

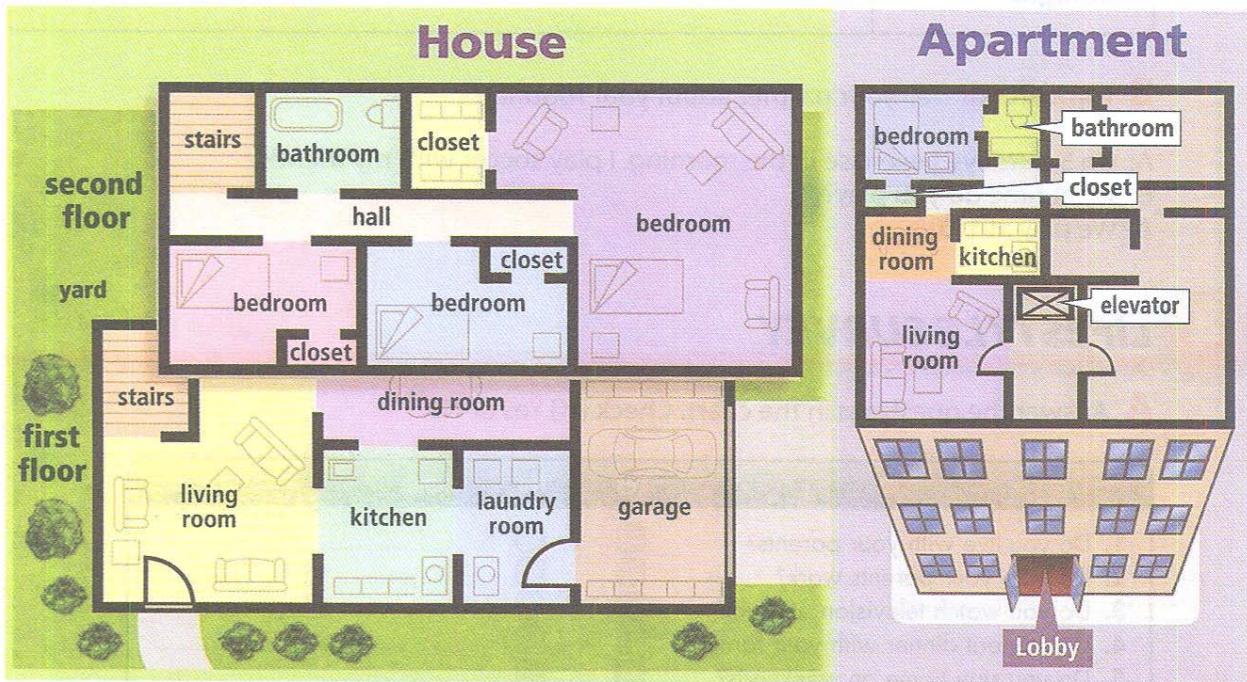
7

Does it have a view?

1

SNAPSHOT

Listen and practice.



Source: www.floorplanner.com

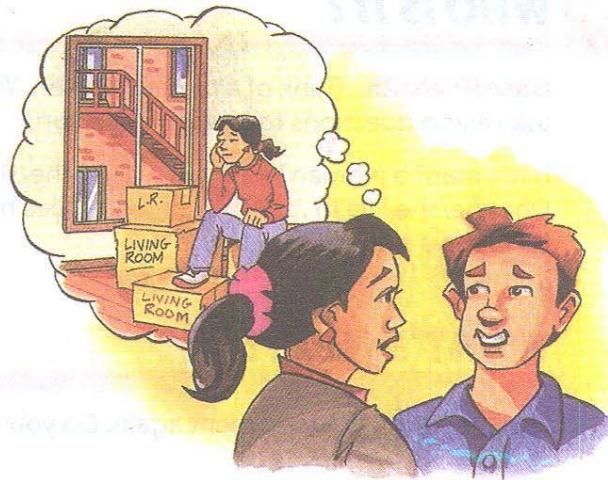
What rooms are in houses in your country? What rooms are in apartments?
What rooms are in your house or apartment?

2

CONVERSATION My new apartment

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a
bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of
another apartment building!



3

GRAMMAR FOCUS

Simple present short answers

Do you **live** in an apartment?

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

Do the bedrooms **have** windows?

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

Does Chris **live** in a house?

Yes, he **does**. / No, he **doesn't**.

Does the house **have** a yard?

Yes, it **does**. / No, it **doesn't**.

A Complete the conversation. Then practice with a partner.

Linda: Do ... you ... live ... in an apartment?

Chris: No, I I in a house.

Linda: it a yard?

Chris: Yes, it

Linda: That sounds nice. you alone?

Chris: No, I I with my family.

Linda: you any brothers or sisters?

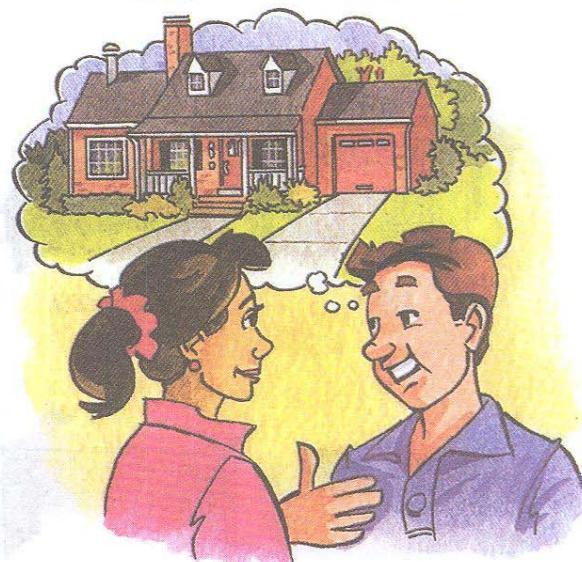
Chris: Yes, I I four sisters.

Linda: Really? your house many bedrooms?

Chris: Yes, it It four.

Linda: you your own bedroom?

Chris: Yes, I I'm really lucky.



B PAIRWORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?

3. Does he live alone?
4. Does he have his own room?

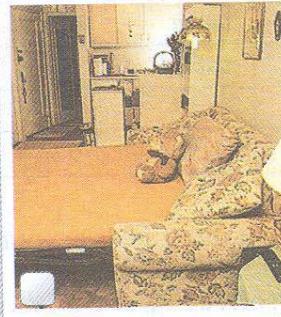
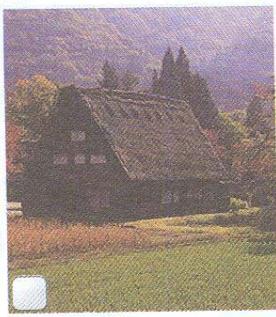
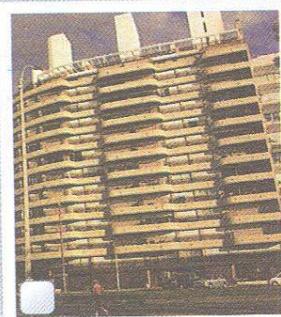
C PAIRWORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

4

LISTENING It has just one room.



Listen to four people describe their homes. Number the pictures from 1 to 4.



5

WORD POWER Furniture

A  Listen and practice.



armchairs



stove



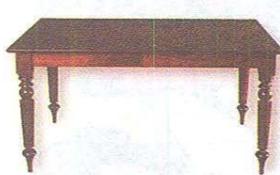
curtains



pictures



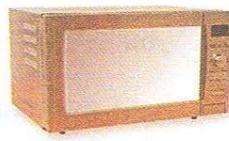
bed



table



coffee table



microwave oven



refrigerator



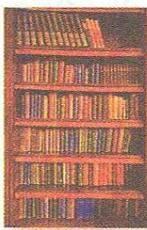
lamps



sofa



desk



bookcase



dresser



chairs



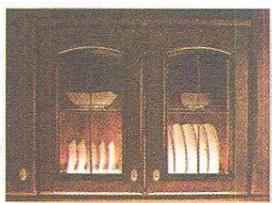
mirror



rug



TV



cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table	stove
Dining room	table	
Living room		
Bedroom		

C GROUP WORK What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV...."

6

CONVERSATION There aren't any chairs.

Listen and practice.

Chris: This apartment is great.

Linda: Thanks. I love it, but I really need some furniture.

Chris: What do you need?

Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.

Chris: And there's no sofa here in the living room.

Linda: And there aren't any chairs. There's only this lamp.

Chris: So let's go shopping next weekend.



7

GRAMMAR FOCUS

There is, there are

There's a bed in the bedroom.

There's no sofa in the bedroom.

There isn't a table in the kitchen.

There are some chairs in the kitchen.

There are no chairs in the living room.

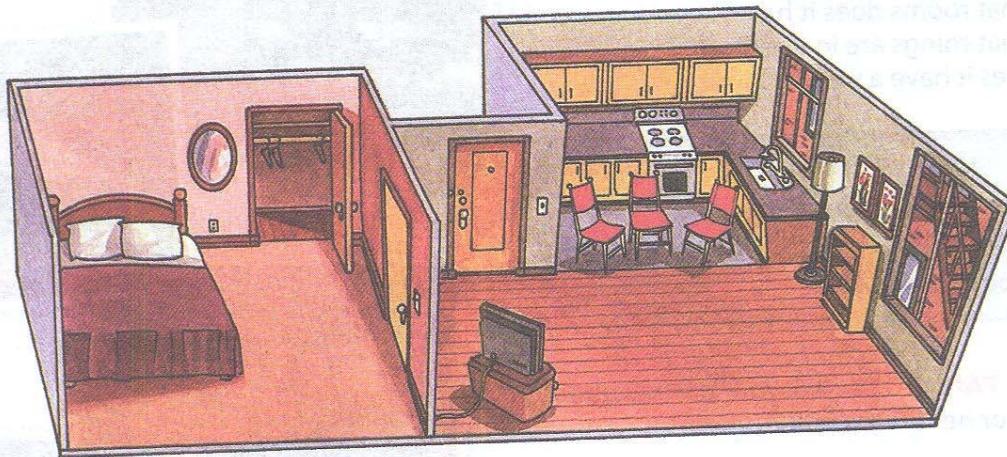
There aren't any chairs in the living room.

