
3 Wild animals live inside.
4 You can stay here on vacation.
5 People use it when it rains a lot and the river is high.

b In pairs, ask and answer the questions.

1 Why is this a good place for a home?
2 Why is it a bad place?
3 What is a "good home"?

Here are some ideas:

- It's in a quiet place.
- It's expensive.
- It's downtown.
- It has a lot of rooms.
- It has a yard.
- It's modern.

5A THERE AREN'T ANY PARKS OR SQUARES

Learn to talk about towns

- G *there is / there are*
- V Places in a city

1 READING

a Look at the pictures of Whittier, Alaska. How do you think the town is unusual?

b Read the article and check your answer.

UNUSUAL TOWNS

Whittier, Alaska

Do you want to go to the grocery store? In most towns you walk down a street, or maybe you go by bus. Do you need to go to work? In most places, you probably take a bus or go by car. But in Whittier, you never go outside when you do these things. That's because almost the whole town is in one huge building with fourteen floors. In this one building, there are stores, there's a church, there's a police station, and there's even a hospital. There are also many apartments for the people who live there, and there are offices where people work, all under one roof. Only 220 people live in Whittier, so there isn't a college or university in the town, but there's one school for all the children. And of course everything is inside, so there aren't any parks or squares, and there aren't any street cafés like in other towns.

So why is it like that? Well, Whittier is on the coast of Alaska, and the weather is terrible most of the year. In summer it often rains, and there's a lot of snow in winter (about seven meters), and also very strong winds. So people in Whittier are happy to stay inside most of the time.

It isn't easy to get to and from Whittier because there isn't a normal road. The only way to get there on land is through a long tunnel. It's 3 km long, and it's very narrow, so cars can go through it once every hour. And the tunnel closes at 10:30 p.m. After that, you have to stay the night in Whittier and leave in the morning.

Do people like to live there? Yes, they do! As one man from Whittier says: "It's safe here, it's quiet, and people are friendly. And there are beautiful mountains and forests all around. I love it here!"

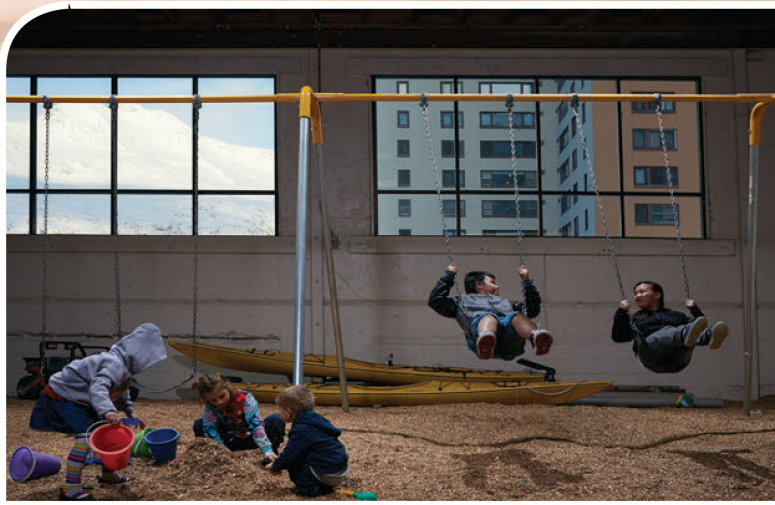
c Can you do these things in Whittier?

1 go to work by bus
2 sit outside in a café
3 buy groceries
4 go for a walk in July
5 go for a walk in January
6 drive to Whittier at 3:00 in the morning

d Talk about the questions.

1 Would you like to visit Whittier? Why / Why not?
2 Would you like to live there?






Mexico City

2 VOCABULARY Places in a city

a Underline twelve words in the article for places in a town or city. Which are ... ?

1 buildings or in buildings 2 outside

b Now go to Vocabulary Focus 5A on p. 164.

c Work with other students. Write words for more places in a city. Think of:

- places to go in the evening
- things to see
- places to relax in the daytime

d Talk about three places you like in your town or city.

3 GRAMMAR *there is / there are*

a Complete the sentences from the article with *there's*, *there are*, *there isn't*, or *there aren't*.

1 _____ any parks or squares.
2 _____ a church.
3 _____ much to do around Whittier.
4 _____ offices where people work.

b Complete the chart with forms of *there is* or *there are*.

+	–
There 's a police station.	There ___ a normal road.
There ___ a few stores.	There ___ any street cafés.

c Match questions 1–4 about Whittier with answers a–d.

1 Is there a road to Whittier?
2 Is there a college?
3 Are there any parks in the town?
4 Are there mountains near the town?

a Yes, there are. They're very beautiful.
b Yes, there is. It goes through a tunnel.
c No, there isn't, but there's a school.
d No, there aren't. The town is inside a building.

d Complete the chart with forms of *there is* or *there are*.

Yes/No questions	Short answers	
___ ___ a good hotel in the town?	Yes, there ___.	No, there ___.
___ ___ any good restaurants?	Yes, ___ ___.	No, ___ ___.

e Go to Grammar Focus 5A on p. 146.

f 05.04 **Pronunciation** Listen and repeat.

buildings trains markets cafés
parks there's restaurants maps

Which words end with ... ?

1 the sound /s/ 2 the sound /z/

g **Communication 5A** Student A go to p. 131. Student B go to p. 132.

4 SPEAKING

a 05.05 Tom asks his friend, Gabriela, about visiting Mexico City, her hometown. Complete the conversation with the correct form of *there is* or *there are*. Listen and check your answers.

TOM Is Mexico City a good place to visit?
GABRIELA Oh, it's a fantastic city to visit. [1]_____ a lot of interesting old buildings, and [2]_____ some beautiful squares.
TOM [3]_____ any good restaurants?
GABRIELA Yes, [4]_____, and the street food is good, too.
TOM What about coffee shops? [5]_____ any good coffee shops?
GABRIELA Oh yes, [6]_____ a lot of good coffee shops. The coffee's very good in Mexico.
TOM And what about the geography? [7]_____ a large river in Mexico City?
GABRIELA No, [8]_____ a river, but [9]_____ a lot of mountains nearby, including volcanoes.

b Work in groups of four: Pair A and Pair B.

stores and markets things to see
buses and trains restaurants and cafés
parks famous buildings bridges

Pair A: You are visitors to a town or city. Write questions to ask about the things in the box.

Is there a ...? Are there any ...?
Can I ...? Where can I ...?

Pair B: Think about a town or city that you know well. Take notes about the things in the box.

The city is great to visit because ... and ...
There's a famous ... It's called ...
There are a lot of ...

c Use the conversation in 4a and your notes in 4b to have a conversation.

Pair A: Ask about the town.
Pair B: Answer the questions about the town.

5B WHOSE COUCH IS THAT?

Learn to describe rooms and furniture in your home

G Possessive pronouns and possessive 's

V Furniture

1 VOCABULARY Furniture

a Ask and answer the questions.

1 Do you live in a house or an apartment?
2 How old is your home?
3 Where can you buy furniture in your country?

My apartment is very old.

I always buy furniture online.

b Read the advertisement for a furniture shop. Who is the store for?

a people who like expensive furniture
b people who don't want to spend too much money on furniture

c Match the words in the box with pictures a–l.

mirror washing machine bookcase curtains sink nightstand armchair wardrobe lamp dresser stove couch

d 05.06 **Pronunciation** Listen to the pronunciation of the letters in bold. Which words have the same sounds?

1 f**ur**niture
2 w**ar**drobe
3 c**ur**tains
4 d**oor**
5 y**our**
6 h**er**

e Match *floor*, *nurse*, *verb*, and *store* with words with the same sounds in 1d.

f Look at the room you are in now. Write a list of the furniture in it.

g Compare your list with a partner.

What do you have?

I have ...



2 LISTENING

a Ask and answer the questions.

1 Which is your favorite room in your home?
2 Do you have a favorite piece of furniture?

b 05.07 Jim's sister, Eva, comes to visit him in his new apartment. Listen to their conversation. Which rooms does Jim show Eva?

a the kitchen
b the living room
c the bathroom
d the bedroom

c 05.07 Listen again and write down the furniture they talk about in each room.

room 1 _____
room 2 _____

d What does Eva think about the furniture in Jim's apartment?

3 GRAMMAR
Possessive pronouns and possessive 's

a 05.08 Complete the conversation with words from the box. Listen and check your answers.

your	Mom and Dad	David's	mine
yours	of	David	Mom and Dad's

EVA I love that armchair.
JIM Yes, it's … interesting.
EVA Is it [1]_____?
JIM No, it's [2]_____. He's my roommate.
EVA I love it. That mirror over there. Is that [3]_____?
JIM Well, yes, but really it's [4]_____ now.

b Check (✓) the correct sentences.

1 ☐ It's the apartment of Jim.
2 ☐ It's Jims apartment.
3 ☐ It's Jim's apartment.
4 ☐ It's my parent's apartment.
5 ☐ It's the apartment of my parents.
6 ☐ It's my parents' apartment.



Jim's roommate, David

Jim and Eva

c Look at the sentences and answer the questions.

Whose mirror is that? a *It's my mirror.* b *It's mine.*

1 Do we need to repeat *mirror* in the answer?
2 Which answer is better?

d Complete the sentences with the words in the box.

yours	hers	mine	his	theirs

1 It's my bed. → It's _____.
2 It's your lamp. → It's _____.
3 It's her couch. → It's _____.
4 It's their mirror. → It's _____.
5 It's his chair. → It's _____.

e Now go to Grammar Focus 5B on p. 146.

f 05.12 Read about Antonio's apartment. Complete the text with the words in the box. Listen and check your answers.

sister's	parents'	mine (x3)	
mother's	hers	yours	

I live in an apartment with seven rooms. It's not [1]_____ – it's my [2]_____. In my bedroom, there's a really big bookcase that I love. It's my [3]_____, but she doesn't live at home now, so I don't think it's [4]_____ anymore – it's [5]_____ now. My dad has a study with a beautiful old desk. It's really my [6]_____, but Dad always says to Mom, "It's not [7]_____ now, it's [8]_____."

4 SPEAKING

a Write four sentences about your home, the furniture in it, and whose furniture it is. Look at Antonio's words in 3f to help you.

b Read your sentences to a partner. Listen to your partner's sentences and try to remember the information.

c Tell your partner what you remember about their home. Who can remember the most?

In the living room there's a very large couch.

No, there are two large couches.

The lamp in your bedroom is your brother's.

Yes, that's right.

5C EVERYDAY ENGLISH
Is there a theater near here?

Learn how to ask for and give directions
- S Checking what other people say
- P Sentence stress

1 LISTENING

a Answer the questions about the pictures.

1 Where do you think Jess and Landon want to go? Say why.
   a a theater c the gym
   b a meeting
2 There's a problem. What do you think it is?

b 05.13 Listen to Part 1 and check your answers in 1a.

c 05.13 Listen to Part 1 again. Choose the correct answer.

1 The street name on Jess's phone is … .
   a Bedford Street b Park Road
2 Jess says South Street is … .
   a off Park Road b off North Street
3 Landon doesn't want to be … .
   a too early b late

2 CONVERSATION SKILLS
Checking what other people say

a 05.14 Look at the sentences from Part 1 and answer the questions.

JESS Are you **sure**?
LANDON I think so.

JESS Are you **positive** it's on South Street?
LANDON Yes.

1 Are the questions still correct if we switch the two words in **bold**?
2 Why does Jess ask the questions? Choose the correct answer.
   a She agrees with Landon.
   b She wants to check something with Landon.

3 LISTENING

a When you're lost, what do you usually do? Choose one idea.

1 Look again for the correct street on your phone.
2 Continue down the street and look for the correct street.
3 Ask someone for help to find the correct street.

b 05.15 Listen to Part 2. Do Jess and Landon have the same idea as you in 3a?

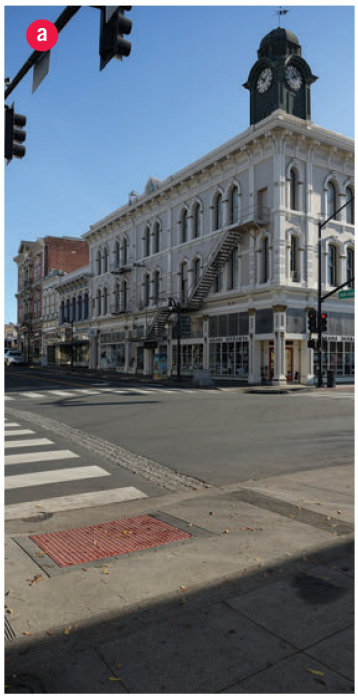
c 05.15 Listen to Part 2 again. Are the sentences true or false? Correct the false sentences.

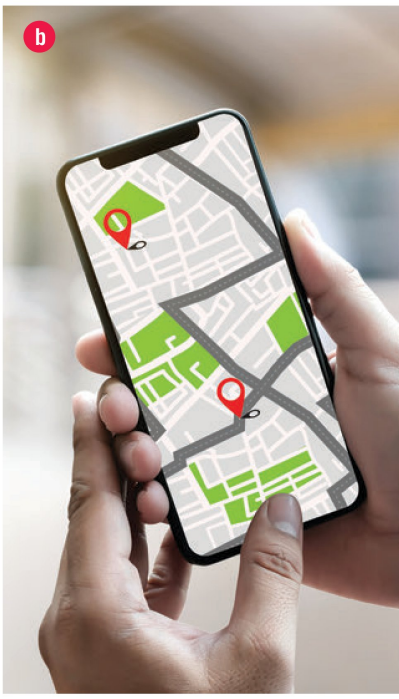
1 Jess and Landon want to find a theater that is on the corner of Park Road and South Street.
2 The man on the street says there's a theater 150 meters away.

d Work in pairs. Look at picture c. Jess and Landon find a theater, but there's another problem. What do you think it is?

e 05.16 Listen to Part 3. Answer the questions.

1 Do they find the correct theater?
2 Does the woman they talk to know where South Street is?







f 05.16 Listen to Part 3 again. Follow the woman's directions. Write *South Street* on the map.



4 USEFUL LANGUAGE
Asking for and giving directions

a Complete the questions with the words in the box.

tell where there how

1 Is _____ a bank near here?
2 Can you _____ us how to get to South Street?
3 _____ do I get to Park Road?
4 _____ can I find a supermarket?

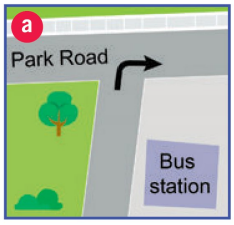
b Look at the phrases for giving directions. Change the words in **bold** with the words in the box.

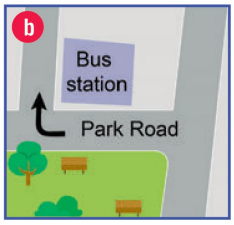
a supermarket on left

1 Go straight **down** this road.
2 The bank is on your **right**.
3 Go straight until you come to **Park Road**.

c Match the directions with maps a–b.

1 Turn right **at** the bus station.
2 Turn right **onto** Park Road.





d 05.17 Complete the conversation with the words in the box. Listen and check.

go (x3) turn (x2) get can come

A Excuse me, [1]_____ you tell me how to [2]_____ to the park?
B Yes, [3]_____ straight and [4]_____ right at the corner.
A Is that right onto King Street?
B Yes and [5]_____ down King Street until you [6]_____ to Park Road. Then [7]_____ left.
A Left onto Park Road?
B Yes and [8]_____ straight for about 50 meters. The park is on your right.
A Thank you very much.

e In pairs, practice the conversation in 4d. Take turns being A and B.

5 PRONUNCIATION
Sentence stress

a 05.18 Read and listen to B's directions in 4d. Notice the stressed words.

Go straight and turn right at the corner. Go down King Street until you come to Park Road, then turn left. Go straight for about fifty meters. The park is on your right.

b Choose the correct answer.

When we give directions, we stress ... .
1 only the verbs and nouns
2 the words for direction and place
3 the little words that connect ideas

c In pairs, take turns asking for and giving directions like the conversation in 4d. Use phrases from 4 and the map in 3f. Give directions to different places.

6 SPEAKING

a **Communication 5C** Student A go to p. 131. Student B go to p. 132.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

5D SKILLS FOR WRITING

It isn't very exciting, but it's a nice place to live

Learn to write a description of your neighborhood

W Linking ideas with *and*, *but*, and *so*

1 SPEAKING AND LISTENING

a What makes a good neighborhood? Check (✓) four ideas.

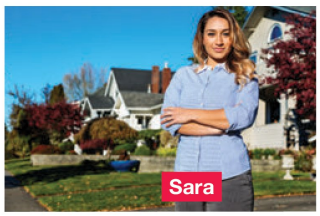
- ☐ a lot of stores
- ☐ a soccer stadium
- ☐ no shops or cafés
- ☐ a supermarket
- ☐ a lot of restaurants
- ☐ a movie theater
- ☐ a fitness center
- ☐ a museum

b Talk about your ideas in 1a.

c 05.19 Lexie, Jacob, and Sara talk about what they think makes a good neighborhood. Listen and answer the questions.

1 Who likes a neighborhood that is … ?
a new b busy c quiet
2 Who do you agree with?







d 05.19 Listen again. Write the places in the box next to the people who talk about them.

houses restaurants shopping mall clubs
stores cafés museum movie theater park

1 Lexie _____
2 Jacob _____
3 Sara _____

Who likes their neighborhood? Who doesn't?

e Ask and answer questions about your neighborhood.

Are there any stores in your neighborhood?

Yes, there are a lot.

There's a really good café near my house.

2 READING

a Read the blog description and answer the questions.

1 What can you read about on this website?
2 What does the website want you to do?

b Read the blog post about Hannah's and Marianna's neighborhoods. Do Hannah and Marianna live in the same kind of neighborhood?

c Underline the correct answers.

1 *Hannah* / *Marianna* lives close to downtown.
2 *Hannah* / *Marianna* likes a neighborhood that isn't noisy.
3 *Hannah* / *Marianna* lives near a museum.
4 It's easy for *Hannah* / *Marianna* to eat in a restaurant.
5 There's a place where *Hannah* / *Marianna* can get some exercise near her home.

AROUND THE WORLD
ONLINE

TRAVEL THE WORLD WITHOUT LEAVING HOME!

Read about different neighborhoods from around the world. You can learn about real life in lots of different countries by looking at photos and reading about where people live – these are places tourists never go to!

And we want you to write about your neighborhood. Tell us all about it and what you think of it.

CLICK HERE TO ENTER A DIFFERENT WORLD.



3 WRITING SKILLS
Linking ideas with *and*, *but*, and *so*

a Underline one word in each sentence below that links two ideas.

1 There are a lot of good restaurants in my neighborhood, and my apartment's across from a really good Thai restaurant, Siam Café.
2 My neighborhood isn't very exciting, but it's a nice place to live.
3 There aren't any restaurants or bars in the area, so it's nice and quiet.

b Look at the sentences in 3a and complete the rules with the words in the box.

so and but

1 We use _____ when we want to add an extra idea.
2 We use _____ when we want to add a different idea.
3 We use _____ when we want to add an idea that is the result of the first idea.

c Read the blog post again. Underline sentences that contain linking words.

d Put the linking words in the correct place in the sentences.

1 My neighborhood's downtown there are a lot of different stores near my house. (and)
2 I live near the university there are a lot of interesting stores in my neighborhood. (so)
3 My neighborhood's pretty busy during the day it's nice and quiet at night. (but)
4 My house is near a park there's a small river with a bridge in the park. (and)
5 My neighborhood is very friendly it's a nice place to live sometimes it's noisy in the evening. (so, but)
6 There's a popular coffee shop in my neighborhood I don't like coffee I never go there. (but, so)

IN MY NEIGHBORHOOD



My neighborhood's about two kilometers from downtown. It's easy for me to get downtown, but everything I need is in my neighborhood, so I don't go downtown very often. It's near the art museum, and there are some beautiful old buildings here, so it's an interesting part of the city. There are a lot of good restaurants in my neighborhood, and my apartment's across from a really good Thai restaurant, Siam Café. I love their food, and it's cheap, so I eat there often.

Hannah

My neighborhood's about eight kilometers from downtown, but there's a subway station near my house, so it's easy to get there. There aren't any restaurants in the area, so it's nice and quiet. About a kilometer away there's a big shopping mall with a lot of shops. Across from it, there's a park and a fitness center. I go there three times a week to use the gym. My neighborhood isn't very exciting, but it's a nice place to live.

Marianna

4 WRITING

a Plan a description of your neighborhood. Take notes.

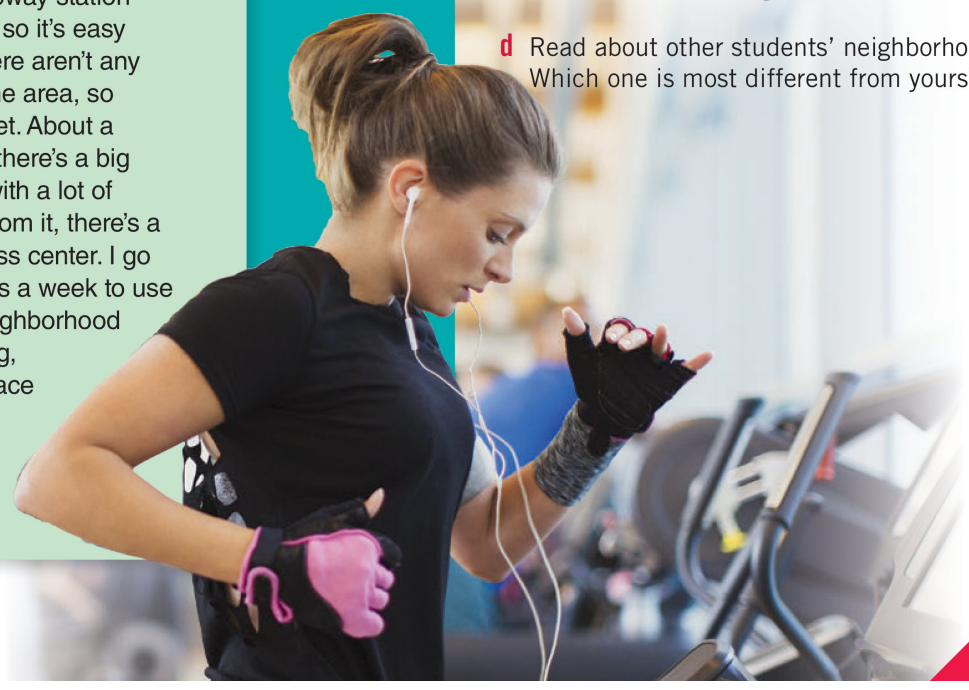
- where
- near
- what
- adjectives

b Write about your neighborhood. Use the blog post about Hannah's and Marianna's neighborhoods and your notes in 4a to help you. Use *and*, *but*, and *so*.

c Switch descriptions with another student and check the linking words.

d Read about other students' neighborhoods. Which one is most different from yours?





UNIT 5
Review and extension

1 GRAMMAR

a Complete the conversation with the correct form of *there is* or *there are*.

LUCAS Can you tell me about your available room?
MRS. SMITH [1]_____ a bed, two armchairs, and a big window.
LUCAS [2]_____ a desk?
MRS. SMITH No, [3]_____, but [4]_____ a small table.
LUCAS And [5]_____ a private bathroom?
MRS. SMITH No, but [6]_____ a bathroom on the same floor.
LUCAS I see. And [7]_____ other students in the house?
MRS. SMITH Yes. [8]_____ four other students.

b Change the *marked* words to make them shorter. Use *mine*, *yours*, *his*, etc.

A Is this bag [1]*your bag*? yours
B No, it isn't [2]*my bag*.

A Look, I think this is Theresa's phone.
B I know it isn't [3]*our phone*, so maybe it's [4]*her phone*. Let's ask her.

A Whose car is that?
B It's [5]*my brother's car*. And the motorcycle's [6]*his motorcycle*, too.

A I think that's my book.
B No, this book's [7]*my book*. I don't know where [8]*your book* is.

2 VOCABULARY

a Underline the correct words.

1 They live in a big *apartment* / *river* downtown.
2 It costs a lot to stay in this *bridge* / *hotel*.
3 There are a lot of good *restaurants* / *parks* in the main *river* / *square*.
4 Let's go to the *apartment* / *park*. We can play soccer.
5 There's only one *square* / *bridge* over the river.
6 The train gets in to the *park* / *station* at 6:30.

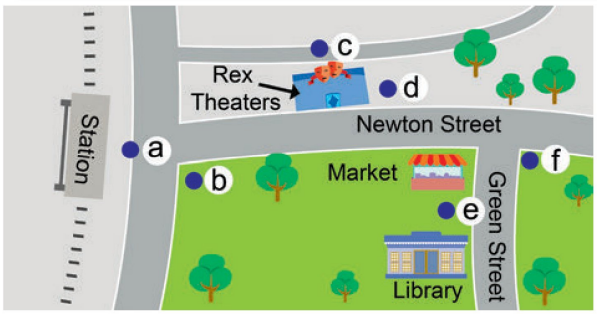
b Complete the sentences with things you find in a room.

1 Look in the m_____. Your face is dirty.
2 I just want to wash my hands in the s_____.
3 You can put your clean clothes in the d_____.
4 I'm tired. I'll lie on the c_____ for a bit.
5 Put your dirty clothes in the w_____ m_____.
6 Don't touch the s_____. It's hot!
7 I always keep a book on my n_____.

3 WORDPOWER Prepositions of place

a Match cafés 1–6 with a–f on the map below.

1 **Alpha Café** A busy student café on Newton Street, next to Rex Theaters. Cheap, but usually full.
2 **Café Uno** On the corner of Newton Street and Green Street. Good coffee and great cakes, but expensive.
3 **Café Express.** A small café just in front of the train station.
4 **La Roma.** A small café on Green Street, between the market and the library. They have good pasta dishes.
5 **Shane's.** At the end of Newton Street, across from the station. Popular with mothers and young children.
6 **Café Casablanca.** A Moroccan café with a nice garden. It's on a small street behind Rex Theaters.

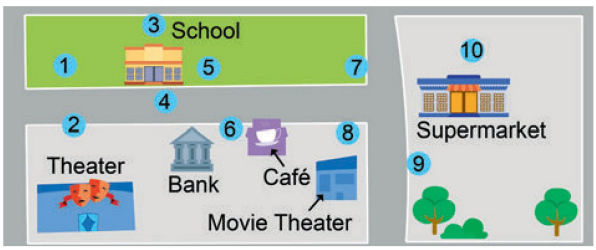


b Look at the underlined examples in 3a. Words like **on** and **next to** are prepositions of place that tell us where something is. Underline more prepositions of place in 3a.

c Add one more word to make the sentences correct.

1 The movie theater is on Market Street, next the supermarket.
2 There's an ATM the end of Orange Street.
3 I'll meet you in front the bank on Main Street.
4 There's a new bookstore the corner of New Street.

d Work in pairs. Choose four numbers on the map below. Take turns describing and guessing where they are. Use prepositions of place.



REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN . . .	
talk about towns	☐
describe rooms and furniture in my home	☐
ask for and give directions	☐
write a description of my neighborhood	☐



CAN DO OBJECTIVES

- Talk about your family and your family history
- Talk about past activities and hobbies
- Leave a voicemail message and ask for someone on the phone
- Write a life story

UNIT 6

FAMILY

GETTING STARTED

a Look at the picture and answer the questions.

1 Who do you think the people in this family are? Use family words you know, like "mother" and "sister."
2 Do you think they all live together in one house?
3 Choose someone in the photo. Write two questions to ask them.

b Talk about a family you know well – not your own family.

1 How many people are there in the family? Who are they?
2 Who do you know the best in the family? Why?

6A SHE WAS A DOCTOR

Learn to talk about your family and your family history

G Simple past: *be*

V Family; Years and dates

1 VOCABULARY Family

a Talk about your parents, brothers, or sisters. Think about:

- their names
- what they do
- adjectives about them

b 06.01 Listen to Part 1. Greg talks about his family. Check (✓) the people he talks about.

☐ aunt	☐ sister	☐ grandmother
☐ grandparents	☐ granddaughter	☐ cousin
☐ uncle	☐ brother	☐ grandfather
☐ grandchildren	☐ grandson	☐ parents

c Choose words in 1b to complete Greg's family tree.

d 06.01 Listen again and check your answers in 1c. Whose parents were born in Honduras?

e 06.02 **Pronunciation** Listen to the letters in **bold**. Check (✓) the words that have the same sound as *but* /ʌ/.

c**ou**sin **u**ncle **au**nt grandm**o**ther grands**o**n

f Look at the family tree again. Who can say these sentences?

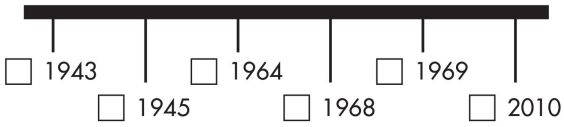
1 "Alice is my aunt." Greg, Lily, Rick
2 "Fernando's our uncle." _____
3 "Lily's our granddaughter." _____
4 "Rick, Lily, and Greg are our cousins." _____
5 "We have three grandchildren." _____

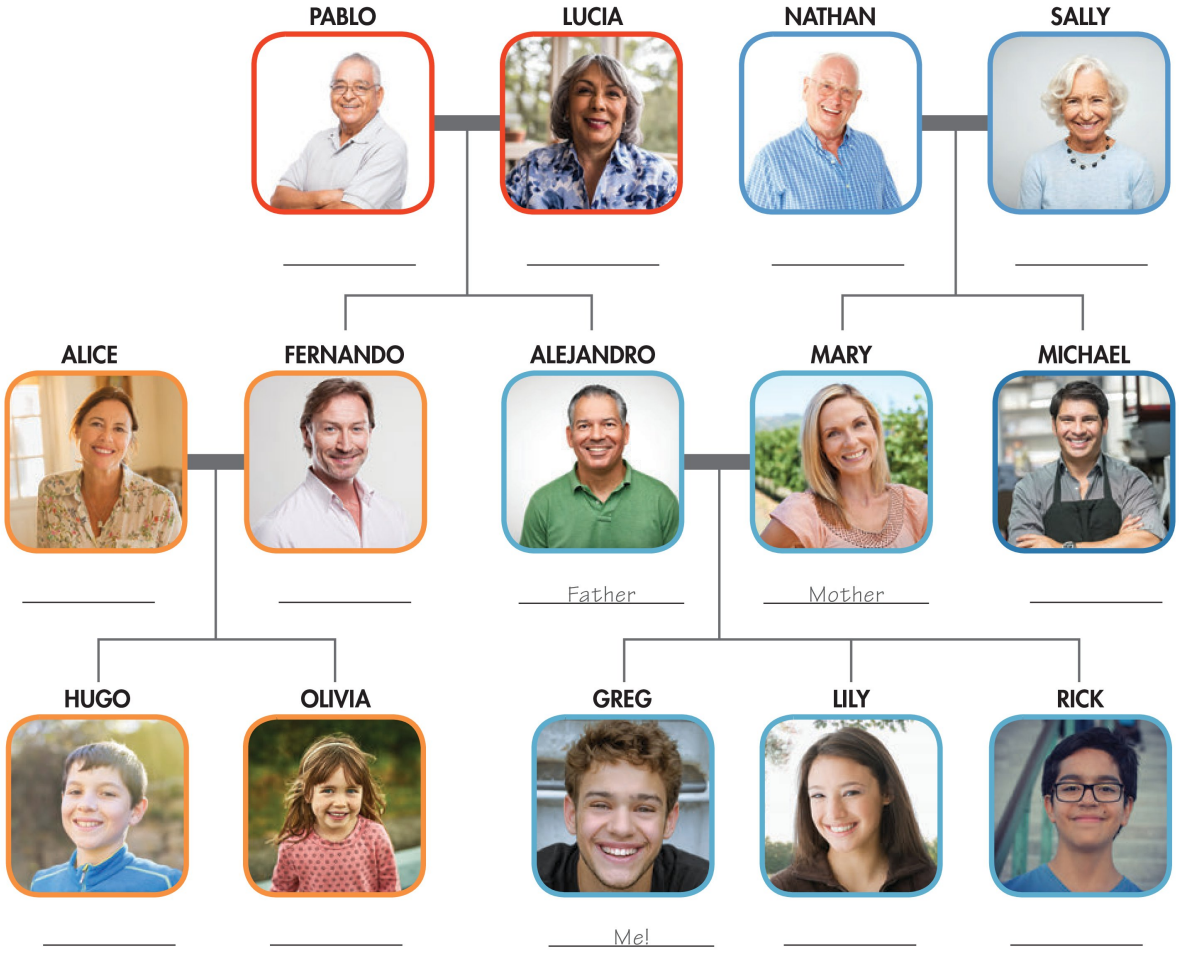
g Draw your own family tree. Show it to your partner and talk about how many people there are.

2 LISTENING

a 06.03 Put the life events in the correct order on the timeline. Listen again and check your answers.

1 got married
2 grandfather was born
3 grandmother retired from her job
4 photographer took the picture
5 went to college
6 grandmother was born






Nathan and Sally

3 GRAMMAR Simple past: *be*

a Underline the correct words.

1 Greg's grandparents *are* / *aren't* still alive.
2 His grandmother *is* / *isn't* a doctor now.
3 His grandmother *was* / *wasn't* a doctor.
4 His grandparents *were* / *weren't* high school classmates.
5 They *were* / *weren't* friends in high school.

b Choose the correct answers to complete the rules.

1 We use *was* / *were* to talk about:	a now	b the past
2 To make a negative sentence, we add:	a *'nt*	b *n't*

c Complete the chart with *was*, *were*, *wasn't*, or *weren't*.

+	–
I __was__ sick. She _____ a doctor.	I __wasn't__ sick. He _____ a teacher. He was a doctor.
We __were__ classmates. They _____ friends in college.	No, we _____ in the same class. They _____ married yet in 1960.

d 06.04 Listen again and complete the conversation. Which words are repeated in the question and answer?

A What about your grandfather? [1]_____ he a doctor, too?
B Yes, he [2]_____.
A [3]_____ they in the same class?
B No, they [4]_____.
A When [5]_____ she born?
B She [6]_____ born in 1945, I think.

e Now go to Grammar Focus 6A on p. 148.

f 06.06 **Pronunciation** Listen to the sentences. If *was* or *were* are stressed, underline them.

1 She was a doctor.
2 They were in school together.
3 When was she born?
4 Was she a doctor? Yes, she was.

g Complete the rules with *are* or *aren't*.

In affirmative sentences and questions, *was* and *were* _____ stressed.
In short answers, *was* and *were* _____ stressed.

h Complete the questions with the correct past forms of the verb *be*.

1 Where _____ you born?
2 Who _____ your first teacher?
3 What _____ your first school called?
4 _____ yesterday a good day for you?

i Ask and answer the questions in 3h.

4 VOCABULARY Years and dates

a 06.07 In Part 2, Greg talks about years and dates. Listen and answer the questions.

1 How do we say 1945?
  a one thousand nine hundred and forty-five
  b nineteen forty-five
  c both a and b are correct
2 How do we say 2010?
  a two thousand and ten
  b twenty ten
  c both a and b are correct
3 What do we add to 16 when we say *July 16*?

b 06.08 Listen and check (✓) the years you hear. Then practice saying them.

☐ 2002 ☐ 1930 ☐ 1918 ☐ 2011
☐ 2012 ☐ 1913 ☐ 1989 ☐ 2001

c Go to Vocabulary Focus 6A on p. 165.

5 SPEAKING

a Take notes about the people in your family tree in 1g.

- When were they born?
- How old are they?
- Where do they live?
- What do they do?

b Ask and answer questions about your family trees.

6B I PLAYED ANYTHING AND EVERYTHING

Learn to talk about past activities and hobbies

- G Simple past: affirmative
- V Simple past irregular verbs

1 READING

a Ask and answer the questions.

1 Who's the man in the pictures?
2 What do you know about his company?
3 What do you know about his family life?

b The article is called "His Family Secret." What do you think the secret is? Talk about the ideas and choose one.

1 His grandfather got married four times.
2 He had a secret sister.
3 His father was a famous actor.
4 He never met his brother.

c Read the article and check your answer in 1b.

d Put the events from Steve Jobs' life in the correct order.

a ☐ Steve started a new hobby: electronics.
b ☐ His sister Mona was born.
c ☐ Steve became friends with Steve Wozniak.
d ☐ Steve's birth parents couldn't keep him.
e ☐ Steve met his sister.
f ☐ Clara and Paul Jobs became Steve's parents.
g ☐ The two Steves became very rich.
h ☐ Apple Computers began.

HIS FAMILY SECRET

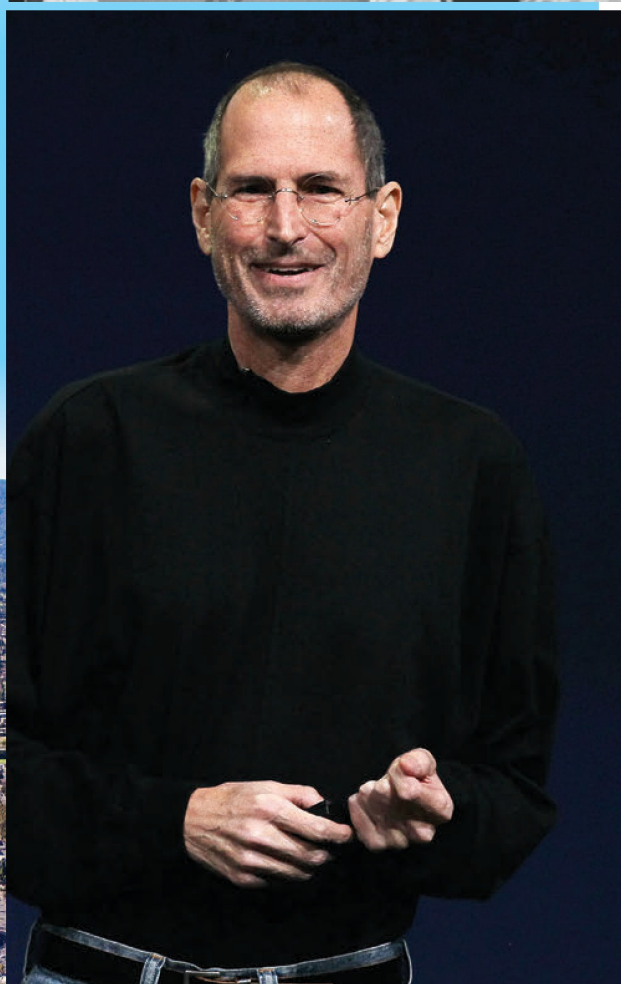


His name is famous around the world, and every day millions of people use the products he made – our phones, computers, laptops, tablets, and smartwatches. We all think we know his story from magazines, newspapers, and the Internet, but how much do we really know about him?

Steve Jobs was born in San Francisco in 1955. His birth parents were university students. They decided not to keep their son, so Steve was adopted by Clara and Paul Jobs.

The Jobs family lived in Mountain View, California. This area is now known as Silicon Valley, where there are a lot of big technology companies. Steve's hobby as a child was electronics. He made simple computers with his father at the family home. In high school, he met Steve Wozniak. They both loved electronics and became good friends. In 1976, they started Apple Computers in Steve's parents' garage. They worked hard, and four years later, the company was worth $1.2 billion.

Two years after that, Steve found out about his sister for the first time. After he was adopted, his birth parents had another child, Mona, who became a famous writer. This amazing brother and sister were close friends until he died in 2011. People will continue to remember Steve when they see or use an Apple product.





2 GRAMMAR Simple past: affirmative

a Underline the simple past form of verbs 1–5 in the text.

1 work
2 start
3 live
4 decide
5 love

b Complete the rule.

To form the simple past of regular verbs add _____ or _____.

c 06.11 **Pronunciation** Listen to the infinitive and the simple past form of the verbs in 1a. Which two verbs have an extra syllable in the past?

d Complete the rule with two sounds.

-ed endings have an extra syllable /əd/ only after _____ and _____.

e 06.12 Practice saying these simple past forms. Which have an extra syllable? Listen and check your answers.

- looked
- waited
- arrived
- finished
- hated
- wanted
- remembered
- needed

f Underline the simple past form of verbs 1–4 in "His Family Secret." Are these verbs regular or irregular?

1 have 2 find 3 make 4 become

g Now go to Grammar Focus 6B on p. 148.

3 LISTENING

a Steve Jobs' hobby when he was a child was electronics. Check (✓) the hobbies you had when you were a child.

- ☐ reading
- ☐ taking photos
- ☐ drawing pictures
- ☐ playing the guitar

Can you think of other hobbies?

b 06.14 Listen to Hannah and Charlie. What were their childhood hobbies?

c 06.14 Listen again and complete the notes about Hannah and Charlie.

	Hannah	Charlie
hobby details	basketball	cakes
parents' problem		
now		

4 VOCABULARY Simple past irregular verbs

a Hannah and Charlie use the simple past irregular verbs in the box in their conversation. Match them with 1–9.

went spent got made told
came bought cost ate

1 buy
2 eat
3 tell
4 go
5 cost
6 spend
7 make
8 get
9 come

b Now go to Vocabulary Focus 6B on p. 165.

c Use the verbs *go*, *eat*, *buy*, *make*, and *get* to talk about things you did:

- last night
- yesterday
- last week
- last year

5 SPEAKING

a 06.18 Read about Becky's hobby. Complete the text with the simple past form of the verbs in the box. Listen and check your answers.

play buy like listen have start

When I was young, my hobby was playing the piano. I only [1]_____ jazz, not modern or classical music. My parents [2]_____ me a piano when I was eight years old, and I [3]_____ lessons then. They [4]_____ a lot of jazz CDs, and I always [5]_____ to them. So they were happy for me to play jazz. I [6]_____ jazz piano all the time. I still play the piano now, and jazz is still my favorite music.

b Think of a hobby you had when you were a child. Make notes. Read Becky's example in 5a to help you. Think about:

- what you did
- how your parents helped you

c Talk with a partner about your childhood hobby. Start the conversation with this question.