There's = There is

A Look at the picture of Linda's apartment. Complete the sentences.

Then practice with a partner.

- | | |
|--|----------------------------------|
| 1. There's no dresser in the bedroom. | 5. rugs on the floor. |
| 2. chairs in the kitchen. | 6. curtains on the windows. |
| 3. TV in the living room. | 7. mirror in the bedroom. |
| 4. refrigerator. | 8. books in the bookcase. |



B Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

8

INTERCHANGE 7 Find the differences

Compare two apartments. Go to Interchange 7 on page 121.

Does it have a view? ■ 47

9

PRONUNCIATION Words with th

A Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/ /θ/ /ð/ /ð/ /θ/ /θ/

There are thirteen rooms in this house. The house has three bathrooms.

B PAIR WORK List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

On Thursdays, their mother and father think for thirteen minutes.

10

LISTENING Furniture is expensive!

Listen to Chris and Linda talk in a furniture store.
What does Linda like? Check (✓) the things.

armchairs
 a bookcase

a sofa
 a mirror

a rug
 a coffee table

lamps
 curtains

11

MY DREAM HOME

A Write a description of your dream home.

What is your dream home like?

Where is it?

What rooms does it have?

What things are in the rooms?

Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .



villa



cabin



beach house

B PAIR WORK Ask your partner about his or her dream home.

A: Does it have a view?

B: Yes, it has a very nice view of the forest. . .

Unusual Homes

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

▶ Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.



▶ Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the "tree house," is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.



A Read the article. What's in each home? Complete the chart.

bed on the upstairs floor
✓ colorful walls

bookcase
windows on the floor

closets
wood-burning stove

Arakawa and Gins's lofts

- There are colorful walls
- There aren't any
- There is a in the middle of the living room.

Dan Phillips's tree house

- There are
- There is a
- There is a

B GROUP WORK Talk about these questions.

- Imagine you are painting your house. What colors do you use? Why?
- Imagine you are building a house. Do you use new materials or recycled materials? Why?

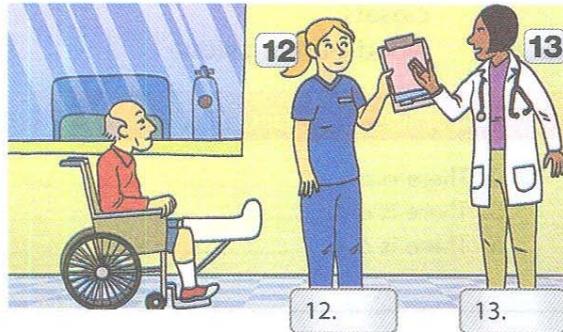
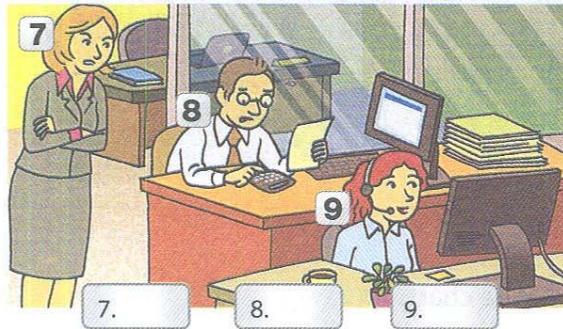
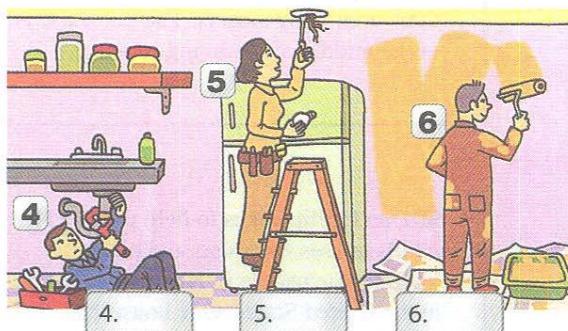
8

What do you do?

1 WORD POWER Jobs

A Match the jobs with the pictures. Then listen and practice.

- | | | | |
|---------------|---------------------|---------------------|-------------------|
| a. accountant | e. electrician | i. painter | m. salesperson |
| b. bellhop | f. front desk clerk | j. plumber | n. security guard |
| c. cashier | g. nurse | ✓ k. police officer | o. taxi driver |
| d. doctor | h. office manager | l. receptionist | p. vendor |



B PAIR WORK Ask questions about the people in part A. What are their jobs?

A: What's her job?

B: She's a police officer.

2 THE WORKPLACE

A PAIR WORK Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.



In a hospital	In an office	In a store	In a hotel
doctor
nurse
.....

B CLASS ACTIVITY Ask and answer *Who* questions about jobs. Use these words.

wears a uniform
stands all day

sits all day
handles money

talks to people
works at night

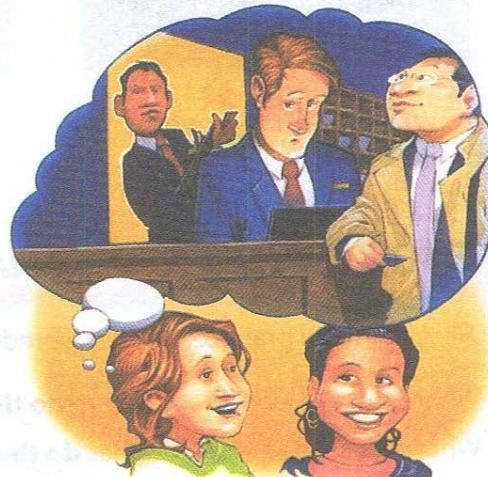
works hard
makes a lot of money

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard ...

3 CONVERSATION He works in a hotel.

Listen and practice.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too.
He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!



4

GRAMMAR FOCUS

Simple present Wh-questions **Where do** you **work**?

In a hospital.

What do you **do**?

I'm a doctor.

How do you **like** it?

I really like it.

Where does he **work**?

In a hotel.

What does he **do**?

He's a manager.

How does he **like** it?

It's OK.

Where do they **work**?

In a store.

What do they **do**?

They're cashiers.

How do they **like** it?

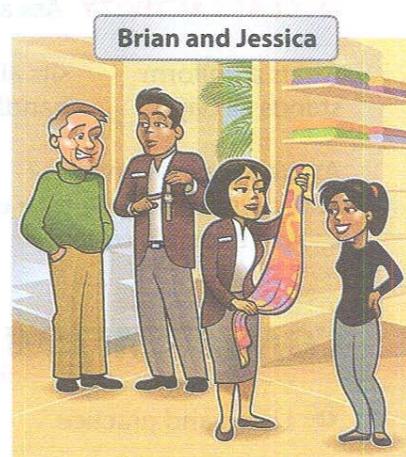
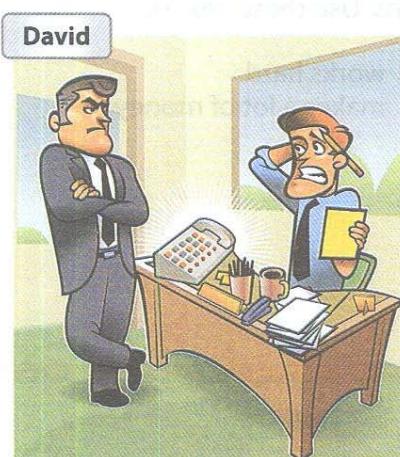
They hate it.

A Complete these conversations. Then practice with a partner.

1. A: ... **What** ... **does** your sister ... **do** ... ? 3. A: **do** your parents their jobs?
 B: My sister? She's a nurse.
 A: **does** she it?
 B: It's difficult, but she loves it.
2. A: **does** your brother ? 4. A: **do** you ?
 B: In a hotel. He's a front desk clerk.
 A: Oh? **does** he it?
 B: He doesn't really like it.

B PAIR WORK Ask questions about these people.

Where do they work? What do they do? How do they like it?



- A: Where does David work?
 B: He works in ...

5

PRONUNCIATION Reduction of **do**

▶ Listen and practice. Notice the reduction of **do**.

Where **do** **you** work?Where **do** **they** work?What **do** **you** do?What **do** **they** do?

6

SNAPSHOT

Listen and practice.

What do you do? What's your job like?



I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.



I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.



I'm a social worker. It's difficult and really stressful, but I love my job.



I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.

Source: www.careercast.com

Who likes his or her job? Who doesn't? Why or why not?
How do they describe their jobs? Write one more adjective for each job.



7

CONVERSATION Please be careful!

Listen and practice.

Richard: Hey, Stephanie. I hear you have a new job.

Stephanie: Yes. I'm teaching math at Lincoln High School.

Richard: How do you like it?

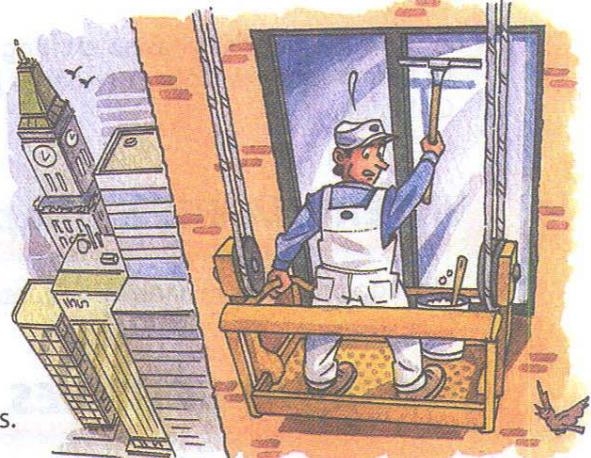
Stephanie: It's great. The students are terrific.
How are things with you?

Richard: Not bad. I'm a window washer now,
you know.

Stephanie: Really? How do you like it?

Richard: It's a stressful job. And it's pretty dangerous.

Stephanie: Please be careful!



8

LISTENING It's pretty boring.

Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

What do you do?	What's it like?
1. Monica
2. Hye-soon
3. Kirk
4. Philip

9 GRAMMAR FOCUS

Placement of adjectives

be + adjective

A doctor's job **is stressful**.

A window washer's job **is dangerous**.

adjective + noun

A doctor has **a stressful job**.

A window washer has **a dangerous job**.