What was your hobby when you were a child?



6C EVERYDAY ENGLISH
Can he call you back?

Learn to leave a voicemail message and ask for someone on the phone

- S Asking someone to wait
- P Sound and spelling: *a*





1 LISTENING

a If you call a friend and there's no answer, what do you usually do? Say why.

- leave a message
- send them a text
- call again later

b 06.19 Listen to Part 1. Who does Sofia call?

c 06.19 Listen to Part 1 again. Are the sentences true or false?

1 Mateo answers his phone.
2 Sofia tells Mateo to call her tomorrow.

2 USEFUL LANGUAGE
Leaving a voicemail message

a Which sentences do Mateo (*M*) or Sofia (*S*) say?

1 Please leave me a message.
2 Where are you?
3 Call me back.
4 Hello ...
5 I can't answer your call right now.

b 06.19 Listen to Part 1 again and check your answers in 2a.

c 06.20 Complete the voicemail message and the caller's message with the words in the box. Listen and check.

this	message	it's	call	here	back

Voicemail
Hello, [1]_____ is Alex. Sorry, I'm not [2]_____ right now. Please leave a [3]_____ and I'll call you later.

Caller
Hi, [4]_____ Pam. Could you call me [5]_____? You can [6]_____ me at work.

d Work in pairs. Use the dialogue map to leave a message. Take turns being A and B.

A	B
Call B	Give your voicemail message
Leave a message	

3 LISTENING

a 06.21 Put events a–e in the order they happened. Listen to Part 2 and check your answers.

a ☐ Mateo beats his high score on a video game.
b ☐1☐ Sofia calls Mateo.
c ☐ Chris answers the phone.
d ☐ Sofia talks to Mateo.
e ☐ Sofia tells Chris her message is important.

b Complete the sentences.

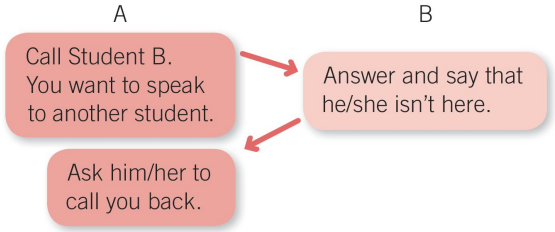
1 Sofia and Mateo talk about _____.
a how they are c their afternoon plans
b the weather
2 Mateo promised to drive _____ to the airport.
a Grandma b Sofia c Dad
3 Dad called _____.
a Sofia b Mateo c Grandma
4 _____ is picking Grandma up at the airport.
a Dad b Sofia c Mateo

4 USEFUL LANGUAGE
Asking for someone on the phone

a 06.21 Look at the questions and answers. Underline the correct words. Then listen to Part 2 again and check your answers.

SOFIA Is Mateo [1]*here / there*?
CHRIS He's [2]*here / there*, but he's busy right now.
SOFIA Please put him on the phone.
CHRIS He can't talk now. Can he call you [3]*back / there*?

b Work in pairs. Use the dialogue map to ask for someone. Take turns being A and B.



5 CONVERSATION SKILLS
Asking someone to wait

a Complete the conversation with the words in the box.

just wait minute (x2)

ROB Can you [1]____ a [2]____? He's writing an email.
MARY Sure.

ROB Eric, it's Mary on the phone.
ERIC Oh, good. [3]____ a [4]____.

b What does *a minute* mean in the conversation?
a exactly one minute b a short time

c Practice the conversation in 4b again. Use expressions in 5a.

6 PRONUNCIATION
Sound and spelling: *a*

a 06.22 Listen to the sound of the letter *a* in the words below.

Sound 1 /æ/	Sound 2 /ɔ/	Sound 3 /ɪ/	Sound 4 /eɪ/
thanks	call	message	later

b 06.23 What sound do the letters in **bold** have in the words in the box? Add them to the sound groups in 6a. Listen and check. Listen and repeat.

talk village wait tall back luggage
voicemail same small table black

c Work in pairs. Cover the chart in 6a. Student A: say a word from 6b. Student B: say a word that has the same sound. Then switch roles.

7 SPEAKING

a 06.24 Listen and complete the phone conversation.

SUE Hello, Melanie Wilson's office. This is Sue Parker speaking.
JOSH Hi, Sue. [1]_____ Josh. Is Melanie there?
SUE No, sorry. She's not [2]_____ right now. She's in a meeting. Do you want to leave a [3]_____?
JOSH No, that's OK. Can she call me [4]_____?
SUE OK, I'll tell her.
JOSH Thanks. She can [5]_____ me at work.
SUE OK. … Just a [6]_____. I need to find a pen to write the number.
JOSH Oh, it's OK, she has my number.

JOSH: Hello?
MELANIE Hi, Josh. [7]_____ Melanie.
JOSH Hi, Melanie!
MELANIE Sue says you [8]_____.
JOSH Yes, that's right. Do you want to meet on Friday? We can go out to dinner.
MELANIE Yes, I'd love to.

b **Communication 6C** Student A go to p. 131. Student B go to p. 132. Student C go to p. 130.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

6D SKILLS FOR WRITING

Five months later, we got married

Learn to write a life story

W Linking ideas in the past

1 LISTENING AND SPEAKING

a Choose two important years in your life. Make notes about what happened in each year.

1999 – started school

b Tell your partner what happened in your two important years.

c 06.25 The years below were important in Eva's life. What do you think happened? Match the phrases with the years. Listen and check.

a got a job as a teacher
b went to live in the U.S.
c moved to Germany
d was born
e met her husband

☐ 1992 ☐ 2005 ☐ 2014 ☐ 2017 ☐ 2019

d 06.25 Underline the correct answers. Listen again and check.

1 She was born in a *small* / *large* town in Colombia.
2 She went to the U.S. *alone* / *with her parents*.
3 She taught *young children* / *teenagers*.
4 She went to Germany *to get a job* / *to be near Niko*.



Eva

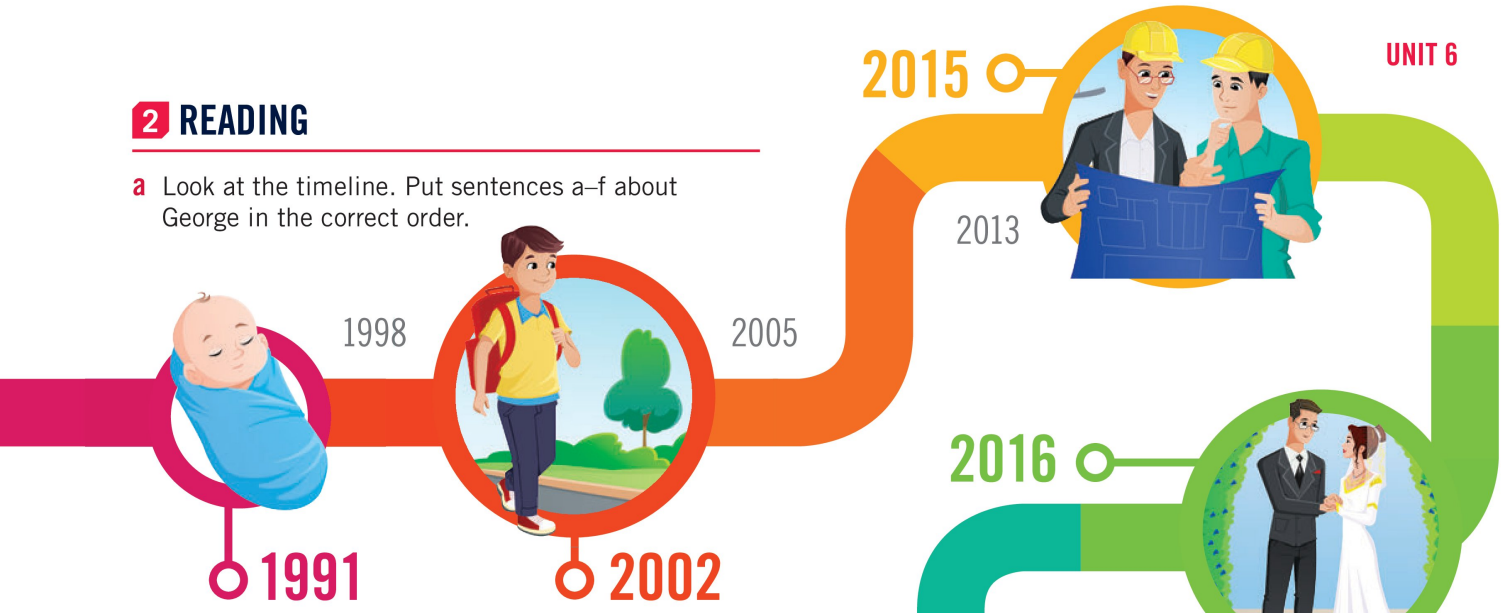
e Write two more important years in your life. Tell your partner the years. Guess what happened in your partner's years.



Cartagena

2 READING

a Look at the timeline. Put sentences a–f about George in the correct order.



3 WRITING SKILLS Linking ideas in the past

a Complete sentence 2 so that it means the same as 1.

1 In 2002, we moved to Denver, and I went to school there.
2 _____ I was 11, we moved to Denver, and I went to school there.

b Complete the sentences with *in* or *when*.

1 I graduated from high school _____ I was 18.
2 _____ 2010, I went to college in Denver.
3 _____ I was in Australia, I worked as an engineer.

Which word (*in* or *when*) do we use … ?
a with years b in longer sentences

c Complete the sentences that are true for you. Write when you did each thing using *in* or *when*.

1 I started school …
2 I graduated from high school …
3 I went to college …
4 I met my wife / husband / friend …
5 I got my first job …
6 I first went on a plane …
7 I got my first phone / computer …

d Complete sentence 2 so that it means the same as 1.

1 I graduated high school in 2009. In 2010, I went to college.
2 I graduated from high school in 2009. A year _____, I went to college.

e Change the <u>underlined</u> expressions using a time expression + *later*.

1 I graduated from college in 2014. <u>In 2015</u>, I went to work in Australia.
2 I met Carolina in January 2016. <u>In June 2016</u>, we got married.
3 We got married in June 2016. <u>In June 2019</u>, we had our first child.

f Write two sentences in the past about you or someone in your family. Use *later* in the second sentence.

I came to the U.S. in January 2018. Three months later, I found a job.

g Read aloud your sentences, but stop after the word *later*. Can your partner guess how they end?

I came to the U.S. in January 2018. Three months later, …

… you bought a house?

George Now



a When I was 11, we moved to Denver, and I went to school there. ☐
b In Australia, I met Carolina, and we got married a few months later. ☐
c A year later, I went to college in Denver and studied engineering. ☐
d I was born in 1991 in Omaha, Nebraska. 1
e Then in 2015, I got a job as an engineer in Australia. ☐
f I graduated from high school in 2009, and I got a job in a bank. ☐

4 WRITING AND SPEAKING

a Think about someone in your family. Draw a timeline like George's and add notes.

b Write a life story from your notes using *he* or *she*. Don't write the name of the person or say what your relationship to the person is.

c Switch life stories with another student and guess who the people are.

d Read your partner's life story again. Check how ideas are linked in the past.

UNIT 6
Review and extension

1 GRAMMAR

a Complete the conversation with the correct form of the verb *be*. Use contractions if possible.

ANNA Hi, Jenny. How [1]_____ you?
JENNY I [2]_____ fine, thanks.
ANNA [3]_____ you at the meeting yesterday?
JENNY Yes, I [4]_____, but it [5]_____ very useful.
ANNA What about Phil? [6]_____ he at the meeting?
JENNY No, he [7]_____. He [8]_____ home sick.
ANNA Oh, poor guy. [9]_____ he OK today?
JENNY Yes, I think so. He [10]_____ here today.

b Complete the text with the correct simple past form of the verbs in parentheses.

When I [1]_____ (be) a child, I [2]_____ (want) to be a truck driver. I [3]_____ (love) big trucks, and I [4]_____ (have) a lot of toy trucks. But when I [5]_____ (be) about twelve years old, I [6]_____ (decide) that trucks were boring. After high school, I [7]_____ (study) business in college, but I [8]_____ (find) that boring, too. Now I'm a chef and I love it.

c Complete the sentences with the simple present or the simple past form of the verbs in parentheses.

1 Last night we _____ (stay) home, and my husband _____ (cook) an amazing dinner.
2 I _____ (go) to the country with my family last weekend. We _____ (have) a really nice time together.
3 My sister _____ (play) volleyball on Tuesday nights. She usually _____ (get) home at about 7:30 p.m., but tonight she _____ (get) back at 8:15 p.m.
4 My brother and I _____ (spend) a lot of time together when we _____ (be) children, but now we almost never _____ (see) each other.

2 VOCABULARY

a Complete the text with the correct family words.

Peter and Barbara are my father's parents, so they are my [1]_____. I'm very close to my [2]_____ Barbara, and to my [3]_____ Peter, too. My father has only one sister, Helen, and she married Jonathan. My mother doesn't have any brothers or sisters, so Helen is my only [4]_____ and Jonathan is my only [5]_____. They have three children, so I have three [6]_____.

b Write the date in words.

12/25/1982 – *December twenty-fifth, nineteen eighty-two*

1 10/19/2014
2 6/12/1985
3 9/3/1990
4 4/22/2008
5 8/31/2020
6 1/9/2012

3 WORDPOWER *go*

a Read the conversation and answer the questions.

SARAH I need to [1]**go home** now.
VIV I can drive you.
SARAH No, no. I can [2]**go by** bus.
VIV Are you sure?
SARAH Yes, I need to [3]**go shopping** on the way home. The supermarket is next to the bus stop.
VIV Do you want to [4]**go out** to a restaurant later on?
SARAH Yes, that'd be nice.
VIV OK. See you later.

1 Who has a car?
2 What plans do Sarah and Viv have for later on?

b Match the phrases in **bold** in 3a with meanings a–d.

a travel by
b leave and return to where I live
c buy some things
d leave home and do something fun

c Match 1–4 with a–d to make more phrases with *go*.

1 go to	a train
2 go by	b to lunch
3 go	c a party
4 go out	d swimming

d Correct the mistakes in the sentences.

1 They want to go to home now.
2 I need to go for shopping in town this afternoon.
3 I'd like to go the movies this evening.
4 He usually goes to work for bus.

e Write sentences about your life using phrases with *go*.

1 every day / usually / go home
Every day I usually go home at 5:30 p.m.
2 each week / go shopping
3 often go / downtown by
4 this evening / would like / go out to

f Tell a partner your sentences in 3e. How similar are you?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN . . .	
talk about my family and my family history	☐
talk about past activities and hobbies	☐
leave a voicemail message and ask for someone on the phone	☐
write a life story	☐

CAN DO OBJECTIVES

- Talk about past trips
- Talk about what you like and dislike about transportation
- Say *excuse me* and *I'm sorry*
- Write an email about yourself



UNIT 7

TRIPS

GETTING STARTED

a Look at the picture and answer the questions.

1 These people are on a trip. What country do you think they're in? Why?
2 Who are the people in the photo: friends or family?
3 What do you think the people talk about?
- directions
- the weather
- personal information
- shopping
- their families
- something else

b In pairs, ask and answer the questions.

1 Where would you like to travel to?
2 Would you like to travel by … ?
- car
- boat
- plane
- something else

3 What would you like to see and do there?

7A THE BUS DIDN'T ARRIVE

Learn to talk about past trips

- G Simple past: negative and questions
- V Transportation

1 READING

a Look at the pictures of the three vacation spots. Which countries do you think they are in? Which would you like to go to? Why?

b Read the blog post and match the stories with pictures a–c to find out where they are.

c Read the stories again. Who do you think said each sentence after their trip: Jessica *(J)*, Ethan *(E)*, or Kayla *(K)*?

1 It's not a good idea to buy something cheap.
2 You often see more with your own transportation.
3 It's a good idea to look for transportation information online.
4 It was pretty cold on the water.
5 You sometimes meet interesting people on vacation.
6 If you wear nice clothes, maybe catch a taxi.

d Which story did you like most? Why?

TRAVELBLOG

Every vacation is a story … tell us about yours!

a



Sometimes it's good to miss the bus …

It was our last day in Cartagena, and my friends and I wanted to go to the beach – Playa Blanca. The receptionist at the hotel gave us a bus schedule. We went to the bus stop, and there was another tourist – Diego, a guy from Brazil. He wanted to go to Playa Blanca, too. We waited and we waited, but the bus didn't arrive. So, Diego checked an app and found out that you can catch a speedboat and get there in 45 minutes. We left the bus stop with Diego and got on a speedboat. It was a really exciting trip and so fast – much better than the bus! We all had so much fun together that day. And, by the way, Diego is now my husband. –Jessica

How to miss the perfect moment …

I don't really like selfie sticks, but they're useful on vacation. I was in Alaska on vacation with three friends from college. They all had selfie sticks, and I decided to buy one, too. But I didn't want to spend a lot of money, so I got a cheap one. The four of us went on a kayak trip to see Valdez Glacier. There we were: in the water, each person in their kayak – it was a great day. I wanted a memory of this perfect moment, so I put my phone on the selfie stick and … Well, I didn't buy a very good selfie stick, and my phone fell off. Into the water! I felt so stupid. My friends tried not to laugh, but it was funny, and in the end I laughed, too. –Ethan

Makeup danger …

Before we went on our vacation to Rome, some friends told us that there's a lot of traffic. They said a good way to get around the city is by scooter. So when my husband and I went to Rome, we didn't use public transportation – we rented two Vespas, the famous Italian scooter. They were great to ride – we got around the city really easily. On the second evening, we decided to go to a nice restaurant for dinner. I put on some nice clothes and makeup – I chose a very red lipstick. But I didn't know about the insects. You see, when you wear lipstick on a scooter, flies and mosquitos stick to your lips. When we got to the restaurant, my lips were covered with them. My husband thought it was very funny. I didn't wear makeup on the scooter again – just very cool sunglasses. –Kayla

b



c

2 VOCABULARY Transportation

a Match the words in the box with pictures 1–8.

airplane (plane) scooter speedboat cruise ship
helicopter bus ferry train



b Which kinds of transportation … ?

- do people often use to go on vacation
- do people normally use to get to work or school
- are unusual for people to use in your country
- do you normally use

c Now go to Vocabulary Focus 7A on p. 167.

3 GRAMMAR Simple past: negative

a Complete the sentences from Ethan's blog.

1 I _____ want to spend a lot of money.
2 I didn't _____ a very good selfie stick.

b Look at the sentences in 3a and complete the rule.

To make the simple past negative, we use:
_____ + the base form

c Underline more examples of the simple past negative in Jessica's and Kayla's posts.

4 LISTENING

a 07.04 Carly and Scott talk about the blog stories and tell another story. Listen and answer the questions.

1 Which blog story did they like?
2 Who tells a story – Carly or Scott?
3 Is the story about transportation or food?

b 07.04 Listen again. Underline the correct answers.

1 Carly went to *Mexico City* / *Juarez*.
2 She went with a *friend* / *two friends*.
3 They didn't understand the *waiter* / *menu*.
4 They used *pocket* / *cell phone* dictionaries.
5 The man ordered *food* / *drinks* for the women.
6 The man *left then paid* / *paid then left*.

c When was a stranger kind to you or someone you know? Tell your partner.

5 GRAMMAR Simple past: questions

a 07.05 Complete the questions from Carly and Scott's conversation. Listen and check.

1 _____ you go last year?
2 How _____ you travel there?
3 What _____ you choose?

b Look at the questions in 5a and complete the rule.

To make questions in the simple past, we use:
_____ + subject + base form

c 07.05 **Pronunciation** Listen to the questions in 5a again. Notice the pronunciation of *did you* in each question. Can you hear both words clearly?

d Now go to Grammar Focus 7A on p. 150.

e 07.07 Kayla told a friend about her trip to Italy. Complete the conversation using the verbs in parentheses. Listen and check.

MIKE How [1]_____ (be) your trip to Italy?
KAYLA It [2]_____ (be) amazing – incredible!
MIKE How many cities [3]_____ you _____ (visit)?
KAYLA We [4]_____ (go) to four: Rome, Florence, Siena, and Venice.
MIKE How [5]_____ you _____ (travel) around Italy?
KAYLA We [6]_____ (take) trains, and in Tuscany we [7]_____ (rent) a car for three days.
MIKE What [8]_____ you _____ (enjoy) most?
KAYLA The art and the architecture were great, but I [9]_____ (love) the food the most. It was delicious!

6 SPEAKING

a Imagine you went on a trip around your country last year. Take notes:

- your opinion of the vacation
- transportation used
- places visited
- what you liked most

b Work in pairs. Have a conversation like the one in 5e. Ask and answer questions about your vacation.

c Work in groups. Tell each other about your partner's vacation.

7B I LIKE THE STATIONS

Learn to talk about what you like and dislike about transportation

G *love / like / don't mind / hate* + verb + *-ing*

V Transportation adjectives

1 READING

a Which cities do you know that have a subway or express buses?

b Read the article. Match the cities with pictures a–c.

c Read the article again. Which city's transportation system … ?

1 is more than 150 years old
2 is less than 30 years old
3 has good views of the city
4 has interesting stations
5 doesn't use trains
6 do you think is the best

d Underline two things in the article that surprise you. Tell a partner.

e Read "From the locals" and answer the questions.

- Which transportation do you think each post is about?
- Which words tell you the answer?
- Who likes public transportation? Who doesn't?

f In pairs, ask and answer the questions.

- Do you use public transportation? Is it fast?
- What is the best way to get around where you live?

CityTripper.com

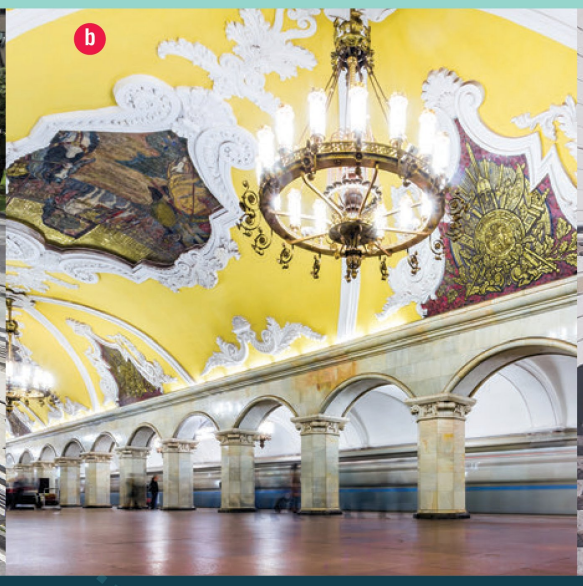
Fast City Transportation … Around The World

London The London Underground – the "Tube" – was the first subway system in the world. It opened in 1863. It now has 270 stations, and you can go nearly everywhere in London. It's not cheap, and the trains are often full, but it's unusual because it's very deep under the ground (50 meters in some places). One station, Hampstead, has 320 steps!

Bogotá If you visit Bogotá, there isn't a subway, but you can go on an express bus system called the TransMillenio. It opened in 2000, and there are now 12 lines through the city. The buses travel above ground along main roads. They have a special "line" and platforms, so the city traffic isn't a problem. The buses are very fast, and they're a great way to see the city. They're also very easy to use. You just go across a bridge to the station, pay with a card, and wait for a bus!

Moscow If you visit Moscow, go on the Moscow Metro. It opened in 1935, and the stations are very beautiful, with statues and lamps. Eight million people use it every day, so it can get very crowded. There are police at the stations so it's very safe, even at night. It's also very cheap – you can go across the city for 30 rubles. People on the trains are very polite. They always give their seat to an old person or to anyone with a baby.







From the locals

Sergei *"A good way to get around"*

Most of my friends drive in the city, but I always take the subway. The trains are good, and it's a fast and comfortable way to get around. And I like the stations – they look like palaces!

Antonia *"So easy!"*

I use it to go to work every day, and I love it. The buses come every few minutes, so I don't wait at all. They're clean and they're comfortable, too. And it's a safe way to travel when the roads are busy – I can leave my car at home!

Joanna *"Not much fun"*

I don't really enjoy it. I have to walk up and down over 300 steps because the stations are so deep. In the mornings, the trains are often full, and it's uncomfortable.

2 VOCABULARY
Transportation adjectives

a Find the opposite adjectives in the texts. Write them in the chart.

fast	slow
	dangerous
empty	
comfortable	
	expensive
	dirty

b 07.08 **Pronunciation** Listen and check your answers. Practice saying the words.

c Which of the adjectives are positive? Which are negative?

d 07.09 **Pronunciation** Listen to the words and underline the stressed syllable in each word.

comfortable dangerous expensive

e With a partner, take turns being A and B.

A Make a sentence about transportation with an adjective from 2a.

B Say you don't agree and use the opposite adjective.



Bill *"Good, but expensive"*

It's a fast way to get around such a big city, but it's pretty expensive when you use it every day. It's the only fast way to go to work. Sometimes I take a bus and it takes an hour, but on the underground you're there in 15 minutes.

3 GRAMMAR AND LISTENING
Love / like / don't mind / hate + verb + *-ing*

a When you go to meet a friend, do you usually … ?

- go by car
- use public transportation
- bike
- walk

b 07.10 Svetlana and Alex live in Moscow and meet downtown. Listen and complete the chart.

	She came by …	The trip took …
Svetlana		
Alex		

c 07.10 Listen again. Complete the notes.

	Svetlana thinks	Alex thinks
the Metro is …		
the stations are …		
driving is …		
Alex's / Her car is …		

d 07.11 Can you remember what Svetlana and Alex said? Complete the sentences with *love*, *like*, *don't mind*, *don't like*, or *hate*. Then listen and check.

1 **SVETLANA** I _____ going on the Metro.
2 **ALEX** I _____ using the Metro.
3 **SVETLANA** I _____ the stations.
4 **ALEX** I _____ driving in Moscow.
5 **SVETLANA** I _____ sitting in traffic.
6 **ALEX** I _____ it, it's not too bad.



e Which verb in 3d means … ?

1 I like it a lot.
2 I don't like it at all.
3 It's OK.

f Now go to Grammar Focus 7B on p. 150.

4 SPEAKING

a Check (✓) three kinds of transportation that you use.

☐ bus ☐ train ☐ subway ☐ speedboat ☐ boat ☐ taxi ☐ plane

b Take notes about the transportation you checked. Use adjectives from 2a and verbs from 3d.

bus – hate, crowded, slow, dirty

c Tell your partner about your ideas from 4b. How similar are you?

I hate going on buses. They're always crowded …

7C EVERYDAY ENGLISH
Excuse me, please

Learn to say *excuse me* and *I'm sorry*
- S Showing interest
- P Emphasizing what we say

1 LISTENING

a Ask and answer the questions.

1 Do you like going away for the weekend?
2 Where do you like going?
3 What do you like doing there?
4 Do you like going alone or with family and friends?

b Answer the questions about picture a.

1 Where are these people?
2 What are they doing?

c 07.13 Listen to Part 1 and check your answers in 1b.

d 07.13 Listen to Issa and Jayden's conversation in Part 1 again and answer the questions.

1 Where is Issa traveling to?
2 What does Issa do to Jayden?
3 How does Jayden react?
   a He is calm.
   b He is angry.
   c He is embarrassed.

e 07.14 Listen to Part 2. Underline the correct answers.

1 *Issa* / *Jayden* reserved a window seat.
2 *Issa* / *Jayden* didn't check the seat numbers.
3 *Issa* / *Jayden* takes a different seat.





2 USEFUL LANGUAGE
Saying *excuse me* and *I'm sorry*

a Match 1–2 with meanings a–b.

1 Excuse me, please.	a She wants to say there's a problem.
2 Excuse me, but …	b She wants to ask someone to move.

b 07.15 **Pronunciation** Listen to 1 and 2 in 2a. Notice how the intonation goes down ↘ in 1, but goes down and then up ↘↗ in 2.

c Look at 1 and 2 in 2a. What do you say when … ?

a you want to tell your teacher you don't understand something
b you want to leave the room but another student is in front of the door

d *Very*, *really*, and *so* can all be added to the expression *I'm sorry*. Do you say the words before or after *sorry*?

I'm sorry I took your seat.

e 07.16 Match 1–5 with a–e. Listen and check.

1 I'm so sorry I bumped into you.	a I didn't feel well.
2 I'm really sorry I'm late.	b I was in a meeting.
3 I'm sorry I didn't answer your call.	c I missed my bus.
4 I'm sorry I didn't come.	d My hands were wet.
5 I'm very sorry I broke your plate.	e I didn't see you.

f Check (✓) the correct replies when people say they're sorry.

1 ☐ That's all right.	4 ☐ Excuse me, please.
2 ☐ That's OK.	5 ☐ Don't worry.
3 ☐ No problem.	

g 07.17 Put sentences a–c and d–f in order to make two short conversations. Listen and check.

a ☐ **A** No problem. They all look the same.
b [1] **A** Excuse me, but I think that's my coat.
c ☐ **B** Is it? I'm so sorry. I took the wrong one.

d ☐ **A** Don't worry. The seat numbers are hard to read.
e ☐ **B** Oh, I'm sorry. I thought this was number 35.
f [1] **A** Excuse me, but I think this is my seat.

h In pairs, practice the two conversations in 2g.

3 PRONUNCIATION
Emphasizing what we say

a 07.18 Listen to the sentences in 2e. Notice the stress on the underlined words.

1 I'm so sorry I bumped into you.
2 I'm really sorry I'm late.
3 I'm sorry I didn't answer.
4 I'm sorry I didn't come.
5 I'm very sorry I broke your plate.

b Why are *so*, *very*, and *really* stressed? Choose the best answer.

1 We don't want the other person to hear *sorry* clearly.
2 We want to sound more sorry.
3 We want to speak loudly.

c Practice saying the sentences in 3a.

4 CONVERSATION SKILLS
Showing interest

a 07.19 Listen to Part 3. Are the sentences true or false?

1 Issa and Jayden are both on their way to Fort Worth.
2 Issa is visiting a friend in Dallas.
3 Jayden went to college in Fort Worth.

b Look at these parts of the conversation from Part 3. Two words aren't correct. Replace them with the words in the box.

Great!	Really?

ISSA Are you visiting Dallas?
JAYDEN No, Fort Worth. I went to college there.
ISSA Right.

ISSA My mom lives there. I go to see her every month.
JAYDEN Oh.

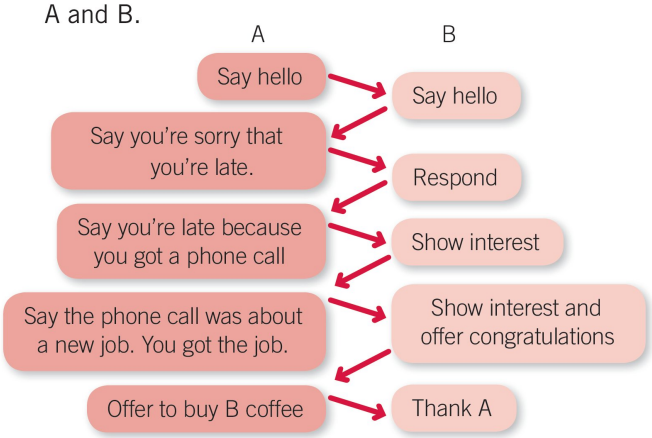
07.19 Listen again and check your answers.

c Why do they say *Great* and *Really*?

1 to say something is true
2 to show they are interested

5 SPEAKING

a Work in pairs. Use the dialogue map to make a conversation in a coffee shop. Take turns being A and B.



b In pairs, practice conversations like the one in 5a, but with different reasons for being late. Take turns being A and B.



UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

7D SKILLS FOR WRITING
It really is hard to choose

Learn to write an email about yourself

W Linking ideas with *after*, *when*, and *while*

1 SPEAKING AND LISTENING

a You want to stay with a homestay family. What kind of family would you like to stay with? Check (✓) three ideas and tell a partner.

1 ☐ quiet and friendly
2 ☐ friendly and fun
3 ☐ with young children
4 ☐ with no children
5 ☐ lives near a bus/train station
6 ☐ lives downtown
7 ☐ has Wi-Fi
8 ☐ has no TV

b Read the profiles of two Auckland homestay families. Which family would you like to stay with? Why?

c 07.20 Alejandro talks to his friend Justin about which family to stay with in Auckland. Does Justin tell Alejandro which family to choose?

d 07.20 Listen again. Check (✓) the activities that are true for Alejandro.

1 ☐ enjoys gardening
2 ☐ likes watching sports
3 ☐ likes listening to pop music
4 ☐ wants to play rugby
5 ☐ loves going to the beach
6 ☐ wants to study a lot
7 ☐ likes playing soccer
8 ☐ wants to have fun

e Which family is good for Alejandro? Why?

I think the Philips family is good because they like sports.

HOMESTAY FAMILY PROFILES



NAME	Joe and Annie Philips
CHILDREN	Jacob (8), Ben (5), and Kate (3)
PETS	no pets
LIKES	swimming, surfing, going to the movies, listening to pop music
LOCATION	near a bus station



NAME	Peter and Sharon Conway
CHILDREN	out of the house
PETS	Sam, our old cat
LIKES	gardening, going for walks, watching all sports
LOCATION	downtown – you can walk to school

2 READING

a Alejandro decided to stay with the Conways. Read his email to them. Check (✓) the main reason he writes to them.

1 ☐ to ask about their house
2 ☐ to tell them about all the sports he likes
3 ☐ to tell them about himself
4 ☐ to explain how much he wants to study

b Read the email again. Number the information in the order you find it.

☐ his future plans ☐ his hobbies
☐ his family's jobs ☐ his hometown

Subject: Homestay

Dear Mr. and Mrs. Conway,

My name is Alejandro Martinez, and I come from Merida, in the Yucatan province of Mexico. Thank you for offering to be my homestay family when I'm in Auckland.

I am 21 years old and study biology in college. I live with my family in Merida. My father is a businessman, and my mother is a doctor. I have one brother and one sister. They're college students, too.

In my free time, I like playing football (I think you say "soccer" in New Zealand!) and meeting my friends. I like watching different kinds of sports with them.

While I'm in Auckland, I really want to study hard and improve my English because I want to become a research biologist after I finish college. I want to study birds. I'd really like to work in a country like New Zealand – I know that you have a lot of very interesting birds there.

I'm looking forward to meeting you when I arrive.

Best wishes,

Alejandro



3 WRITING SKILLS
Linking ideas with *after*, *when*, and *while*

a Underline the word in each sentence that's different from Alejandro's email.

1 Thank you for offering to be my homestay family while I'm in Auckland.
2 I want to become a research biologist when I finish college.
3 I'm looking forward to meeting you after I arrive.
4 When I'm in Auckland, I really want to study hard.

b Look at the sentences in 3a and complete the rules with the words in the box.

after beginning while

1 We use *when* and _____ to connect two activities that happen at the same time.
2 We use *when* and _____ to connect two activities that happen at different times.
3 If the linking word is at the _____ of the sentence, we use a comma (,) between the two parts.

c Underline the correct words. There is more than one possible answer.

1 *After / When / While* I finish my English class, I'd like to go to Canada for a vacation.
2 I'd like to go skiing in the mountains *after / when / while* I'm on vacation.
3 I often play basketball with my colleagues *after / when / while* I finish work.
4 *After / When / While* I watch a game of football, I usually want to play a game myself.
5 My English improved *after / when / while* I was in Sydney.

4 SPEAKING AND WRITING

a Make a list of English-speaking countries you know.

b Which country in 4a would you like to visit? Why?

I'd like to go to …
I like warm places.
They say the people are friendly.

c Plan an email about yourself to a homestay family in that country. Take notes about:

- your age
- study / job
- what you'd like to do in that country
- free-time interests
- family

d Write your email. Check (✓) each box.

☐ Start the letter with *Dear*
☐ Say thank you
☐ Say who you are
☐ Talk about study / work / free time
☐ Talk about your family
☐ Say what you want to do in the country
☐ Include *I'm looking forward …*
☐ Finish the letter with *Best wishes*
☐ Use *after*, *when*, and *while* to link your ideas

e Switch emails with another student and check the ideas in 4d.

UNIT 7
Review and extension

1 GRAMMAR

a Complete the text with the simple past affirmative or negative form of the verbs in parentheses.

Paul [1]_____ (call) a taxi, but it [2]_____ (come), so he [3]_____ (take) a bus to the airport. The plane [4]_____ (be) late, so he [5]_____ (wait) for three hours at the airport. The weather [6]_____ (be) bad, so the plane [7]_____ (land) in a different city. He [8]_____ (arrive) at his hotel at 10 p.m. The receptionist [9]_____ (ask) him, "Did you have a good trip?" "No, I [10]_____ (have) a good trip. It was terrible."

b Write questions about a trip to Mumbai to match the answers.

1 When? I went there last November.
When did you go there?
2 How? I traveled by Air India from London.
3 a good time? Yes, I had a very nice time.
4 Where? I stayed in a hotel by the ocean.
5 How long? I only stayed a week. Then I went to Delhi.
6 hot? Yes, it was about 35° Celsius.

c Work in pairs. Choose a place you've visited and ask and answer the questions in 1b. Ask more questions.

d Write sentences about what Clare likes doing. Use the words in the box and a verb + *-ing*.

~~loves~~ likes doesn't mind doesn't like hates

1 "Chinese food is fantastic!"
Clare loves eating Chinese food.
2 "I never listen to Mozart."
3 "I sometimes take the subway. It's OK, but it's not great."
4 "I don't want to watch baseball – it's boring."
5 "I speak French well – it's a nice language."

2 VOCABULARY

a Complete the transportation words.

1 b u s
2 tr__ i __
3 sh __ __
4 h __ __ i __ __ __ ter
5 f __ __ ry
6 sc __ __ ter

b Change the adjectives into their opposites so that the sentences are correct.

1 The bus was almost *full*. There were only three people on it. *empty*
2 I don't like the subway because the stations are so *clean*.
3 I couldn't sleep on the train. It was so *comfortable*.
4 The new train to the airport is very *slow* – only 15 minutes.
5 He's a very *safe* driver. He never looks in the mirror.
6 $100 for a ten-minute trip! That's very *cheap*!

3 WORDPOWER *get*

a Match questions 1–5 with answers a–e.

1 Is Bella still single?
2 What's the best way to travel downtown?
3 Have a good trip.
4 Do you want milk in your coffee?
5 How's Susie?

a Thanks. I'll call you when I **get** home.
b Yes, please. Could you **get** some from the fridge?
c She's fine. I **got** an email from her last night.
d No. She **got** married last year.
e You can **get** the bus.

b Match the word *get* in a–e in 3a with meanings 1–5 below.

1 become
2 receive
3 travel on
4 arrive
5 take *or* bring

c Read the story and answer the questions.

The next morning, Richard [a]got another email from the woman named Blanca. It said, [b]"Get $3,000 from your bank, put it in a black bag, and then [c]get the bus to Morton Street. When you [d]get there, walk toward the post office and leave the bag on the steps. Do as I say or things could [e]get very bad for you." Richard knew this wasn't a joke – in fact, it was very serious.

1 What do you think happened next?
2 Match the word *get* in the story (a–e) to meanings 1–5 in 3b.

d Match the phrases in the box with a similar phrase in 1–5 below.

get a phone call get a taxi get an email
get sad get better get to the airport
get a glass of water get the train get to school

1 get angry
2 get a letter
3 get the bus
4 get to work
5 get your coat

e Write four sentences about your life. Use phrases from 3d.

I never get a taxi to the airport.

f Tell a partner your sentences in 3e. How similar are you?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN . . .	
Talk about past trips	☐
Talk about what I like and dislike about transportation	☐
Say *excuse me* and *I'm sorry*	☐
Write an email about myself	☐

CAN DO OBJECTIVES

- Talk about past and present abilities
- Talk about sports and exercise
- Talk about the body and getting in shape
- Talk about health and how you feel
- Write an article



UNIT 8

HEALTHY AND IN SHAPE

GETTING STARTED

a Look at the picture and answer the questions.

1 What country do you think these men are in?
2 What sport do you think this is?
3 Is the game for fun or for a competition?
4 Who do you think took this photo? Why?

b What other sports and exercise would these men like? Make a list.

c In pairs, share your list. Do you have any of the same sports and exercise?

8A THEY CAN DO THINGS MOST PEOPLE CAN'T

Learn to talk about past and present abilities
Learn to talk about sports and exercise

G *can / can't, could / couldn't* for ability
V Sports and exercise

1 READING

a Ask and answer the questions.

1 What famous sporting events do you know?
2 Which athletes do you like? Why?
3 Look at the man in the pictures and answer the questions.
   a What sport does he play?
   b Where's he from?
   c Where is he in the pictures?
   d What would you like to know about him? Write two questions.

b Read the article and check your answers. Does it answer your questions?

c Read the article again. Answer the questions.

1 What was his life like until he was five?
2 How did his life change when he was five?
3 Why were his doctors, friends, and parents surprised?
4 What does the text say about some of the Paralympic athletes?
5 Why is Jonnie famous?

d Underline the parts of the article that surprise you. Tell a partner.

e Are there any famous Paralympic athletes from your country?

2 GRAMMAR
can / can't, could / couldn't for ability

a Complete the sentences from the article. Check your answers.

1 He _____ run around with the other children anymore.
2 Only 18 months after he lost his leg, he _____ run, swim, and play soccer again.
3 Some of the athletes in the Paralympics _____ walk.
4 But in their sports, they _____ do things that most people _____.
5 _____ you run that fast?

b Complete the rules with the words in the box.

past question present

To talk about ability, we use *can/can't* for the _____ and *could/couldn't* for the _____.
To make a _____, we change *You can …* to *Can you … ?*

c Look at the question. Which two answers are correct?