A Write each sentence a different way. Then compare with a partner.

1. A doctor's job is interesting. **A doctor has an interesting job**.
2. A police officer's job is dangerous.
3. A teacher's job is stressful.
4. A plumber has a boring job.
5. An electrician has a difficult job.
6. A vendor has an easy job.

B GROUP WORK Write one job for each adjective.

Do your classmates agree?

- | | |
|--|--|
| 1. exciting
2. easy
3. dangerous | 4. boring
5. difficult
6. relaxing |
|--|--|



A: A flight attendant has an exciting job.

B: I don't agree. A flight attendant's job is boring.

C: I think ...

10 INTERCHANGE 8 The perfect job

What do you want in a job? Go to Interchange 8 on page 122.

11 WORKDAY ROUTINES

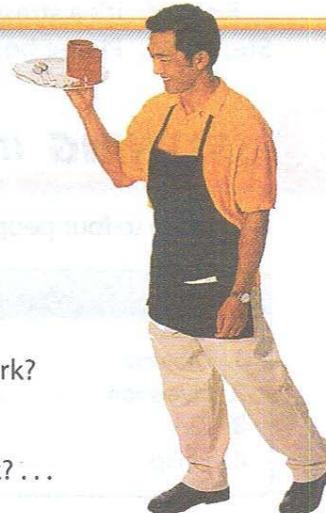
GROUP WORK Ask three classmates about their jobs (or their friends' or family members' jobs). Then tell the class.

Ask about a classmate

- Do you have a job?
- Where do you work?
- What do you do, exactly?
- Is your job interesting?
- What time do you start work?
- When do you finish work?
- Do you like your job?
- What do you do after work? ...

Ask about a classmate's friend or family member

- Tell me about your ...
- Where does he/she work?
- What does he/she do, exactly?
- Is his/her job difficult?
- What time does he/she start work?
- When does he/she finish work?
- Does he/she like his/her job?
- What does he/she do after work? ...



JOB Profiles

Look at the photos. Which jobs look interesting? Why?



dog groomer

Lots of **Marco Mendez**'s friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's never boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!



wedding planner

Lila Martin goes to nice restaurants, eats cake, listens to bands – and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!



video game designer

Hal Garner has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!



baker

Junko Watanabe has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

A Read the article. Who says these things? Write your guesses.

1. "I go to work very early in the morning."
2. "I know every restaurant in town."
3. "After work, I need to take a bath!"
4. "I sit down all day long!"

B Write a short description of a job, but don't write the name of the job. Then read it to the class. Your classmates guess the job.

Units 7–8 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about living spaces (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about rooms and furniture (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about work (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of jobs (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give and respond to opinions about jobs (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

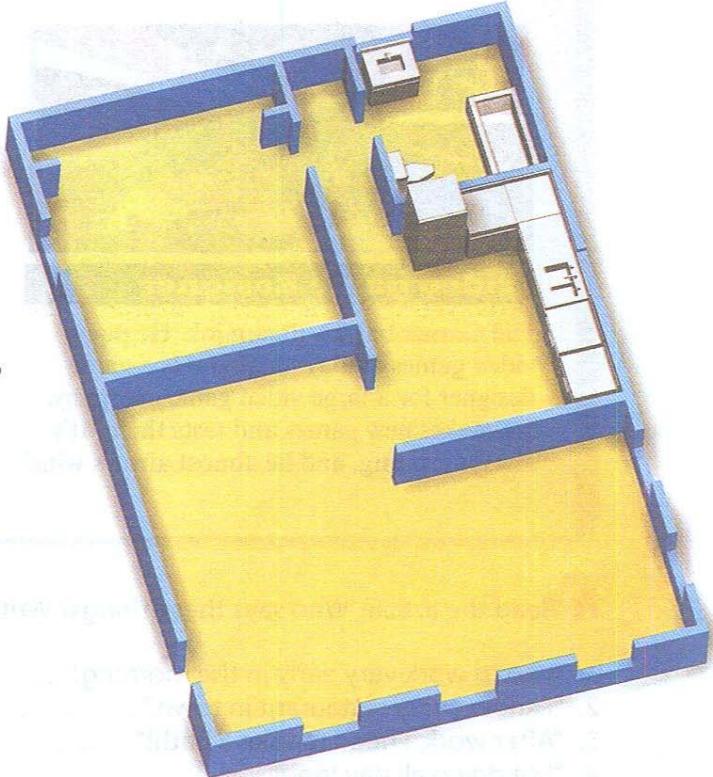
A NEW APARTMENT

A Imagine you are moving into this apartment. What things are in the rooms? Draw pictures. Use the furniture in the box and your own ideas.

bed desk lamp sofa
chairs dresser mirror table

B PAIR WORK Ask questions about your partner's apartment.

- A: I'm moving into a new apartment!
B: That's great! Where is it?
A: ...
B: What's it like? Does it have many rooms?
A: Well, it has ...
B: Does the ... have ...?
A: ...
B: Do you have a lot of furniture?
A: Well, there's ... in the ...
There are some ... in the ...
B: Do you have everything you need for the apartment?
A: No, I don't. There's no ...
There isn't any ...
There aren't any ...
B: OK. Let's go shopping this weekend!



2 WHERE DOES HE WORK?

A Complete the conversations with Wh-questions.

1. A: Where does your father work...? 2. A:?
B: My father? He works in a store. B: I'm an accountant.
A:? A:?
B: He's a salesperson. B: I work in an office.
A:? A:?
B: He likes his job a lot! B: It's OK. I guess I like it.

B PAIR WORK Your partner asks the questions in part A.

Answer with your own information.

3 LISTENING Where do they work?

Listen to Linda, Kyle, and Wendy talk about their jobs.
Check (✓) the correct answers.

Where do they work?			What do they do?		
1. Linda	<input type="checkbox"/> office <input checked="" type="checkbox"/> hospital <input type="checkbox"/> hotel	<input type="checkbox"/> store <input checked="" type="checkbox"/> school <input type="checkbox"/> office	<input type="checkbox"/> receptionist <input checked="" type="checkbox"/> nurse <input type="checkbox"/> manager	<input type="checkbox"/> doctor <input checked="" type="checkbox"/> teacher <input type="checkbox"/> bellhop	
2. Kyle					
3. Wendy					

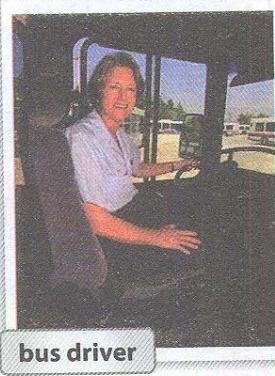
4 AN INTERESTING JOB

GROUP WORK What do you think of these jobs?

Give your opinions.



farmer



bus driver



architect



hairstylist

A: I think a farmer has a boring job.

B: I don't really agree. I think a farmer's job is relaxing.

C: Well, I think a farmer's job is difficult....

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

9

Do we need any eggs?

1

WORD POWER Foods

A Listen and practice.

Food Guidelines

For good health, eat a lot of grains, vegetables, and fruit. Eat some dairy, meat, and other protein. Eat a little fat and oils.



B What foods do you like? What foods don't you like?
Make a list. Then tell a partner.

A: I like rice, noodles, and oranges. I don't like fish, cheese, and carrots.

B: I like ...

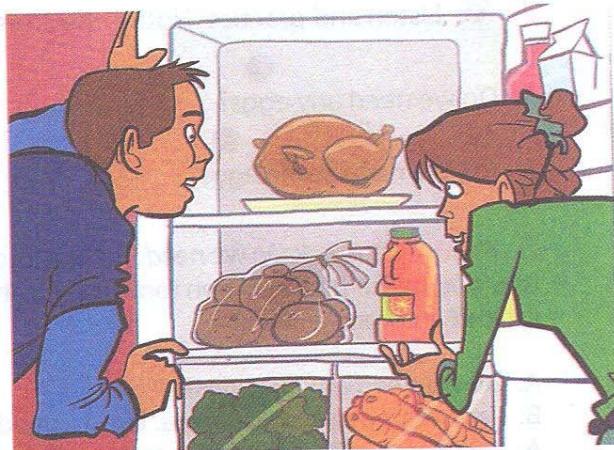
I like
rice
noodles
oranges

I don't like
fish
cheese
carrots

2 CONVERSATION How about some sandwiches?

Listen and practice.

Adam: What do you want for the picnic?
 Amanda: Hmm. How about some sandwiches?
 Adam: OK. We have some chicken, but we don't have any bread.
 Amanda: And we don't have any cheese.
 Adam: Do we have any lettuce?
 Amanda: Let's see. . . . No, we need some.
 Adam: Let's get some tomatoes, too.
 Amanda: OK. And let's buy some potato salad.
 Adam: All right. Everyone likes potato salad.



3 GRAMMAR FOCUS

Count and noncount nouns; some and any

Count nouns

an egg → eggs
a sandwich → sandwiches

Do we need **any** eggs?
 Yes. Let's get **some** (eggs).
 No. We **don't** need **any** (eggs).

Noncount nouns

bread
 lettuce

Do we need **any** bread?
 Yes. Let's get **some** (bread).
 No. We **don't** need **any** (bread).

A Complete the conversation with *some* or *any*.

Amanda: The store doesn't have potato salad.
 Adam: Well, we have lots of potatoes. Let's make!
 Amanda: OK. Do we have mayonnaise?
 Adam: No. We need to buy
 Amanda: We need onions, too.
 Adam: Oh, I don't want onions. I hate onions!
 Amanda: Then let's get celery.
 Adam: No. I don't want celery in my potato salad.
 But let's put apples in it.
 Amanda: Apples in potato salad? That sounds awful!



B Complete the chart with foods from Exercise 1. Then compare with a partner.

Count	Noncount
eggs.....	cream.....
.....
.....
.....

4

PRONUNCIATION Sentence stress

A Listen and practice. Notice the stressed words.

A: Do we need any eggs?

B: Yes. We need some eggs.

A: Do we need any lettuce?