Can you run that fast?
a Yes, I do. b Yes, I can. c No, I can't. d No, I don't.

d 08.01 **Pronunciation** Listen to the sentences in 2a. Can you hear the /l/ sound for the letter *l* in *could* and *couldn't*?

e Now go to Grammar Focus 8A on p. 152.



Jonnie Peacock
CHAMPION RUNNER

When Jonnie Peacock was five, he was like most boys from his hometown of Cambridge, England – he loved to play sports. Then suddenly his life changed when he became very sick with meningitis. Jonnie's parents took him to the hospital, and he nearly died. The doctors saved his life, but they couldn't save his right leg. He couldn't run around with the other children anymore, and he couldn't play soccer, his favorite sport. In fact, he couldn't play any sports at all. But the doctors gave him a new, artificial leg. He could walk again, but he wanted to do more than that, so he started dancing and playing other sports. His doctors, his friends, and his parents were all surprised that he could do so much. Only 18 months after he lost his leg, he could run, swim, and play soccer again, but running was his best sport. In 2010, Jonnie started to practice a lot. He wanted to go to the London 2012 Paralympics, the Olympic Games for disabled athletes. Some of the athletes in the Paralympics can't walk, and some can't see at all or can't see very well. But in their sports, they can do things that most people can't. Jonnie Peacock won a gold medal at the London 2012 Paralympic Games when he was only 19 years old. He ran the 100 meters in a time of 10.90 seconds! He won another gold medal at the 2016 Paralympic Games in Rio de Janeiro, Brazil, with an even faster time of 10.81 seconds! He still enjoys dancing, as well. In 2017, Jonnie was the first amputee paralympian to compete on the TV show *Strictly Come Dancing*.



CAN YOU RUN THAT FAST?

3 LISTENING

a Talk to other students. Try to find a student who … .

1 often goes running
2 never goes running
3 once ran in a marathon or a half-marathon
4 exercises once a week or more

b Read the information about the podcast. What is your answer to the question in the title?



c 08.03 Listen to the podcast. What does Hanna think … ?

1 is good for you
2 is not good for you

d 08.03 Listen again. Complete the notes below.

Rule No. 1: Don't _____.
At the start, run _____.
Rule No. 2: _____ a lot of _____.
When you run, you _____.
Rule No. 3: Listen _____.
If you feel tired, _____.
If your foot hurts, _____.
Rule No. 4: _____!

e In groups, talk about other ways you know to stay in shape. How many can you list?

4 VOCABULARY Sports and exercise

a Match the words in the box with the pictures a–f.

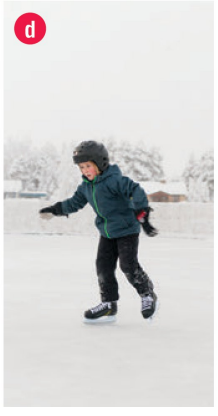
do yoga	play badminton	ride a bike	dance	skate	ski















b Now go to Vocabulary Focus 8A on p. 167 for sports and exercise collocations.

c Read the sentences. Put them in order from good (1) to bad (4).

a ☐ I can play baseball pretty well.
b ☐ I can't play baseball very well.
c ☐ I can play baseball really well.
d ☐ I can't play baseball at all.

d Ask and answer questions about the activities in 4a.

Can you ski? — Yes, I can ski very well. — I can't ski at all.

5 SPEAKING

a Think about sports or other free-time activities. Write sentences about … .

- one thing you can do well
  I can …
- one thing you can't do at all, but you'd like to learn
  I can't …
- one thing you could do well when you were a child
  I could …
- one thing you couldn't do very well as a child
  I couldn't …

b Ask other students if they can or could do the same things.

Can you dance the samba? — No, I can't! Can you?
Could you swim well when you were a child? — Very well, yes.

c Who can or could do the same things? Who would like to do the same things?

Sachiko and I can play tennis pretty well.
Mia and I would like to learn to snowboard.

8B HOW EASY IS IT TO GET IN SHAPE?

Learn to talk about the body and getting in shape

- G *have to / don't have to*
- V Parts of the body; Appearance

1 READING

a Ask and answer the questions.

1 What do you think are good ways of getting in shape?
2 What exercise do you do?
3 Would you like to do more or less exercise? Why?

b Read the first paragraph of the article. Answer the questions in the article.

c What do you think the new type of exercise is? Read the rest of the article to find out. Were you correct?

d Complete the HIIT fact sheet.

e Talk about the questions.

1 Would you like to try HIIT? Why / Why not?
2 Do you think it works? Why / Why not?

2 GRAMMAR *have to / don't have to*

a Complete the sentences from the text with the words in the box. Use some words more than once.

have don't to

1 You _____ _____ run as fast as you can.
2 You _____ _____ _____ spend hours and hours in the gym.
3 What do you _____ _____ do?

b Sentences a–c talk about the sentences in 2a. Underline the correct answers.

a In sentence 1, you *need to* / *don't need to* run as fast as you can.
b In sentence 2, you *need to* / *don't need to* spend hours in the gym.
c Sentence 3, asks what you *need to* / *don't need to* do.



HIIT: GET FIT IN FIVE! THE ROUTINE

warm up → _____ seconds of intense exercise → rest

Repeat ___ times

HOW OFTEN? Time: _____ a day

GOOD FOR: Getting in shape, preventing diabetes and _____ disease

ONLY 5 MINUTES OF EXERCISE A DAY... AND YOU CAN GET IN SHAPE!

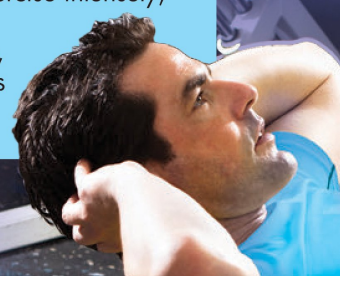
HOW EASY IS IT TO GET IN SHAPE? Do you think it's difficult to do enough exercise? Is having enough time to exercise a problem? Think you know the answers to these questions? Well, think again because a new type of exercise is here, and it could change your life.

WHAT IS IT? This new, popular form of exercise is called High Intensity Interval Training (HIIT), and it means you don't have to spend hours and hours in the gym. A few minutes a day doing intense exercise is all you need. You can choose to do floor exercises, run, or ride a bike.

WHAT DO YOU HAVE TO DO? Let's take the example of running: you begin with a short warm up, then you have to run as fast as you can for 20 to 30 seconds and then rest. You repeat the routine twice and that's all you have to do!

SO, HOW DOES HIIT WORK? No one is sure of the answer to this question. However, some sports scientists in Canada, Norway, and the U.S. think that when we exercise intensely, we use more muscles than we do with normal exercise. This helps us get in shape, which could also help us prevent problems like diabetes and heart disease.





c 08.06 **Pronunciation** Listen to sentences 1 and 2 in 2a and answer the questions.

1 How does the speaker say *v* in *have*: /v/ or /f/?
2 How does the speaker say *to* – is it stressed or unstressed?

d Now go to Grammar Focus 8B on p. 152.

e Work on your own. Think about things you have to do in your life. Write four sentences. Think about:

• daily routine • work • study • family • pets

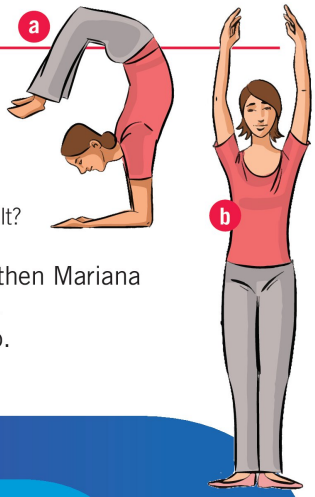
I have to take our family dog for a walk every morning.

f Tell a partner about things you have to do. Ask more questions.

I have to clean my house every weekend.

Do you have to clean all the rooms?

3 LISTENING



a Look at pictures a and b and answer the questions with a partner.

1 What kind of exercise is this?
2 Do you think it's easy or difficult?

b 08.08 Listen to Stella and then Mariana talk about exercise. Match the speakers with pictures a and b.



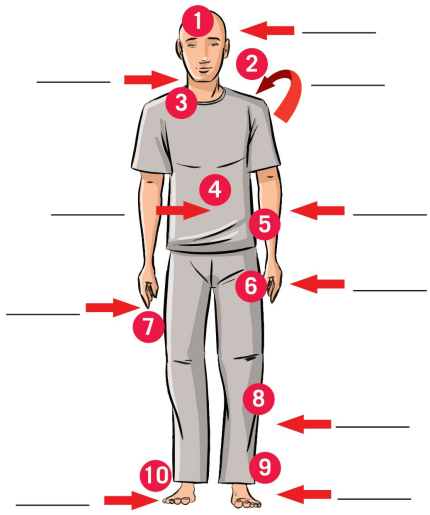
c 08.08 Listen again. Are the sentences true or false? Correct the false sentences.

1 Stella thinks yoga is good for everyone.
2 Her favorite yoga exercise is easy to do.
3 She practiced doing this exercise for a long time.
4 Mariana thinks beginner yoga is easy.
5 She has to think carefully when she does yoga.
6 She doesn't like the end of each yoga lesson.

4 VOCABULARY Parts of the body

a Match the words in the box with the parts of the body in the picture.

leg	back	foot	head	neck
stomach	arm	hand	finger	toe



b Talk about the questions.

1 Which parts of the body can you break?
2 Which parts of the body often give people problems?



c Now go to Vocabulary Focus 8B on p. 168 for appearance vocabulary.

5 SPEAKING

a Look at activities 1–5 and choose one. Think of things people have to do and have to have if they want to do this activity. Take notes.

1 run a marathon
go running every day *have strong legs*
2 climb a mountain
3 swim a long way
4 dance for 24 hours
5 ride a bike along the Pacific Coast Highway

b Tell your partner what people have to do to get ready for your activity and what they have to have. Don't tell them what your activity is. Can your partner guess?

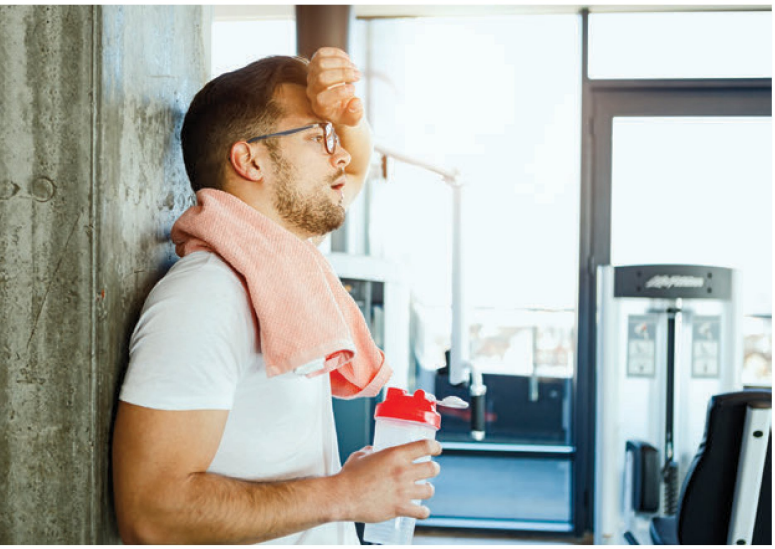
You have to go running every day, and you have to have strong legs.

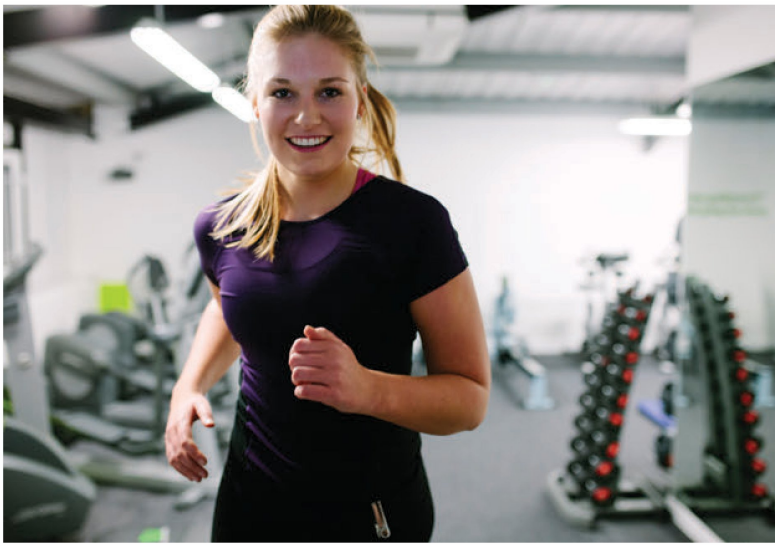
8C EVERYDAY ENGLISH

I'm a little tired

Learn to talk about health and how you feel

- S Expressing sympathy
- P Connecting words





1 LISTENING

a Answer the questions about the pictures.

1 Where are Alex and Kate?
2 How do you think Alex feels?
3 Do you think Kate is in good shape?
4 Imagine what Kate might say to Alex.

b 08.11 Listen to Part 1 and check your answers. What does Kate tell Alex to do?

c 08.12 Listen to Part 2 and answer the questions.

1 What's Alex's problem?
   a He has a headache.
   b His back hurts.
   c He needs to eat some food.
   d He has a fever.
2 What do you think Alex wants to do?
   a go to the dance class with Kate
   b go home
   c run on the treadmill again

2 USEFUL LANGUAGE

Talking about health and how you feel

a Complete the mini-conversations. Use the words and phrases in the box.

the matter	feel well	look so good	'm a little tired	all right

KATE Are you [1]_____?
ALEX I think so.

KATE You don't [2]_____.
ALEX Yes, I [3]_____.

KATE What's [4]_____?
ALEX I'm not sure. I don't [5]_____.

b 08.11–08.12 Listen to Parts 1 and 2 again and check your answers in 2a.

c Look at some ways to say how you feel.

I'm **tired**. I have **a headache**. My **back** hurts.

Which of the words in the box can you use instead of the words in **bold**?

a stomachache	a cold	sick	hungry
arm	foot	a toothache	a fever

d In pairs, take turns asking about health and saying how you feel. Use the phrases from 2a and 2c.

3 CONVERSATION SKILLS
Expressing sympathy

a Complete what Kate says with the words in the box.

bad	sorry	no

ALEX Actually, I feel awful.
KATE Oh [1]_____. Come and sit down.

ALEX I don't feel well.
KATE I'm [2]_____ to hear that.

KATE You had nothing to eat all day?
ALEX I … well … um … no. It was a busy day.
KATE That's too [3]_____. Well, I'm not surprised you don't feel well.

b What do Kate's phrases in 3a mean?

1 I feel sorry for you.
2 I don't feel sorry for you.

c In pairs, take turns saying these sentences and giving sympathy using phrases from 3a.

1 I have a cold.
2 I'm so tired.
3 My back hurts.
4 I feel really sick.
5 I lost all my money.
6 My best friend is mad at me.

4 PRONUNCIATION Connecting words

a 08.13 Listen to the sound of the letters in **bold** in these sentences. Then read the sentence below and underline the correct words.

1 Come and si**t** down.
2 Jus**t** take a break.
3 Don'**t** tell me …
4 Goo**d** to see you.

The sound *connects* / *doesn't connect* with the next word, and there's *a* / *no* pause.

b In pairs, take turns saying the sentences in 4a and giving a reply.

Come and sit down.

OK, thank you.

1 Student B doesn't look good. Ask him/her what's the matter. When he/she tells you, show sympathy using expressions like *Oh no!* or *That's too bad!*
Then ask if he/she has a fever. Tell him/her what to do, e.g., *See a doctor. Go to bed.*

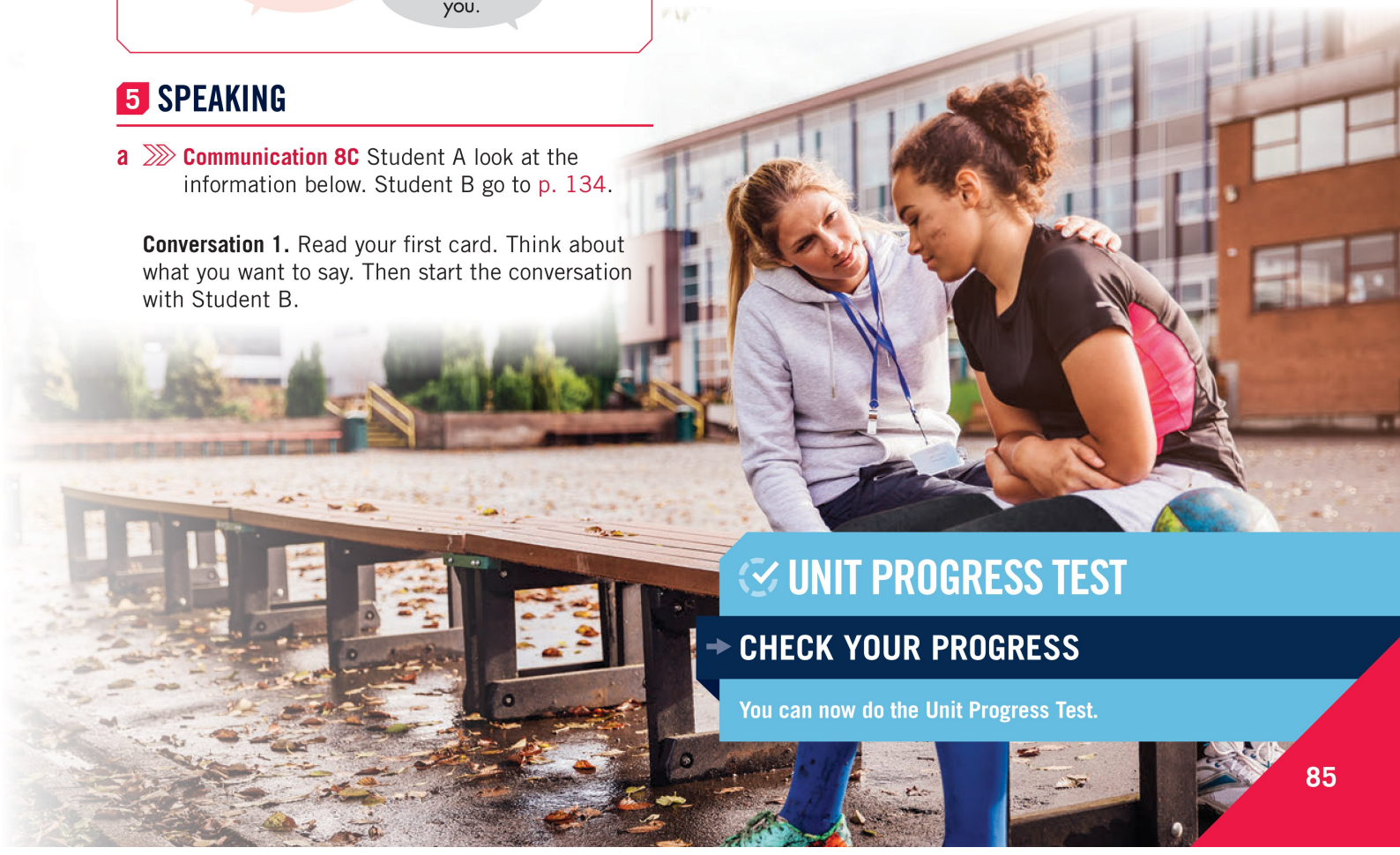
b **Conversation 2.** Now look at your second card. Think about what you want to say. Then listen to Student B and reply.

2 You're not feeling very well. You have a stomachache and your eyes hurt. You don't feel hungry. When Student B asks you, tell him/her what's the matter.

5 SPEAKING

a **Communication 8C** Student A look at the information below. Student B go to p. 134.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.



UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

8D SKILLS FOR WRITING
However, I improved quickly

Learn to write an article

W Linking ideas with *however*; Adverbs of manner

1 SPEAKING AND LISTENING

a Ask and answer the questions.

1 Which of these free-time activities are popular in your country? Which aren't popular in your country? Why not?
- playing chess
- going dancing
- riding a bike
- playing video games
- looking for interesting insects
- hiking

2 What other activities are popular in your country?








b Read the email Andy and Gina get at work and answer the questions.

1 What's the problem with the company blog?
a There's too much information.
b It's kind of boring.

2 What kind of information can the staff put in their articles?
a information about their free time
b information about their day at work

c 08.14 Andy talks to Gina about his free-time activity. Listen and answer the questions.

1 Which activity in 1a does Andy talk about?
2 Does he want to write an article about it?

d 08.14 Listen again. Match 1–6 with a–f.

1 A year ago, …
2 Two weeks after his first bike ride, …
3 A couple of months ago, …
4 Last weekend, …
5 Almost every day, …
6 You always …

a he bought a bike.
b a car hit him.
c he rides his bike.
d he rode in the hills for two days.
e have to be careful in traffic.
f a friend invited him for a bike ride.

Our staff blog

From: The management team
To: All staff

We want to try to make the company blog more interesting. We would like to find out more about you, the people who work for this company. We'd love to hear about what you do in your free time. Write a short article and send it to us with a photo so we can put it on the blog.



e Think of something you do in your free time. Take notes. Use the questions to help you.

1 When did you start doing this activity?
2 What's something important you did when you started?
3 What do you normally do?
4 What is something interesting you did recently?

f Ask and answer questions about your activities.

I bought a chess set two months ago.
Was it expensive?
I found a very unusual stamp last month.
Where is the stamp from?

2 READING

a Read Dylan's article for the company blog. Check (✓) what's the same about Dylan's and Andy's activities.

1 ☐ they do their free-time activities outdoors
2 ☐ they do their free-time activities every day
3 ☐ they get in shape doing their free-time activities
4 ☐ they hurt their feet recently

b Read the article again. Are the sentences true or false? Correct the false sentences.

1 Three years ago, Dylan was lonely.
2 He liked the idea of hiking immediately.
3 Hiking was a little difficult at first.
4 He met his wife on a hike.
5 It's very difficult to learn how to go hiking.

OUR STAFF:

working hard, playing hard

Walking my way to love by Dylan Jones

Three years ago, I started working for this company. I didn't know anyone in the area, so I decided to do some exercise to meet new people. However, I was really out of shape. I tried doing different kinds of sports, but I did them all badly. I found an answer to all my problems by going for a walk.

A colleague of mine invited me to go on a hike in the mountains. I didn't say yes immediately because it didn't sound very interesting. However, I decided it could be good exercise for me, so I went along. This was the beginning of my love of hiking.

At first, I had to walk slowly because I wasn't in very good shape. However, I improved quickly, and now I can walk pretty fast for hours. I began to feel so much better. While I was on a hike with a group of people one weekend, I met Marina. She's now my wife. We go hiking once or twice a month, and we love it.

You don't have to do anything special to start hiking. You only have to know how to walk, and most people can do that. However, you have to buy special boots so you don't hurt your feet. Hiking is a great way to enjoy our beautiful country. And you never know – perhaps you can find true love, too!



Me on a hike!

3 WRITING SKILLS
Linking ideas with *however*; adverbs of manner

a Notice the underlined word that links the ideas in two sentences together.

I didn't say yes immediately because it didn't sound very interesting. However, I decided it could be good exercise for me, so I went along.

Is the idea in the second sentence surprising after reading the idea in the first sentence?

b Underline three more sentences in Dylan's article linked by *however*. What punctuation do we use after this word?

c Match the sentences. Link each pair with *however*.

1 I can only do very simple exercises.
2 I started doing yoga about six years ago.
3 I fell off my bike and hurt my leg.

a I didn't stop riding.
b I can't do the difficult positions.
c I feel really in shape.

d Notice the underlined adverb of manner in the sentence. Does it tell us what Dylan did or how he did it?

I tried doing different kinds of sports, but I did them all badly.

e Circle the adverbs in Dylan's article that go with these verbs.

1 walk (x2) 2 improve

f We make most adverbs of manner by adding *-ly* to an adjective.

clear + -ly = clearly

Which adverb in Dylan's article is different?

4 WRITING

a Plan an article about your free-time activity. Use your ideas in 1e. Think of:

- an interesting way to begin your article
- something you have to or don't have to do with your hobby

b Write your article. Use adverbs of manner.

c Switch articles with another student and check that:

☐ the beginning is interesting
☐ there's useful information about the hobby
☐ the article uses adverbs of manner

UNIT 8
Review and extension

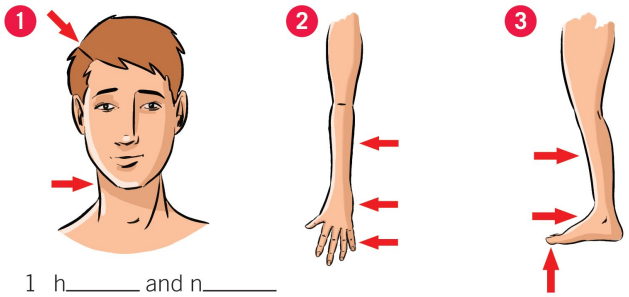
1 VOCABULARY

a Complete the sentences with the words in the box.

yoga	dance	bike	badminton	baseball	ski

1 When I went to the U.S., I learned to play _____. I wasn't very good at it because I could never hit the ball.
2 On my last winter vacation, I went to the mountains and learned how to _____. It was a lot of fun.
3 On the weekends, my favorite form of exercise is to get on my _____ and go for a ride in the country.
4 I often meet my friend for a game of _____. We always play indoors.
5 I'd like to join a _____ class and learn the waltz and the tango. It's a fun way to stay in shape and make friends.
6 The strange thing about _____ is that you have to stay in the same position for a long time.

b Complete the words for parts of the body.



1 h_____ and n_____
2 a_____, h_____, and f_____
3 l_____, f_____, and t_____

2 GRAMMAR

a Complete the text with *can*, *can't*, *could*, or *couldn't*.

In my family, we love playing sports. I [1]_____ play badminton well, and my sister [2]_____ ski well. When we were children, we [3]_____ both play soccer very well, but we're both too slow now. The only sport I [4]_____ do is swimming. I didn't learn to swim. My sister did, and she [5]_____ swim very fast – 50 meters in about 40 seconds. We also tried to learn musical instruments. I studied the guitar, but I [6]_____ play well at all. I was always too busy playing sports.

b Complete the sentences with the correct form of *have to*.

1 If you want to go running, you _____ buy comfortable running shoes.
2 You _____ go to the gym every day – three times a week is enough.
3 _____ I _____ use the same machines every time I go to the gym?
4 You _____ take a small towel with you when you go to the gym.
5 He _____ be careful on his bike. Last year he had a bad accident.

3 WORDPOWER *tell / say*

a Match sentences 1–3 with pictures a–c.

1 My grandmother **told** us **stories** when we were children.
2 What did you **say** to me? I didn't hear you.
3 **Say hello** to your parents when you get there.







b Notice the words in **bold** in the sentences in 3a. Complete the phrases with *say* or *tell*.

1 _____ hello / goodbye / thank you / I'm sorry
2 _____ a story / the truth / a joke

c Complete the sentences with *to* if it's possible.

1 She told _____ me she doesn't feel well.
2 They said _____ me that they come from Argentina.
3 I'm sure he told _____ the truth.
4 We said thank you _____ them when we left.
5 Can you tell _____ me what time it is?

d Complete the sentences with the words in the box.

truth	you	sorry	thanks	me	story

1 Could you please tell the children a bedtime _____?
2 My wife told _____ she likes living here.
3 I don't think that's right. He didn't tell us the _____.
4 I just want to say _____ for a great dinner last night.
5 Please say you're _____ to Julia for not going to her party.
6 Yesterday I told _____ to arrive on time, but you're half an hour late.

e Complete the sentences with your own ideas.

1 When I was a child, _____ told me stories about ...
2 The last person I said sorry to was _____ because ...
3 I always say thank you to ...
4 ... tells really funny/bad jokes.

f Tell a partner your ideas from 3e.

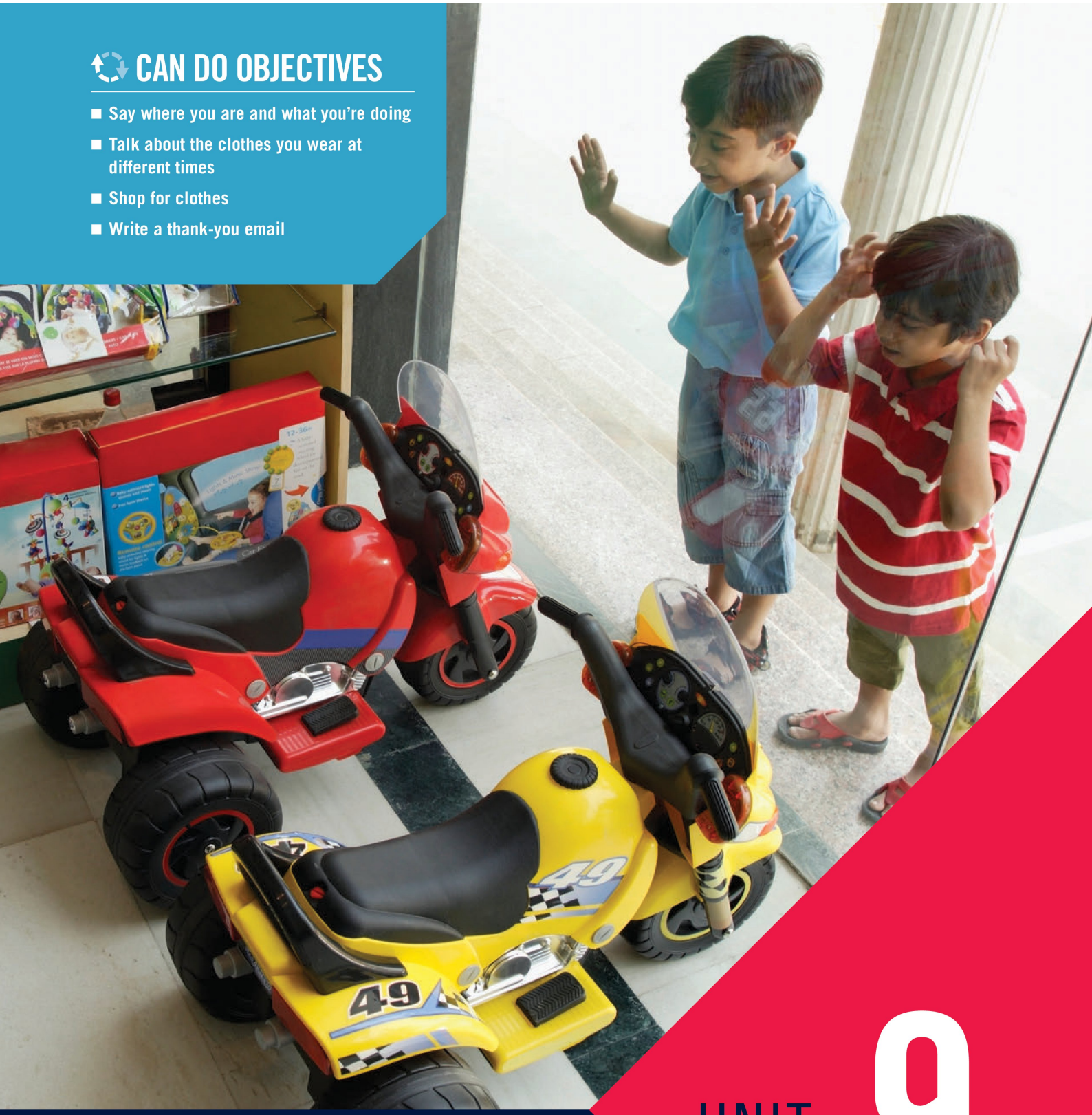
REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
talk about past and present abilities	☐
talk about sports and exercise	☐
talk about the body and getting in shape	☐
talk about health and how I feel	☐
write an article	☐

CAN DO OBJECTIVES

- Say where you are and what you're doing
- Talk about the clothes you wear at different times
- Shop for clothes
- Write a thank-you email



UNIT 9

CLOTHES AND SHOPPING

GETTING STARTED

a Look at the picture and answer the questions.

1 What are the boys doing?
2 What do these boys talk about? What questions do they ask?
3 Do you think these boys enjoy shopping?

b Where's the best place to go shopping in your town or city for … ?

- food
- clothes
- a present for someone

9A WE'RE NOT BUYING ANYTHING

Learn to say where you are and what you're doing

- G Present continuous
- V Shopping; Money and prices

1 VOCABULARY Shopping

a Match pictures 1–6 with the words in the box.

a drugstore a department store a fast food restaurant
a bookstore a clothing store a coffee shop

Which of these stores is your favorite? Why?

b Look at the map of the shopping mall. Match the words with a–f in the map.

stairs entrance parking lot bus stop
information desk ATM

c 09.01 **Pronunciation** Listen to the words. Which word is stressed: the first word or the second word?

- clothing store
- department store
- parking lot
- information desk
- bus stop

d Where can these people go in the shopping mall?

1 "My son needs new jeans."
2 "Let's get a new couch."
3 "I want something to read on the plane."
4 "I have a headache. I need some aspirin."
5 "Can you take my bags to the car?"
6 "Are you hungry? I need to eat!"
7 "I don't have any money."

e Now go to Vocabulary Focus 9A on p. 169. for money and prices vocabulary.



2 LISTENING

a When you meet friends in town, what do you usually do? Here are some ideas:

- go shopping
- go to the movies
- go to a coffee shop
- go for a walk

b A group of friends want to go to the movies together. Look at the shopping mall. Where is a good place to meet?

c 09.03 Listen to Conversation 1. Where does Sam want to meet Addie? What do you think will happen?

d 09.04 Listen to the next two phone conversations. Underline the correct answers.

Conversation 2

1 Sam is *in the bookstore / in the coffee shop.*
2 Addie is *at the bus stop / in the parking lot.*

Conversation 3

3 Amy is *in the clothing store / in the department store.*
4 Diego is *at the information desk / at the ATM.*

e Look at the pictures and answer the questions with a partner.

1 Why do you think Sam is looking at his watch?
2 How do you think Addie feels? Why?

f 09.05 Listen to Conversation 4 and check your answers.



3 GRAMMAR Present continuous

a 09.06 Match the questions and the answers from the conversations. Listen and check your answers.

1 Where are you?	a I'm standing by the entrance.
2 Are you getting a coffee?	b I'm just getting some cash.
3 Where are you waiting for us?	c No, we're not buying anything.
4 Are you buying furniture?	d No, I'm just buying that new book.

b Choose the correct words to complete the rule.

We use *be* + verb + *-ing* to talk about … . a now b all the time

c Complete the charts with the correct form of the verbs in the box.

talk wait read park drink

Affirmative (+)		Negative (–)	
I'm We're He's / She's	___ a magazine. ___ on the phone.	I'm not We're not / We aren't He's not / He isn't She's not / She isn't	___ coffee. ___ at the entrance.

Yes/No questions (?)	
Are you Is he / she	___ the car?

d 09.07 **Pronunciation** Listen to the sentences and notice the stress.

1 I'm standing by the entrance.
2 We're waiting for you.
3 We're not buying anything.
4 Are you getting a coffee?
5 Where are you waiting for us?

Listen again and repeat.

e Now go to Grammar Focus 9A on p. 154.

f Work on your own.

1 Think of three places in your town or city, but don't tell your partner.
2 Write a sentence to say what you are doing in each place.

g Listen to your partner's sentences. Guess where he/she is.

I'm eating a burger.

Are you in a fast food restaurant?

4 SPEAKING

a **Communication 9A** Student A go to p. 134. Student B go to p. 136.

9B EVERYONE'S DANCING IN THE STREETS

Learn to talk about the clothes you wear at different times

- G Simple present or present continuous
- V Clothes

1 READING

a Talk about when you shop for food, clothes, and other things.

- before work/class
- at lunchtime
- at night
- on the weekends

b José is from Mexico and Diana is from Texas, in the U.S. Read the social media posts and answer the questions. Write José (*J*), Diana (*D*), or both (*B*).

Who writes about … ?

a studying
b small stores
c work
d shopping malls

c Read the posts again. Are the sentences true or false? Correct the false sentences.

1 José only speaks Mandarin at work.
2 The Chinese people he knows like shopping.
3 José would like to go to a party.
4 Diana doesn't like Venice in the winter.
5 She likes the stores in Venice.
6 It's very quiet in Venice this week.

d Read the messages below. Which one is José's and which one is Diana's?

e Talk about the questions.

1 Which festival would you like to go to? Why?
2 Do you have festivals like these in your country? What do people do?

Friends Abroad



JOSÉ Message posted: 18:36 Send José a message

Hi everyone! I'm really enjoying life here in Shanghai. My new job is pretty busy, but my coworkers are very friendly, and they all speak English to me. In my free time, I sometimes study Mandarin and relax. I often go shopping because this is a popular "hobby" here. I usually meet friends at a mall. Right now, it's Chinese New Year here. My friends told me there's a great street party this evening – I really want to go.



DIANA Message posted: 12:23 Send Diana a message

Hello to all my friends. I love it here in Venice! It's so beautiful – even in the winter. I have to spend a lot of time on my art history classes, but on the weekends I get some free time. I usually walk around and look at the old buildings, or when it's cold, I go to museums. There are so many interesting little stores here, too – it's great. It's very different from going to a mall. This week it's Carnevale, and the whole city is like one big party. Yesterday my friends invited me to a big party in a *piazza* (that's Italian for a town square). It's tonight, and I have to wear a long dress and mask. I need to go shopping!



2 GRAMMAR
Simple present or present continuous

a Read the sentences from José's online post and message. Match them with meaning a or b.

1 I usually meet friends at a mall.
2 We're watching a big, beautiful dragon.

a José's normal routine b Happening to José now

b Complete the rule with the correct tense.

present continuous simple present

We use the _____ to talk about things we usually do.
We use the _____ to talk about things that happen right now.

c Underline more examples of the simple present and present continuous in Diana's online post and message.

d Now go to Grammar Focus 9B on p. 154.

e 09.09 Complete the conversation with the correct form of the verbs in parentheses. Listen and check.

JOSÉ Hello?
JUAN Hi, José! Are you busy?
JOSÉ Hi! Yes, I [1]_____ (get) ready to go out to a street party.
JUAN Oh, sorry. I can call back.
JOSÉ OK, thanks. I usually [2]_____ (not go) out much during the week, but it's New Year.
JUAN Of course.
JOSÉ Sorry, Juan. My friends [3]_____ (arrive). I have to go now. We can talk later.

3 LISTENING & VOCABULARY Clothes

a 09.10 Tina read José's post and called him. Pete read Diana's post and called her. Listen to the conversations. Why are Tina and Pete surprised?

1 Tina thinks that José doesn't like … .
  a parties
  b wearing red
  c going out at night
2 Pete thinks that Diana doesn't like … .
  a going out for dinner
  b being in photos
  c wearing dresses

b 09.10 Listen again and check (✓) the clothes words you hear.



c **Pronunciation** The words in the chart all have the letter *o* but have a different sound. Write *shoe* in the correct column.

Sound 1 /ɑ/	Sound 2 /u/	Sound 3 /ʌ/	Sound 4 /oʊ/
sock	boot	glove	coat

d 09.11 Write these words in the chart in 3c. Listen and check your answers.

come shop know mother group box phone two

e Now go to Vocabulary Focus 9B on p. 168.

4 SPEAKING

a Think of someone in your family or a friend that you saw earlier today. What's this person wearing today? What color are their clothes? Take notes.

b Tell your partner what this person is wearing.

Today my friend Louise is wearing dark blue jeans with brown boots.

My brother's at work today. He's wearing black pants and an orange shirt. He's also wearing black shoes.

9C EVERYDAY ENGLISH

It looks really good on you

Learn to shop for clothes

- S Saying something nice
- P Connecting words

1 LISTENING

a Ask and answer the questions.

1 How often do you buy clothes?
2 Which sentence a–c describes you best?
   a I love buying clothes. I buy something new every week.
   b I only buy clothes if I really need them.
   c I don't buy clothes often, but I like looking around clothing stores.

b 09.15 Listen to Part 1. Who wants to buy clothes: James, Daniela, or both?

c 09.15 Change three incorrect things in the text below. Listen to Part 1 again to check your answers.

> James is meeting Camila to go to a concert. He wants to wear new clothes as a surprise. Daniela says she's free at 12:00. She isn't happy about it.

d 09.16 Listen to Part 2 and answer the questions.

1 What clothes does James want to buy?
2 What size does James wear?
3 Do you think James enjoys shopping?

e Do you ever ask friends or family to help you buy clothes? Who do you ask and why?

2 USEFUL LANGUAGE Choosing clothes

a Match 1–4 with a–d.

1 What are you looking for?
2 What size are you?
3 What color would you like?
4 Why don't you try them on?

a In pants? 34 in the waist.
b Oh, I don't know. Something dark?
c A shirt and pants.
d OK. Excuse me, where are the fitting rooms?

b 09.16 Listen to Part 2 again and check your answers in 2a.

c In pairs, practice saying the questions and answers in 2a.

d Take turns helping your partner choose clothes.

A You want a jacket. B You want a pair of jeans.

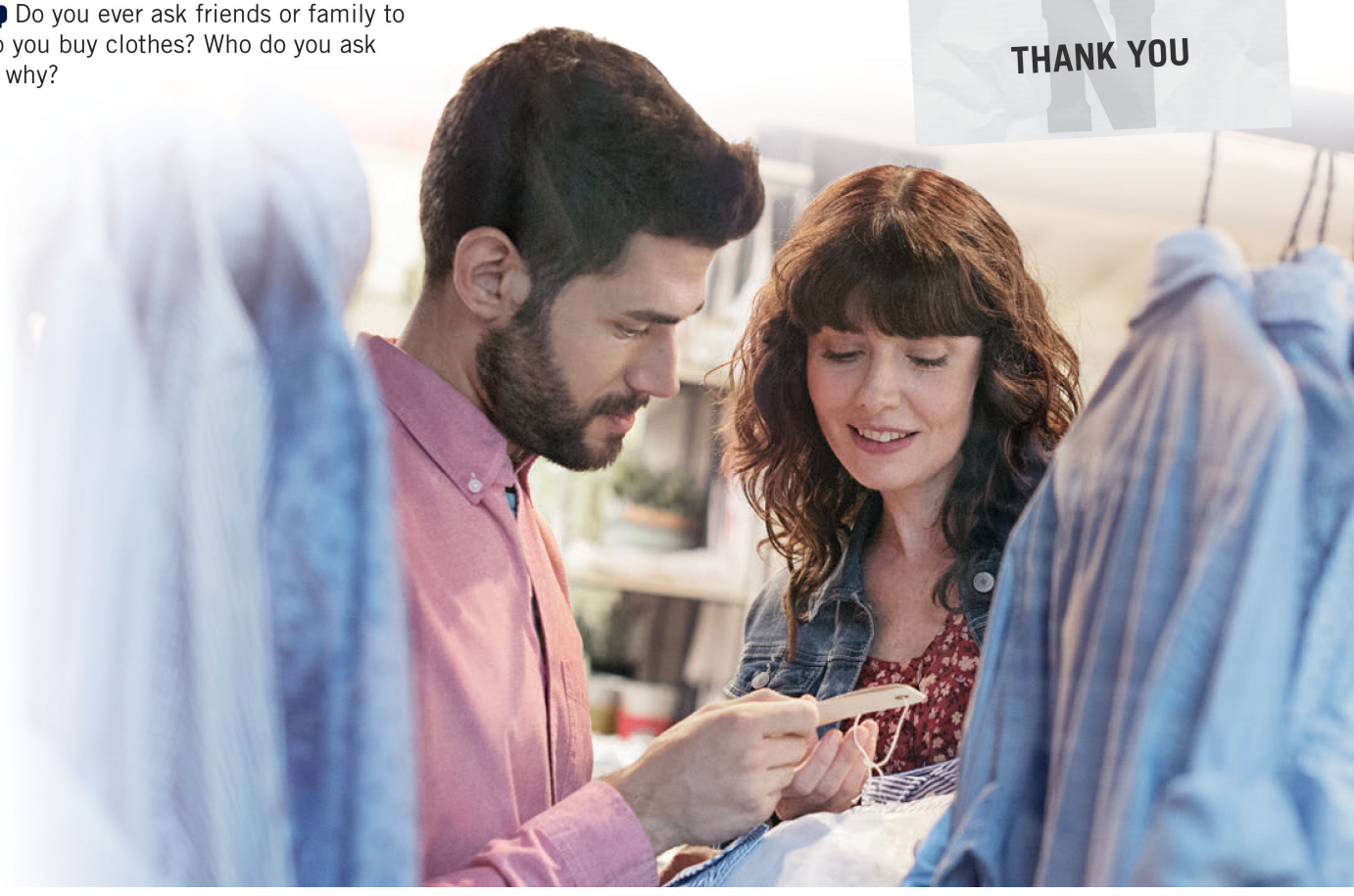
3 LISTENING

a 09.17 Listen to Part 3 and answer the questions.

1 Does Daniela like the clothes James tries on?
2 What does James think about the pink shirt?

b 09.17 Listen Part 3 again and complete James's receipt.





4 USEFUL LANGUAGE
Paying for clothes

a 09.18 Listen and correct a mistake in each sentence.

1 I take them.
2 How much these are?
3 Should I put the receipt on the bag?

b Read this conversation in a clothing store. Add one word in each blank.

A Can I [1]_____ you?
B Yes, how [2]_____ are these sunglasses?
A They're $29.99.
B OK, I'll [3]_____ them. Can I pay by credit [4]_____?
A No, sorry, only cash. But there's an ATM right over there.
B OK, thanks. I'll be right back.

c In pairs, practice the conversation in 4b, but with different clothes. Take turns being A and B.

5 CONVERSATION SKILLS
Saying something nice

a Read what Daniela says. Add the same verb to both sentences.

1 That _____ great.
2 It _____ really good on you.

b Which sentence could we use … ?
a about anything we see
b only about something someone's wearing

c Say something nice about what your partner's wearing.

I like your glasses. They look really good on you.

Thanks!



6 PRONUNCIATION Connecting words

a 09.19 Listen to the sentences. Notice the words in **bold**. Is there a pause between them?

1 **Can I** help you?
2 What **size are** you?
3 Can I try **them on**?
4 How **much are** they?
5 The fitting rooms **are over** there.

b Notice how the words in **bold** in 6a are connected.

The consonant sound moves to the start of the next word:

1 Can I → Ca ni
2 size are → si zare
3 them on → the mon
4 much are → mu chare
5 are over → a rover

c In pairs, take turns saying the sentences in 6a and giving a reply. Try to link the words in **bold**.

Can I help you?

Yes, I'm looking for a coat.

7 SPEAKING

a Look at this dialogue map. Take notes about what you want to say.

Salesperson	Customer
Offer to help.	You want some jeans.
Size? Color?	Reply.
Show some jeans.	Ask to try them on.
Say they look great!	Ask how much.
Say the price.	Buy them. Credit card?

b Work in pairs. Use the dialogue map and your notes in 7a to make a conversation in a clothing store. Take turns being the salesperson and customer.

c In pairs, practice conversations like the one in 7a, but with different clothes. Take turns being the salesperson and customer.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

9D SKILLS FOR WRITING

Thank you for the nice present

Learn to write a thank-you email

W Writing formal and informal emails



1 LISTENING AND SPEAKING

a Look at the picture and answer the questions with a partner.

1 What kinds of presents do you like to get?
2 What kinds don't you like? Why?

b 09.20 What kinds of presents do you give your family and friends? Do you think you are more like Brendan, Bob, Fernanda, or Leila? Listen and check.



1 Brendan

I always give my girlfriend an expensive birthday present.



2 Bob

We don't buy presents.



3 Fernanda

We buy small presents for the children.



4 Leila

I usually buy my husband a book or a movie.

c 09.20 Who are these sentences about? Listen again to check.

1 They always buy their own presents. *Bob's children*
2 He likes to read. _____
3 They don't get expensive presents. _____
4 She loves expensive presents. _____
5 They go out to eat on birthdays. _____

d Talk about the questions.

1 Who do you give presents to?
- a child in your family
- someone you visit
- grandparents
- someone who is sick in the hospital
- a coworker

2 How do you thank people for presents?
- write an email
- send a text
- write a letter
- call

2 READING

a It was Brendan's 30th birthday last week, and Molly gave him a present. Complete a–e in his thank-you email with sentences 1–5.

To: mol@worldwide.net

a Subject: _____

b _____

c _____

d _____

e _____

1 Hi, Molly.
2 Love, Brendan
3 Thanks very much for the movie theater tickets. They're a really great present!
4 Birthday present
5 There's a movie I want to see, so I'll use them this weekend.

b Read the email in 2a again. Answer the questions.

1 Who is Molly?
a Brendan's sister b a coworker
2 How do you know?

c Read Molly's email to Mr. Lewis and answer the questions.

1 Who is Mr. Lewis?
a someone she worked with b a friend
2 Why did he give her a present?
a It's her birthday. b She's leaving the company.

d Read Molly's email again. Answer the questions.

1 How is her email different from Brendan's email in 2a? Think about:
- how she begins
- how she ends
- how she says thank you

2 Why do you think it's different?

Subject: Thank you

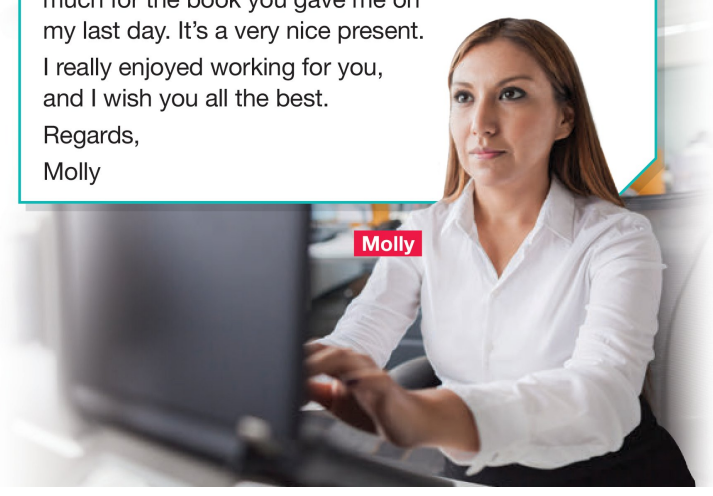
Dear Mr. Lewis,

I just want to say thank you very much for the book you gave me on my last day. It's a very nice present.

I really enjoyed working for you, and I wish you all the best.

Regards,

Molly



3 WRITING SKILLS
Writing formal and informal emails

a Sentences 1–4 all say thank you. Add one word to each sentence to make it correct.

you
1 Thank for the nice present.

2 I'd just like to say thank you very for the beautiful flowers.

3 Thanks so for the chocolates. They're delicious!

4 Thank you the socks. They're a beautiful color.

b Which sentence in 3a is more formal than the others?

c Which of these phrases can you use in an email to someone you know well (1) or to someone you don't know well (2)?

Beginning
- ☐ Hello, Mrs. Finch.
- ☐ Hi there!
- ☐ Hi Marie,
- ☐ Dear Mr. Parker,

Ending
- ☐ Love,
- ☐ Thanks,
- ☐ Best wishes,
- ☐ Regards,
- ☐ See you,

4 WRITING

a Think of a present for someone in the class. Write the word on a piece of paper, then give them the "present."

chocolates

b Plan a thank-you email for the present.

Think of:
- how to begin the email
- how to end the email
- what to say about the present.

c Write your email. Use the email in 2a to help you.

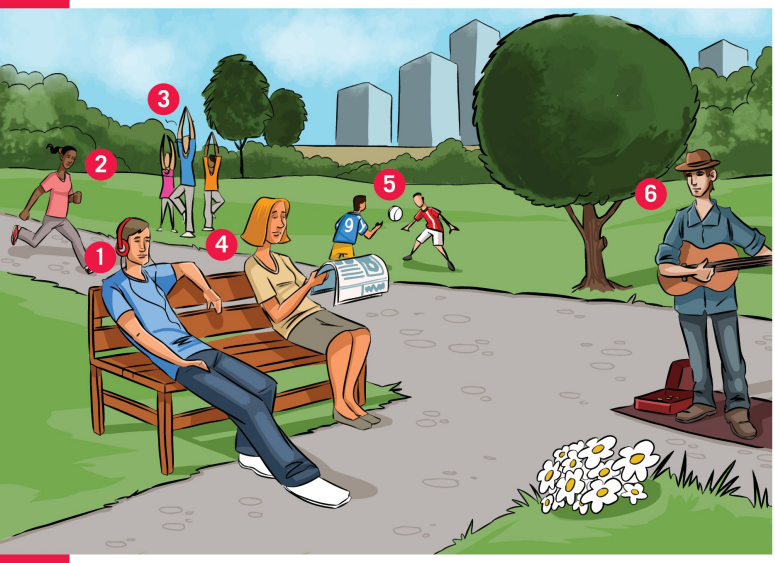
d Switch emails with another student and check:
- ☐ the beginning
- ☐ the sentence saying thank you
- ☐ the ending

e Write another email to someone you don't know well. What's different about it?

UNIT 9
Review and extension

1 GRAMMAR

a Write questions and answers for the people in the picture.



1 *What's he doing?* *He's listening to music.*

b Complete the conversation with the correct form of the present continuous or simple present.

SHARON Hi, Jason. How are you? What [1]_____ (do)?
JASON Right now I [2]_____ (cook) dinner.
SHARON Really? But you never [3]_____ (cook).
JASON Well, I'm kind of bored with the food at the school cafeteria. I [4]_____ (make) spaghetti with tomato sauce.
SHARON Great. Usually when I [5]_____ (make) it, I [6]_____ (put) in a lot of pepper.
JASON Pepper? OK, I [7]_____ (add) it now.
SHARON But not too much. Jason? Jason? What's that noise? Are you there?
JASON Sorry, I dropped the phone. I [8]_____ (try) to cook and talk to you at the same time.

2 VOCABULARY

a Read the sentences. Which place in a shopping mall is it?

1 Not feeling too well? We can help!
2 Come see us when you want something new to wear!
3 Feeling hungry? Try our cheeseburgers!
4 Read the best new books!
5 We have 20 kinds of tea!
6 We have everything for your home!

b Write the correct clothes word under each picture.

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

3 WORDPOWER *time*

a Look at the phrases in **bold** in sentences 1–5. Match the phrases with meanings a–e.

1 You can **save time** by shopping online.
2 **It takes time** to learn a second language.
3 I'd like to work less so I can **spend time** with my family.
4 How do you **find time** to take care of four children and work?
5 She always **wastes time** playing computer games when she really needs to study.

a have time together with people
b do things in a short amount of time
c use time badly
d you need a lot of time
e have enough time

b Read the conversations. Underline the adjectives that you can change with *extra* and *good*.

1 **A** See you later. I'm on my way to the movies.
B OK. Have a nice time.
2 **A** What do you like doing in your free time?
B I really love reading.

c Complete the sentences with your own ideas.

1 It takes time to …
2 I save time by …
3 I can never find the time to …
4 I had a good time when I …
5 I sometimes waste time when I …

d Tell a partner your sentences in 3d. How similar are you?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
Say where I am and what I'm doing	☐
Talk about the clothes I wear at different times	☐
Shop for clothes	☐
Write a thank-you email	☐

CAN DO OBJECTIVES

- Compare and talk about things you have
- Talk about languages
- Ask for help
- Write a post expressing an opinion



UNIT 10

COMMUNICATION

GETTING STARTED

a Look at the picture and answer the questions.

1 Who do you think these people are? Where are they?
2 Who are the children talking to?
3 What are the man and woman thinking?
4 What happened before this picture? What happens later?

b Which sentences are true for you?

1 I always have my cell phone with me.
2 If someone calls me, I always talk to them.
3 I never call people during meals.
4 I have my phone beside me when I sleep.

10A THEY'RE MORE COMFORTABLE THAN EARBUDS

Learn to compare and talk about things you have

- G Comparative adjectives
- V IT collocations

1 READING

a Ask and answer the questions.

1 Where do you listen to music and/or podcasts?
2 How do you listen?

b Read the posts about using headphones or earbuds. Who talks about ... ?

1 cost _____
2 sound quality _____
3 size _____
4 where to use them _____

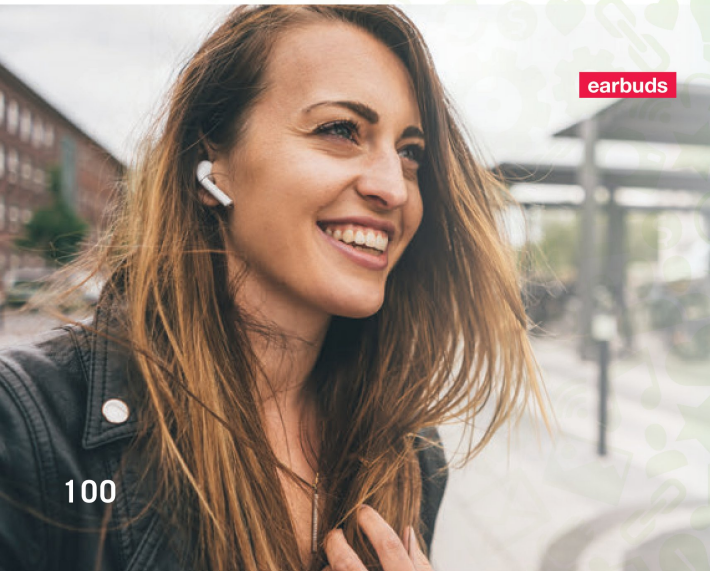
c Read the posts again. Answer the questions.

1 How does Alyssa carry her earbuds?
2 How does Pedro carry his headphones?
3 Why does Kyle feel OK about spending money?
4 Why doesn't Emily want to spend a lot of money?
5 Where does Monica use her earbuds?
6 How does Noah carry his headphones?
7 Why is the sound on headphones clear?
8 What's Noah's problem with earbuds?

d Ask and answer the questions.

1 Do you prefer earbuds or headphones? Why?
2 What problems can you have when you use earbuds or headphones?





Lifestyle Chat

How do you like listening to music? Over-ear headphones or earbuds? Tell us what you prefer, and don't forget to vote!

Alyssa Yesterday
Earbuds are better than headphones. They are nice and small, and they fit in my pocket. Headphones are too big!

Pedro Yesterday
Well, yeah, headphones are bigger than earbuds, but headphones aren't that big. Mine fold up and go in my bag, no problem!

Kyle Yesterday
Most headphones are more expensive than earbuds, but I don't mind paying more for good sound.

Emily Yesterday
I do mind! I lose things all the time. If you're like me, it's better to buy something that's cheaper!

Monica Yesterday
Because they're smaller and lighter, you can use earbuds anywhere. I go to the gym, and I always take my earbuds with me. Headphones aren't very comfortable if you're working out!

Noah Yesterday
Some people say you can only use headphones at home, but I take mine everywhere – around town, when I'm traveling. They're more comfortable than earbuds, and my headphones come with a case – that makes them easy to carry.

Kyle 6 minute
Headphones – absolutely. There's no question!

Monica 5 minute
Well, I find the sound is clearer on headphones because they cover your ears. But if you buy a really good pair of earbuds – well, the sound is pretty good.

Noah 2 minute
I have really small ears, so earbuds always fall out! If you want comfort and great sound quality, then headphones are definitely better.

Alyssa 1 minute
They're smaller, cheaper, easier to use, and the sound quality is fine. I vote for earbuds – a winner for me in all categories.

2 GRAMMAR Comparative adjectives

a Underline the comparative adjectives in each sentence. Then circle the correct words to complete the rule.

1 Earbuds are better than headphones.
2 Headphones are bigger than earbuds.
3 Most headphones are more expensive than earbuds.
4 They're smaller, cheaper, easier to use.

The adjectives tell us how earbuds and headphones are *the same* / *different*.

b Underline more examples of comparative adjectives in the posts.

c Complete the rules about comparative adjectives.

1 Short adjectives (e.g., *small*) add _____
hard ➔ _____
2 Adjectives that end in *-y* (e.g., *easy*) change *y* to _____ and add _____
happy ➔ _____
3 Write _____ before long adjectives (e.g., *expensive*)
interesting ➔ _____ interesting
4 Some adjectives are irregular (e.g., *good*, *bad*)
good ➔ _____
bad ➔ worse

d 10.01 Complete the sentences. Listen and check your answers.

a My new headphones are more comfortable _____ the old ones I had.
b Some headphones are cheaper _____ earbuds.

e 10.01 **Pronunciation** Listen again. Is the missing word in 2d stressed or not?

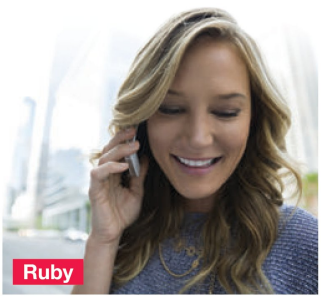
f Now go to Grammar Focus 10A on p. 156.

g **Communication 10A** Student A go to p. 134. Student B go to p. 137.

3 LISTENING

a 10.03 Listen to Ruby talk to her father, Greg. Answer the questions.





1 What does Greg want to change?
2 Does Ruby agree with him?

b 10.03 Listen again and put notes 1 to 4 in the correct place in the chart.

1 they cost more
2 you can forget to charge them
3 good in emergencies, like a storm
4 you can do many things with them

	good	*bad*
Landline phones		
Cell phones		

c Do you and people in your family still have a landline? Why / Why not?

4 VOCABULARY IT collocations

a Complete the phrases from the conversation with the correct verbs. Listen and check your answers.

1 g_ online 2 c_ _ _ _ my email 3 m_ _ _ calls

b Match verbs 1–6 with nouns a–f. Sometimes more than one answer is possible.

1 download	a a website
2 click on	b a document
3 visit	c a file
4 log into	d a phone
5 save	e a link
6 charge	f a computer

c Ask and answer questions using the phrases in 4a and 4b.

How often do you check your email?

What kind of websites do you visit?

Do you use social media at work?

5 SPEAKING

a Choose idea 1 or 2.

1 something new you have compared to something old you had (e.g., smartphone / flip phone)
2 two things that you use and are similar (e.g., desktop computer / laptop computer)

b Take notes about the two things.

- Is one better than the other? How?
  bigger, easier to carry around, …
- What can you do with each thing?
  go online, take photos, …

c Talk about the two things. Ask each other questions.

Are you happy with your new smartphone?

Which do you think is better, your computer or your laptop?

10B WHAT'S THE MOST BEAUTIFUL LANGUAGE IN THE WORLD?

Learn to talk about languages

- G Superlative adjectives
- V High numbers

1 LISTENING

a Ask and answer the questions.

1 Which languages can you speak?
2 Which languages would you like to learn?
3 Look at the languages in the box. Where do people speak these languages?

Navajo ☐	Italian ☐	English ☐	French ☐
Arabic ☐	Quechua ☐	Japanese ☐	
Mandarin Chinese ☐	Portuguese ☐	Spanish ☐	

b 10.04 Listen to Professor Ryan Hunter talking about languages on the radio. Check (✓) the languages in 1a that he talks about.

c 10.04 Match sentences 1–4 with the languages Professor Hunter talks about. Listen and check your answers.

1 He thinks it's a very beautiful language.
2 It's a difficult language for English speakers, but not for Mandarin Chinese speakers.
3 Many people think it's very easy.
4 Over 900 million people speak it.

d 10.04 Listen again and answer the questions.

1 What was the first language Professor Hunter learned?
2 How many languages can he speak?
3 Where do people speak Navajo?
4 How much of the world's population speak Mandarin Chinese?

e Choose one thing Professor Hunter said which you think is ... .

a interesting b surprising



Professor Hunter

2 GRAMMAR Superlative adjectives

a 10.05 Complete the sentences with the words in the box. Listen and check your answers.

best easiest musical biggest hardest

1 Mrs. Monti was the _____ teacher at my school.
2 Italian is the most _____ language I know.
3 The _____ language to learn is Navajo.
4 Spanish is the _____ language to learn.
5 China has the _____ population in the world.

b Read the sentences below and put the languages in order (1 = very easy, 4 = very difficult).

For me, **French** is easier than **Japanese**. But people say that **Spanish** is the easiest language in the world and **Navajo** is the most difficult.

c Think about your own language. What number do you think it has (1= very easy, 4 = very difficult)?

d Look at the sentences in 2a. Then complete the rules and the examples.

1 Short adjectives (e.g., *hard*) add _____
small ➔ _____
2 Write _____ before long adjectives (e.g., *musical*)
expensive ➔ _____
3 Some adjectives are irregular (e.g., *good*, *bad*)
good ➔ the _____
bad ➔ the worst

e Now go to Grammar Focus 10B on p. 156.

f 10.07 **Pronunciation** Listen to these phrases. Notice how the words are stressed.

the biggest the easiest the hardest

g 10.08 **Pronunciation** Listen to these questions. Where's the main stress: on *most* or on the adjective?

What's the most beautiful language in the world?
What's the most useful language to speak?
What's the most difficult language in the world?

h Ask and answer the questions in 2g with other students.

3 READING

a Ask and answer the questions.

1 Do you read any blogs online? What are they about?
2 Do you use any language websites?
3 What do you think this blog is about?

b Read the blog post and check your answer to question 3 in 3a.

c Complete the blog post with the superlative forms of the adjectives in the box.

difficult (x2) fast heavy big long popular short expensive good

d Read the blog post again. Who or what are these people talking about?

1 "He could speak to people from many different countries."
2 "It's a very popular indigenous language."
3 "It takes a long time to learn the alphabet."
4 "I'd love to have this book, but it costs too much."
5 "She speaks too quickly! I can't understand her."
6 "I can say the words, but I never know how to write them correctly."

e Talk about the questions.

1 Which fact do you think is the most interesting? Why?
2 Do you know any other language facts?

4 VOCABULARY High numbers

a Find these numbers in 1c and the blog post. What do they refer to?

nine hundred million	
six hundred and three	
six hundred thousand	

b Now go to Vocabulary Focus 10B on p. 169 for more high numbers.

c Write down a high number for your partner to say.

5 SPEAKING

a Complete the questions with the superlative forms of the adjectives.

What or who is ... ?

1 _____ (nice) word you know in English
2 _____ (beautiful) word in your language
3 _____ (good) language learner you know
4 _____ (long) word you can think of in your language
5 _____ (hard) word to pronounce in English
6 _____ (difficult) word to spell in your language
7 _____ (interesting) book you have

Linguablog

FACTS OF THE WEEK



One Journalist Harold Williams was one of [1]_____ language learners ever. He spoke 58 different languages.

Two Fran Capo of New York is [2]_____ talker in the world. She can say 603 words in 54 seconds.

Three The Quechua language, from South America, has over 8 million speakers. It is [3]_____ indigenous language that people still speak in the Americas today.

Four With over 600,000 words, the *Oxford English Dictionary* is one of the world's [4]_____ dictionaries. It costs about $1,000. Is this [5]_____ dictionary in the world? It's certainly [6]_____ – it has 20 books and weighs 62 kilograms!

Five Rotokas, a language in the Solomon Islands, only has 12 letters, so it has [7]_____ alphabet in the world. Khmer, the language of Cambodia, has [8]_____ alphabet. It has 74 letters.

Six Many people say English is [9]_____ language for spelling. Some of [10]_____ words to spell are *neighbor, foreign,* and *awkward.*



b Ask and answer the questions in 5a with other students.

I think the nicest word in English is *elbow*. I like the sound of it.

Who is the best language learner you know?

10C EVERYDAY ENGLISH

There's something I don't know how to do

Learn to ask for help

- S Checking instructions
- P Main stress and intonation

1 LISTENING

a Ask and answer the questions.

1 Are you good at learning how to use new things? Why / Why not?
2 You have a problem with something that you can't fix. What do you do? Why?
   a Read the instructions.
   b Ask someone in your family or a friend for help.
   c Take it back to the store for help.
   d Watch a video about it on the Internet.

b 10.10 Juan Pablo needs help with his tablet. Listen to Part 1 and answer the questions.

1 What problem does Juan Pablo have with his tablet?
2 What app is open on Juan Pablo's tablet?

c 10.10 Listen to Part 1 again and answer the questions.

1 How does Hana feel about helping Juan Pablo?
2 Why does Juan Pablo want to put his tablet on silent?



2 USEFUL LANGUAGE

Asking for help

a 10.11 Look at the different ways to ask for help. Which ones does Juan Pablo use? Listen and check your answers.

1 Could you help me?
2 Can you help me?
3 Would you mind showing me?
4 Do you mind showing me?

b 10.12 Check (✓) the correct sentences. Correct the wrong sentences. Listen and check your answers.

1 ☐ Can you explain that?
2 ☐ Would you mind tell me?
3 ☐ Do you mind explaining it to me?
4 ☐ Could you showing me?
5 ☐ Would you mind helping me?

c Match the questions with the correct answers. One answer is correct for both questions.

1 Could you help me?
2 Do you mind helping me?

a No problem.
b Yes, of course.
c No, not at all.

3 PRONUNCIATION

Main stress and intonation

a 10.11 Listen for the question below and notice the main stress.

Do you mind <u>showing</u> me?

b What kind of word has the main stress when we ask for help?

c 10.11 Listen again. Does the intonation go up ↗ or down ↘?

d In pairs, practice saying the sentences in 2b and 3a.

e Think of a small problem you have with studying English. Think of a question to ask your partner for help.

f Take turns practicing asking for help and agreeing to help each other. Use questions from 2a.

I don't understand this word. Would you mind explaining it to me?

No problem.

4 LISTENING

a 10.13 Listen to Part 2 and answer the questions.

1 Does Hana help Juan Pablo with his problem?
2 Does Juan Pablo learn how to solve the problem?

b 10.13 Listen to Part 2 again. Hana tells Juan Pablo to do these things. Put them in the correct order.

a ☐ Open a new screen.
b ☐ Touch this icon.
c ☐ Move the slider.
d ☐ Touch the "Yes" box.



5 CONVERSATION SKILLS
Checking instructions

a Look at the sentences from the conversation. Who says them: Hana (*H*) or Juan Pablo (*JP*)?

1 **So first** I touch this icon?
2 I open this screen. **Is that right**?
3 I move the slider **like this**?

b Why does Juan Pablo ask these questions?

a He wants to be sure he understands the instructions.
b He wants Hana to repeat the instructions.

c Look at the the words in **bold** in 5a. Which expression does Juan Pablo use when he's doing something?

d Put the instructions in the correct order.

a ☐ And next, go to a new screen.
b ☐ And last, save the photos here.
c ☐ Touch the word "Open" here.

e In pairs, take turns practicing giving and checking instructions. Use the instructions in 5d and these phrases. There is no correct answer.

So first Is that right? Like this?

Touch the word "Open" here.

So first I touch the word "Open"?

6 SPEAKING

a **Communication 10C** Student A look at the information below. Student B go to p. 136.

Conversation 1. Read your first card.Think about what you want to say. Then start the conversation with Student B.

1 You bought a new phone, but you can't receive text messages on it. Ask Student B for help. Check the instructions he/she gives you.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then listen to Student B and reply.

2 Student B bought a new mouse for his/her computer, but it isn't working. When he/she asks for help, explain how the mouse works. Here are the instructions:
- Turn on the mouse and wait for the green light.
- Double click on the mouse.
- Wait ten seconds and click again. The mouse is working now.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

10D SKILLS FOR WRITING

My friends send really funny texts

Learn to write a post expressing an opinion

W Linking ideas with *also*, *too*, and *as well*

1 SPEAKING AND LISTENING

a Ask and answer the questions.

1 Do you send messages on your phone and on social media?
2 If you do, when do you send them?
- on vacation
- when you're traveling
- at work
- when you go out

Why do you send them?
3 If not, why not? How do you contact people?

b Match messages a–d with pictures 1–4. Where are the people and what are they doing?

c 10.14 Listen to three people talking about text messages. Which of texts a–d do you think they sent?

d 10.14 Listen again and complete the chart.

	Sends texts to	Prefers to	Why?
Speaker 1			
Speaker 2			
Speaker 3			

e Which speaker's opinion is most similar to yours? In what way?

a Takeoff not till 7:30, so home later than I thought. Maybe around 10. I'll text again when we land. xx

b Here's a pic of our first meal in Italy!

c Hungry! Anything for dinner? Train gets in 6:35. See you in a bit ;-)
Delivered

d Where are you? We're by the fountain. Can't see you.









2 READING

a Read the posts on the online discussion board. Check (✓) who sometimes get annoyed by people who use their phones.

☐ Genji ☐ MadMax ☐ Lars2
☐ Meepe ☐ AdamB ☐ Rainbows

b Read the posts again. Who thinks these things?

[1]I don't know anyone without a smartphone.

[2]It can be fun to send texts to friends.

[3]People shouldn't send texts when they're eating with other people.

[4]It's rude not to look at someone when they're talking to you.

[5]I don't like people who post photos in the middle of a conversation.

c Underline all the adjectives in the posts. Which three are negative?

d Look at the posts again and find ... .

1 two ways to agree
2 one way to disagree

Things I **hate!**

Genji
I hate it when people look at their phone when they're talking to you. If you're talking to somebody, they should look at you, not at their phone. It's the worst thing you can do if you're with someone. I have a friend who does that.

Meepe
Yes, I agree. I also have a friend like that. You're talking to him, and he starts scrolling on his phone! It's so annoying.

MadMax
Yes, you're right, it's really rude. Some people post on social media in the middle of a conversation as well. I hate that.

AdamB
Yes, my sister does that, too. We're having dinner, and she starts sending texts to all her friends. I text my friends a lot, too, but I try to put my phone down during dinner.

Lars2
Sometimes that's annoying, but I can also understand why people do it. Sometimes I want to send an important text before I forget about it. Everyone has a smartphone these days. We all use our phones for everything!

Rainbows
I don't agree with you, Genji. I don't mind when my friends are on their phones. Messaging is useful if you want to meet a friend. Also, my friends send really funny texts, so we laugh a lot.

3 WRITING SKILLS
Linking ideas with *also*, *too*, and *as well*

a Look at the sentences and answer the question.

LARS2 Sometimes that's annoying, but I can also understand why people do it.
MEEPE I also have a friend like that.
RAINBOWS Messaging is useful if you want to meet a friend. Also, my friends send really funny texts.

Where does the word *also* come in each sentence? Underline the correct answer.

1 *before* / *after* an auxiliary verb (*be, can* ...)
2 *before* / *after* a main verb (*get, send, live* ...)
3 at the *beginning* / *end* of a new sentence.

b Look at the sentences below and underline words or phrases that mean the same as *also*. Then answer the question.

1 **ADAMB** Yes, my sister does that, too.
2 **MADMAX** Some people post on social media in the middle of a conversation as well.

Where do they come in the sentence: at the beginning, in the middle, or at the end?

c Add *also*, *too*, or *as well* to these sentences.

1 I have a new PC, and I have a new laptop.
2 We had GPS on our smartphones, and we took a street map.
3 She works for a cell phone company, and she knows a lot about computers.
4 Tablets are very light to carry. They have a large screen, so they are easy to read.

4 WRITING AND SPEAKING

a Plan a post about something that annoys you. Use these ideas or your own. Take notes.

- another form of technology (not phones)
- people's bad habits
- an activity you hate doing

b Write your post. Use the ones on the discussion board to help you. Give your post to another student.

c Agree or disagree with another student's post, and try to add a sentence with *also*, *too*, or *as well*. Then pass your post to the next student.

d Check the linking words in other students' posts. Did they use *also*, *too*, and *as well* correctly?

e Compare posts. Which do you think is the most interesting? Why?

UNIT 10
Review and extension

1 GRAMMAR

a Complete the conversation with the comparative forms of the adjectives in parentheses.



NEIL Which laptop is [1] better (good)?
ASSISTANT Well, the Alba is [2]_____ (powerful) than the Plexus; it has 16 gigabytes of RAM. It also has a [3]_____ (big) screen. But it's [4]_____ (expensive) than the Plexus – it's $1,000 more.
NEIL Which one is [5]_____ (heavy)? The Alba?
ASSISTANT Yes. The Plexus is [6]_____ (light) and [7]_____ (thin) than the Alba. So the Plexus is a [8]_____ (practical) laptop if you're traveling. And it's a little [9]_____ (fast) than the Alba, too.

b Complete the questions with one word from each box. Use the superlative form of the adjectives.

long big expensive hot good

soccer player country hotel room river place

1 **A** What's [a]_____ in the world?
B Death Valley in California. The highest temperature was 56°C.
2 **A** What's [b]_____ in Africa?
B The Nile. It's 6,695 kilometers long.
3 **A** What's [c]_____ in the world?
B One in the President Wilson Hotel in Geneva. It costs $80,000 for one night.
4 **A** Who's [d]_____ ever?
B Many people say it's Pelé from Brazil. He scored over 1,000 goals and won the World Cup three times.
5 **A** What's [e]_____ in the world?
B That's easy – Russia. It's 17 million km^2.

2 VOCABULARY

a Underline the correct words.

1 Don't forget to *click on* / *save* the document when you close it. You don't want to lose it.
2 He *visits* / *goes* online for hours every evening. He just goes from one *document* / *website* to the next.
3 How can I *log into* / *click on* your computer? I want to *visit* / *check* my email.
4 *Click on* / *Visit* this link to download the *file* / *computer*.

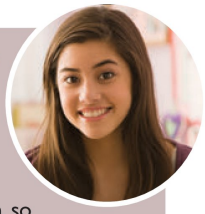
b Write the numbers as words.

1 50,000,000
2 2003
3 256
4 1,500
5 200,000
6 2,655

3 WORDPOWER *most*

a Read the text and answer the questions.

1 Which four languages does the family speak?
2 Which language does the writer prefer speaking? Which does her mother prefer speaking? Why?



One family – four languages

My mother is Mexican, my father is from Germany, we spent ten years in England, and now we live in Brazil. So we speak four languages in our family!

[1]**Most** of the people we know here are Brazilian, so when people come to our house, we speak Portuguese [2]**most** of the time, but [3]**most** of them understand English, too, so we sometimes speak English and Portuguese together. I like speaking English [4]**most** of all because I went to school in London and also because it's an international language and [5]**most** people speak it. But with my parents, I usually speak Spanish or German. My mother always prefers to speak Spanish with us – she says it's [6]**the most** beautiful language in the world.

b Look at the phrases with *most* in the text in 3a. Which of phrases 1–6 mean ... ?

a more than all the others
b nearly all (or about 70–80%)

c Look at the phrases *most of the people* and *most people* in the text. Which is about ... ?

a people in general
b a particular group of people

d Complete the sentences with the words in the box.

people of the way
of the evening of my friends

1 I spent most _____ at a friend's house, then I went home.
2 Most _____ in the U.S. speak English, but there are also more than 40 million Spanish speakers.
3 It's a very nice walk. You go along a river most _____.
4 I'm nearly 70, and most _____ don't work now.

e Write two sentences about your life. Choose two phrases.

most of the time
most of my friends
most of all
most days

f Tell a partner your sentences and ask and answer questions. How similar are you?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
compare and talk about things I have	☐
talk about languages	☐
ask for help	☐
write a post expressing an opinion	☐

CAN DO OBJECTIVES

- Ask and answer about entertainment experiences
- Talk about events you've been to
- Ask for and express opinions about things you've seen
- Write a review



UNIT 11

ENTERTAINMENT

GETTING STARTED

a Look at the picture and answer the questions.

1 What do you think these people are watching? Here are some ideas:

- a concert
- a movie
- a music video
- homemade videos

2 What do you like to watch with your friends? Do you like the same things?

b Talk about movies or TV shows you enjoyed when you were a child. Say why.

11A I'VE HEARD SHE'S A GOOD ACTRESS

Learn to ask and answer about entertainment experiences

G Present perfect
V Irregular past participles

1 READING

a Look at the pictures of the three actresses. What do you think they have in common?

a They went to the same school.
b They all lived in Australia.
c They were models before they became actresses.
d They are married to movie directors.

b Read the fact files. Find the answer to 1a.

c Read the quiz questions about the actresses. Guess the answers.

d Read the article and find out the answers to the quiz.

e Talk about the questions.

1 Who do you think is the most interesting actress? Why?
2 Do you know any other famous Australian actors or actresses?

FILM International

International Movie Stars

Rose Byrne, Mia Wasikowska, and Margot Robbie are three famous actresses who work in Hollywood, and they have many things in common.

All three come from Australia, and before they went to Hollywood, their first acting jobs were in Australian TV dramas and soap operas. They've acted in some very popular movies and TV. Rose was in *Bridesmaids*, two *X-Men* movies, and the *Peter Rabbit* series of movies. Mia was in *Jane Eyre* and *Alice Through the Looking Glass*. Margot was in *The Legend of Tarzan; I, Tonya;* and *Mary Queen of Scots*. All three women have won awards in the U.S. and Australia for their acting.

However, they have done some interesting and unusual things away from the movie business. Rose has worked for UNICEF in Australia. She's also a model and has been in TV commercials for the makeup company Max Factor. Margot was in the movie *The Legend of Tarzan*. Before she started filming that movie, she learned to swing on a circus trapeze. She also learned to ice-skate to play Tonya Harding in the movie *I, Tonya*. Mia studied dance in school and has directed some short films. Now she really loves taking photos and won a national prize in Australia for one of her photos.

Rose, Mia, and Margot are not just three amazing actresses, they are three amazing women.



FACT FILE: MARGOT ROBBIE

Born	1990 Dalby, Australia
Childhood	Australia
Lives	Los Angeles



FACT FILE: MIA WASIKOWSKA

Born	1989 Canberra, Australia
Childhood	Australia & Poland
Lives	Sydney



FACT FILE: ROSE BYRNE

Born	1979 Sydney, Australia
Childhood	Australia
Lives	New York

THE QUIZ
Is Hollywood all they have in common?

Rose, Mia, and Margot have also done some interesting and unusual things that you might not know about. Try our quiz. Can you guess which actress has done these things?

Which actress: ... ?

1 has been in a makeup advertisement
2 can dance well
3 likes to use her camera a lot
4 can ice-skate well
5 has been in TV commercials
6 learned to swing on a circus trapeze

2 GRAMMAR Present perfect: affirmative

a Complete the sentences. Check your answers in the article.

1 They _____ _____ in some very popular movies.
2 Rose _____ _____ for UNICEF in Australia.
3 Mia _____ _____ some short films.

b Do we know when in the past the actresses did these things?

c Complete the rule with the correct verb.

I / you / we / they + _____ *('ve)*
he / she / it + _____ *('s)*
+ past participle (e.g., *worked*)

3 LISTENING

a 11.01 Maggie and Stephen answer the magazine quiz about the actresses. Listen and answer the questions.

1 Did they both guess all the correct answers?
2 Check (✓) the films they talk about:

a ☐ *Bridesmaids*
b ☐ *I, Tonya*
c ☐ *Mary Queen of Scots*
d ☐ *X-Men*
e ☐ *Jane Eyre*
f ☐ *The Legend of Tarzan*

b 11.01 Listen again. Check (✓) if they've seen a movie this actress is in. Then write the letter (a–f) of the movie in 3a they've seen her in.

	Rose Byrne	Mia Wasikowska	Margot Robbie
Maggie			✓ b
Stephen			

c What did Maggie and Stephen think about the actresses in the movies they've seen?