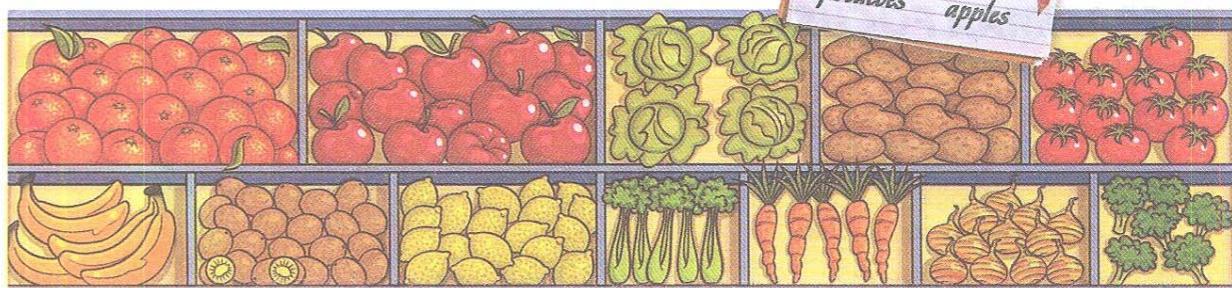
B: No. We don't need any lettuce.

B PAIR WORK Ask *Do we need...?* questions about the food in the picture. Then look at your shopping list and answer.

A: Do we need any oranges?

B: Yes. We need some oranges. Do we need any lettuce?

A: Let's see.... No. We don't need any lettuce.



5

SNAPSHOT

Listen and practice.

What Do You Have for Breakfast?

The United States

- cereal with milk
- fresh fruit
- orange juice
- coffee

Japan

- fish
- rice
- soup
- pickles
- green tea

Mexico

- eggs
- beans
- tortillas
- fresh fruit
- sweet bread
- coffee with milk

Source: www.about.com

What do you have for breakfast? Check (✓) the foods.

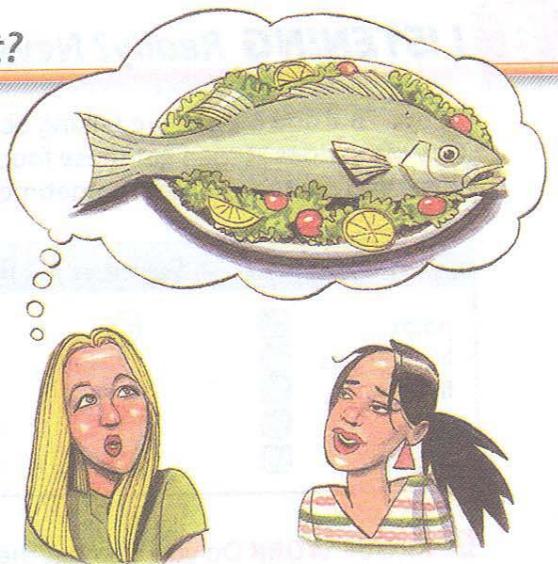
What else do you have for breakfast?

6

CONVERSATION Fish for breakfast?

Listen and practice.

Sarah: Let's have breakfast together on Sunday.
 Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
 Sarah: Really? What do you have?
 Kumiko: We usually have fish, rice, and soup.
 Sarah: Fish for breakfast? That's interesting.
 Kumiko: Sometimes we have a salad, too. And we always have green tea.
 Sarah: Well, I never eat fish for breakfast, but I like to try new things.



7

GRAMMAR FOCUS**Adverbs of frequency**

always

usually

often

I **sometimes** eat breakfast.

hardly ever

never

Sometimes I eat breakfast.

Do you **ever** have fish for breakfast?

Yes, I **always** do.

Sometimes I do.

No, I **never** do.

100%

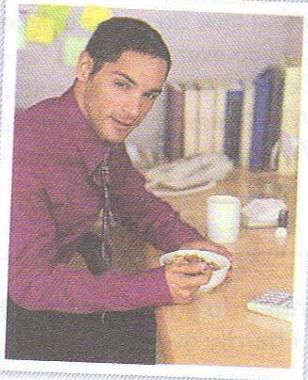
always
usually
often
sometimes
hardly ever
never

0%

A Put the adverbs in the correct places. Then practice with a partner.

usually

- A: What do you have for breakfast? (usually)
 B: Well, I have coffee and cereal. (often)
 A: Do you eat breakfast at work? (ever)
 B: I have breakfast at my desk. (sometimes)
 A: Do you eat rice for breakfast? (usually)
 B: No, I have rice. (hardly ever)



B Unscramble the sentences.

1. I / have breakfast / on / never / weekends
2. work / I / snacks / eat / at / hardly ever
3. eat / for / pasta / dinner / sometimes / I
4. have / I / dinner / with / often / family / my

I never have breakfast on weekends.

.....
.....
.....

C Rewrite the sentences from part B with your own information. Then compare with a partner.

A: I always have breakfast on weekends.

B: I hardly ever have breakfast on weekends. I usually get up late.

8

LISTENING Really? Never?

A Paul and Megan are talking about food.
How often does Megan eat these foods?
Listen and check (✓) Often, Sometimes, or Never.

	Often	Sometimes	Never
pasta	✓		
hamburgers			
fish			
eggs			
broccoli			



B GROUP WORK Do you ever eat the foods in part A? Tell your classmates.

A: I often eat pasta.
B: Really? I never eat pasta.
C: Well, I ...

9

MEALTIME HABITS

A Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

Name:	Name:
1. Do you always eat breakfast? _____	_____
2. What time do you usually eat lunch? _____	_____
3. Do you ever eat cereal for dinner? _____	_____
4. Do you ever go to a restaurant for breakfast? _____	_____
5. What's something you never eat for lunch? _____	_____
6. What do you usually drink with dinner? _____	_____
7. ? _____	_____
8. ? _____	_____

A: Manuel, do you always eat breakfast?
B: No, I hardly ever do.

B CLASS ACTIVITY Tell your classmates about your partners' mealtime habits.

"Manuel hardly ever eats breakfast. But he always eats lunch and dinner...."

10

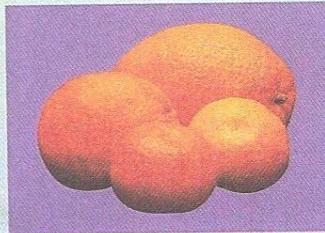
INTERCHANGE 9 Snack survey

Complete a snack survey. Go to Interchange 9 on page 123.

EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

On New Year's Day, many people eat special foods for good luck in the new year.



Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.



In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve – one grape for good luck in each month of the new year.



At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.



On New Year's Day in South Korea, people eat *dduk guk* – soup with rice cakes – for strength and health in the new year.



Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.

A Read the article. Then correct these sentences.

1. In Mandarin, the word "tangerine" sounds like "wealth."
2. Greeks eat pomegranates. Pomegranates bring health.
3. People in Spain eat 12 grapes, one grape for good luck in each hour of the day.
4. Swedish people eat rice pudding with money inside.
5. Koreans eat soup with chocolate cake for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollar bills.

B GROUP WORK Do you eat anything special on New Year's Day for good luck?

Do you do anything special? Tell your classmates.

10 What sports do you play?

1 SNAPSHOT

Listen and practice.

Sports Seasons in the U.S. and Canada

In the spring, people...

- play golf
- play soccer
- play basketball



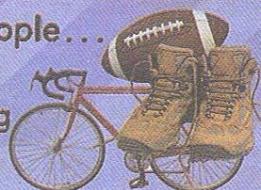
In the summer, people...

- play baseball
- play volleyball
- go swimming



In the fall, people...

- play football
- go bike riding
- go hiking



In the winter, people...

- play hockey
- go ice-skating
- go snowboarding



Source: Adapted from ESPN Information Please Sports Almanac

What sports are popular in your country? Check (✓) the sports.
Do you like sports? What sports do you play or watch?

2 CONVERSATION I love sports.

Listen and practice.

Lauren: So, Justin, what do you do in your free time?

Justin: Well, I love sports.

Lauren: Really? What sports do you like?

Justin: My favorites are hockey, baseball,
and soccer.

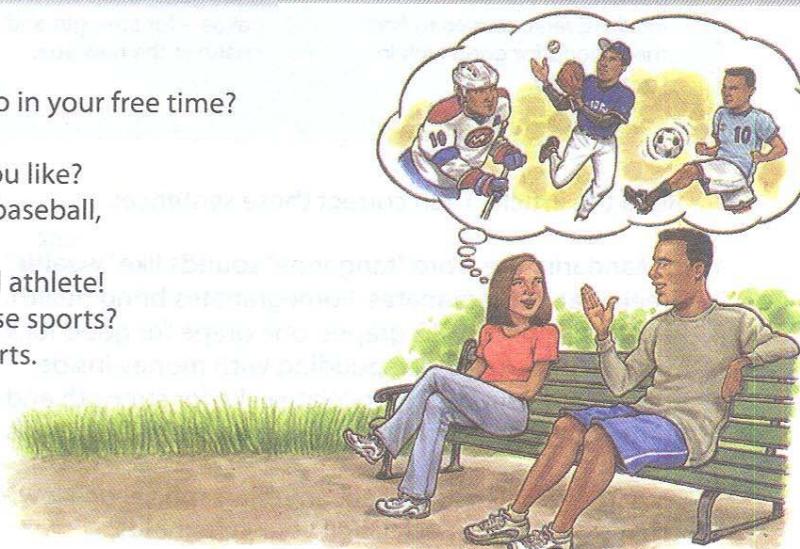
Lauren: Wow, you're a really good athlete!

When do you play all these sports?

Justin: Oh, I don't play these sports.

Lauren: What do you mean?

Justin: I just watch them on TV!



3

GRAMMAR FOCUS

Simple present Wh-questions 

What sports do you play?

Who do you play baseball **with**?

Where do you play?

How often do you practice?

When do you practice?

What time do you start?

I play **hockey and baseball**.

I play **with some friends from work**.

We play **at Hunter Park**.

We practice **once or twice a week**.

We practice **on Sundays**.

We start **at ten o'clock in the morning**.