4 VOCABULARY Irregular past participles

a 11.02 Complete the sentences from the conversation with the words in the box. Listen and check your answers.

heard seen (x2) read

1 I've never _____ any of Mia Wasikowska's movies.
2 I've _____ she's a good actress.
3 I've _____ the book, I but haven't _____ the movie.

Do the verbs end in *-ed*?

b Go to Vocabulary Focus 11A on p. 170.

5 GRAMMAR Present perfect: negative and questions

a 11.05 Complete the sentences from the conversation with the words in the box. Listen and check your answers.

ever never seen

1 I haven't _____ the movie.
2 I've _____ seen any of Mia Wasikowska's movies.
3 Have you _____ seen any of her movies?

b Complete the rules with the words *before* and *after*.

1 When we use *not*, *ever*, and *never*, they come _____ *have* in the present perfect.
2 When we make a question in the present perfect, *have* comes _____ the subject.

c 11.05 **Pronunciation** Listen again to the sentences in 5a. Do we stress *have* or the past participle?

d Now go to Grammar Focus 11A on p. 158.

e 11.07 Complete the conversation with the present perfect form of the verbs in parentheses. Listen and check your answers.

A [1]_____ (you/see) the movie *Crazy Rich Asians*?
B Yes, I have – it's so funny. What about you?
A I [2]_____ (read) the book, but I [3]_____ (not see) the movie. [4]_____ (you/read) the book?
B No, I haven't, but I want to. I [5]_____ (hear) that there are three books.
A That's right.
B [6]_____ (they/make) movies of the other books?
A I'm not sure. I'll check online.

6 SPEAKING

a Think of some popular movies, TV shows, and books. Write six questions about these things. Look at the questions in 5e to help you.

b Ask other students your questions from 6a.



11B I BET YOU'VE NEVER BEEN TO THE OPERA

Learn to talk about events you've been to

- G Present perfect or simple past
- V Music

1 READING

a Look at picture a. What kind of dance are they doing?

b Look at *Buenos Aires: City of music*. Do you think it is about … ?

1 famous Argentinean bands
2 places to hear music
3 tango dancing

Read the text and check your ideas.

c Read the article again. Match pictures a–e with the places in the article.

d Read *Buenos Aires: City of music* again and answer the questions.

1 Which is the most expensive place to go?
2 Where can you hear more than one type of music?
3 What's the best time to go to *The Roxy*?
4 Which place(s) do you think are popular with both visitors and people who live in the city?

e You're in Buenos Aires. Choose one place you'd like to go to, and one place you wouldn't like to go to. Why / Why not?



Buenos Aires: City of Music

Did you know Buenos Aires is one of the world's best cities for music? And it isn't only tango orchestras you can hear. Whatever kind of music you like, you can find it somewhere – it's a city of restaurants, cafés, clubs, and music venues.

CLASSICAL MUSIC AND OPERA

It's easy to find good classical music in Buenos Aires. The best orchestras from all over the world play in the **Teatro Colón** and you can also see the most popular operas. It's not cheap, but you pay less if you get a ticket for a whole season.

JAZZ AND POP MUSIC

Buenos Aires is full of jazz clubs, but the most interesting is probably **Jazz y Pop**. It's in a tiny room in a basement, and the musicians play in the middle of the room. And not only jazz – they also play rock, pop, and folk music. Musicians come from all over the world to play there for free, so you might see someone famous!

Or if you like drums, visit the **Konex Cultural Center**. A band called *La Bomba de Tiempo* play drums there every Monday night. They play dance music from Africa and Latin America. Tourists and local people come together to enjoy the party and dance all night long.

Then there's **The Roxy**. It has a stage for live rock music and a room for dance music with DJs. Go there late – the bands don't start playing until 2 a.m., and the crowds start arriving around 3. Drinks are expensive!

TANGO IN THE STREET

Go to the **San Telmo** district. It's full of great cafés and shops – and also musicians and singers. On a warm summer evening, you can see tango dancers in the street. There's a space for dancing in every café. It's free, so bring your dancing shoes!







2 VOCABULARY Music

a 11.08 Underline words in the text for … .

1 kinds of music: *tango*, …
2 people who play music, sing or dance: *an orchestra*, …

Listen and check your answers.

b 11.09 **Pronunciation** Listen to these words again. Circle the number of syllables. Underline the stressed syllable in each word.

dancer	1	2	3	orchestra	1	2	3
musician	1	2	3	opera	1	2	3
classical	1	2	3				

c 11.10 Listen to five pieces of music. What kind of music are they?

d Which kinds of music do you often listen to? Which kinds do you never listen to?

3 LISTENING

a 11.11 Max and Alana are students in Buenos Aires. Listen to their conversation about *Buenos Aires: City of Music*. How many places do they talk about? Which places have they been to?

b 11.11 Complete the chart about Alana. Listen and check your answers.

Where?	When?	Did she like it?
1 Jazz y Pop		
2		
3		



4 GRAMMAR Present perfect or simple past

a 11.12 Match the questions with the answers. Listen and check your answers.

1 Have you ever been to *Jazz y Pop*?	a Yes, I went there two weeks ago. They had a really good band.
2 What about *The Roxy*? Have you been there?	b Yes, of course I have. We all went there for Antonia's birthday.
3 I bet you've never been to the *Teatro Colón*.	c Yes, I have, actually. I went there last year.

b Answer the questions about 4a.

1 Which two tenses do the speakers use?
  a simple present c present continuous
  b simple past d present perfect
2 Which tense do we use … ?
  a if we don't say when something happened
  b if we say when something happened
3 Which tense do we use with … ?
  a *ever* and *never*
  b time expressions (*last weekend*, *a month ago*)

c Now go to Grammar Focus 11B on p. 158.

d 11.14 Put the conversation in the correct order. Listen and check your answers.

A ☐ Who did you go with?
A ☐ I've heard that's a great festival! Did you enjoy it?
A [1] Have you ever been to a music festival?
A ☐ Where was it?
B ☐ It was in Rio de Janeiro – the Rock in Rio festival.
B ☐ I went with a group of friends from college.
B ☐ Yes, we all had a great time.
B ☐ Yes, I have. I went to one last summer.

e Practice the conversation in 4d.

5 SPEAKING

a Think of two things you've seen or places you've been to in your town or city. Here are some ideas:

- a concert or music event
- a movie or play
- a theater, movie theater, or club

Take notes.

City Theater – Macbeth
football stadium – Rihanna concert

b Think of two things you haven't seen or places you haven't been to, but would like to. Take notes.

c Ask other students about the things and places in 5a and 5b. Ask for more information.

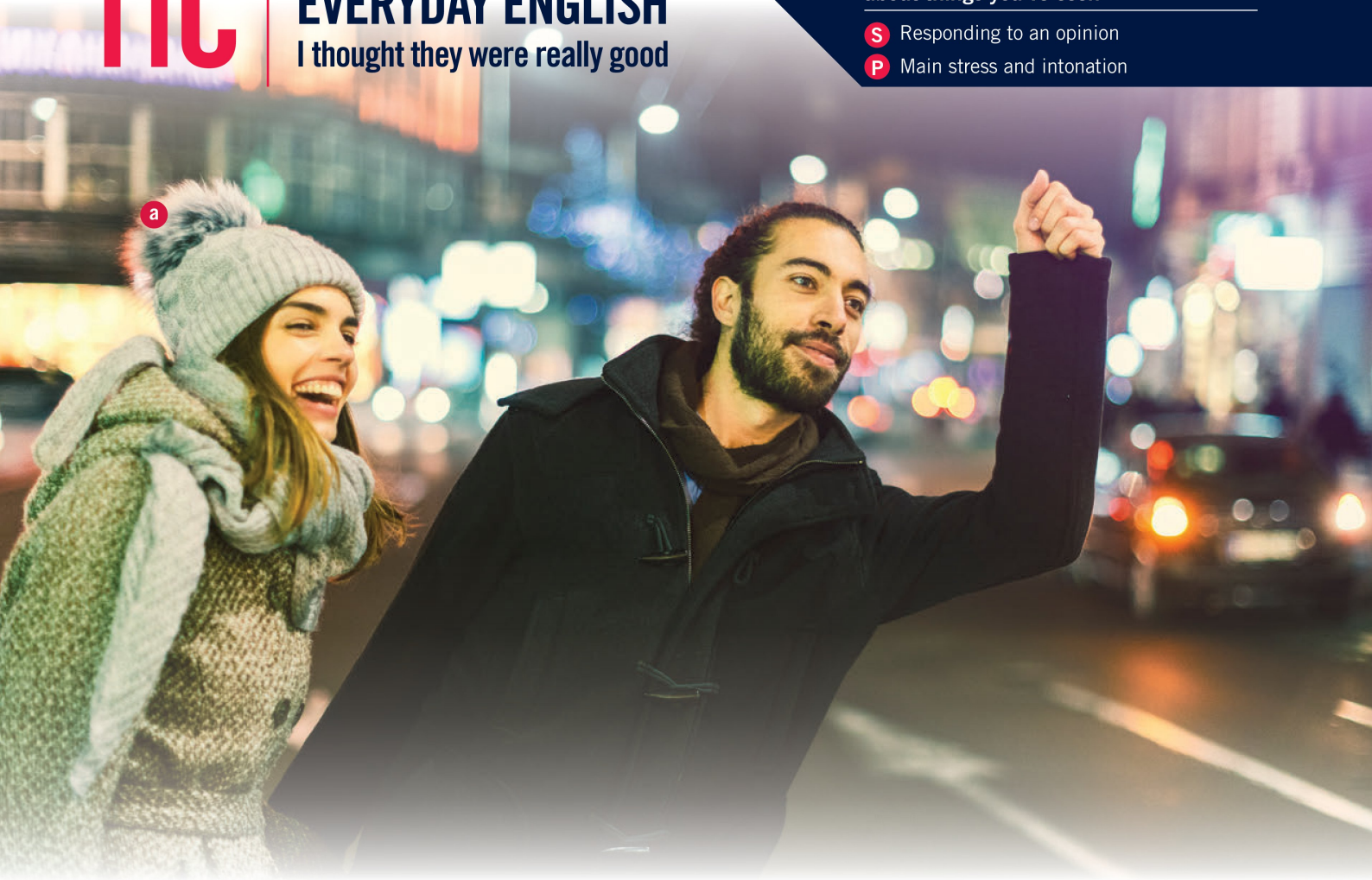
Have you been to Mombo's?
When did you go there?
Was it good?
Who did you go with?

11C EVERYDAY ENGLISH

I thought they were really good

Learn to ask for and express opinions about things you've seen

- S Responding to an opinion
- P Main stress and intonation



1 LISTENING

a Ask and answer the questions.

1 When you go out in the evening, do you ... ?
• drive • walk • take a bus • take a taxi • other
2 When was the last time you took a taxi? Where did you go?

b Look at the picture. What are Paul and Celia doing?

c 11.15 Listen to Part 1 and check your answers in 1b. Then choose the correct answers below.

1 Paul and Celia are *going out / on their way home.*
2 Their address is *525 Washington Road / 255 Washington Road.*

d 11.15 Listen to Part 1 again and answer the questions.

1 Where have Paul and Celia been?
2 Do they have the same opinion about what they saw?

e 11.15 Read the sentences and write Paul (*P*), Celia (*C*), or both (*B*). Listen again to check your answers.

Who thinks ... ?

1 the concert was fun
2 not all the bands were good
3 Atlantis is a good band
4 Atlantis was too loud

2 USEFUL LANGUAGE

Asking for and expressing opinions

a 11.16 Listen and put the conversation in the correct order.

a ☐ Did you enjoy it?
b ☐ How about you?
c ☐ Yeah, me too.
d ☐ So what did you think of the concert?
e ☐ Yeah, it was okay.
f ☐ I had fun.

b In pairs, practice the mini-conversation in 2a.

c Now look at these ways to express an opinion. Match opinions 1–3 with reasons a–c.

1 I really liked the first band.
2 I didn't like the first band very much.
3 I didn't like the first band at all.

a I thought they were terrible.
b I thought the singer was great.
c I thought they played pretty well, but their songs were boring.



3 LISTENING

a 11.17 What type of music do you like? Do you like to go to concerts? Look at the picture above. What type of music do you think the band is playing? Listen to Part 2 to check.

4 CONVERSATION SKILLS
Responding to an opinion

a Read the mini-conversations. Which replies mean … ?

a I agree. b I don't really agree.

1 **PAUL** I didn't like the opening band.
CELIA No, me neither.

2 **CELIA** I had fun. How about you?
PAUL Yeah, me too.

3 **PAUL** I loved the last band.
CELIA You did?

4 **CELIA** All their songs sound the same.
PAUL Do you think so?

5 **CELIA** They were too loud.
PAUL Yeah, they were kind of loud.

b Complete the chart with *do* or *did*.

Present	Past
A I think they**'re** good. **B** You **do**?	**A** I thought they **were** good. **B** You [1]_____ ?
A Their music **is** interesting. **B** [2]_____ you think so?	**A** The concert **was** boring. **B** **Did** you think so?

c In pairs, practice the mini-conversations in 4b. Take turns being A and B.

5 PRONUNCIATION
Main stress and intonation

a 11.18 Listen to these replies. Notice that both words are stressed in each one.

1 You do? 2 You did? 3 Me neither. 4 Me too.

b 11.18 Listen again and answer the questions.

1 Does the intonation go up ↗ or down ↘ at the end of each reply?
2 In 1 and 2, do you think the speaker sounds … ?
a angry b surprised c happy

c 11.18 Listen again and repeat.

d In pairs, take turns responding to these opinions. You can agree or disagree.

1 I thought the concert was boring.
2 I didn't enjoy the concert.
3 I think the band plays very interesting music.
4 I thought the concert was too long.
5 I think she's a fantastic singer.

You did? I thought it was really good.

6 LISTENING

a 11.17 Listen to Part 2 again. Are the sentences true or false? Correct the false sentences.

1 Paul thinks Atlantis is a boring band.
2 Paul wants to listen to music by Atlantis on his phone.
3 Celia wants to hear Paul sing.
4 Celia doesn't like pop music.
5 Celia thinks Atlantis was too quiet.

7 SPEAKING

a **Communication 11C** Student A go to p. 134. Student B go to p. 136.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

11D SKILLS FOR WRITING
It was an interesting movie

Learn to write a review
- w Structuring a review

1 SPEAKING AND LISTENING

a Look at the pictures on page 117. Ask and answer the questions.

1 Can you name the actors and the director?
2 Which movies are they famous for?
3 Have you seen any of their movies? Which one(s)?

b 11.19 Melissa and Ron talk about a movie. Listen and answer the questions.

1 What movie are they talking about?
2 Did Ron like it? Did Melissa like it?

c 11.19 Listen again. Write Ron (*R*) or Melissa (*M*). Who … ?

1 thinks James Bond movies are always the same
2 thinks James Bond movies are just for fun
3 thinks the special effects were good
4 is going to see the movies again

d Choose a movie you've seen and a movie you haven't seen. Take notes. Think of … .

- why you liked or didn't like the movie
- why you'd like to see the other movie

e Talk about the two movies from 1d.

1 Have other students seen them?
2 What did they think of them?

2 READING

a Ashley watched the movie *Roma*. Read her review. Is it positive or negative?

b Read Ashley's review again and answer the questions.

1 How many times has she watched the movie?
2 What are two things she says about Alfonso Cuarón?
3 What are two things she says about Yalitza Aparicio?

c Oscar also watched *Roma*. Read his review. Is it positive or negative?

d Read Oscar's review again and answer the questions.

1 Why did he watch it?
2 What are the good and bad things he says about the movie?

e Anna also watched *Roma*. Read her review. Is it positive or negative?

f Read Anna's review again and answer the questions.

1 Where did she watch it?
2 What new information does she give about the movie?

3 WRITING SKILLS Structuring a review

a Read Ashley's and Oscar's reviews again. Write the numbers of the sentences that answer the questions below.

a [4] Who are the actors and are they good?
b [ ] When did you see the movie?
c [ ] Did you like it?
d [ ] Do you recommend it?
e [ ] Who wrote or directed it?
f [ ] What is the movie about?

b Read Anna's review again. Does it answer the questions in the same order?

c Look at some comments about different movies. Which questions in 3a do they answer?

1 I loved it!
2 I heard it was good, so I went to see it on the weekend.
3 I thought the story was pretty interesting.
4 Emma Stone is amazing.
5 It's by American director Anthony Russo.
6 Don't go to see it. It's terrible!
7 I thought it was a funny movie. I laughed a lot.
8 The movie is about a boy who grows up in a small town in Texas.



ROMA

"I thought it was an interesting and very beautiful movie. So try to see it if you can."



Ashley

[1]I saw *Roma* at the movies a month ago, and then I watched it again on Netflix. [2]So I've watched it twice now, and it was even better the second time. [3]It's by the Mexican director Alfonso Cuarón, and it's based on his own childhood growing up in Mexico City. [4]All the actors are excellent, but I liked Yalitza Aparicio the best. She was completely unknown when Cuarón gave her the part, but she's great. [5]She plays the role of a maid who works for a middle-class family, and the movie is the story of her relationship with the parents and the children of the family. [6]I thought it was an interesting and very beautiful movie. So try to see it if you can.

d Look at the reviews again. How are sentences 1–3 different from the ones in the reviews?

1 I watched *Roma* on Netflix a few weeks ago. A friend recommended *Roma*, and we usually like the same movies, so I decided to watch *Roma*.
2 I liked Yalitza Aparicio the best. Yalitza Aparicio was completely unknown when Cuarón gave Yalitza Aparicio the part, but Yalitza Aparicio is great.
3 So I didn't think the movie was a great movie, but maybe it's OK to watch the movie if you have nothing better to do.

e Answer the questions with a partner.

1 How many times did the three people write the name of the movie in their reviews?
2 What words did they use in place of the name of the movie?

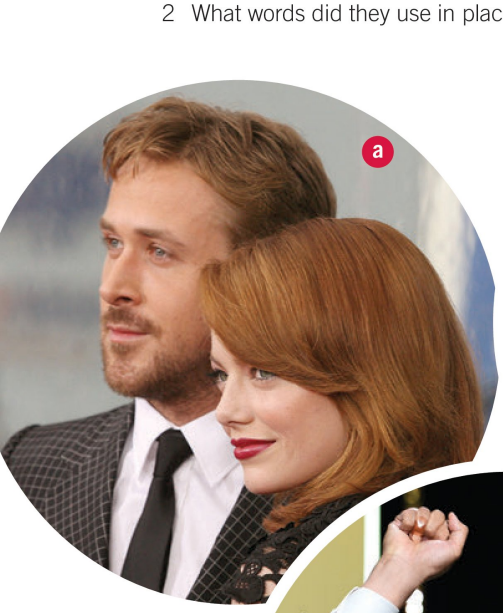
4 WRITING AND SPEAKING

a Plan a review of a movie you've seen. Take notes using the questions in 3a and the comments in 3b to help you.

b Write your review. Use Ashley's, Oscar's, and Anna's reviews to help you.

c Switch reviews with another student and check. Does your partner's review answer the questions in 3a?

d Read other students' reviews. Which movie would you like to see?











"OK to watch it if you have nothing to do one evening."



Oscar

[1]I watched *Roma* on Netflix a few weeks ago. [2]A friend recommended it, and we usually like the same movies, so I decided to watch it, but I was disappointed. [3]Alfonso Cuarón, who also made the movie *Gravity*, wrote and directed it. [4]The acting was good (Marina de Tavira is great in the role of the mother), but I found the story kind of boring. [5]The movie is about a family and their maid. All the characters in the movie just do ordinary things, and nothing exciting happens. [6]So I didn't think it was a great movie, but maybe it's OK to watch it if you have nothing better to do.

"A very interesting movie, but it was also very sad."



Anna

[1]I watched *Roma* at a friend's house last week. [2]I thought it was a very interesting movie, but it was also very sad, and the end of the movie made me cry. [3]The movie is by the Mexican director Alfonso Cuarón, and it's in black and white. [4]The movie is about a family in Mexico City and their life with their maid, who comes from a village. [5]The acting is very good, especially the actresses who play the maid and the mother. [6]I can recommend this movie, but only watch it if you enjoy sad movies!

UNIT 11
Review and extension

1 VOCABULARY

a Underline the correct words.

1 I don't like *classic* / *classical* music.
2 He likes old *rock* / *rocker* music like the Rolling Stones.
3 After years of playing the violin, he finally got a job with an *orchestral* / *orchestra*.
4 In my opinion, Lady Gaga is the most famous *popular* / *pop* music singer in the world.
5 Bill only plays his guitar on the street for money. But listen to him – he's a very good *musician* / *musical*.
6 Would you like to come and see *Così fan tutte*? It's a very famous *opera* / *operatic* by Mozart.

b Write the past participle of the verbs.

1 be	5 read
2 do	6 see
3 go	7 win
4 hear	8 write

2 GRAMMAR

a Write sentences and questions with the correct form of the present perfect.

1 I / be to South Africa twice.
2 She / meet a lot of famous actors.
3 you / see the latest James Bond movie?
4 He / not / work in an office before.
5 We / never / win the lottery.
6 they / read all the Harry Potter books?
7 I / not / hear a lot of jazz music.

b Check (✓) the correct sentences. Change the verb form in the sentences that are not correct.

1 We've been to Brazil only once.
2 He's read a book in English last week.
3 I never saw an *X-Men* movie.
4 They've won a pop music competition two years ago.
5 I saw three movies last weekend.
6 She's never been to Argentina.
7 I didn't read a book by Dan Brown.

c Complete the conversation with the correct present perfect or simple past form of the verbs in parentheses.

A [1]_____ (you/be) to Australia?
B No, I haven't, but I [2]_____ (be) to New Zealand.
A You have? I [3]_____ (never/be) there, but I would love to go.
B We [4]_____ (go) about four years ago in the summer.
A How long [5]_____ (you/stay)?
B About three weeks, but it [6]_____ (not be) long enough. I [7]_____ (do) a bungee jump when I [8]_____ (be) there. [9]_____ (you/ever/try) anything like that?
A No. I'm too afraid!

3 WORDPOWER Multi-word verbs

a Match 1–6 with a–f to make conversations.

1 Sorry, Mike, I have a meeting now.
2 Here's my photo ID.
3 Are you from London?
4 Here's a very nice shirt in blue.
5 You're looking a little tired.
6 I have nothing to do this evening.

a Yes, I think I need to **lie down** for a while.
b Well, I was born in Manchester, but I **grew up** here.
c That's OK. I can **call** you **back** this afternoon.
d Well, would you like to **come over** for dinner?
e Thank you. Now can you **fill** this form **out**, please?
f Could I **try** it **on**?

b Match the multi-word verbs in **bold** in 3a with meanings 1–6.

1 return a phone call
2 put on clothes to check that the size is right
3 complete
4 take a rest on a sofa or bed
5 visit a person's home
6 go from being a child to an adult

c Complete the sentences with the correct form of a multi-word verb from 3a.

1 She never wants to _____ things _____ in the store and often gets the wrong size.
2 You need this form at the airport. Can you _____ it _____ before boarding the train?
3 I've always lived in Toronto. I _____ _____ here.
4 She finally _____ me _____ this morning and told me she was away all last week.
5 Why don't you _____ _____ and read your book?
6 My brother _____ _____ last night and brought a cake for my birthday.

d Work in pairs. Ask and answer the questions.

1 How often do friends or family come over to your place?
2 Do you sometimes forget to call people back?
3 Where did you grow up?
4 Do you usually try on clothes before you buy them?
5 What was the last form you had to fill out?
6 Do you sometimes lie down during the day?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN . . .	
ask and answer about entertainment experiences	☐
talk about events I've been to	☐
express opinions about things I've seen	☐
write a review	☐



CAN DO OBJECTIVES

- Talk about vacation plans
- Give advice about traveling
- Use language for travel and tourism
- Write an email with travel advice

UNIT 12

TRAVEL

GETTING STARTED

a Look at the picture and answer the questions.

1 Where do you think this man is on vacation? Why?
2 What other things has he planned to do there?
3 Who do you think took this picture?

b In pairs, ask and answer the questions.

1 Do you take photos of friends and family on vacations or other special days?
2 What other things do you photograph?
3 What do you do with your photos after you've taken them?
4 What's your favorite photograph?

12A WHAT ARE YOU GOING TO DO?

Learn to talk about vacation plans

G *be going to*

V Geography



1 VOCABULARY Geography

a Match words 1–10 with pictures a–j.

1 island
2 mountain
3 forest
4 waterfall
5 beach
6 desert
7 lake
8 glacier
9 rainforest
10 river

b 12.01 **Pronunciation** Listen and check your answers in 1a. Then answer the questions.

1 Which two words have only one syllable?
2 Which syllable is stressed in all the other words?

c Work in pairs. Look at pictures a–j and answer the questions.

1 Which places would you like to live near?
2 Have you been to any of these places?
3 Which place would you like to go to on vacation? Why?

d Now go to Vocabulary Focus 12A on p. 170 for more geography vocabulary.

2 READING

a What's important for you when you're on vacation? Why?

- nothing – just relax
- meet new people
- do a lot of sightseeing
- understand a new culture
- try a new sport
- eat local food

b Read the web page. Which ideas in 2a can you do on Work Around the World vacations?

c Read the web page again. What is a good job for someone who likes … ?

- swimming and dancing
- drawing
- outdoor sports

d Talk about the questions.

1 Would you like to do one of these jobs? Why / Why not?
2 Order the three jobs from hard work (1) to not very hard work (3). Say why.



What are Work Around the World vacations?

They're vacations where you work for a few hours every day, and you get your accommodations and food free.

Why go on a Work Around the World vacation?

Because it's fun, you help other people, and you also make a lot of interesting new friends.

Here are some examples of great Work Around the World vacations.



3 LISTENING

a 12.03 Listen to two conversations about vacation plans. Which Work Around the World vacations are Emily and Chloe interested in?

b 12.03 Listen again to the two conversations. Answer the questions.

Conversation 1

1 Why doesn't Emily want to go to college?
2 What does she like about the job she is interested in?
3 Why doesn't Zoe want her to go?

Conversation 2

1 Why does Chloe want to quit her job?
2 What does she like about the job she is interested in?
3 Does Frank think it's a good job for Chloe?

c Talk about the questions.

1 Do you think it's a good idea for Emily and Chloe to do a Work Around the World vacation? Why / Why not?
2 What are the good things and the bad things about going on one of these vacations?



4 GRAMMAR *be going to*

a 12.04 Complete the sentences from the conversations. Listen and check your answers.

1 I'm _____ to email and ask about it.
2 I'm _____ to quit this job.

b Look at the sentences in 4a. Underline the correct words to complete the rule.

We use *be* + *going to* + infinitive when we want to describe *a future plan / a present action*.

c 12.05 Complete the sentences with the correct forms of *be going to* and the verbs in parentheses. Listen and check your answers.

\+ I _____ (find out) more about it.
– I _____ (not go) to college next year.
? What _____ (do)?

d 12.05 **Pronunciation** Listen to the sentences in 4c again. How is *going to* often pronounced? Which is stressed, *going* or the main verb?

e Now go to Grammar Focus 12A on p. 160.

f 12.07 Complete the conversation with *be going to* and the verbs in parentheses. Listen and check your answers.

A I [1]_____ (spend) six months traveling and working next year.
B Great. Where are you [2]_____ (go)?
A I [3]_____ (travel) around South Africa.
B What jobs [4]_____ (do)?
A Cleaning, cooking, working in restaurants – things like that. I [5]_____ (not do) anything too difficult.
B And what about after your trip?
A I [6]_____ (look) for a job at home.

5 SPEAKING

a Talk about which of the three working vacations you would like to do.

b **Communication 12A** Student A go to p. 135. Student B go to p. 137.



12B YOU SHOULD LIVE LIKE THE LOCAL PEOPLE

Learn to give advice about traveling

- G *should / shouldn't*
- V Travel collocations

1 READING

a Ask and answer the questions.

Would you like to live in a different country? Why / Why not? If yes, which country would you choose?

b Read the article and match the people with pictures a–d.

c Read the sentences. Who do you think wrote each one: Troy (*T*), Oliver and Kirsten (*OK*), or Avery (*A*)?

1 Saw some beautiful fish yesterday. Fantastic!
2 We have a job taking photos for a local newspaper.
3 I think they liked the music I played last night.
4 I'm going to work on the island of Koh Tao – the sea is so clear there.
5 We're going to find a local school for our daughter next week.

d Would you like to go traveling and never stop? Why / Why not?

Why not go ***traveling*** *... and* ***never*** *stop?*

In 2010, Troy sold everything, packed a small bag, and left his home in Canada to travel abroad. He was 30. Ten years and 15 countries later, he's still traveling, and he says he's never going to go back home. Last year he arrived in Portugal. To earn money, Troy works as an English teacher. He's also a DJ in some local nightclubs.

TROY SAYS: *You can use English in most places, but you should try to learn the local language, too.*





Like many students, Avery graduated from college in her hometown of Portland, Oregon, and decided to take a long vacation. She stayed in cheap hotels and with friends in different countries. Five years later, she is still enjoying that vacation. When she was in Australia, she learned how to dive. She loved it, and she decided to take a class and learn to teach other people how to dive. Now she works all over the world teaching tourists to dive.

AVERY SAYS: *It's a big, wide world out there. I don't want to spend my life in just one place.*





2 VOCABULARY Travel collocations

a Match pairs of verbs 1–6 with a word or phrase in the box. Use the texts in 1b to help you.

a hotel	a bag	home	abroad	plans	a vacation

1 make / change _____
2 travel / live _____
3 stay / go back _____
4 plan / take _____
5 book / stay in _____
6 pack / unpack _____

b 12.08 Six people talk about traveling and vacations. Complete the sentences with verbs in 2a. Listen and check your answers.

1 I always _____ my vacations carefully. I read about the place before I go there.
2 I don't want to _____ abroad. It's better to go on vacation in my own country.
3 I never _____ a hotel. I want to see my room before I decide to stay there.
4 I usually _____ my bags about an hour before I go on vacation. I hate doing it!
5 After a week away, I'm always happy to _____ home and see my family again.
6 When I'm on vacation, I never _____ plans. I just see what happens when I get there.

c Which speakers in 2b do you agree with? Why / Why not?

3 GRAMMAR *should / shouldn't*

a Look at the sentences. Underline the correct words. Then check in the texts.

1 You *should / shouldn't* try to learn the local language, too.
2 You *should / shouldn't* forget your family back home.
3 You *should / shouldn't* live like the local people.



Oliver and Kirsten Foster left the UK in 2013. In three years, they traveled to Mexico, Peru, the U.S., Thailand, China, Dubai, and Germany before arriving at their latest home in Egypt in 2016. They're both photographers, so they can work anywhere in the world. They now have a three-year-old daughter, Liona, so they have to make plans more carefully. But they don't want to change their lives. Next year they are going to live in Ecuador and then South Africa.

***OLIVER SAYS:** I love meeting new people, but you shouldn't forget your family back home. I call my mom every week.*

***KIRSTEN SAYS:** You should live like the local people and try to make friends with people from the country.*

b Choose the correct answer to complete the rules.

You should means ... .
a you have to do it b it's a good idea
After *should* and *shouldn't* we use ... .
a infinitive b the base form

c 12.09 **Pronunciation** Listen to sentences 2 and 3 in 3a.

1 Is there an /l/ sound in *should* and *shouldn't*?
2 Does *should* rhyme with *good* or *cold*?

d Now go to Grammar Focus 12B on p. 160.

e Read the advice about living abroad. Change the verbs in blue by adding *should* or *shouldn't*.

WOULD YOU LIKE TO LIVE ABROAD? TAKE OUR ADVICE!

1 **Don't stay** at home all the time. **Go out** and meet people.
You shouldn't stay at home all the time. You should ...
2 **Try** to visit a new place every weekend. **Don't wait** until the last few weeks of your stay.
3 **Read** about the country before you go there.
4 **Don't get** mad when things go wrong.
5 **Remember** that things work differently in other countries.

4 LISTENING AND SPEAKING

a What do you think these people mean?

I'm a very active person. | I'm not really a city person. | I'm a beach person.

What about you and other students? Are you the same?

b Quickly read the information again about Troy and Avery. Which things below do you think Troy likes and which do you think Avery likes? Why? Write *T* (Troy) or *A* (Avery).

☐ the ocean ☐ noise ☐ big cities
☐ cafés ☐ beaches ☐ dancing
☐ sports ☐ music
☐ shopping ☐ the country

c 12.11 Listen to Troy and Avery. Check your answers in 4b.

d Troy and Avery are going to visit your country. Talk about where they should and shouldn't go, what they should do, and why.

You should go downtown. There are a lot of good cafés.

You shouldn't go to the National Museum. It's very boring!

e Work with a student you don't know very well. Find out what they like and don't like doing on vacation.

f Give your partner some advice about what to do and what not to do in a city you know.

12C EVERYDAY ENGLISH

Is breakfast included?

Learn to use language for travel and tourism

- S Showing surprise
- P Consonant clusters

1 LISTENING

a Ask and answer the questions.

1 When you go on vacation, where do you usually stay? Choose one or more places.
- hotel
- hostel
- camping in a tent
- apartment/house
- with friends
- another place

2 Why do you like staying in this/these place(s)?

b 12.12 Listen to Part 1 and answer the questions.

1 Who won a contest?
2 Can Diego and Julia use the prize in June?

c 12.12 Listen to Part 1 again. Complete the email. Put a word or number in each blank.



Julia and Diego Torres

Dear [1]_____,
Congratulations! You have won a weekend for [2]_____ people in the city of [3]_____. All your travel and hotel expenses are included in the prize.

You must travel on [4]_____, May [5]_____. Enjoy!

2 CONVERSATION SKILLS Showing surprise

a Look at the conversation. Underline the two ways that Diego shows surprise.

JULIA I won a contest!
DIEGO You did? Julia, that's great! What's the prize?
JULIA A weekend for two in Las Vegas …
DIEGO Really? That's amazing!

b Which question in 2a can you use to reply to any news?

c 12.13 Match 1–4 with a–d. Listen and check your answers.

1 I'm getting married.	a You do?
2 I really like grammar.	b You have?
3 I went to New York for the weekend.	c You are?
4 I've eaten an insect.	d You did?

d 12.13 **Pronunciation** Listen again. Does the intonation in a–d in 2c go up ↗ a little or a lot?

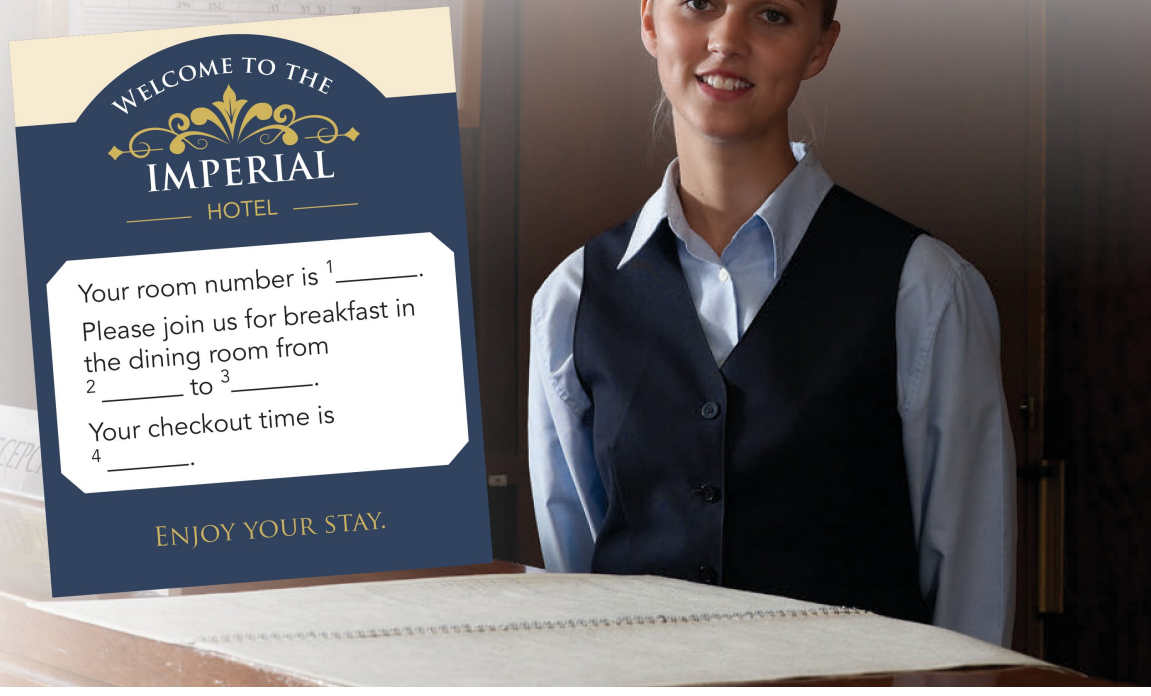
e Think of two surprising things. They don't have to be true! Take notes.

f In pairs, take turns telling each other your surprising things and showing surprise. Use expressions from 2a and 2c.

3 LISTENING

a 12.14 Look at the picture. What do you think the hotel is like? Do you think Julia and Diego will like it? Listen to Part 2 and check.

b 12.14 Listen to Part 2 again. Complete the guest information card.



4 USEFUL LANGUAGE
Checking in at a hotel

a Below are useful expressions for hotel guests. Which two expressions did Julia use?

1 I have a reservation for a double room for two nights.
2 Is there a parking lot?
3 Is breakfast included?
4 Is there Wi-Fi in the room?
5 What time is checkout?
6 Is there a safe in the room?

b Which four questions in 4a do we use to ask about things hotels can offer?

c 12.15 Complete the conversation between a guest and a hotel receptionist with sentences from 4a. Listen and check your answers.

RECEPTIONIST Hello, how can I help you?
GUEST Hello. I [1]_____.
RECEPTIONIST A double room? Your name, please?
GUEST Barnes.
RECEPTIONIST Thank you. So, that's two nights?
GUEST Yes. Is [2]_____?
RECEPTIONIST Yes, it's from 6:30 a.m. until 9:30 a.m. in the dining room.
GUEST Is [3]_____?
RECEPTIONIST Yes, there is. There's no password to log in.
GUEST And what [4]_____?
RECEPTIONIST It's 11 o'clock on the day you leave.

5 PRONUNCIATION
Consonant clusters

a 12.16 Listen to these sentences. Notice how the consonant clusters in **bold** with /t/ are pronounced.

1 I have a reservation for a double room for two ni**ghts**.
2 So, tha**t's** two ni**ghts**?
3 Is breakfa**st** included?
4 I**t's** from 6:30 a.m. until 9:30 a.m.

b 12.17 Listen to these sentences below. Underline consonant clusters with /t/.

1 We're busy next weekend.
2 I'd like some tourist information.
3 The bathroom is on your left.
4 Can I buy two tickets, please?

c In pairs, practice conversations like the one in 4c. Use your own name and change some of the questions about things in the hotel. Take turns being the receptionist and guest.

6 LISTENING

a 12.18 Listen to Part 3. Complete the information on Las Vegas bus tours.

Las Vegas
BUS TOURS

Leaves from [1]_____
Price [2]_____
Buy tickets at [3]_____
Pay by cash or [4]_____

b Why did Julia and Diego change hotels? What do you think the bus tour is like?

7 USEFUL LANGUAGE
Asking for tourist information

a 12.19 Match 1–5 with a–e to complete the questions. Listen and check your answers.

1 Can you	a for a ticket?
2 Is there a city bus tour	b two tickets, please.
3 How much is it	c help us?
4 Can we buy	d we can go on?
5 We'll take	e tickets here in the hotel lobby?

b You are on vacation and go to a tourist information office to ask about an interesting museum to visit. Answer the questions.

1 Can you use all the questions in 7a?
2 Which one(s) do you have to change?
3 Write a new question for the example(s) you need to change.

c Work in pairs. Use your answers in 7b to make a conversation at the tourist information office about visiting a museum. Take turns being the tourist and an assistant who works in the office.

8 SPEAKING

a **Communication 12C** Student A go to p. 135. Student B go to p. 137.

UNIT PROGRESS TEST
CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

12D SKILLS FOR WRITING

You should go to Stanley Park

Learn to write an email with travel advice

W Paragraph writing

1 SPEAKING AND LISTENING

a How much do you plan your vacations before you leave? Choose an answer and say why.

1 I like to plan everything as much as possible so I know what I'm going to do.
2 I plan my travel and accommodations, but nothing else.
3 I only buy tickets. I figure out everything else when I arrive.

b Look at the pictures of places in Vancouver and answer the questions.

1 What do you know about Vancouver and Canada?
2 What can you see in the pictures?

c 12.20 Zach tells Tiffany about a vacation he's planned. Listen and underline the correct answers.

1 Zach booked his vacation *online* / *at a travel agency*.
2 He's going to go to Vancouver for a *weekend* / *week*.
3 He's going to stay in a *hostel* / *hotel*.
4 He's going to go at the end of *this* / *next* month.
5 *Tiffany* / *Zach* has a friend named Nicole in Vancouver.

d You want to visit Vancouver. What questions could you ask Nicole?

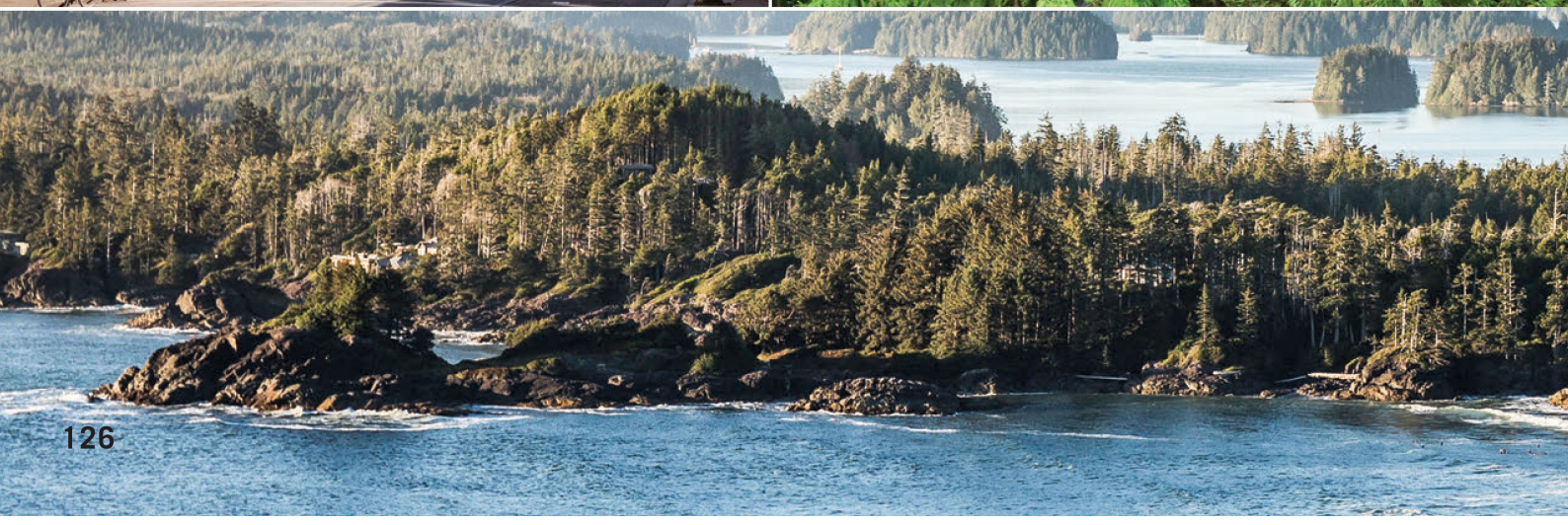
What should I see in Vancouver?











2 READING

a Zach sent Nicole an email. Read Nicole's reply. What *doesn't* she talk about?

a places to visit b the hostel c the weather

Re: Vancouver

Hi Zach,

[1]Thanks for your email. [2]I'm really happy to help you plan your vacation in Vancouver. [3]I've been here for two years now, and I just love it. [4]I'm sure you're going to have a great time here. [5]You asked me about the three top tourist things to do in Vancouver, so here are some ideas. [6]First, you should visit my favorite part of the downtown area: Gastown. [7]It's a mix of historic and modern stores and restaurants – it looks like a street from more than a hundred years ago. [8]And second, you should go to Stanley Park – an amazing green area in the middle of town with forests and beaches, and a really big aquarium. [9]Finally, the third place you should go to is Vancouver Island – it's about 60 miles away from the city. [10]Catch a ferry and stay a couple of nights. [11]It's really beautiful, and there's a lot of interesting history and culture you can learn about. [12]But you can also spend time just walking or biking around the center of Vancouver. [13]You said you were going to come at the end of next month. [14]It's fall then and it's not too hot or too cold, so it's really nice doing things outdoors. [15]It's a city with so much natural beauty – I'm sure you're going to love it! [16]I hope these ideas help you. [17]Let's meet and get a cup of coffee when you come.

Best wishes,

Nicole



b Read Nicole's email again and complete the chart.

Place to visit	Reason to visit
Gastown	historic & [1]_____ stores & [2]_____
Stanley Park	forests & [3]_____ & a big [4]_____
Vancouver Island	interesting history & [5]_____

3 WRITING SKILLS Paragraph writing

a Read Nicole's email again. Make four paragraphs.

Paragraph 1 answers Zach and talks about Vancouver in general: Sentences 1 to ___
Paragraph 2 talks about things to do: Sentences ___ to 12
Paragraph 3 talks about the weather: Sentences 13 to ___
Paragraph 4 finishes the message: Sentences ___ to ___

b Look at Paragraph 2. Underline three linking words that order the information.

c Read the email from Alice to you and answer the questions.

1 What is she going to do?
2 What does she want to know?

Hi



Hi there,

[1]My name is Alice, and I'm going to visit your hometown soon. [2]A friend told me that you can give me useful information, so I have some questions if that's OK. [3]I would like to do some sightseeing. [4]What are some interesting things to see? [5]I'd also like to do some kind of sports activity. [6]What are some interesting things to do? [7]I hope you can help me!

Kind regards,

Alice

d Make three paragraphs in Alice's email in 3c.

4 WRITING

a Plan an email to Alice.

- answer both her questions
- use paragraphs for different parts of your message
- use linking words to order your ideas.

b Write your email. Use Nicole's email to help you.

c Switch emails with another student and check.

- ☐ Are the paragraphs clear?
- ☐ Are there good ideas of things to see and do?
- ☐ Are there linking words to order ideas?

UNIT 12
Review and extension

1 GRAMMAR

a Complete the sentences with the correct form of *be going to* and a verb from the box.

travel move wear have

1 He turns 30 next week. He _____ a big party.
2 When we're older, we _____ to a cottage in the country.
3 I _____ my new suit and a tie for my interview.
4 She has two months off before she starts college, so she _____ around Europe with a friend.

b Write the conversation using the prompts with the correct form of *be going to*.

PAULINA [1]What / you / do after graduation?
What are you going to do after graduation?
NATALIA [2]I / go to New York.
PAULINA New York? Sounds great. [3]What / you / do there?
NATALIA Well, my brother lives there.
PAULINA Oh, right. [4]you / stay / with / him?
NATALIA Yes. He says [5]he / find / me / a job.
PAULINA Oh, really? [6]How long / you / stay?
NATALIA Just a month. But [7]I not / book my flight back. Who knows? If I find a good job, I may stay longer!

c Read the travel advice to people going to Kenya in East Africa. Complete the text with *you should* or *you shouldn't*.

It's very hot in Kenya, so [1]_____ stay in the sun for too long, and [2]_____ drink a lot of water. [3]_____ buy bottled water, and [4]_____ drink water from lakes or rivers.

Most people speak English, but [5]_____ try to learn a few words of Swahili, the local language.

2 VOCABULARY

a Underline the correct words.

1 We went to a Greek *island* / *mountain*. We just sat on the *forest* / *beach* and swam in the sea. It was very relaxing.
2 I went across the Gobi *Desert* / *Lake* on a camel.
3 I watched birds in the Brazilian *desert* / *rainforest*.
4 The Iguazu Falls are big *waterfalls* / *mountains* between Argentina and Brazil.
5 I climbed *rivers* / *mountains* in Norway, and we crossed a *glacier* / *beach*. It was very cold on the ice.

b Put the words in the correct order to make questions.

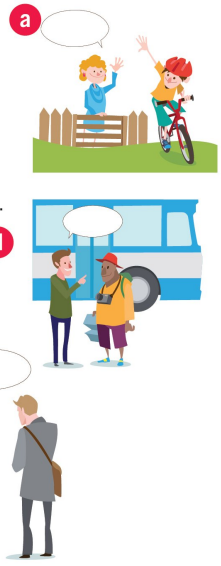
1 you / abroad / lived / ever / have?
2 you / planned / your next vacation / have?
3 in a hotel / last / stay / you / did / when?
4 always / you / your own bags / pack / do / for a vacation?
5 this weekend / you / home / are / staying?

c Ask and answer the questions in 2b.

3 WORDPOWER *take*

a Match sentences 1–6 with pictures a–f. What do you think the people are talking about?

1 You can take the number 23.
2 Please take care!
3 It will only take five minutes.
4 Then you take the first left.
5 Let me take your suitcase for you.
6 Take one three times a day before meals.



b Match the sentences in 3a with the uses of *take* in a–f.

a to give street directions
b to talk about time
c to tell someone to be careful
d to talk about using transportation
e to talk about medicine
f to talk about carrying something

12.21 Listen to the conversations and check.

c Complete the sentences with *take* and a word or phrase in the box.

a taxi the first left hours
my medicine my laptop care

1 I have two essays to write. It will _____ to finish my homework.
2 There aren't any buses. Why don't we _____?
3 Have a great vacation and _____.
4 Go straight until you come to a supermarket, then _____.
5 I'll carry the bags, but could you _____?
6 Oh, it's six o'clock. Time to _____.

d Choose two of the uses of *take* in 3b. Write a short conversation using examples of both uses.

e Practice your conversations in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
talk about vacation plans	☐
give advice	☐
talk about travel	☐
use language for travel and tourism	☐
write an email with travel advice	☐

Phonemic symbols

Vowel sounds

/ə/	/æ/	/ʊ/	/ɑ/	/ɪ/	/i/	/e/	/ʌ/	/ɜ/	/u/	/ɔ/
breakf**a**st	m**a**n	p**u**t	g**o**t	ch**i**p	happ**y**	m**e**n	**u**p	sh**ir**t	wh**o**	w**a**lk

Diphthongs (two vowel sounds)

/eə/	/ɪə/	/ɔɪ/	/ɑɪ/	/eɪ/	/oʊ/	/ɑʊ/
h**air**	n**ear**	b**oy**	n**i**ne	**ei**ght	wind**ow**	n**ow**

Consonants

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
picnic	**b**ook	**f**ace	**v**ery	**t**ime	**d**og	**c**old	**g**o
/θ/	/ð/	/ʧ/	/ʤ/	/s/	/z/	/ʃ/	/ʒ/
think	**th**e	**ch**air	**j**ob	**s**ea	**z**oo	**sh**oe	televi**s**ion
/m/	/n/	/s/	/h/	/l/	/r/	/w/	/j/
me	**n**ow	si**ng**	**h**ot	**l**ate	**r**ed	**w**ent	**y**es

Irregular verbs

Infinitive	Simple past
be	was
begin	began
buy	bought
catch	caught
choose	chose
come	came
do	did
drink	drank
drive	drove
eat	ate
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow up	grew up
have	had
hear	heard
know	knew
leave	left
lose	lost

Infinitive	Simple past
meet	met
pay	paid
put	put
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
wake up	woke up
wear	wore
write	wrote

COMMUNICATION PLUS

1A STUDENT A

a Read this social media profile. Answer Student B's questions about Roberto.

Hi! My name's Roberto. I'm from Cancún. It's a nice city by the sea in southern Mexico. I'm a student at Maryland University in the U.S.

b Ask Student B your questions. Write their answers.

1 What's her name? Lora
2 What's her nationality? _____
3 What's her hometown? _____
4 Where is she now? _____

c Now go back to p. 11.

2A STUDENT A

a Read about the job. Complete the sentences with the correct forms of the verbs.

Salesperson



1 She _____ (start) work at 8:00 a.m.
2 She _____ (not work) on Sunday.
3 She _____ (like) her job because she _____ (meet) people.
4 She _____ (not wear) a uniform.
5 People _____ (buy) things from her.
6 She _____ (work) in a small store downtown.

b Read your sentences out loud. Student B tries to guess the job after each sentence.

c Listen to Student B's sentences and guess the job.

d Now go back to p. 21.

6C STUDENT C

a **Conversation 1.** Read your first card. Then listen to Student B and reply.

1
- You return home. Student B has a message for you from Student A.
- Call Student A back. Have a conversation.

b **Conversation 2.** Now look at your second card. Start the conversation with Student B.

2
- Student B calls and you answer the phone.
- He/She wants to speak to Student A, who isn't there. Take a message.
- Student A returns. Give him/her Student B's message.

c **Conversation 3.** Now look at your third card. Think about what you want to say. Then call Student B.

3
- Think of a reason to call Student B.
- You call Student B, but he/she isn't there. Leave a message with Student A.
- Student B calls you back. Have a conversation.

4A STUDENT A

a **Conversation 1.** Look at the picture. Answer Student B's questions about what's at your stall. Look at the examples.



Do you have any apples at your stall?

Yes, I do.

I'd like some onions, please.

I'm sorry, I don't have any onions.

b **Conversation 2.** You want to buy food to cook dinner. You visit Student B's market stall. Ask about the things in the box. Look at the examples.

chicken	eggs	one lemon	fruit	tomatoes	mushrooms
cheese	pears	vegetables	bread	one onion	apples

Do you have any eggs at your stall?

I'd like some mushrooms, please.

2C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

1
You're at Student B's home for the weekend. You'd like to do the following things:
- have something to eat
- use your friend's computer
- watch TV

b **Conversation 2.** Now look at your second card. Listen to Student B and reply.

2
Student B's at your home for the weekend. You're good friends, but you don't like it when other people use your things, especially your new phone.

5A STUDENT A

a Look at your picture. Student B has a similar picture. Ask and answer questions to find six differences.



Is there a park in your picture?

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

b Now go back to p. 51.

1C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

1
You want to ask about beginner guitar lessons.
Talk to the receptionist at the music school.
- Say what you would like to do.
- Ask when the first lesson is.
- Ask where the lesson is.
- Sign up for lessons.

5C STUDENT A



a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

1
You're at the station with your friend, Student B.
The map on your phone isn't clear. You need to go to:
- the supermarket
- Dash Café

Student B's map is clear. Ask him/her how to get to these places. Someone told you Dash Café is on James Street, but you're not sure.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then listen to Student B and reply.

2
You're at the station with your friend, Student B.
The map on his/her phone isn't clear. You want to go to:
- the art gallery
- Food Art Restaurant

Use your map to tell Student B how to get there. A lot of people think that Food Art Restaurant is on the corner of Sutton Place and West Street, but that isn't correct.

b **Conversation 2.** Now look at your second card. Listen to Student B and reply.

2
You're a receptionist in a language school. Here's some information about an English course:
- *Time:* 6:20 p.m. next Tuesday
- *Place:* Room 12
- To sign a student up, you need the student's name.

6C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then call Student C.

1
- Think of a reason to call Student C.
- You call Student C but he/she isn't there. Leave a message with Student B.
- Student C calls you back. Have a conversation.

b **Conversation 2.** Now look at your second card. Listen to Student C and reply.

2
- You return home. Student C has a message for you from Student B.
- Call Student B back. Have a conversation.

c **Conversation 3.** Now look at your third card. Start the conversation with Student C.

3
- Student C calls and you answer the phone.
- He/She wants to speak to Student B, who isn't there. Take a message.
- Student B returns. Give him/her Student C's message.

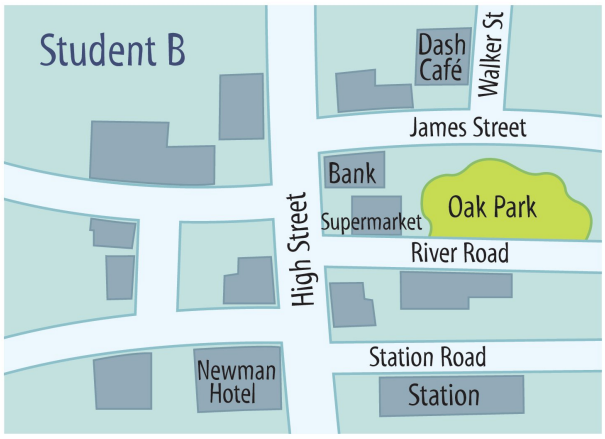
4B SPEAKING 5C

Healthy food

Every day you can eat these food quantities:

bread – 4 slices
vegetables – 5 pieces
cheese – 2 pieces
rice or pasta – 2 cups
fruit – 2 pieces
meat/fish – 1 piece

5c STUDENT B



a Conversation 1. Read your first card. Think about what you want to say. Then listen to Student A and reply.

1 You're at the station with your friend, Student A. The map on his/her phone isn't clear. You need to go to:
- the supermarket
- Dash Café

Use your map to tell Student A how to get there. A lot of people think that Dash Café is on James Street, but that isn't correct.

b Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You're at the station with your friend, Student A. The map on your phone isn't clear. You want to go to:
- the art gallery
- Food Art Restaurant

Student A's map is clear. Ask him/her how to get to these places. Someone told you that Food Art Restaurant is on the corner of Sutton Place and West Street, but you're not sure.

6c STUDENT B

a Conversation 1. Read your first card. Start the conversation with Student A.

1
- Student A calls and you answer the phone.
- He/She wants to speak to Student C, who isn't there. Take a message.
- Student C returns. Give him/her Student A's message.

b Conversation 2. Now look at your second card. Think about what you want to say. Then call Student A.

2
- Think of a reason to call Student A.
- You call Student A, but he/she isn't there. Leave a message with Student C.
- Student A calls you back. Have a conversation.

c Conversation 3. Now look at your third card. Listen to Student A and reply.

3
- You return home. Student A has a message for you from Student B.
- Call Student C back. Have a conversation.

3c STUDENT B

a Conversation 1. Read your first card. Listen to Student A and reply.

1 You aren't free this Saturday because you work on the weekends. You'd like to go out to the movies on Friday.

b Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You want to meet Student A for coffee. You think next Friday after work/school is a good time. Decide the following and invite Student A:
- where to have coffee
- what time
- something to do after

c » Now go back to 5c on p. 35.

5a STUDENT B

a Look at your picture. Student A has a similar picture. Ask and answer questions to find six differences.



b » Now go back to p. 51.

1A STUDENT B

a Read this social media profile. Answer Student A's questions about Lora.

Hi, my name's Lora. I'm from Berlin, Germany, but now I'm in England with my family. I'm a teacher in London.

b Ask Student A your questions. Write their answers.

1 What's his name? Roberto
2 What's his nationality? _____
3 What's his hometown? _____
4 Where is he now? _____

c Now go back to p. 11.

2A STUDENT B

a Read about the job. Complete the sentences with the correct forms of the verbs.

Nurse

1 He sometimes _____ (work) at night.
2 He _____ (not make) a lot of money.
3 He _____ (wear) a uniform at work.
4 He _____ (like) his job because he _____ (help) people.
5 He _____ (give) people medicine.
6 He _____ (work) in a big hospital downtown.



b Listen to Student A's sentences and guess the job.

c Read your sentences out loud. Student A tries to guess the job after each sentence.

d Now go back to p. 21.

1C STUDENT B

a **Conversation 1.** Read your first card. Think about what you want to say. Listen to Student A and reply.

1 You're a receptionist at a music school. Here is some information about beginner guitar lessons:
- *Time*: 6:30 p.m. next Thursday
- *Place*: Room 2
- To sign a student up, you need the student's full name.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You want to ask about English classes. Talk to the receptionist at the language school.
- Say what you would like to do.
- Ask when the first class is.
- Ask where the class is.
- Sign up for the class.

4A STUDENT B

a **Conversation 1.** You want to buy food to cook dinner. You visit Student A's market stall. Ask about the things in the box. Look at the examples.

steak one lemon beans fruit tomatoes mushrooms
cheese pears vegetables bread one onion apples

Do you have any apples at your stall?

I'd like some pears, please.

b **Conversation 2.** Look at the picture. Answer Student A's questions about what's at your stall. Look at the examples.



Do you have any eggs at your stall?

Yes, I do.

I'd like some mushrooms, please.

I'm sorry, I don't have any mushrooms.

2C STUDENT B

a **Conversation 1.** Read your first card. Think about what you want to say. Listen to Student A and reply.

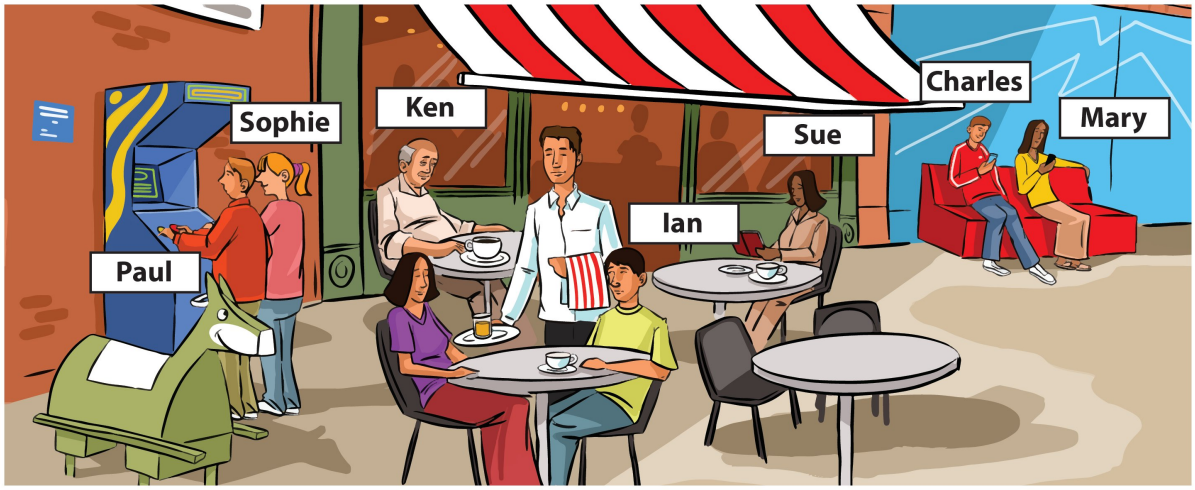
1 Student A's at your home for the weekend. You're good friends, but you don't like it when other people use your things, especially your computer.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You're at Student A's home for the weekend. You'd like to do the following things:
- have something to drink
- use your friend's phone
- take a shower

9A STUDENT A

a Look at your picture for two minutes. What are the people doing? Make notes.



b Student B has a similar picture. Ask and answer questions to find five differences.

Is Ken drinking coffee in your picture?

Yes, he is. / No, he's not. He's …

11C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then listen to Student B and reply about the concert.

1 You went with Student B to a concert last night. You thought the band was really good. You like their music, and you thought the singer was good.

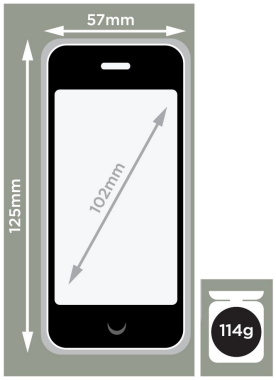
b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start a conversation about your meal with Student B.

2 You went with Student B to Al Dente, an Italian restaurant, last weekend. You didn't like it. You had fish, but it wasn't good, and it was expensive. You thought the servers were unfriendly.

10A STUDENT A

a Ask Student B about his/her smartphone. You can use these questions:

How long is your smartphone?
How wide is your smartphone?
How big is the screen?
How much does it weigh?



b Look at the picture of your new smartphone. Compare your phone with Student B's.

c » Now go back to p. 101.

My phone is bigger than yours.

8C STUDENT B

a **Conversation 1.** Read your first card. Think about what you want to say. Then listen to Student A and reply.

1 You're not feeling very well. You're very tired and your back hurts. You don't have a fever. When Student A asks you, tell him/her what's the matter.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 Student A doesn't look good. Ask him/her what's the matter. When he/she tells you, show sympathy using expressions like *Oh no!* or *That's too bad.* Then ask if he/she feels hungry. Tell him/her what to do, e.g., *See a doctor. Take an aspirin. Have some soup.*

12A STUDENT A

a You're going to go on a working vacation. Look at your plans.

Notes 28 Nov 15:46

WHERE: Australia and Pacific islands
WHY: see beautiful beaches, visit the desert in Australia
HOW LONG: three months
POSSIBLE JOBS: hotels and restaurants
BEFORE TRIP: look online for jobs
AFTER TRIP: go to college

b Student B is planning his/her own working vacation. Write questions you can ask him/her about the trip. Use 4f on page 121 to help you.

c Have a conversation with Student B about his/her vacation.

d Listen to Student B's questions about your vacation and reply.

e Now go back to p. 121.

12C STUDENT A

a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

1

You're a guest at a hotel. You have a reservation for a double room for two nights. Check with the receptionist about:

- the breakfast time
- Wi-Fi in the room

Ask about this tourist information:

- interesting local markets near the hotel

b **Conversation 2.** Now look at your second card. Then listen to Student B and reply.

2

You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:

- checkout: 10:30 a.m.
- safe in the room
- free box of chocolates in the room

Some important tourist information about Central Park:

- on the same street as the hotel
- only half a kilometer away from the hotel
- large and beautiful park

10C STUDENT B

a **Conversation 1.** Read your first card. Think about what you want to say. Then listen to Student A and reply.

1 Student A bought a new phone, but he/she can't receive any text messages on it. When he/she asks for help, explain how it works. Here are the instructions:
- Touch the box that says *Messages*.
- Wait for a blue screen.
- Touch the box that says *Receive*. It can receive messages now.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You bought a new mouse for your computer, but it isn't working. Ask Student A for help. Check the instructions he/she gives you.

11C STUDENT B

a **Conversation 1.** Read your first card. Think about what you want to say. Start a conversation about the concert with Student A.

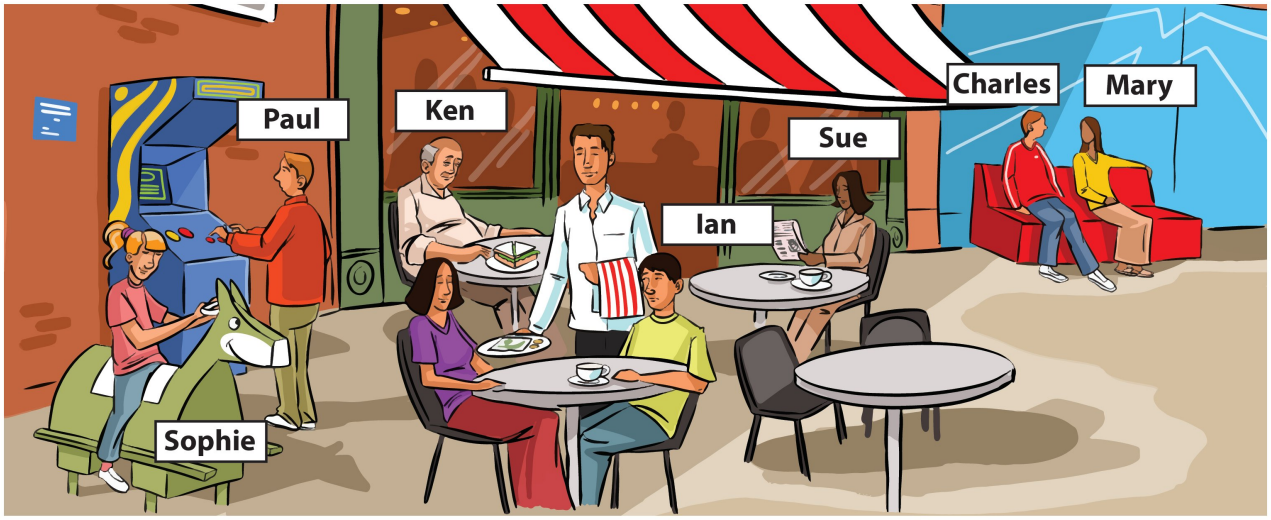
1 You went with Student A to a concert last night. You didn't like the band very much. You thought they played badly and the music was boring.

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then listen to Student A and reply about your meal.

2 You went with Student A to Al Dente, an Italian restaurant, last weekend. You liked it. You had a very good pizza, and you thought the food was delicious and not too expensive.

9A STUDENT B

a Look at your picture for two minutes. What are the people doing? Make notes.



b Student A has a similar picture. Ask and answer questions to find five differences.

Is Ken eating a sandwich in your picture?

Yes, he is. / No, he's not. He's …

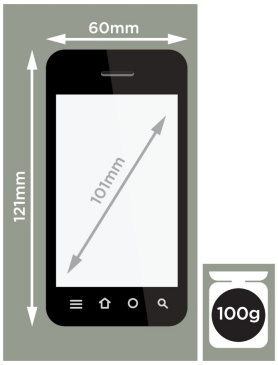
10A STUDENT B

a Ask Student A about his/her smartphone. You can use these questions:

How long is your smartphone?
How wide is your smartphone?
How big is the screen?
How much does it weigh?

b Look at the picture of your new smartphone. Compare your phone with Student A's.

c Now go back to p. 101.



My screen is wider than yours.

12A STUDENT B

a You're going to go on a working vacation. Look at your plans.

Notes 18 Dec 15:46

WHERE: Central America
WHY: see rainforests, old Maya and Aztec buildings
HOW LONG: four months
POSSIBLE JOBS: taking care of children, tour guide
BEFORE TRIP: send email to friends
AFTER TRIP: find a new job

b Student A is planning his/her own working vacation. Write questions you can ask him/her about the trip. Use 4f on page 121 to help you.

c Listen to Student A's questions about your vacation and reply.

d Have a conversation with Student A about his/her vacation.

e Now go back to p. 121.

12C STUDENT B

a **Conversation 1.** Read your first card. Then listen to Student A and reply.

1

You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:

- breakfast 7–9:30 a.m.
- free Wi-Fi in the room
- free dinner at the hotel tomorrow night

Some important tourist information about a local market:

- in a parking lot across from the hotel
- biggest market in town
- clothes, paintings, old furniture

b **Conversation 2.** Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2

You're a guest at a hotel. You have a reservation for a single room for three nights. Check with the receptionist about:

- checkout time
- safe in the room

Ask about this tourist information:

- nice parks and gardens to visit near the hotel

GRAMMAR FOCUS

1A *be:* affirmative and negative

01.07

Affirmative (+)	
Full form	**Contraction**
*I **am** a student.*	*I**'m** a student.*
*You **are** a good cook.*	*You**'re** a good cook.*
*He **is** my friend.*	*He**'s** my friend.*
*She **is** Spanish.*	*She**'s** Spanish.*
*It **is** sunny.*	*It**'s** sunny.*
*We **are** sisters.*	*We**'re** sisters.*
*They **are** from Japan.*	*They**'re** from Japan.*

Negative (–)		
Full form	**Contractions**	
I **am not** a teacher.	I**'m not** a teacher.	
You **are not** French.	You**'re not** French.	You **aren't** French.
He **is not** Brazilian.	He**'s not** Brazilian.	He **isn't** Brazilian.
She **is not** my friend.	She**'s not** my friend.	She **isn't** my friend.
It **is not** sunny.	It**'s not** sunny.	It **isn't** sunny.
We **are not** sisters.	We**'re not** sisters.	We **aren't** sisters.
They **are not** students.	They**'re not** students.	They **aren't** students.

Remember to use the verb *be* to give information with a noun, adjective, preposition, or adverb.
*My name**'s Hamid**.* (NOT ~~*My name **Hamid**.*~~)
*My teacher **is nice**.* (NOT ~~*My teacher **nice**.*~~)
*I**'m from China**.* (NOT ~~*I **from China**.*~~)
*We **are here**.* (NOT ~~*We **here**.*~~)
Always use a noun or a pronoun before affirmative and negative *be*:
He's** my teacher.* (NOT ~~Is** my teacher.*~~)
They're** Brazilian.* (NOT ~~Are** Brazilian.*~~)



Tip
you is the same when we talk to one person or two or more people.
***You**'re **a** good **cook**.* = one person
***You**'re good **cooks**.* = two or more people

We use contractions to help us speak quickly. In contractions, the apostrophe (') shows a letter is missing:
*You **are not** old.* ➔ *You**'re not** old.* / *You **aren't** old.*
There are two different contractions for *is not* and *are not*.
is not ➔ *isn't* / *'s not* — *He **isn't** = He**'s not***
are not ➔ *aren't* / *'re not* — *We **aren't** = We**'re not***

Tip
We can use *'s* after one name, but we don't use *'re* after two names:
***Tom is** my friend.* ➔ ***Tom's** my friend.*
***Tom and Jo are** my friends.* (NOT *Tom and ~~**Jo're**~~ my friends.*)

1B *be:* questions and short answers

In questions with the verb *be*, we change the word order:
***They are** Canadian.* ➔ ***Are they** Canadian?*
***He is** from San José.* ➔ ***Is he** from San José?*

01.12

Yes/No questions		Short answers	
Are you	ready?	Yes, No,	I **am**. I**'m not**.
Am I	late?	Yes, No,	you **are**. you**'re not**. / you **aren't**.
Is it	cold?	Yes, No,	it **is**. it**'s not**. / it **isn't**.

In *Wh-* questions, we use a question word before *be*.
***Where are** you from?*
***What is** your name?*

Tip
With affirmative short answers, we don't use contractions:
*Yes, I **am**. Yes, he **is**. Yes, we **are**.*
(NOT ~~*Yes, I'm. Yes, he's. Yes, we're.*~~)

Tip
We can use the contraction of *is* with question words:
***What is** your name?* ➔ ***What's** your name?*
***Where is** he from?* ➔ ***Where's** he from?*

1A *be:* affirmative and negative

a Write the correct form of *be* (*am/is/are*) in these sentences.

1 We *are* very happy.
2 My father _____ a taxi driver.
3 My parents _____ not old.
4 Carl and Michael _____ brothers.
5 I _____ not a good driver.
6 She _____ at work today.
7 Asheville _____ not a big city.
8 Our cats _____ hungry.

b Write the sentence again with affirmative and negative contractions. More than one negative contraction may be possible.

1 She is Brazilian.
She's Brazilian.
She's not Brazilian.
2 It is a beautiful city.
3 We are from Los Angeles.
4 They are at a party.
5 I am tired.
6 You are right.

c Complete the sentences with the correct affirmative (+) or negative (–) form of *be*. Use contractions if possible.

1 We *'re* (+) at a concert.
2 She *'s not* (–) Japanese.
3 I _____ (+) from Mexico City.
4 He _____ (–) home.
5 It _____ (+) a big hotel.
6 Valentina and Andre _____ (–) friends.
7 My city _____ (+) very beautiful.
8 Hi, my name _____ (+) Michael.
9 My parents _____ (–) at the game.
10 You _____ (+) very nice.

d Write the correct sentences.

1 ~~Spanish~~ → French
She's Spanish. *She's not / She isn't Spanish. She's French.*
2 ~~a doctor~~ → a student
He's a doctor. _____
3 ~~brothers~~ → friends
They're my brothers. _____
4 ~~London~~ → Toronto
We're from London. _____
5 ~~good cook~~ → very bad cook
I'm a good cook. _____

e Now go back to p. 11.

1B *be:* questions and short answers

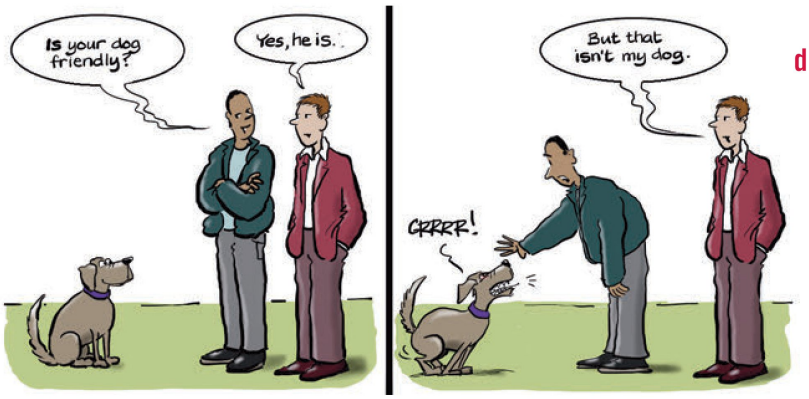
a Put the words in the correct order to make questions.

1 her / what / name / 's ? *What's her name?*
2 from / are / you / where ? _____
3 American / are / you ? _____
4 she / popular / is ? _____
5 names / are / what / your ? _____
6 friends / you / are ? _____
7 is / cold / it / very ? _____
8 from / he / is / Chile ? _____

b Match questions 1–7 with short answers a–g.

1 [d] Is she Italian?
2 [ ] Are you teachers?
3 [ ] Are Robert and Helen here today?
4 [ ] Is it a beautiful city?
5 [ ] Am I late?
6 [ ] Is he on vacation?
7 [ ] Are you from the U.S.?

a No, he's not.
b No, they're not.
c No, you're not.
d Yes, she is.
e No, I'm not.
f Yes, we are.
g Yes, it is.



c Complete the conversations with the correct form of *be*. Use contractions if possible.

1 **A** Hi, I *'m* Manuel.
B Hi, Manuel. Where _____ you from?
A I _____ from Lima, Peru.

2 **A** See that soccer player? What _____ his name?
B He _____ Philip Lahm.
A Where _____ he from?
B He _____ from Germany.

3 **A** Excuse me, where _____ you from?
B We _____ from Japan. We _____ here for the World Cup.

4 **A** Hi, my name _____ Alice, and this _____ my sister, Marta.
B Hi, Alice. Hi, Marta. _____ you from England?
A No, we _____. We _____ American. We _____ from New York.
B Oh really? My cousins _____ from New York.

d Now go back to p. 13.

2A Simple present: affirmative and negative

We use the simple present to talk about things that are generally true in daily life:

- habits and routines
  *I **drive** to work every morning.* *My sister **doesn't eat** breakfast.*
- facts and feelings
  *They **have** a fast car.* *The children **don't like** coffee.*

02.04

	+		–	
I / you / we / they	*I*	***work***.	*We* ***don't***	***work***.
he / she / it	*She*	***works***.	*It* ***doesn't***	***work***.

SPELLING: verb + *-s*

most verbs → add *-s*	*start* → *start**s*** *work* → *work**s*** *play* → *play**s***
verb ends in consonant + *-y* → change *-y* to *-i* then add *-es*	*t**ry*** → *tr**ies*** *stu**dy*** → *stud**ies***
verb ends in *-sh, -ch, -x, -ss* → add *-es*	*wa**sh*** → *wash**es*** *ca**tch*** → *catch**es***

Tip
Don't add *-s* to the verb in negative sentences:
*He doesn't **work** hard.* (NOT ~~*He doesn't **works** hard.*~~)



2B Simple present: questions and short answers



02.11

	***Yes/No* questions**		**Short answers**	
I / you / we / they	***Do*** *you*	***study****?*	*Yes,* *No,*	*I* ***do***. *I* ***don't***.
he / she / it	***Does*** *she*	***work****?*	*Yes,* *No,*	*she* ***does***. *she* ***doesn't***.

	***Wh-* questions**		
I / you / we / they	*Where*	*do you*	***work****?*
he / she / it	*Where*	*does she*	***work****?*

Tip
Don't add *-s* to the verb in questions:
*Does he **work** hard?* (NOT ~~*Does he **works** hard?*~~)

2A Simple present: affirmative and negative

a Write the *-s* form of each verb.

1 fly *flies*
2 finish _____
3 relax _____
4 buy _____
5 want _____
6 miss _____
7 say _____
8 teach _____
9 worry _____
10 watch _____

b Complete the sentences with the correct simple present form of the verb in parentheses. The verbs are all affirmative.

1 I *work* (work) in an office. I _____ (start) work at 9 o'clock.
2 Lisa _____ (finish) school at 5 o'clock every day. She _____ (do) her homework on the bus.
3 Phil _____ (go) to work by train. The train _____ (leave) at 8:35 a.m.
4 Marta _____ (watch) TV in the evening. She _____ (try) to go to bed before eleven.
5 My parents _____ (get) up very early. My father _____ (make) their breakfast.
6 My brother _____ (have) a fast car. He _____ (love) it.
7 We _____ (study) English after work. We _____ (enjoy) our classes.

c Complete the sentences with the correct simple present form of the verb in parentheses.

1 Allan *doesn't like* (not like) his job.
2 My parents _____ (not drive) fast.
3 I _____ (not cook) at home.
4 She _____ (not have) a car.
5 We _____ (not worry) about work.
6 The bus _____ (not go) to my house.
7 You _____ (not do) the housework.

d Correct one mistake in each sentence.

1 I ~~studies~~ every evening. *study*
2 Eva don't work in a hospital. _____
3 My brother gos to college. _____
4 Tom haves a very big house. _____
5 We no like this book. _____
6 I am love animals. _____

e Now go back to p. 21.

2B Simple present: questions and short answers

a Put the words in order to complete the questions.

1 like / she / does
Does she like this class?
2 you / do / go
_____ shopping on weekends?
3 want / does / he
_____ a new computer?
4 where / you / play / do
_____ soccer?
5 they / what / do / wear
_____ to school?
6 they / lunch / what time / do / have
_____?

b Complete the sentences with *do*, *does*, *don't*, or *doesn't*.

1 What *do* you do in your free time?
2 _____ Anne study hard for exams?
3 Yes, she _____. She studies very hard.
4 _____ students at your school have a lot of exams?
5 No, they _____. They just have one big exam at the end of the year.
6 Where _____ you study?
7 _____ Patrick listen to music while he studies?
8 No, he _____. He prefers to study quietly.

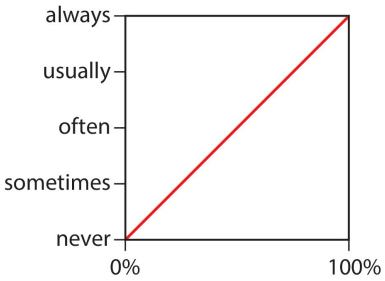
c Use the words in parentheses to write complete simple present questions.

1 **A** Where *do you live*? (you / live)
B I live in Alabama.
2 **A** What _____? (she / study)
B French and Italian.
3 **A** What time _____? (the store / open)
B At 10:00 a.m.
4 **A** What _____ for lunch? (you / want)
B I want a sandwich.
5 **A** Where _____? (the bus / go)
B The bus goes downtown.
6 **A** How many times a week _____? (you / go to the gym)
B We go to the gym every day.
7 **A** How many hours a day _____? (they / work)
B They work seven hours a day.

d Now go back to p. 23.

3A Position of adverbs of frequency

We often use adverbs of frequency with the simple present. Adverbs of frequency tell us how often something happens.