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

1. A: I watch sports on TV every weekend.
B: Really? **What sports** do you like to watch?
A: Soccer. It's my favorite!
B: do you usually watch soccer?
A: On Sunday afternoons.
B: And do you usually watch it?
At home?
A: No, at my friend's house. He has a really big TV!
2. A: do you go bike riding?
B: Oh, about once a month.
A: I love to go bike riding. I go every Saturday.
B: Really? do you go?
A: Usually at about one o'clock.
B: Oh, yeah? do you usually go with?
A: My sister. Come with us next time!



B Complete the conversation with Wh-questions.

Then compare with a partner.

- A: **What sports do you like** ?
B: I like a lot of sports, but I really love volleyball!
A: ?
B: I usually play with my sister and some friends.
A: ?
B: We practice on Saturdays.
A: ?
B: We start at about noon.
A: ?
B: We usually play in our yard, but sometimes we play at the beach.



C PAIR WORK Ask your partner five questions about sports or other activities.

Then tell the class.

- A: What sports do you like?
B: I don't like sports very much.
A: Oh? What do you like to do in your free time?

4

LISTENING What sports do you like?

Listen to the conversations about sports.
Complete the chart.

Favorite sport	Do they play or watch it?	
	Play	Watch
1. Casey golf	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. John	<input type="checkbox"/>	<input type="checkbox"/>
3. Sue	<input type="checkbox"/>	<input type="checkbox"/>
4. Henry	<input type="checkbox"/>	<input type="checkbox"/>



5

FREE-TIME ACTIVITIES

A Add one question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

Name:	Name:
1. What sports do you like?
2. What sports do you dislike?
3. What do you do on Sundays?
4. What do you like to do in the summer?
5. How often do you play video games?
6. ?

A: Jae-hoon, what sports do you like?

B: I like a lot of sports. My favorites are soccer and baseball.

B **CLASS ACTIVITY** Tell your classmates about your partners' free-time activities.

6

CONVERSATION I can't sing.

Listen and practice.

Kayla: Oh, look. There's a talent contest
on Saturday. Let's enter.

Philip: I can't enter a talent contest. What can I do?

Kayla: You can sing really well.

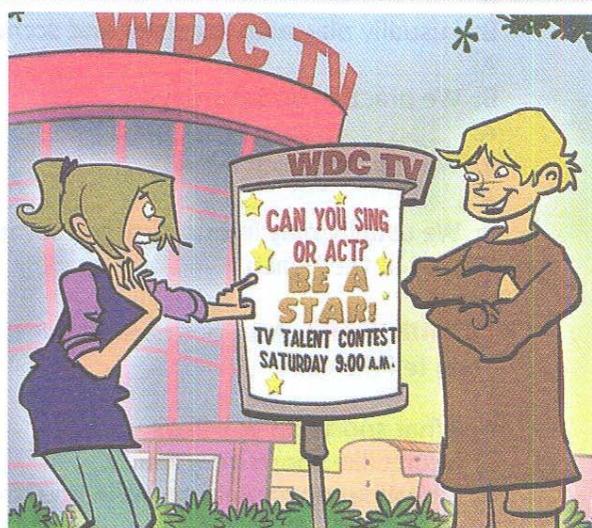
Philip: Oh, thanks. . . . Well, you can, too.

Kayla: Oh, no. I can't sing at all – but I
can play the piano.

Philip: So maybe we can enter the contest.

Kayla: Sure. Why not?

Philip: OK. Let's practice tomorrow!



7

GRAMMAR FOCUS

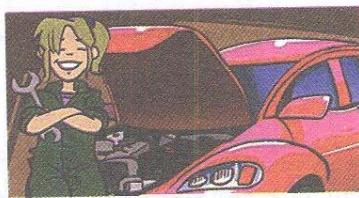
Can for ability

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

you	I
I	you
Can	he
she	sing?
we	Yes, he can .
they	No, she can't .

What **can** I do?
You **can** sing.
Who **can** sing?
Philip **can**.

A Kayla is talking about things she can and can't do. Complete these sentences.



1. I ... **can't** ... draw.

2. I fix cars.

3. I sing.



4. I ice-skate at all. 5. I play the piano. 6. I act.

B PAIR WORK Ask and answer questions about the pictures in part A.

A: Can Kayla draw?

B: No, she can't.

C GROUP WORK Can your classmates do the things in part A? Ask and answer questions.

"Can you draw, Pedro?"

8

PRONUNCIATION Can and can't

A Listen and practice. Notice the pronunciation of **can** and **can't**.

/kən/

/kænt/

I **can** play the piano. I **can't** sing at all.

B PAIR WORK Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1. I can sing.
 I can't sing.

2. I can act.
 I can't act.

3. I can dance.
 I can't dance.

4. I can swim.
 I can't swim.

What sports do you play? ■ 67

9 LISTENING I can do that!

Listen to three people talk about their abilities. Check (✓) the things they can do well.



1. Craig

2. Julie

3. Rob

10 WORD POWER

A Complete the word map with abilities and talents from the list. Then listen and check.

- ✓ bake a cake
- download a video
- do yoga
- fix a car
- play chess
- play the violin
- ride a horse
- sing English songs
- snowboard
- tell good jokes
- upload photos
- write poems

Musical or artistic
.....
.....
.....

Athletic
.....
.....
.....

Technical or mechanical
.....
.....
.....

Other
bake a cake
.....
.....

Abilities
and talents

B GROUP WORK Who can do the things in part A? Make a list of guesses about your classmates.

- A: Who can bake a cake?
B: I think Sophie can.
C: Who can download ...?

bake a cake - Sophie
download a video -

C CLASS ACTIVITY Go around the room and check your guesses.

- A: Sophie, can you bake a cake?
B: Yes, I can.

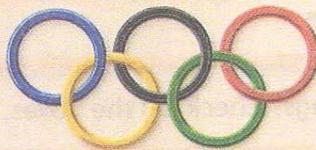
11

INTERCHANGE 10 Hidden talents

Learn more about your classmates' hidden talents. Go to Interchange 10 on page 124.

An interview with Shawn Johnson

How often do you think professional athletes practice?



Get a sneak peek
inside the life of
this U.S. gold
medal-winning
Olympic gymnast!



Where are you from?

Des Moines, Iowa. I live there now.

Who do you train with?

A lot of people think I have a private coach.
But I train with 13 other girls at the gym!

How often do you practice?

Most athletes train about 45 hours a week. But my parents want me to have a "normal life."
I train about 25 hours a week. I usually work out four hours a day during the week, and five to six hours on Saturdays. I don't practice on Sundays.

What do you eat to stay healthy?

I have to watch my diet to be a healthy gymnast.
But I don't get stressed about it.

What are your favorite foods?

Chicken and steak kebabs, peaches and cream,
and corn on the cob.

What do you do when you're not training?

I love to ride horses and spend time with my friends.

What do you do for good luck?

I always travel with my blankets. But I don't believe in good-luck charms!

Who are your biggest fans?

My mom, dad, and of course my coach!

A Read the interview. Then check (✓) the correct answers to the questions.

1. Who does Shawn train with?
a. just her coach b. other gymnasts
2. How often does she practice?
a. 25 hours a week b. 45 hours a week
3. How much does she train on Saturdays?
a. four hours b. five to six hours
4. What does she like to do in her free time?
a. eat in restaurants b. ride horses and be with friends
5. What does she travel with?
a. a good-luck charm b. her blankets

B GROUP WORK Do you think athletes have an easy life? Is playing a sport fun, or hard work? Discuss your reasons with your classmates.

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Make and respond to suggestions (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about food and drink (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about eating habits (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of sporting activities (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about likes and dislikes (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about job abilities (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

CLASS PICNIC

GROUP WORK Plan a class picnic. Choose two main dishes, two salads, two drinks, and two desserts. Then tell the class.

Main dishes	
Salads	
Drinks	
Desserts	

useful expressions

Do we want any ... ?
Let's get/make some ...
I don't want/like ...

2

AT THE MOVIES

PAIR WORK Does your partner ever have these things at the movies? Ask questions and complete the survey.

	always	usually	sometimes	hardly ever	never
1. popcorn	<input type="checkbox"/>				
2. fruit	<input type="checkbox"/>				
3. soda	<input type="checkbox"/>				
4. candy	<input type="checkbox"/>				
5. fish	<input type="checkbox"/>				
6. coffee	<input type="checkbox"/>				

A: Do you have popcorn at the movies?

B: Yes, I always have popcorn.

3 LISTENING What do you play?

Listen to Jenny ask Ben about sports. Check (✓) Ben's answers.

- | | | |
|--|--|--|
| 1. <input type="checkbox"/> I play baseball.
<input checked="" type="checkbox"/> I play basketball. | 3. <input type="checkbox"/> At 6:30 P.M.
<input checked="" type="checkbox"/> At 6:30 A.M. | 5. <input type="checkbox"/> On the weekends.
<input checked="" type="checkbox"/> In the afternoons. |
| 2. <input type="checkbox"/> Some friends from school.
<input checked="" type="checkbox"/> Some friends from work. | 4. <input type="checkbox"/> Every day.
<input checked="" type="checkbox"/> Every week. | 6. <input type="checkbox"/> At the park.
<input checked="" type="checkbox"/> In the yard. |

4 WHAT DO YOU LIKE?

A Complete the chart with things you love, like, and don't like.

I love ...	I like ...	I don't like ...
Sports
Foods
Clothes

B PAIR WORK Find out what your partner loves, likes, and doesn't like. Then ask more questions with *who*, *where*, *how often*, or *when*.

A: What sports do you love?

B: I love ice-skating.

A: Who do you usually go ice-skating with?

5 JOB ABILITIES

GROUP WORK What can these people do well? Make a list. Use the abilities in the box and your own ideas. Then tell the class.



chef



mechanic



artist



musician

bake
cook
draw
fix a car
fix a motorcycle
paint
play the piano
read music

A: A chef can cook very well.

B: A chef can also bake things, like cakes.

C: Also, a chef can ...

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

11 What are you going to do?

1 MONTHS AND DATES

A Listen and practice the months.

Months

January
July

February
August

March
September

April
October

May
November

June
December

B Complete the dates. Then listen and practice.