Adverbs of frequency go after the verb *be*.
*I **'m never** late.*
*She **isn't always** happy.*
***Are** they **usually** at home?*

Adverbs of frequency usually go before other main verbs.
*I **always arrive** at 8:45 a.m.*
*I **never** call my friends. I **always** text them.*

In negatives, the adverbs go between *don't/doesn't* and the main verb.
*I **don't usually get** up early.*

Sometimes, usually, and *often* can go before the verb or at the beginning or end of a sentence.
***Sometimes** we go dancing on Saturdays.*
*My brother cooks for me **often**.*

We can ask questions with *How often*:
***How often** do you go to English class?*
***How often** is the bus late?*

03.01

Statements with the verb *be*

*I **'m sometimes** late for work.*
*I **'m always** tired.*

Statements with other verbs

*I **often play** tennis in the morning.*
*I **usually go** shopping in the afternoon.*
*I **never do** any work in the evening.*

Questions

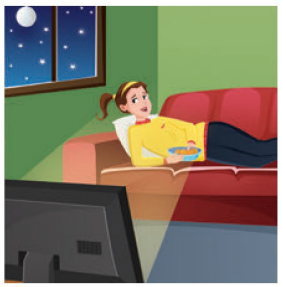
***How often** do you go to the movies?*
*When do you **usually** see your friends?*



I **often play** tennis in the morning.



I **usually go** shopping in the afternoon.



I **never do** any work in the evening. I'**m always** tired.

3B *do*, *go*, and *have*

03.10

We can use *do*, *go*, and *have* to talk about actions:
They **do** a lot of homework.
Do you **do** your homework every day?
I **go** to the movies on Saturdays.
You **go** to school by bus.
Do you **have** dinner at 7:00 p.m.?
He **has** breakfast at 8:30 a.m.

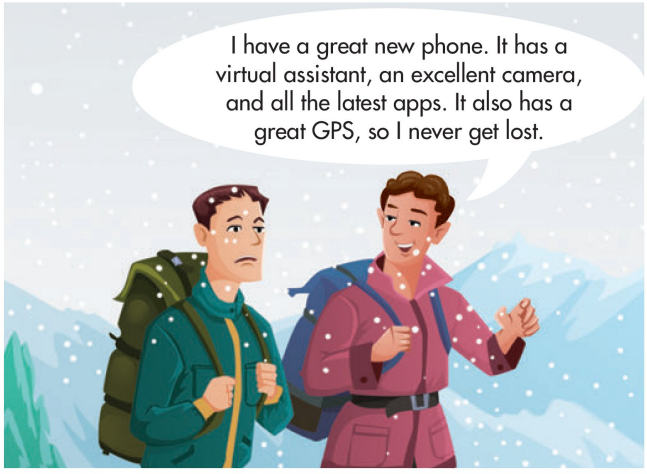
We can also use *have* to talk about possessions and appearance:
I **have** a new phone.
She **has** brown eyes.

Be careful with the verbs *do*, *go*, and *have* after singular nouns and he/she/it:
do → **does** go → **goes** have → **has**
He **does** his homework every evening.
The train **goes** to Boston.
She **has** a fast car.

	he / she / it
do	does
go	goes
have	has

Tip

What **does** she **do** on Sundays? (NOT ~~What **does** she on Sundays?~~)
She **does** her shopping online. (NOT ~~She **dos** her shopping online~~.)





3A Position of adverbs of frequency

a Put the adverbs in parentheses in the correct places in each sentence. Use them in the order given.

never
1 I miss a visit to my parents on the weekends – I go and see them. (~~never~~, always)

2 I'm late for work, but my boss gets angry. (sometimes, never)

3 He comes here for coffee at 10 o'clock – he's late. (usually, never)

4 We have lunch together and talk. It's good to see him. (often, always)

5 They're away on vacation – they're at home. (never, always)

c Put the words in the correct order to make questions.

1 often / how / movies / do / you / to / go / the ?
How often do you go to the movies?

2 to work / do / walk / you / usually ?
_____

3 always / are / tired / you / why ?
_____

4 you / where / usually / on weekends / go / do ?
_____

5 soccer / do / how / they / play / often ?
_____

6 often / is / late / for work / he ?
_____

7 me / you / never / do / write / to / why ?
_____

d Now go back to p. 30.

b Write sentences using the information in the chart and adverbs of frequency. always = ✓✓✓✓✓, never = ✗✗✗✗✗

	Monday	Tuesday	Wednesday	Thursday	Friday
Paul / have breakfast	✓	✓	✗	✓	✓
My parents / eat in a restaurant	✗	✓	✓	✗	✗
I / play tennis	✓	✗	✓	✗	✓
Natasha / late for work	✗	✗	✗	✗	✗
We / watch TV in the evening	✓	✓	✓	✓	✓

1 Paul usually has breakfast.
2 _____
3 _____
4 _____
5 _____

3B *do*, *go*, and *have*

a Correct one mistake in each sentence.

1 My brother ~~have~~ a new laptop.
My brother has a new laptop.

2 Does your sister has a car?
_____

3 Where does they go after class?
_____

4 She gos to the store on weekends.
_____

5 Does John his shopping online?
_____

6 My brother don't do his homework on his tablet.
_____

b Use the words to write questions and short answers.

1 you / have / a smartwatch
Do you have a smartwatch? No, I don't.

2 your teacher / go / to the movies
Does your teacher go to the movies? Yes, he does.

3 your mom / have / a digital camera
No, she

4 your grandparents /do / yoga
No,

5 you / go / to the library every day
Yes,

6 your sister / do / her shopping online
Yes,

c Complete the conversations with the correct form of the verb *do*, *go*, or *have*. Choose the correct verb.

1 **TOM** [1] Does your son have a tablet?
EMILY No, he [2] doesn't have a tablet, but he [3] _____ a laptop.

2 **RACHEL** Where [4] _____ you _____ on Fridays after work?
LAURA I sometimes [5] _____ to the movies or to my friend's house.

3 **DAN** What [6] _____ Maria _____ after work?
RAUL She often [7] _____ yoga, but she sometimes [8] _____ out with her friends.

4 **MATT** [9] _____ you [10] _____ a lot of good games on your smartphone?
ALICIA No, I [11] _____ many games, but my sister [12] _____ a lot of great games on her phone. She plays them all the time!

5 **KYOKO** [13] _____ you _____ your homework on the bus?
PAUL No, I [14] _____ it in the library. They always [15] _____ the Internet!

4A Count and noncount nouns: *a / an, some / any*

Count and noncount nouns



We can count some things (e.g., *one lemon, eight grapes*). These things (e.g., *lemon, grape*) are **count** nouns. They can be singular (e.g., *lemon*) or plural (e.g., *lemons*).



We can't count some things (e.g., *cheese* NOT ~~*one cheese*~~; *pasta* NOT ~~*two pastas*~~). These things (e.g., *cheese, pasta*) are **noncount** nouns. They can only be singular (e.g., *cheese*), not plural (~~*cheeses*~~).

a / an

We use *a/an* with singular nouns. *a/an* means *one*. We can't use them with plurals or noncount nouns.
We use *a* before a consonant sound:
***a** lemon*, ***a** potato*
We use *an* before a vowel sound (*a, e, i, o, u*):
***an** onion*, ***an** egg*



some / any

We use *some/any* with plural and noncount nouns. We use *some/any* when we do not need to say the exact amount.
We use *some* in affirmative sentences:
*I'd like **some** potatoes.*
We use *any* in negative sentences and questions:
*We don't have **any** potatoes.*
*Do you have **any** potatoes?*

04.08

Count	**singular**	**a/an** *I have **a lemon**.* *I don't need **an onion**.*
	plural	**some/any** *We'd like **some grapes**.* *We don't want **any potatoes**.*
Noncount		**some/any** *They have **some pasta**.* *Do you want **any cheese**?*

These common nouns are noncount:

money music hair furniture fruit water cheese
butter bread rice meat chicken = meat *fish* = meat

4B Quantifiers: *much, many, a lot of*

How much? / How many?

We use *How much? / How many?* to ask about quantities.

04.14

We use *How many?* with count nouns:
***How many eggs** do we have?*
We use *How much?* with noncount nouns:
***How much milk** do we have?*
When we ask about a price, we can just ask *How much?*
***How much** does it cost?*

Large and small quantities

04.15

	Count	Noncount
Large quantity	***a lot of*** *I buy **a lot of grapes**.*	***a lot of*** *I cook **a lot of pasta**.*
Medium quantity	***quite a few*** *I eat **quite a few grapes**.*	***quite a bit of*** *I eat **quite a bit of pasta**.*
Small quantity	***a few*** *I eat **a few grapes** every evening.*	***a little*** *I have **a little pasta**.*
	not many *We don**'t** have **many** grapes.*	***not much*** *I don**'t** have **much pasta**.*
One	**a/an** *Would you like **a grape**?*	–
Zero quantity	***not any*** *We don**'t** have **any grapes**.*	***not any*** *I don**'t** have **any pasta**.*

a lot of / much / many

We use *a lot of / much / many* to talk about large quantities.
We use *a lot of* in affirmative sentences:
*I need **a lot of** potatoes.*
We often use *much/many* in negative sentences and questions:
*We don't have **many** potatoes.*
*I don't eat **much** chocolate.*
*Do you have **many** potatoes?*
*Do you eat **much** chocolate?*

Tip

Only use *a lot of* before a noun (e.g., *chocolate*) or a pronoun (e.g., *it*). Use *a lot* at the end of a sentence.
*I eat **a lot of chocolate**.*
*I eat **a lot of it**.*
*I eat **a lot**.* (NOT ~~*I eat **a lot of**.*~~)



I don't eat **much chocolate** – just **a little** after every meal.

4A Count and noncount nouns: *a / an, some / any*

a Are these count (*C*) or noncount (*N*) nouns?

1 bread ___N___
2 carrot _____
3 cheese _____
4 chocolate _____
5 fruit _____
6 furniture _____
7 lemon _____
8 money _____
9 egg _____
10 meat _____

b Complete the conversation between a customer and a salesperson with *a*, *an*, *some*, or *any*.

CUSTOMER Hello, do you have [1] ___any___ fruit?
SALESPERSON Yes, of course. This is [2] _____ market and I sell fruit.
CUSTOMER Oh, good. I'd like [3] _____ grapes, please.
SALESPERSON Oh, sorry, we don't have [4] _____ grapes.
CUSTOMER Really? OK, I'd like [5] _____ orange.
SALESPERSON Just one?
CUSTOMER Yes, please, and [6] _____ lemon.
SALESPERSON Um ... no, sorry, we don't have [7] _____ lemons. But we have [8] _____ nice bananas.
CUSTOMER But I don't want [9] _____ bananas. Well, that's all then, thank you.
SALESPERSON OK, so one orange. That's 50 cents, please.
CUSTOMER Oh, no! Sorry, I don't have [10] _____ money.

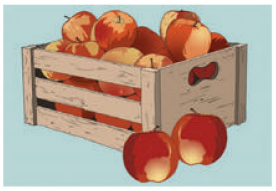
c Correct one mistake in each sentence.

1 I don't have some tomatoes.
_____I don't have any tomatoes._____
2 He doesn't have furnitures.
_____
3 Do you have any moneys?
_____
4 I'd like a onion and a carrot, please.
_____
5 We need a cheese.
_____
6 I don't want some meat.
_____
7 She has long hairs.
_____
8 Do you want any apple?
_____

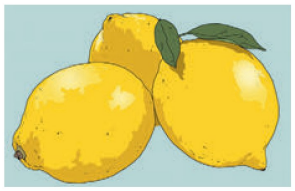
d Now go back to p. 41.

4B Quantifiers: *much, many, a lot of*

a Complete the sentences about the pictures.



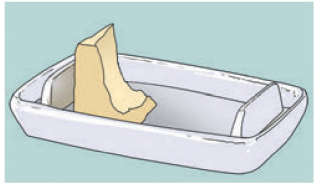
1 We have ___a lot of___ apples.



4 We have a _____ lemons.



2 We only have a _____ milk.



5 We don't have _____ butter.



3 We have _____ pasta.



6 That's _____ sugar!

b Complete the questions with *much* or *many*.

1 How ___many___ carrots do you want?
2 How _____ money does she have?
3 How _____ bread do we have?
4 How _____ tomatoes do you want?
5 How _____ cheese do we need?
6 How _____ apples do you have?
7 How _____ do postcards cost?
8 How _____ salt do you eat?

c Underline the correct answers.

1 I don't eat *many* / *much* chocolate.
2 How *many* / *much* butter do we need?
3 How *many* / *much* onions do you want?
4 I just need *a few* / *a little* salt.
5 She doesn't have *many* / *much* money.
6 He eats *a lot of* / *a lot* vegetables.
7 Do you drink *many* / *much* coffee?
8 We have *a few* / *a little* good restaurants in my town.

d Now go back to p. 43.

5A *there is / there are*

We use *there is / there are* to say that something exists in a place.
We often use *there is / there are* with *a/an*, *some*, and *any*.
We use *some* and *any* with noncount nouns and plural nouns.
We use *some* in affirmative sentences and *any* in negative sentences and questions.



05.03

	+		–	
Singular	***There's***	*a river.*	***There isn't*** / ***There's no***	*a theater.* / *theater.*
Plural	***There are***	*some restaurants.*	***There aren't*** / ***There are no***	*any cafés.* / *cafés.*

	***Yes/No* questions**		**Short answers**	
Singular	***Is there***	*a square?*	*Yes,*	***there is.***
			No,	***there isn't.*** / ***there's not.***
Plural	***Are there***	*any stores?*	*Yes,*	***there are.***
			No,	***there aren't.***

	***Wh-* questions**		
Count	*How* ***many***	*people*	***are there****?*
Noncount	*How* ***much***	*pasta*	***is there****?*

Tip
Use *There's* (NOT ~~*There are*~~) to talk about a list of singular things:
There's a *book, a phone, and a laptop on the table.*

5B Possessive pronouns and possessive *'s*

Possessive pronouns

Subject	Possessive adjective	Possessive pronoun 05.09
I	*my* *Those are my shoes.*	***mine*** *Those are* ***mine****.*
you	*your* *These are your pens.*	***yours*** *These are* ***yours****.*
he	*his* *This is his shirt.*	***his*** *This is* ***his****.*
she	*her* *That's her bag.*	***hers*** *That's* ***hers****.*
it	*its* *Those are its wheels.*	–
we	*our* *They're our cats.*	***ours*** *They're* ***ours****.*
they	*their* *They aren't their cats.*	***theirs*** *They aren't* ***theirs****.*

05.10

We use possessive adjectives (e.g., *my*, *your*) before nouns:
Is this ***your*** *hat?*
We use possessive pronouns (e.g., *mine*, *yours*) in the place of a possessive adjective and a noun:
Is this ***yours****?*
We can ask about possession with the word *whose*:
Whose *hat is this? /* ***Whose*** *is this?*

Tip
- Be careful with *it's* (= *it is / it has*) and *its* (= possessive adjective).
- Be careful with *who's* (= *who is / who has*) and *whose*.



Possessive *'s* 05.11

We add an apostrophe (') + *s* to a singular noun or a name to show possession:
*My sister has a car. It's my sister****'s*** *car.*
If a plural noun already ends in *-s*, we just add an apostrophe after the *-s*:
*My grandparents have a house. It's my grandparents****'*** *house.*

Other uses of *'s*

- We also use *'s* as a contraction of *is*:
  He**'s** (= He is) very lucky.

5A *there is / there are*

a Write sentences about a small town using the information in the chart.

airport	✗
cafés	six
stadium	✗
stores	a lot

parks	four
schools	not many
river	✓ (one)
bridges	two

1 There isn't an airport.
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

b Write questions and short answers about the town, using the information in the chart.

1 Is there an airport in the town? No, there isn't.
2 How many _____
3 _____
4 _____
5 How many _____
6 _____
7 _____
8 How many _____

c Write sentences about the things in the charts in **a** that are true for your town.

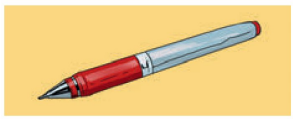
1 There isn't an airport.
2 There aren't a lot of cafés.
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

d Now go back to p. 51.

5B Possessive pronouns and possessive *'s*

a Complete the sentences with the correct possessive pronouns.

1 It's my pen.



It's mine.

2 They're her shoes.



They're _____.

3 It's their ball.



It's _____.

4 It's his hat.



It's _____.

5 It's our car.



It's _____.

6 He's your dog.



He's _____.

b Underline the correct words.

1 Excuse me. Is this *your* / *yours*?
2 *Its* / *It's* a very interesting book.
3 *Our* / *Ours* apartment is pretty small.
4 That's my *parent's* / *parents'* room.
5 Don't touch that lamp – it's *my* / *mine*!
6 *Whose* / *Who's* book is this?
7 *Anita's* / *Anitas* house is downtown.
8 What color are *your* / *yours* curtains?

c Underline the *'s* in the conversation. Write *P* (possessive) or *C* (contraction). Then write the full form of the contractions.

ALEXIS Hello. I think I know you. You're in my brother's (P) class at school.
NADIA What's your brother's name?
ALEXIS Paul.
NADIA Paul? Yeah, he's in my class. So, you're Paul's sister.
ALEXIS That's right. Well, in fact, Paul has two sisters.
NADIA Oh, yes, I remember. My name's Nadia. What's your name?
ALEXIS I'm Alexis.
NADIA Hi, Alexis. It's nice to meet you.

d Now go back to p. 53.

6A Simple past: *be*



My grandparents **were** classmates in high school, but they **weren't** friends then.

We use *was/were* to talk about the past.
Was/were are the past forms of *am/is/are*.
We often use past time expressions with *was/were*, e.g., *yesterday*, *last year*, *in 2012*.

06.05

	+		–	
I / he / she / it	*I* ***was***	*at school yesterday.*	*He* ***wasn't***	*at school yesterday.*
you / we / they	*They* ***were***	*at school yesterday.*	*We* ***weren't***	*at school yesterday.*

	***Yes/No* questions**		**Short answers**	
I / he / she / it	***Was*** *she*	*at school yesterday?*	*Yes,* *No,*	*she* ***was.*** *she* ***wasn't.***
you / we / they	***Were*** *you*	*at school yesterday?*	*Yes,* *No,*	*we* ***were.*** *we* ***weren't.***

	***Wh-* questions**		
I / he / she / it	*Where*	***was*** *he*	*yesterday?*
you / we / they	*Where*	***were*** *you*	*yesterday?*

We can also use *there was / there were*:
There was *a computer on the table.*
There were *some chairs in the yard.*

6B Simple past: affirmative

Simple past

We use the simple past to describe completed actions in the past.
We often use past time expressions with the simple past, e.g., *yesterday*, *last week*, *when I was a child*.

06.13

I ***arrived*** *last night.*
I ***bought*** *a new car last week.*
I often ***visited*** *my grandmother when I was a child.*
I sometimes ***went*** *to the theater when I lived in New York.*
I ***liked*** *candy a lot when I was young.*
I ***had*** *a lot of friends at school.*



Regular and irregular verbs

Simple past verbs are the same for all persons: *I / you / we / they / he / she / it.*
I *worked.* ***She*** *worked.* ***They*** *worked.*
You *went.* ***He*** *went.* ***We*** *went.*
Some verbs are regular. We add *-ed* to make the simple past:
work ➔ *work****ed*** help ➔ *help****ed***
Some verbs are irregular, and you will need to learn their past forms:
meet ➔ ***met*** buy ➔ ***bought***
There is a list of irregular verbs on p. 129.

SPELLING: regular verbs

most verbs ➔ add *-ed*	*start* ➔ *start****ed*** *watch* ➔ *watch****ed***
verb ends in *-e* ➔ add *-d*	*liv****e*** ➔ *liv****ed*** *di****e*** ➔ *di****ed***
verb ends in consonant + *-y* ➔ change *-y* to *-i* then add *-ed*	*tr****y*** ➔ *tr****ied*** *cr****y*** ➔ *cr****ied***
verb ends in one vowel (*a*, *e*, *i*, *o*, *u*) and one consonant (*g*, *n*, *t*, etc.) ➔ double the consonant and add *-ed*	*st****op*** ➔ *st****opped*** *pl****an*** ➔ *pl****anned***
never double the consonants *w*, *x*, or *y* ➔ add *-ed* only	*sh****ow*** ➔ *sh****owed*** *pl****ay*** ➔ *pl****ayed***

6A Simple past: *be*

a Underline the correct word.

1 I *was* / *were* on vacation last week.
2 Where *were* / *was* you born?
3 *Wasn't* / *Weren't* there any eggs in the fridge?
4 I *wasn't* / *weren't* at school yesterday; I was sick in bed.
5 There *were* / *was* a lot of people in the store.
6 Why *was* / *were* your friends late?
7 *Was* / *Were* there a laptop on the desk?
8 When *was* / *were* your children born?

b Rewrite the sentences so that they are about the past.

1 My father's a manager. My father was a manager.
2 They aren't friends. _____
3 **A** Is your grandfather rich? **B** No, he isn't. _____
4 We're in school together. _____
5 It's a beautiful day. _____
6 My teacher's name's Miss Smith. _____
7 She isn't at home. _____
8 There are 20 people in my class. _____
9 I'm not tired. _____
10 **A** Are you happy? **B** Yes, I am. _____

c Put the words in the correct order to make questions.

1 born / you / where / were ?
Where were you born?
2 good / movie / was / the ? _____
3 a lot of / there / party / were / people / at / the ? _____
4 grandmother's / was / name / your / what ? _____
5 school / at / were / yesterday / you ? _____
6 was / your hotel / a pool / at / there ? _____

d Now go back to p. 61.

6B Simple past: affirmative

a Write *R* (regular) or *I* (irregular) after each verb. Use the list on page 129 to help you.

1 arrive
2 become
3 buy
4 come
5 cook
6 decide
7 enjoy
8 find
9 finish
10 go
11 have
12 like
13 plan
14 play
15 spend
16 tell
17 try
18 win
19 work
20 write

b Write the simple past forms of the regular verbs in **a**. Be careful with spelling!

1 arrived
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

c Complete the sentences with the simple past forms of the verbs in parentheses.

1 When I was a child, we had an old computer. (have)
2 They _____ good friends in 1996, and they stayed friends for many years. (become)
3 I lost my phone for about a week, but then I _____ it under my bed! (find)
4 She _____ me an amazing story about Steve Jobs. (tell)
5 It was a very difficult game, but in the end we _____. (win)
6 My uncle was a famous writer. He _____ books for children. (write)
7 I _____ my first computer in 1995. (buy)
8 I _____ for a walk yesterday. (go)
9 When I _____ home, I checked my email. (get)

d Correct one spelling mistake in each sentence.

1 He plaied volleyball when he was young.
played
2 I buyed a new bed yesterday, and it cost $450. _____
3 I really liket the concert on Saturday. _____
4 She eated a piece of cake with her coffee. _____
5 They gotten an email about the new class. _____
6 We dicide to stay at home last weekend. _____

e Now go back to p. 63.

7A Simple past: negative and questions

07.06

	+		–	
I / he / she / it / you / we / they	I I	***enjoyed*** *the trip.* ***took*** *the train.*	*He* ***didn't*** *enjoy the trip.* *He* ***didn't*** *take the train.*	

	Yes/No questions		Short answers	
I / he / she / it / you / we / they	***Did*** *they* ***Did*** *they*	***enjoy*** *the trip?* ***take*** *the train?*	*Yes,* *No,*	*they* ***did****.* *they* ***didn't****.*

	Wh- questions		
I / he / she / it / you / we / they	*Where*	***did*** *you*	***go****?*

Tip

Remember, don't change the main verb in questions and negatives:
I didn't **enjoy** it. (NOT ~~I didn't **enjoyed** it.~~)
Did you **enjoy** it? (NOT ~~Did you **enjoyed** it?~~)



7B *love / like / don't mind / hate* + verb + *-ing*

07.12

☺☺☺	*I* ***love*** *driving!*
☺	*I* ***like*** *driving.*
😐	*I* ***don't mind*** *driving.*
☹	*I* ***don't like*** *driving.*
☹☹☹	*I* ***hate*** *driving!*

After *like*, *love*, *hate*, and *don't mind*, we can use a noun or a verb + *-ing*.
I love ***my car****.* *I love* ***driving****.*

SPELLING: verb + *-ing*

most verbs → add *-ing*	*watch* → *watching* *go* → *going* *see* → *seeing*
verb ends in consonant (*g*, *n*, *t*, etc.) + *-e* → take away the *-e* then add *-ing*	*drive* → *driving* *use* → *using*
verb ends in one vowel (*a*, *e*, *i*, *o*, *u*) and one consonant (*g*, *n*, *t*, etc.) → double the consonant and add *-ing*	*run* → *running* *sit* → *sitting*
never double the consonants *w*, *x*, or *y* → add *-ing* only	*know* → *knowing* *play* → *playing*



I **don't mind riding** the subway. I **like being** with other people.

7A Simple past: negative and questions

a Complete the sentences with the simple past forms of the verbs in parentheses.

1 We *didn't travel* (not travel) by plane to Denmark – we took trains.
2 I _____ (not take) an umbrella today, so I got wet.
3 Marion and Neil _____ (not want) a big wedding.
4 He _____ (not answer) the telephone because he was busy.
5 When I was a child, I _____ (not like) chocolate.
6 We _____ (not see) any wild animals when we went to Egypt.
7 She _____ (not get) back home on time, so I was really worried.

b Change the affirmative simple past verbs to negative verb forms in these sentences.

1 We went by bus.
We didn't go by bus.
2 They traveled to Playa Blanca.
_____
3 We had a good time.
_____
4 The tickets cost a lot of money.
_____
5 She visited China.
_____
6 They stayed in hotels.
_____
7 The people spoke English, so I understood them.
_____

c Complete the questions and answers.

1 **A** *Did* you *go* (go) to Alaska?
B Yes, I *did*.
2 **A** _____ you _____ (spend) a lot of money?
B No, I _____.
3 **A** _____ he _____ (enjoy) his trip?
B No, he _____.
4 **A** _____ they _____ (travel) by train?
B Yes, they _____.

d Write the questions to complete the conversation.

A 1 *How did you travel?* (how)
B We traveled by train.
A 2 _____ (how much)
B The trip cost $600.
A 3 _____ (how many)
B We visited five countries.
A 4 _____ (where)
B We stayed in hotels.
A 5 _____ (when)
B We arrived home yesterday.

e Now go back to p. 71.

7B *love / like / don't mind / hate* + verb + *-ing*

a Write the *-ing* form of the verbs.

1 wait	*waiting*	9 speak	_____
2 drive	_____	10 sit	_____
3 walk	_____	11 stand	_____
4 get	_____	12 stay	_____
5 fly	_____	13 run	_____
6 relax	_____	14 try	_____
7 be	_____	15 use	_____
8 have	_____	16 agree	_____

b Write sentences about Jamie and Lisa.

	eat in restaurants	cook	get pizza	try new food
Jamie	☹	😐	😐	☺☺☺
Lisa	☺	☹☹☹	☹	☺☺☺

1 Jamie *doesn't like eating in restaurants.*
He _____
_____
_____

2 Lisa _____
She _____
_____
_____

c Circle the correct symbols and write sentences that are true for you.

1 wait for buses
☺☺☺ / ☺ / 😐 / ☹ / ☹☹☹
I don't mind waiting for buses.
2 sit in traffic
☺☺☺ / ☺ / 😐 / ☹ / ☹☹☹
_____
3 play computer games
☺☺☺ / ☺ / 😐 / ☹ / ☹☹☹
_____
4 fly in airplanes
☺☺☺ / ☺ / 😐 / ☹ / ☹☹☹
_____
5 cook dinner
☺☺☺ / ☺ / 😐 / ☹ / ☹☹☹
_____

d Now go back to p. 73.

8A *can / can't, could / couldn't* for ability

We use *can/can't* to talk about present abilities:
*I **can** read English, but I **can't** speak it.*
We use *could/couldn't* to talk about past abilities:
*When I was young, I **could** dance, but I **couldn't** sing.*

08.02

		+		–	
I / he / she / it / you / we / they	Present	*I **can***	***run** fast.*	*They **can't***	***run** fast.*
	Past	*He **could***	***run** fast.*	*We **couldn't***	***run** fast.*

		Yes/No questions		Short answers	
I / he / she / it / you / we / they	Present	***Can** you*	***run** fast?*	*Yes,* / *No,*	*I **can**.* / *I **can't**.*
	Past	***Could** you*	***run** fast?*	*Yes,* / *No,*	*I **could**.* / *I **couldn't**.*

Tip
There is no *-s* on *can* for *he / she / it*:
*He **can** swim.*
(NOT ~~*He **cans** swim.*~~)

Tip
The full form of *can't* is *cannot*.



8B *have to / don't have to*

We use *have to* + infinitive to talk about things we need to do:
*I **have to drink** a lot of water when I go running.*
*She **has to get up** at six every day.*
We can use *have to* to talk about rules:
*We **have to take off** our shoes before we go inside.*
*We **have to get to** school by nine.*
Don't have to means we don't need to do something.
*I **don't have to pay** for my lunch at work.* (My lunch is free.)
*Our teacher **doesn't have to wear** a suit.* (There is no rule.)

Tip
Sometimes, *you* means *everybody* or *people* generally.
A *Do **you** have to be in shape to run a marathon?*
(= *Do **people** have to be in shape ... ?*)
B *Yes, **you** do.* (NOT ~~*Yes, I do.*~~)

08.07

	+		–	
I / you / we / they	*I*	***have to work** hard.*	*I **don't***	***have to work** hard.*
he / she / it	*She*	***has to work** hard.*	*He **doesn't***	***have to work** hard.*

	Yes/No questions		Short answers	
I / you / we / they	***Do** you*	***have to work** hard?*	*Yes,* / *No,*	*I **do**.* / *I **don't**.*
he / she / it	***Does** he*	***have to work** hard?*	*Yes,* / *No,*	*he **does**.* / *he **doesn't**.*



8A *can / can't, could / couldn't* for ability

a Complete the sentences with *can/can't, could/couldn't*.

1 I ___can___ play the guitar. I want to learn the drums next.
2 I _____ drive last year, but I passed my test six weeks ago!
3 She _____ cook really well. Her food is always great.
4 He isn't on the soccer team, because he _____ run very fast.
5 When I was in school, I _____ do math. But now I'm much better.
6 My husband _____ speak French, Spanish, and Portuguese. It's useful when we travel!
7 I _____ climb trees when I was a child, but I'm too old now.

b Write sentences about what Rob *could/couldn't* do in the past and what he *can/can't* do now.

When he was a boy	Now
swim 1,000 meters ✗	swim 1,000 meters ✓
cook a meal ✗	cook a meal ✓
ride a bike ✓	ride a bike ✗
run 25 km ✗	run 25 km ✓
speak Spanish ✗	speak Spanish ✓

1 Rob couldn't swim 1,000 meters when he was a boy. He can swim 1,000 meters now.
2 _____
3 _____
4 _____
5 _____

c Find and correct a mistake in each sentence.

1 I don't can play the guitar. I can't play the guitar.
2 She cans speak four languages. _____
3 How fast you can swim? _____
4 I could ran very fast when I was a child. _____
5 I didn't could understand what he said. _____
6 **A** Does he can cook? **B** Yes, he can. _____
7 **A** Could he walk before his accident? **B** Yes, he did. _____

d Now go back to p. 80.

8B *have to / don't have to*

a Match questions 1–8 with answers a–h.

1 [d] Do we have to take our shoes off?
2 [ ] How much do you have to pay for a ticket?
3 [ ] Do you have to be a member to use the swimming pool?
4 [ ] Does she have to walk home?
5 [ ] Do you have to walk the dog every day?
6 [ ] Do you have to help in the kitchen?
7 [ ] I want to stay at home. Why do I have to go for a walk?
8 [ ] What time do you have to leave for work?

a Because you have to stay in shape.
b No, I don't. My parents cook and clean for me.
c Yes, I do. Every day.
d No, you don't. You can keep them on.
e At eight o'clock.
f Nothing. It's free.
g No, you don't. It's open to everybody.
h No, she doesn't. She has enough money for a taxi.

b Complete the sentences with the correct form of *have to* or a short answer.

1 In a kitchen, ___you have to work___ (you / work) very carefully.
2 **A** _____ (you / buy) any new clothes for your new job?
B Yes, _____.
3 _____ (I / not / pay) rent right now, because I'm living with my parents.
4 I usually wear jeans and a T-shirt, but at work _____ (I / wear) a suit.
5 **A** What _____ (we / do) before we start the game?
B I don't know. Read the instructions.
6 **A** Do _____ (I / give) them a present?
B No, _____. But it's a nice idea.
7 My son would like to see this movie. How old _____ (he / be)?
8 To get in shape, I think _____ (you / walk) for at least half an hour a day.

c Put a check (✓) or an *X* (✗) next to each activity and write sentences that are true for you.

1 I / study for three hours every evening ✓
I have to study for three hours every evening.
2 I / cook dinner every night ✗
I don't have to cook dinner every night.
3 I / do a lot of homework
_____
4 My teacher / help me with grammar
_____
5 My best friend / sometimes / wait for me
_____
6 My father / go to work at eight o'clock
_____

d Now go back to p. 81.

9A Present continuous

We use the present continuous to describe an activity now or at the moment of speaking. The activity started in the past and will finish in the future.

09.08

	+		–	
I	*I'm*	***waiting***.	*I'm* ***not***	***waiting***.
you / we / they	*You're*	***waiting***.	*We're* ***not***	***waiting***.
he / she / it	*He's*	***waiting***.	*He's* ***not***	***waiting***.

There are two different contractions for *is not* and *are not*.

is not ➔ *'s not / isn't: He's* ***not*** *= He* ***isn't***

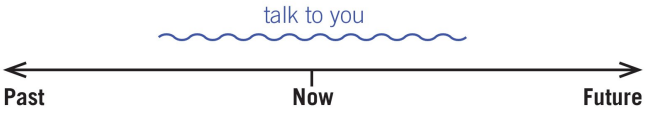
are not ➔ *'re not / aren't: We're* ***not*** *= We* ***aren't***

Full forms: *am waiting, are waiting, is waiting; am not waiting, are not waiting, is not waiting*

	Yes/No questions		Short answers	
I	***Am*** *I*	***waiting***?	*Yes,* / *No,*	*I* ***am***. / *I'm* ***not***.
you / we / they	***Are*** *you*	***waiting***?	*Yes,* / *No,*	*you* ***are***. / *you're* ***not***.
he / she / it	***Is*** *he*	***waiting***?	*Yes,* / *No,*	*he* ***is***. / *he's* ***not***.

	Wh- questions		
I	*Why*	***am*** *I*	***waiting***?
you / we / they	*Where*	***are*** *you*	***waiting***?
he / she / it	*Who*	***is*** *he*	***waiting*** *for?*





9B Simple present or present continuous

The simple present is about things that are normally true. We use it to describe habits, routines, facts, and feelings:
I usually ***wear*** *pants.* *He* ***loves*** *cars.*

The present continuous is about now. We use it to describe what is happening now / today / this week etc.:
Today ***I'm wearing*** *a dress.* ***I'm studying*** *hard this week.*

There are some verbs which we don't usually use in the present continuous:

like love hate not mind want know
need understand remember forget

I ***want*** *to go home.* (NOT ~~***I'm wanting*** *to go home.*~~)

Tip

We don't use *have* for possession in continuous sentences:
I ***have*** *a new car.* (NOT ~~***I'm having*** *a new car.*~~)
She ***has*** *red hair.* (NOT ~~***She's having*** *red hair.*~~)
We can use *have* for actions in continuous sentences:
We're ***having*** *dinner right now.*
I'm ***not having*** *fun.*



9A Present continuous

a Write about the pictures using the present continuous.



he / drink / coffee

1 He's drinking coffee.



I / do / a grammar exercise

4 _____



they / talk

2 _____



she / not / wear / shoes

5 _____



he / not / ride / a horse

3 _____



they / play / tennis

6 _____

b Complete the conversations using the present continuous and the verbs in parentheses. Use short answers where possible.

1 **A** Who ___are___ you ___waiting___ (wait) for?
B I ___'m___ ___waiting___ (wait) for you.
2 **A** Why _____ she _____ (smile)?
B I don't know. Maybe she _____ _____ (feel) happy.
3 **A** _____ you _____ (sleep)?
B No, I _____ _____.
4 **A** Where _____ they _____ (stand)?
B They _____ _____ _____ (not stand). They're sitting at a table.
5 **A** _____ your brother _____ (play) soccer today?
B No, he _____ _____. He _____ _____ (play) basketball.

c Complete the telephone conversation using the present continuous forms of the words in parentheses.

A What [1] ___are you doing___ (you / do)?
B [2] _____ (I / shop) downtown. Where are you?
A [3] _____ (We / look) for a parking space. [4] _____ (we / drive) past the museum.
B Really? [5] _____ (I / stand) outside the museum right now!
A I can't see you. What [6] _____ (you / wear)?
B [7] _____ (I / wear) a red T-shirt.
A OK, I can see you now, but [8] _____ (we / not stop). The traffic is too busy!

d Now go back to p. 91.

9B Simple present or present continuous

a Choose the correct words to complete the sentences.

1 She *usually* / *today* wears black clothes.
2 She's wearing bright colors *usually* / *today*.
3 They *never* / *are not* visit museums. They don't like them.
4 My parents aren't at home. They are visiting a museum *sometimes* / *this morning*.
5 Wow! Look! Tom *dances* / *'s dancing*! He doesn't usually dance.
6 I *enjoy* / *'m enjoying* the party. Thanks for inviting me!
7 I always watch soccer *on weekends* / *at the moment*.
8 We don't go out *now* / *often*.

b Complete the conversations with the correct form of the verbs in parentheses. Use the simple present or the present continuous.

1 **A** What ___are you doing___ (you / do)?
B _____ (we / get) ready to go out. Would you like to come with us?
A Not really, no. _____ (I / watch) a movie. It's really good.
2 **A** What's that noise?
B Sorry, it's my friend Harry. _____ (he / sing).
A Wow! He's really good.
B Yes, _____ (he / sing) in a band every weekend. _____ (They / often / play) concerts.
3 **A** _____ (you / play) that computer game again?
B No, _____. _____ (I / try) to sell my guitar on the Internet.
A Really? Why _____ (you / do) that?

c Choose the options that are true for you and write sentences.

1 wear bright colors usually ✓ ✗ now ✓ ✗
___I usually wear bright colors.___
___I'm not wearing bright colors now.___
2 feel happy usually ✓ ✗ now ✓ ✗
_____
_____
3 listen to music when I study usually ✓ ✗ now ✓ ✗
_____
_____
4 wear a watch usually ✓ ✗ now ✓ ✗
_____
_____
5 use a computer when I study usually ✓ ✗ now ✓ ✗
_____
_____
6 study in my bedroom usually ✓ ✗ now ✓ ✗
_____
_____

d Now go back to p. 93.

10A Comparative adjectives

10.02

We use a comparative adjective + *than* to compare two or more things, people, etc.

*My new smartphone is **bigger than** my old one.* *My phone is **more expensive than** my sister's.*
*My tablet is **heavier than** my phone.* *Your laptop is **better than** mine.*

One syllable			End in *-y*			Two or more syllables		
adjective + *-er*			adjective – *-y* + *-ier*			*more* + adjective		
old	→	*old**er***	*heav**y***	→	*heav**ier***	*useful*	→	***more** useful*
cheap	→	*cheap**er***	*eas**y***	→	*eas**ier***	*expensive*	→	***more** expensive*
light	→	*light**er***	*pretty*	→	*pretti**er***	*difficult*	→	***more** difficult*

Tip
good and *bad* are irregular:
good → *better* *bad* → *worse*



Life is **easier** with new technology.

SPELLING: adjective + *-er*

most adjectives → add *-er*	*short* → *short**er*** *clean* → *clean**er***
adjective ends in *-e* → add *-r*	*large* → *large**r*** *nice* → *nice**r***
adjective ends in consonant + *-y* → change *-y* to *-i* then add *-er*	*dry* → *dr**ier*** *easy* → *eas**ier***
adjective ends in one vowel (*a*, *e*, *i*, *o*, *u*) and one consonant (*g*, *n*, *t*, etc.) → double the consonant and add *-er*	*hot* → *hot**ter*** *thin* → *thin**ner***

10B Superlative adjectives

We use the superlative form of adjectives to talk about extremes.
We usually use *the* before superlatives.

10.06

***The most useful** language is English.*
***The easiest** language is Spanish.*
*What's **the hardest** language in the world?*
***The best** language practice is speaking.*

Tip
We don't use *the* with words like *my*, *your*, etc.
She's my best friend. (NOT ~~She's my the best friend~~.)

One syllable			End in *-y*			Two or more syllables		
the + adjective + *-est*			*the* + adjective – *-y* + *-iest*			*the most* + adjective		
old	→	***the** old**est***	*heav**y***	→	***the** heav**iest***	*useful*	→	***the most** useful*
cheap	→	***the** cheap**est***	*eas**y***	→	***the** eas**iest***	*expensive*	→	***the most** expensive*
light	→	***the** light**est***	*pretty*	→	***the** pretti**est***	*difficult*	→	***the most** difficult*

Tip
good and *bad* are irregular:
good → *the best* *bad* → *the worst*



SPELLING: adjective + *-est*

most adjectives → add *-est*	*short* → *short**est*** *clean* → *clean**est***
adjective ends in *-e* → add *-st*	*large* → *large**st*** *nice* → *nice**st***
adjective ends in consonant + *-y* → change *-y* to *-i* then add *-est*	*dry* → *dr**iest*** *easy* → *eas**iest***
adjective ends in one vowel (*a*, *e*, *i*, *o*, *u*) and one consonant (*g*, *n*, *t*, etc.) → double the consonant and add *-est*	*hot* → *hot**test*** *thin* → *thin**nest***

10A Comparative adjectives

a Write the comparative form of the adjectives.