Dates

1st	first
2nd	second
	third
4th	fourth
5th	fifth
6th	sixth
	seventh
8th	eighth
9th	ninth
	tenth

11th	eleventh
	twelfth
13th	thirteenth
14th	fourteenth
	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
	nineteenth
20th	twentieth

21st	twenty-first
	twenty-second
23rd	twenty-third
	twenty-fourth
25th	twenty-fifth
	twenty-sixth
27th	twenty-seventh
	twenty-eighth
29th	twenty-ninth
	thirtieth
	thirty-first

C CLASS ACTIVITY Go around the room. Ask your classmates' birthdays.

A: When's your birthday?

B: It's July twenty-first. When's yours?

2

CONVERSATION Birthday plans

Listen and practice.

Angie: Are you going to do anything exciting this weekend?

Philip: Well, I'm going to celebrate my birthday.

Angie: Oh, happy birthday! When is it, exactly?

Philip: It's August ninth – Sunday.

Angie: So what are your plans?

Philip: I'm going to go to my friend Kayla's house.
She's going to cook a special dinner for me.

Angie: Nice! Is she going to bake a cake, too?

Philip: Bake a cake? Oh, I'm not sure.



3

GRAMMAR FOCUS**The future with be going to**

Are you **going to do** anything this weekend? Yes, I am. I'm **going to celebrate** my birthday.

No, I'm not. I'm **going to stay** home.

Is Kayla **going to cook** dinner for you?

Yes, she is. She's **going to cook** a special dinner.

Are your friends **going to be** there?

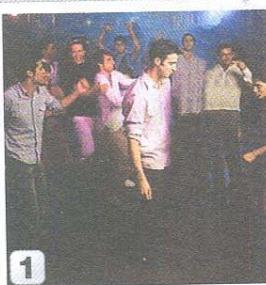
No, she's not. She's **going to order** takeout.

Yes, they are. They're **going to stop** by after dinner.

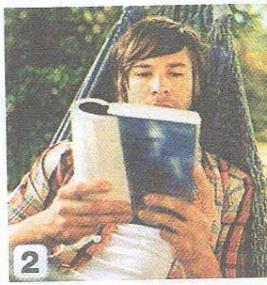
No, they're not. They're **going to be** away all weekend.

A What are these people going to do this weekend?

Write sentences. Then compare with a partner.



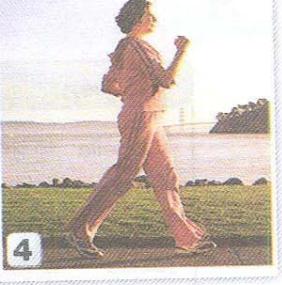
1



2



3



4



5



6



7



8

1. They're going to go dancing.

B PAIR WORK Is your partner going to do the things in part A this weekend? Ask and answer questions.

"Are you going to go dancing this weekend?"

4

PRONUNCIATION Reduction of going to

A Listen and practice. Notice the reduction of **going to** to /gənə/.

A: Are you **going to** have a party?
B: No. I'm **going to** meet a friend.

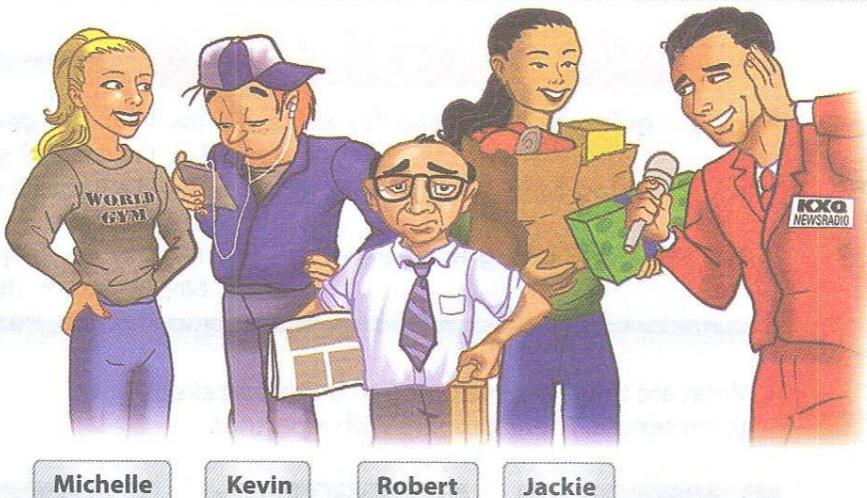
A: Are you **going to** go to a restaurant?
B: Yes. We're **going to** go to Nick's Café.

B PAIR WORK Ask your partner about his or her evening plans. Try to reduce **going to**.

5 LISTENING Evening plans

A It's 5:30 P.M. What are these people's evening plans? Write your guesses in the chart.

B Listen to the interview. What are the people really going to do? Complete the chart.



Michelle

Kevin

Robert

Jackie

Your guess

Michelle is going to go to the gym.
Kevin
Robert
Jackie

What they're really going to do

Michelle
Kevin
Robert
Jackie

6 INTERCHANGE 11 Guessing game

Make guesses about your classmates' plans. Go to Interchange 11 on page 125.

7 SNAPSHOT

Listen and practice.

Holidays in the United States



January 1st



February 14th



July 4th



October 31st



The fourth Thursday
in November



December 25th

Source: *The Concise Columbia Encyclopedia*

Do you celebrate any of these holidays?

What are some holidays in your country? What's your favorite holiday?

8

CONVERSATION Have a good Valentine's Day.

Listen and practice.

Mona: So, Tyler, do you have any plans for Valentine's Day?

Tyler: I do. I'm going to take my girlfriend out for dinner.

Mona: Oh, really? Where are you going to eat?

Tyler: At Laguna's. It's her favorite restaurant.

Mona: How fancy! She's going to like that!

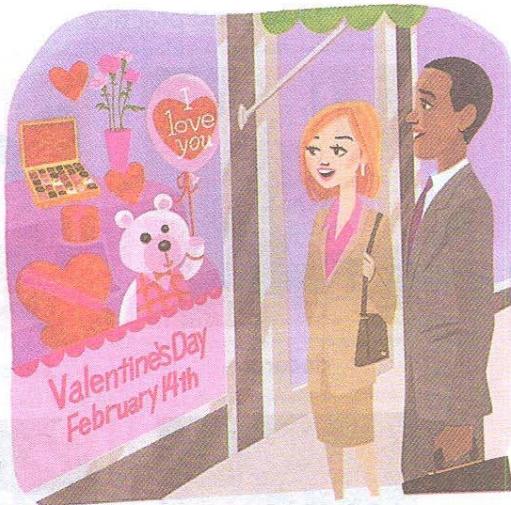
Tyler: How about you? What are you going to do?

Mona: Well, I'm not going to go to a restaurant.

I'm going to go to a dance.

Tyler: Sounds like fun. Well, have a good Valentine's Day.

Mona: Thanks. You, too.



9

GRAMMAR FOCUS**Wh-questions with be going to**

What are you **going to do** for Valentine's Day?

I'm **going to go** to a dance.

I'm **not going to go** to a restaurant.

How is Mona **going to get** to the dance?

She's **going to drive**.

She's **not going to take** the bus.

Where are Tyler and his girlfriend **going to eat**?

They're **going to eat** at Laguna's.

They're **not going to eat** at Nick's Café.

A Complete these conversations with the correct form of *be going to*.

Then practice with a partner.

1. A: Where are you going to spend (spend) summer vacation?

B: My parents and I (visit) my grandparents.

2. B: Who you (invite) to Thanksgiving dinner?

A: I (ask) my family and some good friends.

3. A: What you (do) for Halloween?

B: I don't know. I (not do) anything special.

4. A: How your parents (celebrate) New Year's Eve?

B: They (go) to their neighbor's party.

5. A: What your sister (do) for her birthday?

B: Her boyfriend (take) her out to dinner.

B GROUP WORK Ask your classmates about their plans.

Use the time expressions in the box.

A: What are you going to do tonight?

B: I'm going to go to a party.

C: Oh, really? Who's going to be there?

B: Well, Lara and Rosa are going to come.

But Jeff isn't going to be there....

time expressions

tonight

next week

tomorrow

next month

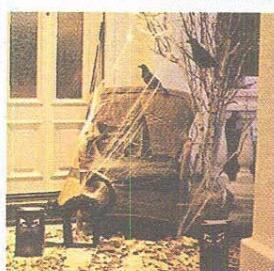
tomorrow afternoon

next summer

tomorrow night

next year

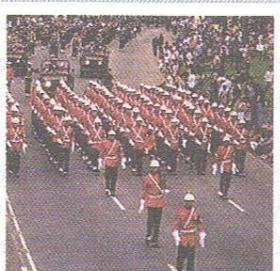
A Listen and practice.



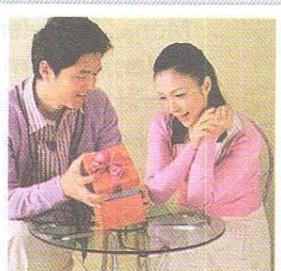
decorate



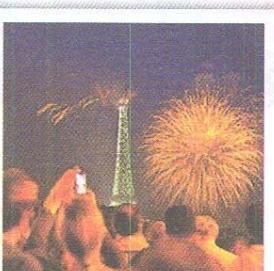
eat special food



go to a parade



give gifts



watch fireworks



play music



go on a picnic



wear special clothes

B PAIR WORK Are you going to celebrate a special day this year? Are you (or is someone you know) going to do any of the things in part A?

A: I'm going to go to a wedding next month. I'm going to wear special clothes.

B: Is it a traditional wedding?

A PAIR WORK Choose any holiday or festival. Then ask and answer these questions.

What is the holiday or festival?

When is it?

What are you going to do?

Where are you going to go?

Who's going to be there?

When are you going to go?

How are you going to get there?

A: What is the holiday or festival?

B: It's Cinco de Mayo.

A: When is it?

B: It's on May fifth.

A: What are you going to do?

B: I'm going to go to a parade....

Cinco de Mayo in Mexico



Setsubun in Japan



B CLASS ACTIVITY Tell the class about your partner's plans.

What are you going to do on your birthday?

Scan the article. How old is each person going to be?



Elena Buenaventura

Madrid

"My twenty-first birthday is on Saturday, and I'm going to go out with some friends. To wish me a happy birthday, they're going to pull on my ear 21 times – once for each year. It's an old custom. Some people pull on the ear just once, but my friends are very traditional!"



Mr. and Mrs. Aoki

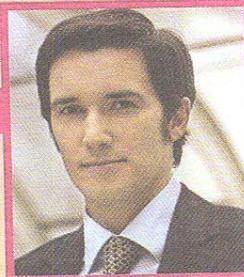
Kyoto

"My husband is going to be 60 tomorrow. In Japan, the sixtieth birthday is called *kanreki* – it's the beginning of a new life. The color red represents a new life, so children often give something red as a present. What are our children going to give him? A red hat and vest!"

Ka-me Shi

Taipei

"Tomorrow is my sixteenth birthday. It's a special birthday, so we're going to have a family ceremony. I'm probably going to get some money in 'lucky' envelopes from my relatives. My mother is going to cook noodles – noodles are for a long life."



Philippe Joly

Paris

"I'm going to be 30 next week, so I'm going to invite three very good friends out to dinner. In France, when you have a birthday, you often invite people out. In some countries, I know it's the opposite – people take you out."

A Read the article. Then correct these sentences.

1. To celebrate her birthday, Elena is going to pull on her friends' ears.
2. Ka-me is going to cook some noodles on her birthday.
3. On his birthday, Mr. Aoki is going to buy something red.
4. Philippe's friends are going to take him out to dinner on his birthday.

B GROUP WORK How do people usually celebrate birthdays in your country?

Do you have plans for your next birthday? How about the birthday of a friend or a family member? What are you going to do? Tell your classmates.

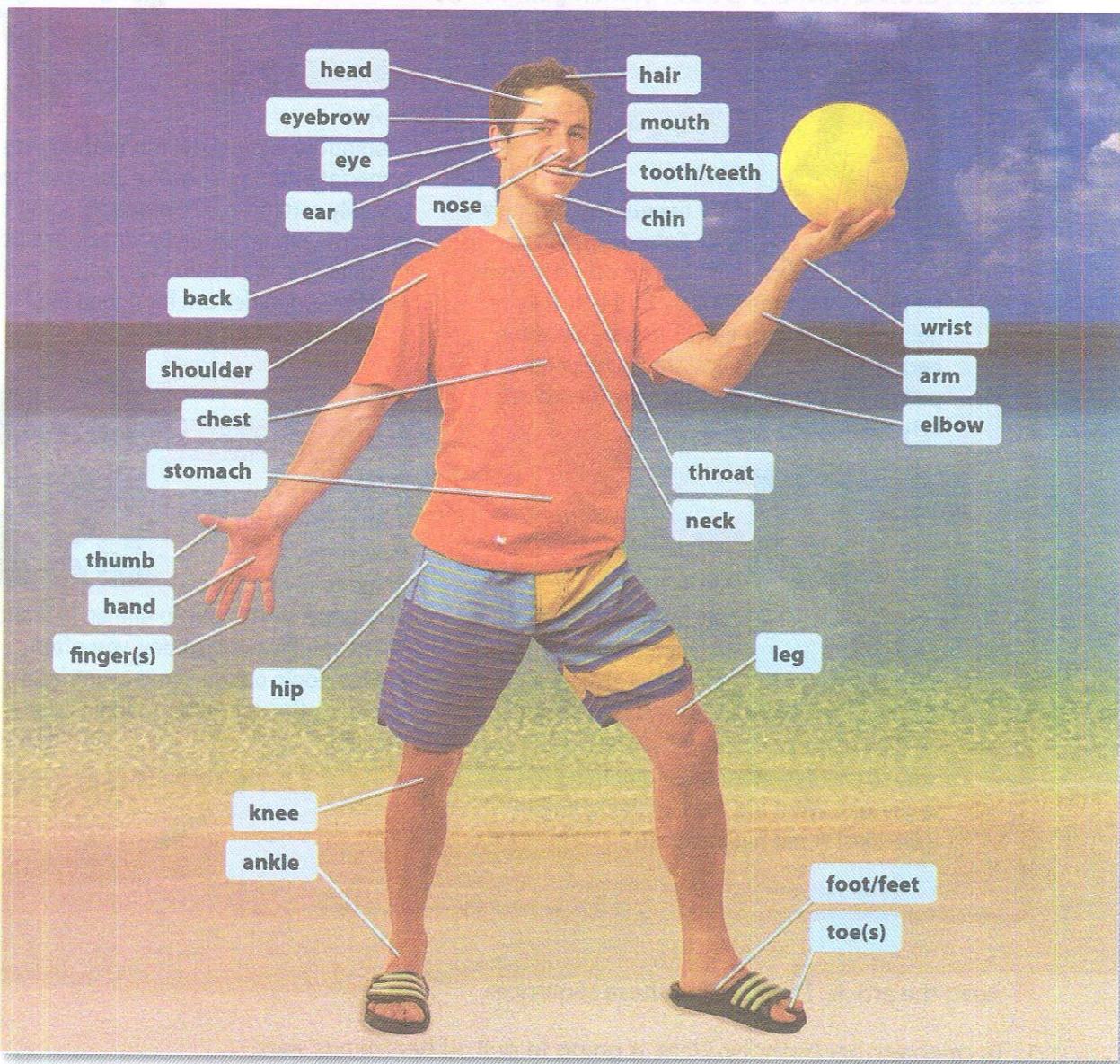
12

What's the matter?

1

WORD POWER Parts of the body

A Listen and practice.



B PAIR WORK Complete these sentences.

I have one ...

I have two ...

I have ten ...

A: I have one head, one nose, one mouth, one ...

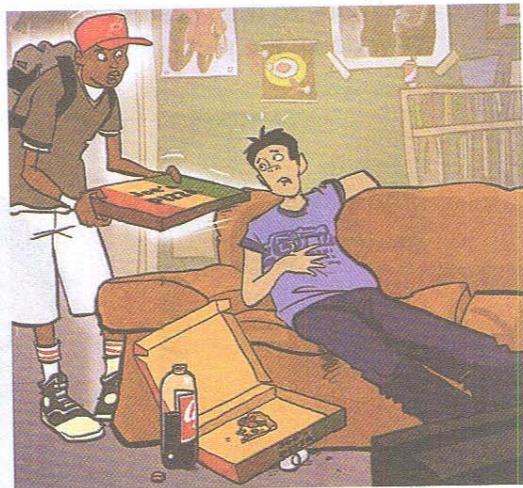
B: And I have two eyes, two ears, two elbows, two ...

2

CONVERSATION I don't feel well.

Listen and practice.

Steve: Hi, Kyle. How's it going?
 Kyle: Oh, hi, Steve. Not so well, actually.
 I don't feel well.
 Steve: What's the matter? Hey, you don't look so good.
 Kyle: I have a stomachache.
 Steve: That's too bad. Do you have the flu?
 Kyle: No, I just feel really sick.
 Steve: Well, do you want anything? A glass of soda?
 Kyle: No, but thanks anyway.
 Steve: Well, I'm going to have some pizza.
 Is that OK?



3

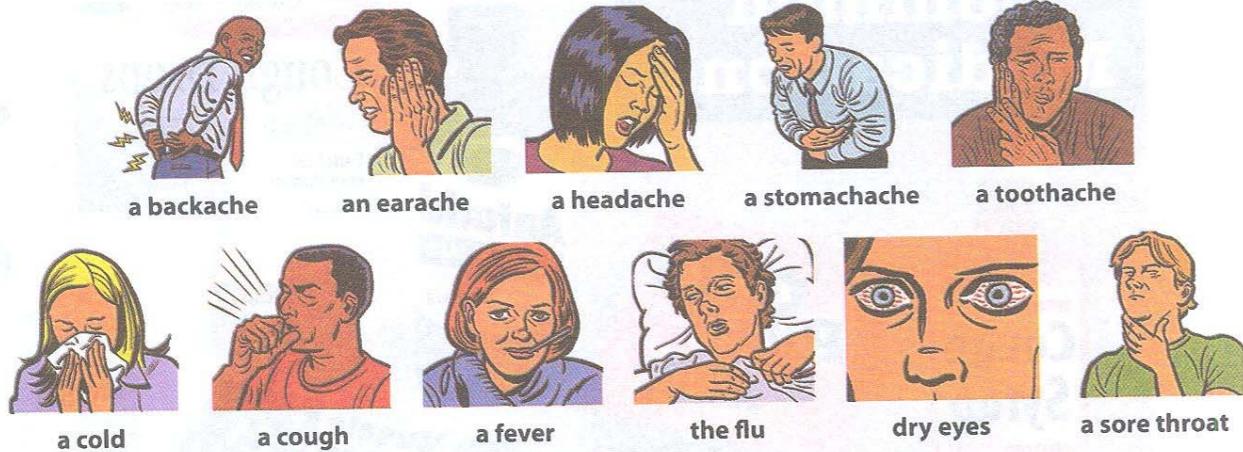
GRAMMAR FOCUS**Have + noun; feel + adjective**

What's the matter?
 What's wrong?
I have a headache.
I have a backache.
I have the flu.

How are you?
 How do you feel?
I feel sick.
I feel better.
I don't feel well.

Negative adjectives	Positive adjectives
horrible	fine
awful	great
terrible	terrific
miserable	fantastic

A Listen and practice. "He has a backache."



B CLASS ACTIVITY Imagine you don't feel well today.
 Go around the class. Find out what's wrong with your classmates.

A: How are you today, Jun?
 B: I feel terrible. I have a stomachache.
 A: I'm sorry to hear that.
 B: How do you feel?

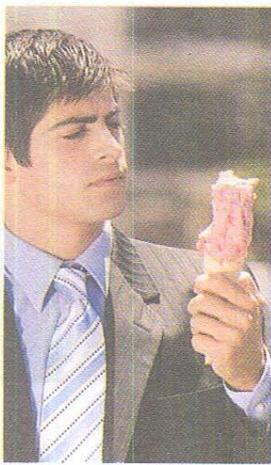
useful expressions

That's good.
 I'm glad to hear that.
 That's too bad.
 I'm sorry to hear that.

4

LISTENING What's wrong?

A Where do these people hurt? Guess.
Write down the parts of the body.