1	angry	angrier	11	modern	
2	bad		12	noisy	
3	clean		13	old	
4	cold		14	popular	
5	comfortable		15	sad	
6	crowded		16	strange	
7	fast		17	strong	
8	fat		18	thin	
9	good		19	wet	
10	interesting		20	wide	

b Write sentences using the simple present of *be* and comparative adjectives.

1 my new phone / cheap / my old phone
My new phone is cheaper than my old phone.
2 the movie / interesting / the book
3 her children / noisy / my children
4 she / a good cook / my dad
5 Dubai / modern / Dublin
6 this hotel / comfortable / the last hotel
7 my friends / funny / me

c Correct one mistake in each sentence.

1 She quicker than me. She always finishes first.
2 The book is good than the movie.
3 My grades are always worser than yours.
4 This dress is prettyer than that one.
5 Seattle's weather is weter than the weather in Arizona.
6 Their family is more big than mine.
7 My new teacher is most interesting than my old teacher.
8 Is your Internet faster mine?

d Now go back to p. 101.

10B Superlative adjectives

a Write the superlative form of the adjectives.

1	clean	the cleanest	8	good	
2	short		9	big	
3	funny		10	nice	
4	dry		11	safe	
5	pretty		12	exciting	
6	bad		13	tiring	
7	friendly		14	hot	



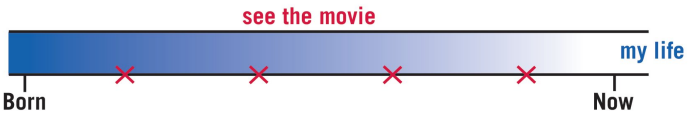
English is not **the most beautiful** language in the world. Some people say it's not **the easiest**. But when you're lost, it's probably **the most useful**.

b Complete the sentences using the superlative form of the adjectives in parentheses.

1 One of the longest (long) words in English is *floccinaucinihilipilification*. But I don't know what it means!
2 _____ (short) words in English are *a* and *I*.
3 In spoken English, one of _____ (popular) words is *I* – because we think we're _____ (interesting) topic in the world!
4 _____ (useful) noun in English is *time*. We use it all the time!
5 _____ (fast) way to learn a language is to go and live in a different country.
6 Some people think _____ (important) thing for language learners is speaking.
7 I think _____ (good) way to improve your English is to learn a lot of words – I try to learn ten new words every day.
8 When you're reading in English, _____ (bad) thing you can do is check all the words in a dictionary. It takes too long and it's not much fun!

c Now go back to p. 102.

11A Present perfect



We use the present perfect to talk about past actions in a time period which starts in the past and continues now, for example: today, this week, this year, your lifetime.
*I**'ve seen** that movie four times (**in my life**).*
*I **haven't had** any coffee **today**.*
***Have** you **been** to the gym **this week**?*

We make the present perfect from the verb *have* + the past participle of the main verb.

For regular verbs, the past participle is the same as the past form:
*I **walked** to work yesterday.*
*I**'ve walked** to work three times this week.*

For irregular verbs, the past participle is usually different. You have to learn the different forms. (See page 129 for a list of irregular verbs.)
*I **drove** to work yesterday.*
*I**'ve driven** to work three times this week.*

11.06

	+	
I / you / we / they	*I**'ve***	***seen** the movie 400 times.*
he / she / it	*He**'s***	***seen** the movie 400 times.*

	–	
I / you / we / they	*They **haven't***	***seen** the movie.*
he / she / it	*She **hasn't***	***seen** the movie.*

We often use the present perfect to talk about experiences:
*I**'ve seen** the movie once.* (in my lifetime)
*She**'s met** him three times.* (in her lifetime)
When we ask a question about experiences, we often use the word *ever*.
***Have** you **ever read** this book?* = Have you read this book in your lifetime?
We use *never* with the present perfect to say there is no experience.
*I**'ve never read** her book.* = I haven't read her book in my lifetime.

	Yes/No questions		Short answers	
I / you / we / they	***Have** you*	***seen** the movie?*	*Yes,*	*I **have**.*
			No,	*I **haven't**.*
he / she / it	***Has** he*	***seen** the movie?*	*Yes,*	*he **has**.*
			No,	*he **hasn't**.*

11B Present perfect or simple past

We use the present perfect to talk about the past experiences in our life, but we don't say when exactly.
*I**'ve been** to Buenos Aires.* (We don't know when.)

We use the simple past to say when something happened (e.g., *last year*, *yesterday*, *in 2012*).
*I **went** to a concert **last week**.* (NOT ~~*I've been to the concert last week.*~~)

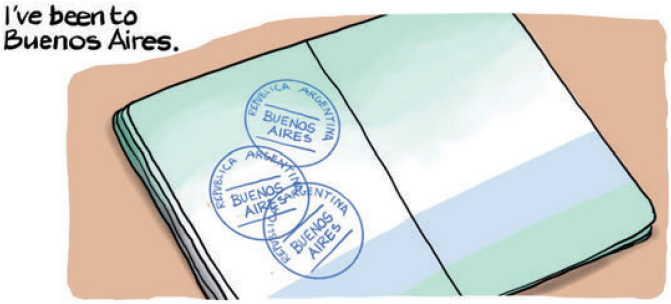
We often start a conversation by asking about or describing an event using the present perfect, and then change to the simple past to ask about or describe the details of the event.

11.13

A ***Have** you **ever been** to Argentina?* — Focus: my/your life
B *Yes, I **have**. I**'ve been** there three **times**.* — Tense: present perfect

A *I've been there, too. I **went** there **last year**.* — Focus: a visit last year
B *Really? Which cities **did** you **visit**?* — Tense: simple past





11A Present perfect

a Write the irregular past participles. Use the list on page 129 to help you.

1 see *seen*
2 write _____
3 swim _____
4 have _____
5 bring _____
6 do _____
7 drive _____
8 ride _____
9 run _____
10 be _____

b Complete the sentences with the present perfect forms of the verbs in parentheses.

1 I have *read* (read) this book twice.
2 We _____ (visit) this museum three times this year.
3 He _____ (not borrow) my car today.
4 We _____ (never eat) at that restaurant.
5 I _____ (walk) down this street many times.
6 She _____ (play) for Peru in three Olympic Games.
7 They _____ (not do) the housework this week.
8 This country _____ (have) five big storms this winter.

c Complete the conversations with present perfect verb forms of the words in parentheses.

1
A *Have you ever seen* (you / ever / see) *Star Wars*?
B Yes, _____ (I / see) it many times. It's my favorite movie.
A Really? _____ (I / never / see) it.

2
A _____(you / ever / meet) a famous person?
B Yes, _____ (I / meet) Bill Gates.
A Wow! _____ (he / visit) Cambridge?
B Yes, _____ (he / be) here many times.

d Now go back to p. 111.



I've watched my favorite movie 400 times.

11B Present perfect or simple past

a Underline the correct words.

1 *Have you been* / *Did you go* out last night?
2 *I've never seen* / *I never saw* an opera.
3 *We went* / *We've been* to a rock concert on Saturday.
4 *Have you ever danced* / *Did you ever dance* the tango?
5 She's a fantastic actress, but *she never won* / *she's never won* an Oscar.
6 *We've visited* / *We visited* the theater when we were in Buenos Aires last year.
7 I *didn't eat* / *'ve never eaten* sheep's milk cheese in my life.
8 *Did he win* / *Has he won* the 100m at the Olympic Games?

b Match questions 1–8 with short answers a–h.

1 [g] Did she go out?
2 [ ] Have you ever been to Chile?
3 [ ] Was it a good concert?
4 [ ] Has she been in any bad movies?
5 [ ] Were you tired when you got home?
6 [ ] Did they help you?
7 [ ] Have they ever visited Tokyo?
8 [ ] Did you have a good time?

a Yes, we were.
b Yes, we did.
c No, I haven't.
d No, they didn't.
e Yes, it was.
f No, they haven't.
g No, she didn't.
h Yes, she has.

c Complete the conversation using the correct present perfect or simple past form of the verbs in parentheses.

A [1] *Have you ever been* (you / ever / go) to a jazz club?
B Yes, I [2]_____.
[3]_____ (I / go) to a few. My favorite is *Jazz Cellar*.
[4]_____ (I / go) there hundreds of times.
A Yes, I think [5]_____ (I / go) there, too. [6]_____ (I / go) there last year.
B [7]_____ (you / like) it?
A Yes, I [8]_____.
[9]_____ (it / be) great. There [10]_____ (be) a wonderful singer – her name [11]_____ (be) Erica something.
B Erica Sousa. [12]_____ (I / see) her a few times. She's amazing. In fact, [13]_____ (she / play) a concert there last week.
A [14]_____ (you / go) to that concert?
B No, I [15]_____.
[16]_____ (I / want) to go, but I had a meeting at work, and
[17]_____ (I / finish) late.

d Now go back to p. 113.

12A *be going to*

We use *going to* when we have a plan for the future:

12.06

	+		–	
I	*I'm*	***going to travel*** *the world next year.*	***I'm not***	***going to work*** *in an office.*
you / we / they	*They* ***'re***	***going to travel*** *the world next year.*	*You* ***'re not***	***going to work*** *in an office.*
he / she / it	*She* ***'s***	***going to travel*** *the world next year.*	*He* ***'s not***	***going to work*** *in an office.*

There are two different contractions for *is not* and *are not*.
is not ➔ *'s not / isn't*: *He* ***'s not*** = *He* ***isn't***
are not ➔ *'re not / aren't*: *You* ***'re not*** = *You* ***aren't***

	Yes/No questions		Short answers	
I	***Am*** *I*	***going to travel*** *next year?*	*Yes,* *No,*	*I* ***am***. *I* ***'m not***.
you / we / they	***Are*** *you*	***going to travel*** *next year?*	*Yes,* *No,*	*you* ***are***. *you* ***'re not***
he / she / it	***Is*** *he*	***going to travel*** *next year?*	*Yes,* *No,*	*he* ***is***. *he* ***'s not***.

	Wh- questions		
I	*Who*	***am*** *I*	***going to travel*** *with?*
you / we / they	*Where*	***are*** *you*	***going to go****?*
he / she / it	*What*	***'s*** *he*	***going to see****?*



I'm not going to stay in this job much longer.
I'm going to travel the world.



12B *should / shouldn't*

We use *should* to give advice.
You ***should*** *learn the local language.* (= It's a good idea.)

12.10

	+		–	
I / he / she / it / you / we / they	*I* ***should***	***go***.	*They* ***shouldn't***	***go***.

	Yes/No questions		Short answers	
I / he / she / it / you / we / they	***Should*** *she*	***go****?*	*Yes,* *No,*	*she* ***should***. *she* ***shouldn't***.

	Wh- questions		
I / he / she / it / you / we / they	*When*	***should*** *we*	***go****?*

Tip
We use the infinitive without *to* after *should*.
You ***should take*** *sunscreen with you.*
(NOT ~~*You* ***should to take*** …~~)



12A *be going to*

a Match questions 1–8 with answers a–h.

1 [e] Where are you going to stay?
2 [ ] Are they going to visit us?
3 [ ] When are you going to clean your room?
4 [ ] Is he going to get a job?
5 [ ] Who are they going to meet?
6 [ ] Are you going to quit your job?
7 [ ] What are you going to take with you?
8 [ ] How long is he going to be away?

a Not much. Just a few clothes.
b No, he isn't. He's going to travel around the world first.
c Some of their friends.
d No, I'm not. I'm just going to take a long vacation.
e In a hotel.
f About six months.
g Tomorrow – I promise.
h No, they aren't. They don't have time.

b Complete the sentences using the correct form of *be going to* and the verb in parentheses.

1 I 'm going to travel (travel) to South America.
2 My sister _____ (get) married next year.
3 We _____ (do) a lot of sightseeing on vacation this summer.
4 They _____ (not / stay) in hotels this year.
5 My parents _____ (buy) a new house in the country.
6 I _____ (go) to the movies tonight. Do you want to come with me?
7 He _____ (not / go) to college after high school.
8 We _____ (not / visit) big cities when we go to France.
9 We _____ (stay) in small towns.

c Now go back to p. 121.

12B *should / shouldn't*

a Complete the sentences with the verb in parentheses and *should* or *shouldn't*.

1 **A** He feels tired all the time.
B He should go (go) to the doctor.
2 You _____ (drink) a lot of water when you run.
3 You _____ (bring) a lot of books. We're only going for three days.
4 You _____ (drive) all night. Stop and get some sleep.
5 It's going to be cold, so you _____ (take) some warm clothes.
6 The children _____ (come) into the house – it's getting dark.
7 We _____ (pay) for the meal. The food was terrible.
8 I _____ (say) sorry to him. I broke his cup.

b Put the words in the correct order to make questions.

1 money / much / take / should / I / how ?
How much money should I take?
2 museum / we / go / a / should / to ?
_____
3 clothes / should / what / wear / I ?
_____
4 I / later / come / should / back ?
_____
5 we / local / the / should / eat / food ?
_____
6 we / should / time / arrive / what ?
_____
7 we / where / stay / should ?
_____
8 for / should / ask / who / we / advice ?
_____

c Read the conversation and find six mistakes with *should*.

A I'm going to Thailand next month. Have you ever been there?
B Yes, I have.
A Where should I staying?
B You should look for a hotel when you arrive. You don't should book before you go.
A Really? I should go to Bangkok?
B You should to go to Bangkok for a few days, but you shouldn't stay long. You should visit an island.
A What do I should do on an island?
B Do you want to relax?
A Yes.
B You should go swimming every day. You should eat at restaurants on the beach. And you should leave your cell phone at home!
A Should I take anything with me?
B Just some money. You should not to worry about money on vacation!

d Correct the mistakes with *should* in **c**.

1 Where should I stay?
2 _____
3 _____
4 _____
5 _____
6 _____

e Now go back to p. 123.

VOCABULARY FOCUS

1A Countries and nationalities

a 01.04 Look at the map below. Write the correct number next to each country in the chart. Listen and check.

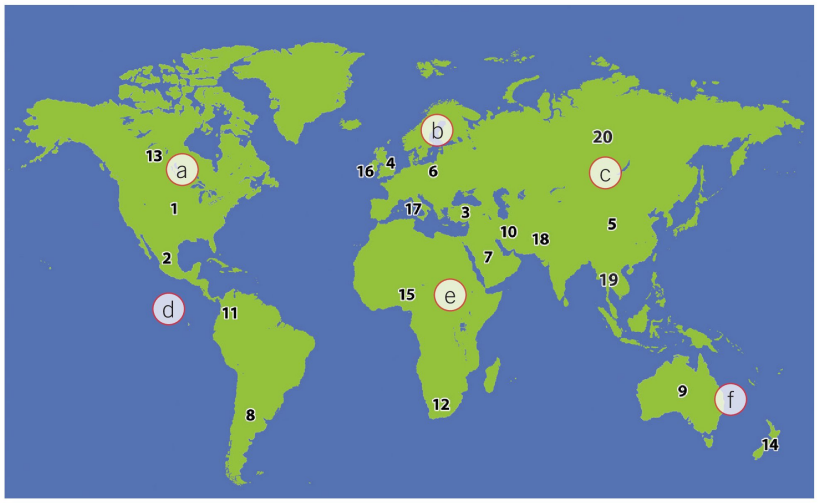
Country	Nationality	Country	Nationality
A *(-ian)*		**C *(-ish)***	
Argentina	Argentin**ian**	Ireland	Ir**ish**
Australia	Australi**an**	Poland	Pol**ish**
Canada	Canadi**an**	Turkey	Turk**ish**
Colombia	Colomb**ian**	(the) UK	Brit**ish**
Ecuador	Ecuador**ian**	Britain	Brit**ish**
Iran	Iran**ian**	**D *(-ese)***	
Italy	Ital**ian**	China	Chinese
Nigeria	Niger**ian**	Japan	Japanese
Russia	Russ**ian**	**E *(-i)***	
		Pakistan	Pakistan**i**
B *(-an)*		**F (other)**	
Mexico	Mexic**an**	New Zealand	(a) New Zealander
South Africa	South Afric**an**	Saudi Arabia	Saudi
(the) U.S.	Americ**an**		

b Talk about five countries you want to visit.

I'd like to visit China because I want to see the Great Wall of China.

c Match the parts of the world 1–6 with a–f on the map.

1 North America
2 Asia
3 Central and South America
4 Africa
5 Europe
6 Oceania



d Underline the different country in each group below. Say why.

1 France, Italy, Greece, Poland, China, Germany, Ireland
2 Turkey, Saudi Arabia, Brazil, Iran
3 the U.S., Russia, the UK, Australia, Canada
4 Argentina, Mexico, Colombia, Spain

e Look at groups A–F in **a**. Match each nationality below to a group.

1 Brazilian
2 Spanish
3 Mexican
4 Indian
5 Japanese
6 French

f 01.05 **Pronunciation** Listen to the nationalities in the chart. Underline the stressed syllable in each word.

A 2 syllables	Brit|ish, Chi|nese, Tur|kish
B 3 syllables	Mex|i|can, Ja|pa|nese, Bra|zil|ian
C 4 syllables	Ca|na|di|an, Pa|ki|sta|ni

g 01.05 Look at the nationalities in **f** again and answer the questions. Listen again and check.

1 In A, which word has a different stress pattern?
2 In B and in C, do the words have the same or a different stress pattern?

h Student A: choose a new country and a nationality. Tell your partner the part of the world. Then answer his/her questions. Student B: ask questions to guess your partner's new country and nationality. Change roles and repeat.

I'm from South America. → Are you from Brazil?
No, I'm not. → Are you from Colombia?
Yes, I'm Colombian.

i Now go back to p. 11.

1B Adjectives

a 01.08 Listen to these sentences. Do the adjectives in **bold** mean "very good" or "not very good"?

1 This wet and cold weather is **terrible**.
2 I like our new teacher – she's **wonderful**.
3 My new phone does so many great things – it's **amazing**.
4 This color isn't very nice – it's **awful**.

b 01.09 Listen to these sentences. Make pairs of opposites with the adjectives in **bold**.

1 My computer's pretty **old** now. I need to buy a new one.
2 I don't think he has much money – he's **poor**.
3 Their new house is finished now, and it's very **modern**.
4 He buys anything he wants, so I think he's **rich**.

c Think of things you have. Take notes. Do you have anything that's … ?

- wonderful
- amazing
- terrible
- awful
- old
- modern

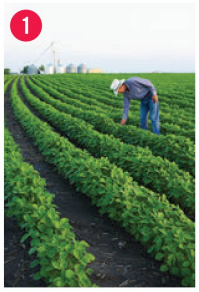
d Tell a partner about your things using your notes in **c**.

e Now go back to p. 13.

2A Jobs

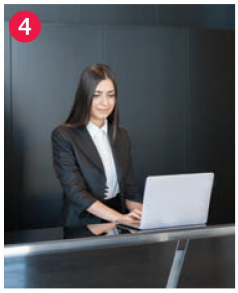
a 02.02 Match the jobs in the box with pictures 1–9. Listen and check. Listen again and repeat.

businessman businesswoman receptionist manager chef actor
tour guide farmer server mechanic







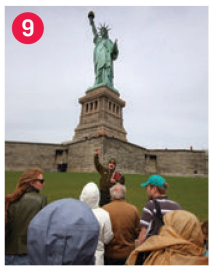












b Look at the jobs on page 21 and in **a**. Read the sentences and write the correct job.

a I work in a hospital and take care of people.
b I work outside and enjoy showing people my beautiful city.
c I sometimes work in a theater, and I sometimes make movies.
d I drive people from one place to another.
e I work in a kitchen and cook amazing food.
f I help people if they have a problem with their teeth.
g I help people if they have a problem with their car.
h I fly people from one country to another.
i I am the first person people meet when they come to our hotel.
j I work outside in the country.

c Talk about three jobs you would like to do and three jobs you wouldn't like to do. Say why.

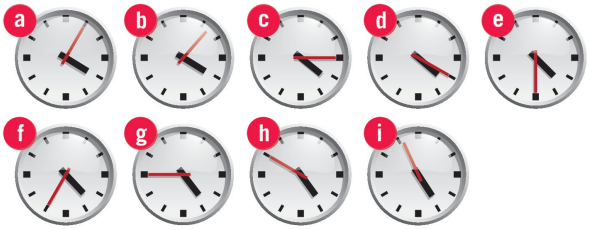
d Now go back to p. 21.

NUMBERS

2B Time

a 02.08 Match the sentences (1–9) with the times (a–i). Listen and check.

1 It's (a) quarter after four. *or* It's four fifteen.
2 It's four thirty. *or* It's half past four.
3 It's (a) quarter to five. *or* It's four forty-five.
4 It's twenty after four. *or* It's four twenty.
5 It's ten to five. *or* It's four fifty.
6 It's five after four. *or* It's four oh five.
7 It's twenty-five to five. *or* It's four thirty-five.
8 It's four minutes to five. *or* It's four fifty-six.
9 It's seven minutes after four. *or* It's four oh seven.



b Write down five different times in numbers. Ask your partner to say your times.

c Now go back to p. 23.

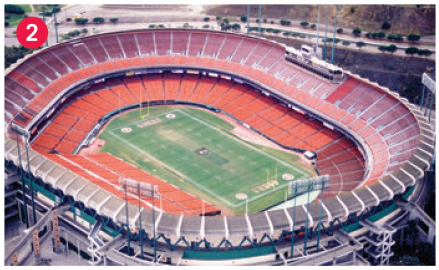
PLACES

5A Places in a city

a 05.01 Match the places in the box with pictures 1–6. There are three extra words. Listen and check.

post office ☐ fitness center ☐ theater ☐ police station ☐ concert hall ☐ stadium ☐ bridge ☐ park ☐ hotel ☐













b Match the definitions with the places in **a** and on page 51.

a You go there to watch a sports game.
b This is a nice place to sit with trees and grass and flowers.
c When you want to send a postcard, you go to this place.
d You walk on this from one side of a river to the other side.
e You can see a play in this place.
f If someone steals from you, you go to this place.
g This is an open area in the center of a town.
h You can listen to classical music in this place.
i When you want to do some exercise, you go to this place.

c 05.02 **Pronunciation** Listen to the words. Two of the sounds in **bold** are produced with extra air. Which ones? Listen again and repeat.

building **b**ridge **p**ark **p**ost office

d In pairs ask and answer the questions.

1 Which of the places in **b** does / doesn't your city have?
2 Which does / doesn't your city need?

e Now go back to p. 51.

VERBS

3A Common verbs

a 03.06 Match 1–7 with a–g. Listen and check.

1 How much is the coffee?
2 Do you drink coffee in the morning?
3 Can I **help** you paint the kitchen?
4 Where's your passport?
5 Do you know where I can **buy** an English newspaper?
6 The movie starts at 8:15, so let's **meet** outside the movie theater at 8:00.
7 Do you want to go for a walk this evening?

a I think they **sell** them at the store in the subway station.
b It's very cheap. It only **costs** $1 a cup.
c No, I just want to **stay** at home and watch TV.
d OK. I'll **try** to be on time, but I don't leave work until 7:30.
e Yes, please! But I can't **decide** what color: blue or green.
f Sometimes, but I **prefer** tea.
g I don't know. I can't **find** it. It isn't in my bag.

b 03.07 **Pronunciation** Listen to the sounds in **bold** in these words and answer the questions. Listen again and repeat.

b**uy** f**i**nd d**e**cide tr**y** st**ay**

1 Which word has a different sound?
2 Are the two different sounds long or short?

c In pairs ask and answer the questions.

1 What do you like to drink in the morning?
2 Think of a small store near your home. What do they sell? What do you buy there?
3 How much do these things cost in your country?
   a an ice cream cone
   b a cup of coffee
   c a loaf of bread
4 You decide to meet friends in town. Where do you meet?
5 Where do you usually stay on vacation?

d Now go back to p. 31.

6B Simple past irregular verbs

a 06.15 Match the simple past forms in the box with 1–11. Listen and check.

brought	won	lost	found	did	cut
read	thought	sold	became	gave	

1 do	5 bring	9 become
2 read	6 win	10 cut
3 give	7 lose	11 sell
4 think	8 find	

b 06.16 **Pronunciation** Listen to these sentences. Do the letters in **bold** sound the same or different? Why?

- I r**ea**d a newspaper every day.
- I r**ea**d a wonderful book last month.

c 06.17 Read the story and underline the correct verbs. Listen and check.

How I [1]*won* / *lost* the lottery

One day, I went into town and [2]*did* / *made* some shopping. Then, on the way home, I [3]*brought* / *bought* a lottery ticket from a convenience store by the bus stop. It had the number of my birthday: 072493. A very nice woman [4]*spent* / *sold* it to me. When she [5]*gave* / *took* it to me, she smiled and said, "Good luck. I hope you win." I smiled back. A few days later, I looked online and [6]*gave* / *read* the winning number: 2-4-7 ... That was the moment I [7]*decided* / *found out*. My life completely changed and I [8]*became* / *came* rich. I immediately [9]*thought* / *told* of the woman in the convenience store. I [10]*cost* / *cut* some fresh flowers from my garden and went back to the store to give them to her. "Is the woman who was here on Saturday in today?" I asked. "I have some flowers for her." But she wasn't there, and I never saw her again.

d Cover the text in **c** and practice telling the story from the pictures. Read it again to check.



e Now go back to p. 63.

6A Years and dates

a 06.09 Put the months in the correct order. Listen and check. Listen again and repeat.

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

b 06.10 Complete the sentences with *in* or *on*. Listen and check.

1 We were in Australia ____ 2019.
2 My birthday's ____ June nineteenth.
3 Our next day off from school is ____ May.

c Correct the dates. Then write them in number form.

twelfth
1 The next meeting's on April ~~twelve~~. April 12th
2 Our party's on Saturday, February twenty-one.
3 We were in Canada in twenty oh seven.
4 Next Saturday's July seven.
5 I was in college until one thousand nine hundred and ninety-eight.
6 I'd like to reserve a single room for December two.

d Think of two people in your family and two friends. Write down their names.

e Tell a partner the birthdays of the four people. Can they match the birthdays with the names?

f Now go back to p. 61.

FOOD AND CONTAINERS

4A Food

a 04.03 Match pictures 1–10 with definitions a–j. Listen and check.


1 garlic


2 salad


3 burger


4 melon


5 cereal


6 yogurt


7 jam


8 soda


9 chips


10 cookie

a It's sweet. People bake it in the oven and eat it for a snack or dessert.
b It's a large fruit which grows in hot countries. It's red, orange, or green.
c It's a quick, cheap meal: meat and salad inside bread, sometimes with cheese.
d It's uncooked vegetables mixed together that you can have with a meal. It's good for you!
e It's like onion and you can use it for cooking.
f It's made from milk. People often have it for breakfast.
g It's sweet and it's made from fruit. You can put it on bread.
h They're made from potatoes and usually come in small bags. They aren't very good for you!
i It's a drink. It's fizzy, sweet, and brown.
j Many people eat it for breakfast with milk.

b 04.04 **Pronunciation** Listen to the sounds in **bold** in these words. Listen again and repeat.

/k/ **c**oo**k**ie **c**an **c**arrot
/g/ **g**arlic bur**g**er yo**g**urt

c 04.05 Which words do you hear, a or b?

1 a could b good
2 a cold b gold
3 a class b glass
4 a back b bag

d Say a word from **c** for your partner to point to.

e Complete the sentences. Use words from **a** and page 41.

1 What kind of meat do you want; c_____n, s_____k, or l_____b?
2 Let's have a s_____d. We have tomatoes, o_____ns, c_____ts, green b_____ns, and m_____ms.
3 My wife has c_____l and milk for breakfast, but I like y_____t with fruit and then a piece of bread with butter and j_____m.
4 We have a lot of fruit: apples, p_____rs, g_____pes, and a m_____n.
5 Of course he's not fit. He always eats c_____ps and drinks s_____a between meals.

f Look at all the words in **a** and **e**. Talk about:

- things you eat or drink almost every day
- things you eat or drink at least once a week
- things you don't often eat or drink
- things you never eat or drink

g Now go back to p. 41.

4B Containers

a Match phrases 1–6 with pictures a–f below.

1 a **jar** of honey
2 a **bag** of potatoes
3 a **can** of tomatoes
4 a **bottle** of water
5 a **bar** of chocolate
6 a **package** of cookies



b 04.11 **Pronunciation** Listen to the phrases in **a**. Which words are stressed? Listen again and repeat.

1 the nouns
2 the article *a*
3 the preposition *of*

c Change the words in italics using phrases in **a**. Is more than one answer possible?

Yesterday I went shopping and bought [1]*some oil*, [2]*some jam*, [3]*some spaghetti*, [4]*some chocolate*, [5]*some tuna*, and [6]*some apples*.

1 *a bottle of oil*
2 _____
3 _____
4 _____
5 _____
6 _____

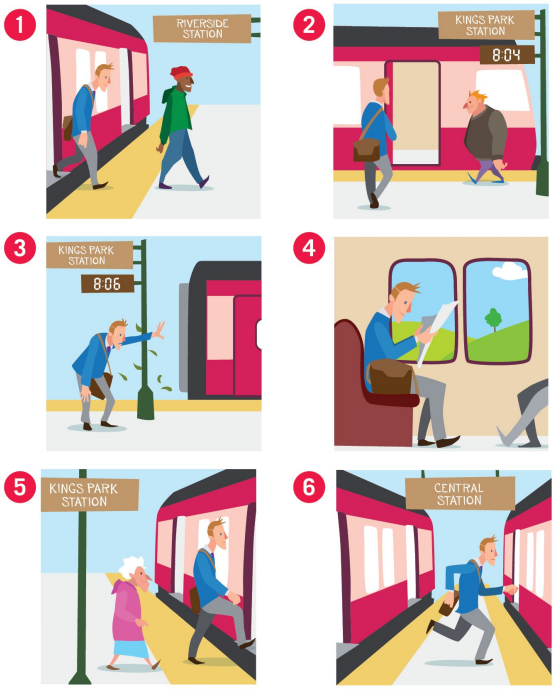
d Write a shopping list. Use the words in **a** to help you. Tell a partner.

e Now go back to p. 43.

COLLOCATIONS

7A Transportation collocations

a 07.01 Read and listen to the text. Match pictures 1–6 with phrases in **bold** a–f.



Erik works downtown, and he [a]**takes the train** to work every morning. He [b]**gets on the train** at Kings Park Station, near his home. Then he [c]**changes trains** at Central Station downtown, and he [d]**gets off** the train at Riverside Station, near his office. He usually gets to Kings Park Station at 8:00 so he can [e]**catch the train** at 8:05, but sometimes he's a few minutes late and he [f]**misses the train**. Then he has to wait for the next train.

b 07.02 Underline the correct verbs. Listen and check.

1 There were no buses, so I decided to *take* / *get on* a taxi.
2 It's almost 10:30. Leave now or you'll *catch* / *miss* the bus.
3 Excuse me. I want to go to the City Museum. Where do I *take off* / *get off* the bus?
4 The concert ended at 9:30, so we just *caught* / *changed* the last train.
5 The train was expensive, so we *take* / *took* a bus.
6 Quick! Let's get *on* / *off* the bus and find a seat! It leaves in a few minutes!

c 07.03 **Pronunciation** Look at these verbs and answer the question. Listen and check.

b**ough**t s**aw** t**oo**k

Which verbs have the same sound as c**augh**t /ɔ/?

d In pairs, ask and answer the questions.

1 When was the last time … ?
- you caught a bus or train at the last minute
- you missed a bus or train
- you changed trains

2 How do you get from here to your home? What kinds of transportation can you take? Where do you get on and off?

e Now go back to p. 71.

8A Sports and exercise collocations

a Match the activities in the box with pictures 1–11.

running golf martial arts sailing
soccer snowboarding volleyball exercises
fishing (American) football hockey



b Write the activities in **a** in the correct column in the chart.

go	play	do
running	golf	martial arts

c Complete the rules with *go*, *play*, or *do*. We use …

1 _____ when we talk about sports, games, and music.
2 _____ when we talk about activities that end with *-ing*.
3 _____ when we talk about other activities.

d 08.04 **Pronunciation** Listen to the sounds in **bold** in these words. Are they the same or different?

f**oo**tball j**u**do

e 08.05 Are the sounds in **bold** in these words like *football* or *judo*? Listen and check.

1 f**u**ll
2 g**oo**d
3 p**oo**l
4 p**u**t
5 f**oo**d
6 bl**ue**

f Which activities in **a** do people do in your country? Choose a sentence which is true for each activity.

a It's very popular.
b Some people do it, but not many.
c It's very unusual.
d You can't do this in my country.

Some people go snowboarding, but not many.

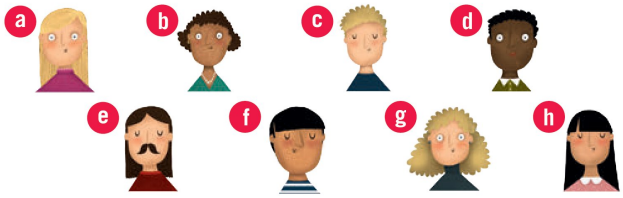
g Now go back to p. 81.

APPEARANCE AND CLOTHES

8B Appearance

a Match sentences 1–4 with four of the pictures a–h.

1 He has **short straight dark** hair.
2 She has **long straight dark** hair.
3 He has **short curly dark** hair.
4 She has **long straight blonde** hair.



b Notice the order of the adjectives in **a**. Which adjective always comes first?

c 08.09 Write sentences about the other four people's hair in **a**. Listen and check.

d Write a sentence about your hair and one about a partner's hair.

e Student A: choose a picture in **a**. Student B: ask questions to guess your partner's picture. Change roles and repeat.

Is it a man or a woman?
A man.
Does he have long hair?
No.
Is it picture f?
Yes.

f Match 1–6 with a–f.

1 She looks great in everything she wears.
2 You can see he exercises a lot.
3 Here's a photo of her at the age of five.
4 He always looks great in photos.
5 He should get more exercise.
6 I don't think she eats enough.

a He's **in good shape**.
b He's getting **out of shape**.
c She looks way too **thin**.
d She was a very **pretty** girl.
e She's a very **attractive** woman.
f He's very **good-looking**.

g 08.10 **Pronunciation** Listen to these adjectives and underline the stressed syllable. Listen again and repeat.

prett|y a|ttrac|tive good-look|ing

h Talk about famous people who are:

- thin
- attractive
- good-looking
- in shape

i Now go back to p. 83.

9B Clothes

a 09.12 Read and listen to the text. Match the words in **bold** 1–8 with pictures a–h. Listen and check.



- She looked nice. She wore a red [1]**skirt** and a white shirt, and she had a blue and yellow [2]**necklace**.
- It was a hot day, so he decided to wear a [3]**T-shirt**, [4]**shorts**, and [5]**sneakers** without socks.
- I never wear [6]**jewelry** – just a [7]**watch**, of course, and my [8]**ring**.

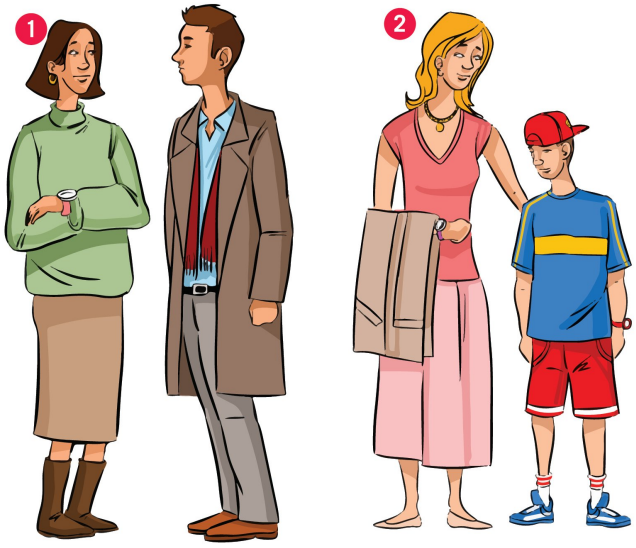
b 09.13 **Pronunciation** Listen to this word. Which letter don't you hear?

jewelry

c 09.14 Cross out the letters you don't hear in these words. Listen and check.

1 vegetable
2 interesting
3 chocolate
4 camera
5 comfortable

d Student A: look at Picture 1 for one minute. Student B: look at Picture 2 for one minute. Try to remember everything the people are wearing. They are all words from **a** or page 93. Cover the picture and say what you remember.



e Now go back to p. 93.

9A Money and prices

a 09.02 Check (✓) the correct way of saying each price: a or b. Listen and check. Listen again and repeat.

1	$25	a twenty-five dollars	b five dollars and twenty
2	$4.50	a four fifty dollars	b four dollars and fifty cents
3	$0.60	a point six dollars	b sixty cents
4	$7.40	a forty cents and seven dollars	b seven dollars and forty cents
5	$0.25	a twenty-five cents	b quarter dollars
6	$28	a eight and twenty dollars	b twenty-eight dollars
7	70¢	a seven oh cents	b seventy cents
8	$15.50	a fifteen dollars and fifty cents	b fifteen and half dollars

b Take turns saying these prices.

1 $2.70
2 $120
3 $4.30
4 85¢
5 $4.75
6 $0.60
7 $10.10
8 $49.95
9 $55.90
10 $9.99

c Now go back to p. 90.

10B High numbers

a Match phrases 1–10 with numbers a–j.

1 a/one hundred thousand
2 one million three hundred thousand
3 one hundred and twenty
4 a/one million
5 one thousand one hundred
6 one hundred thousand two hundred
7 one hundred and thirty thousand
8 one thousand one hundred and thirty
9 five million six hundred thousand
10 a/one thousand and three

a 120
b 1,003
c 1,100
d 100,000
e 100,200
f 1,000,000
g 1,300,000
h 5,600,000
i 1,130
j 130,000

b 10.09 Look at these phrases. Add *and* to four more phrases (sometimes twice). Listen and check. Listen again and repeat.

1 340 = three hundred and forty
2 2,002 = two thousand two
3 45,800 = forty-five thousand eight hundred
4 381,245 = three hundred eighty-one thousand two hundred forty-five
5 2,000,670 = two million six hundred seventy
6 15,680,430 = fifteen million six hundred eighty thousand four hundred thirty

c Write down a number between:

- 600 and 699
- 3,001 and 3010
- 20,000 and 20,9991
- 1,000,000 and 1,499,999

d Ask a partner to say your numbers.

e Now go back to p. 103.

11A Irregular past participles

a 11.03 Look at these past participles. What are their infinitive forms? Listen and check.

broken	read	been	caught	written	seen	had
eaten	bought	heard	flown	forgotten	fallen	grown

b Complete the questions with past participles from **a**.

1 Have you ever _____ a fish?
2 Have you ever _____ an email in English?
3 Have you ever _____ octopus?
4 Have you ever _____ in a helicopter?
5 Have you ever _____ to Paris?
6 Have you ever _____ flowers for someone?
7 Have you ever _____ your own phone number?
8 Have you ever _____ an English newspaper?
9 Have you ever _____ an elephant?
10 Have you ever _____ African music?
11 Have you ever _____ your leg?
12 Have you ever _____ breakfast in bed?
13 Have you ever _____ down the stairs?
14 Have you ever _____ vegetables?



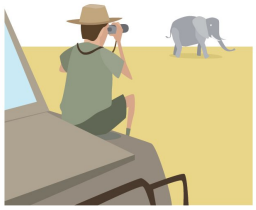
c 11.04 **Pronunciation** Listen to the sound in **bold** in h**ear**d /ɜr/.

Which of these words have the same sound as h**ear**d? Listen and check.

g**ir**l h**ear** l**ear**n n**ur**se G**er**man w**or**k y**ear**

d In pairs ask and answer the questions in **b**.

e Now go back to p. 111.

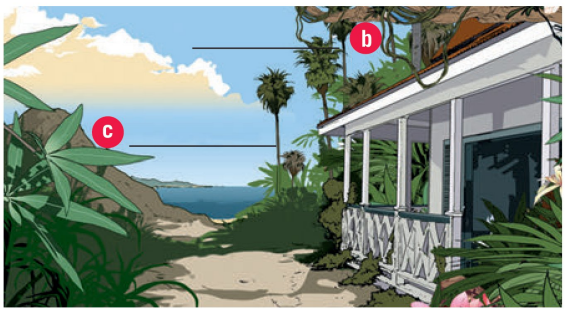


12A Geography

a Read the emails. Notice the words in **bold** and write them in the pictures.

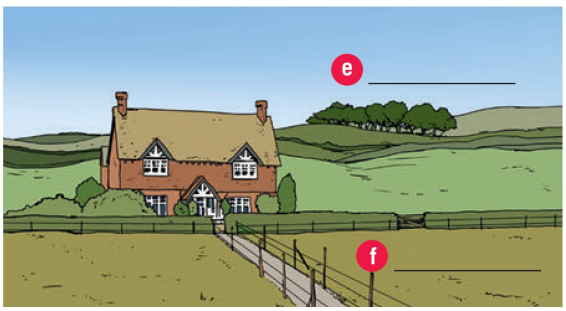
a The _____

We have a vacation home that we go to on the weekends. It's on the **coast**, but behind us is a **jungle** with a lot of very green trees. Next to the house is a small **hill**. You can walk to the top, and the view is wonderful.



d The _____

We live outside the city in the **countryside**. There are **fields** all around the house, and in the distance there are some **woods**. I like walking there. It's so quiet – I love it.



b 12.02 **Pronunciation** Listen to the words in **a**. Which words have more than one syllable?

c Underline the different word in each group below. Say why.

1 lake, river, field, waterfall
2 forest, hill, woods, jungle, rainforest
3 island, mountain, coast, beach

d Think of the countryside in your country. Talk about what there is and there isn't.

In my country, there are many hills, but there's no desert. We only have two lakes, but there are about seven or eight rivers.

e Now go back to p. 120.