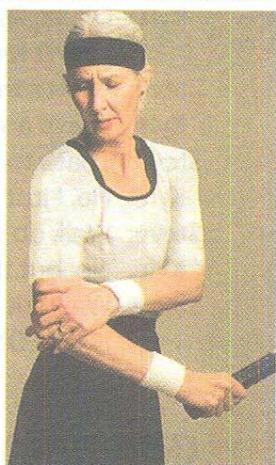
1. Jeffrey



2. Marta



3. Ben



4. Alison

B Listen to the conversations. Check your guesses.

5

SNAPSHOT

Listen and practice.



Source: Based on information from *Almanac of the American People*

What medications do you have at home?
What are these medications for?

6

CONVERSATION Don't work too hard.

Listen and practice.

Dr. Young: Hello, Ms. West. How are you today?

Ms. West: Not so good.

Dr. Young: What's wrong, exactly?

Ms. West: I'm exhausted!

Dr. Young: Hmm. Why are you so tired?

Ms. West: I don't know. I just can't sleep at night.

Dr. Young: OK. Let's take a look at you.

A few minutes later

Dr. Young: I'm going to give you some pills.

Take one pill every evening after dinner.

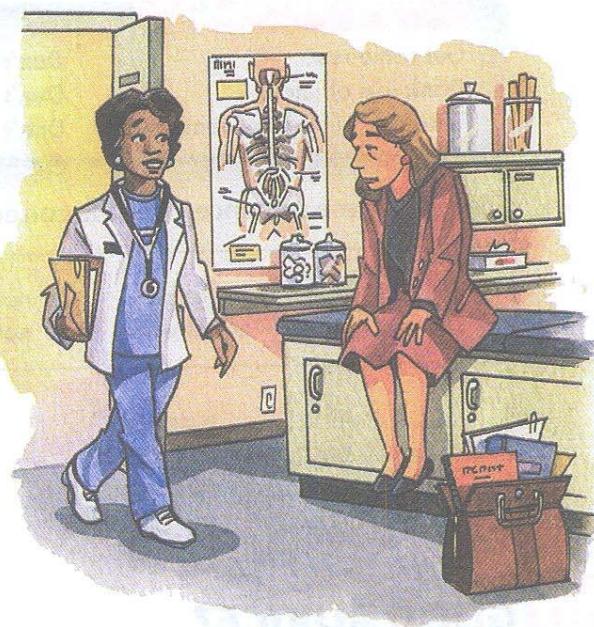
Ms. West: OK.

Dr. Young: And don't drink coffee, tea, or soda.

Ms. West: Anything else?

Dr. Young: Yes. Don't work too hard.

Ms. West: All right. Thanks, Dr. Young.



7

LISTENING Let's take a look.

- Listen to Dr. Young talk to four other patients. What does she give them? Check (✓) the correct medications.

	Cough drops	Aspirin	Cold pills	Eyedrops	Nasal spray	Muscle cream
1. Chuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Pam	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Joey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sandra	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8

PRONUNCIATION Sentence intonation

- A Listen and practice. Notice the intonation in these sentences.

Take some aspirin.

Don't drink coffee.

Try these eyedrops.

Don't work too hard.

Use some muscle cream.

Don't exercise this week.

- B PAIR WORK Practice the conversation in Exercise 6 again.

Pay attention to the sentence intonation.

9

GRAMMAR FOCUS**Imperatives**

Get some rest.
Drink lots of juice.
Take one pill every evening.

Don't stay up late.
Don't drink soda.
Don't work too hard.

Complete these sentences. Use the correct forms of the words in the box.

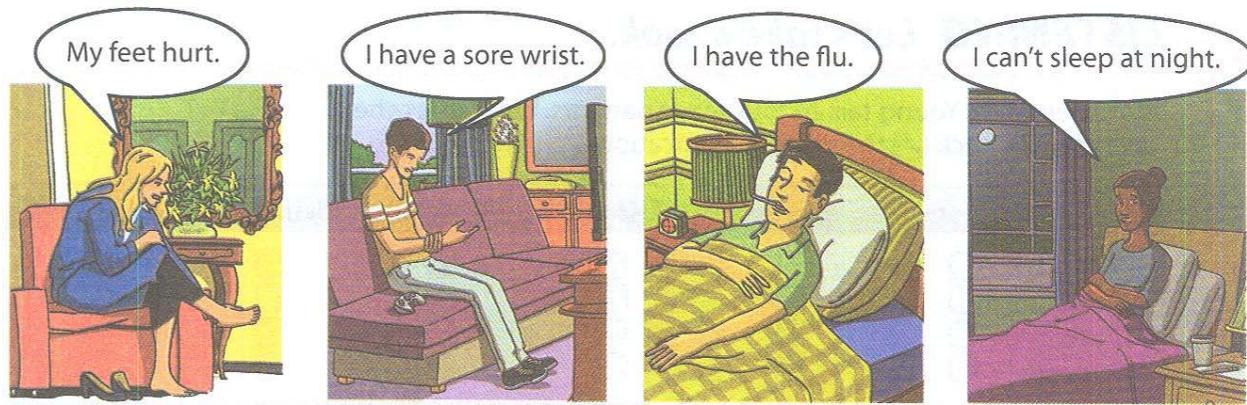
✓call	stay	not go	not drink
see	take	✓not worry	not eat

1. Call a dentist.
2. Don't worry too much.
3. two aspirin.
4. to school.
5. in bed.
6. a doctor.
7. coffee.
8. any candy.

10

GOOD ADVICE?

A Write two pieces of advice for each problem.



1.
2.
3.
4.

B GROUP WORK Act out the problems from part A. Your classmates give advice.

- A: I feel awful!
 B: What's the matter?
 A: My feet hurt.
 B: I have an idea. Take a hot bath. And don't ...
 C: Here's another idea ...

11

INTERCHANGE 12 Helpful advice

Give advice for some common problems. Go to Interchange 12 on page 126.

10 Simple Ways to Improve Your Health

What are some ways to improve your health? Don't look at the article.

Believe it or not, you can greatly improve your health in 10 very simple ways.

1 Eat breakfast.
Breakfast gives you energy for the morning.

2 Go for a walk.
Walking is good exercise, and exercise is necessary for good health.



3 Floss your teeth.
Don't just brush them. Flossing keeps your gums healthy.



4 Drink eight glasses of water every day.
Water helps your body in many ways.

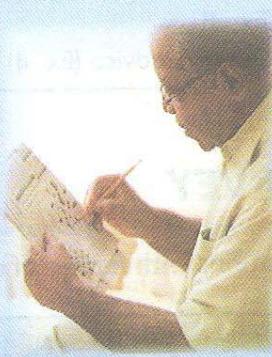
5 Stretch for five minutes.
Stretching is important for your muscles.



6 Get enough calcium.
Your bones need it. Dairy foods like yogurt, milk, and cheese have calcium.



7 Do something to challenge your brain. For example, do a crossword puzzle or read a new book.



9 Wear a seat belt. Every year, seat belts save thousands of lives.



10 Protect your skin. Use lots of moisturizer and sunscreen.



Source: Cooking Light® Magazine

A Read the article. Then complete the sentences.

1. To get exercise, go for a walk.
2. To help your bones, get enough calcium.
3. To help your muscles, stretch for five minutes.
4. To keep your gums healthy, floss your teeth.
5. To have energy for the morning, eat breakfast.
6. To challenge your brain, do something to challenge your brain.

B GROUP WORK What things in the article do you do regularly? What else do you do for your health? Tell your classmates.

Units 11–12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about future plans (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use future time expressions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand conversations about problems (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about problems (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask how people are and give advice (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

HOLIDAY SURVEY

A Complete the questions with names of different holidays.

Are you going to ... ?	Name
eat special food on
give gifts on
have a party on
play music on
wear special clothes on

B CLASS ACTIVITY Are your classmates going to do the things in part A? Go around the class and find out. Try to write a different person's name on each line.

2

PLANS, PLANS, PLANS

Complete these questions with different time expressions.
Then ask a partner the questions.

1. How are you going to get home tonight
2. What time are you going to go to bed
3. Who's going to be here
4. Where are you going to go
5. What are you going to do
6. Who are you going to eat dinner with

3

LISTENING What's the matter?

Listen to six conversations. Number the pictures from 1 to 6.



..... This person needs some ketchup.



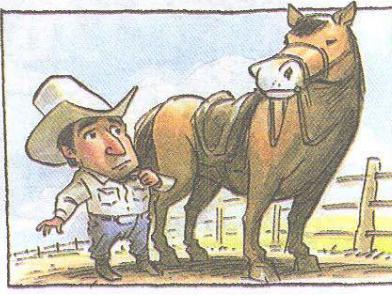
..... This person has a backache.



..... This person can't dance very well.



..... 1. This person feels sad.



..... This person is going to ride a horse.



..... This person has the flu.

4

THAT'S GREAT ADVICE!

A Write a problem on a piece of paper. Then write advice for the problem on a different piece of paper.

My ankle hurts.

Get some muscle cream.

B CLASS ACTIVITY Put the papers with problems and the papers with advice in two different boxes. Then take a new paper from each box. Go around the class and find the right advice for your problem.

A: I feel terrible.

B: What's the matter?

A: My ankle hurts.

B: I can help. Get some eyedrops.

A: That's terrible advice!

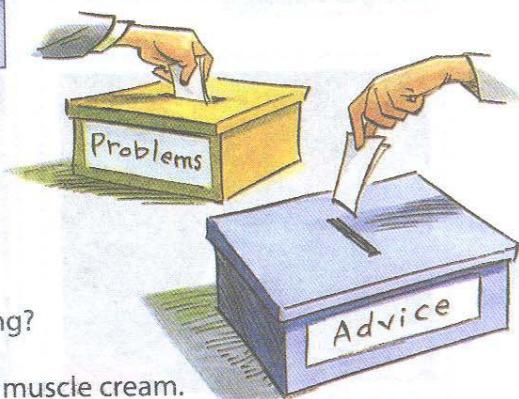
A: I feel awful.

C: Why? What's wrong?

A: My ankle hurts.

C: I know! Get some muscle cream.

A: That's great advice. Thanks!

**WHAT'S NEXT?**

Look at your Self-assessment again. Do you need to review anything?