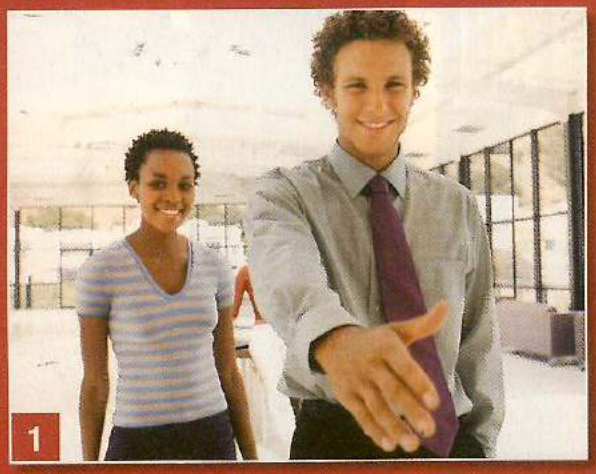
Unit 1

All about you

In Unit 1, you learn how to . . .

- use the verb *be* with *I*, *you*, *we*, and *it*.
- say hello and good-bye.
- say your name, telephone number, and e-mail address.
- ask *How about you?*
- use everyday expressions like *Thanks*.



Before you begin . . .

Match each expression with a picture.

1 Hello.	___ Thanks.	___ Good morning.	___ Hi.
___ Bye.	___ Good night.	___ Thank you.	___ Good-bye.

Lesson A Hello and good-bye

Matt *Good morning, Sarah. How are you?*
Sarah *Good. How are you, Matt?*
Matt *I'm fine, thanks.*

Matt *Hello. I'm Matt Lenski.*
Emily *Hi, I'm Emily Kim. Nice to meet you.*
Matt *Nice to meet you.*

1 Getting started

A Listen. Matt and Sarah are friends. Are Matt and Emily friends? Practice the conversations.

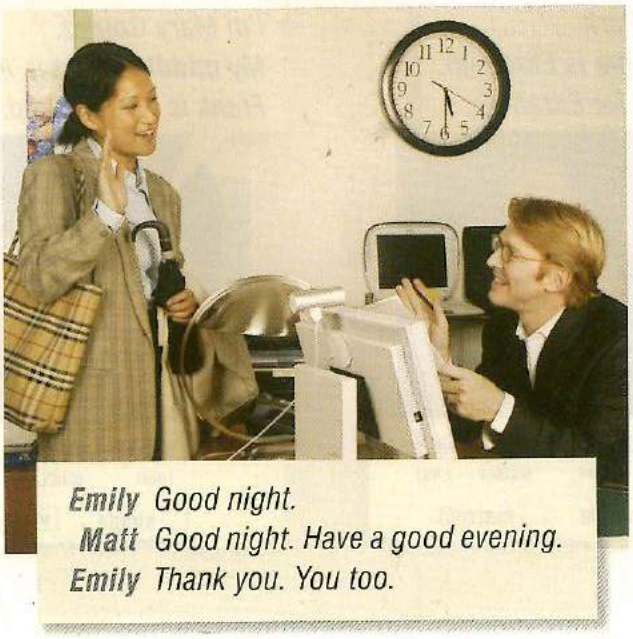
Figure it out → **B** Can you complete these conversations? Then practice with a partner. Use your own names.

1. *A* Hello. I 'm ___ Chris.
   B Hi. Nice to meet you. ___ Sam.
   A Nice to meet _____.

2. *A* Hi, Pat. How _____ you?
   B I'm _____. How are _____?
   A Good, thanks.

2 Building vocabulary

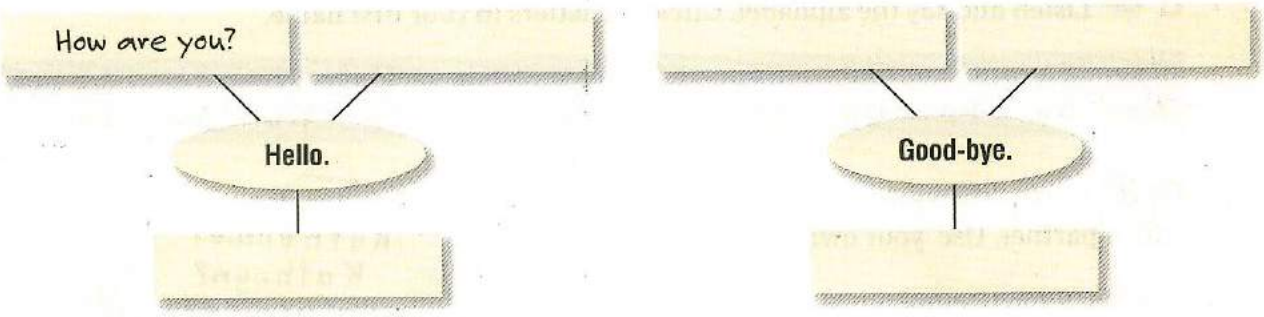
A Listen. Practice the conversations.



B Listen to the conversations. Check (✓) the responses you hear.

1. Bye. Have a good evening.
   - ☐ You too. Good-bye.
   - ☑ You too. Good night.
2. Hi. How are you?
   - ☐ Good, thanks.
   - ☐ I'm fine.
3. Bye. See you later.
   - ☐ OK. See you later.
   - ☐ Bye. See you next week.
4. Hey, Oscar!
   - ☐ Hi. How are you?
   - ☐ Hello.
5. Good-bye. Have a nice day.
   - ☐ Thank you.
   - ☐ Thanks. You too.

Word sort → **C** Write three expressions for saying hello and good-bye. Compare with a partner.



D *Class activity* Say hello and good-bye to five classmates.

3 Vocabulary notebook *Meetings and greetings*

See page 10 for a new way to log and learn vocabulary.

Lesson B Names

Hi. My name is David.
*My **last name** is Hanson.*

Name: David Allen Hanson
FIRST MIDDLE LAST
☑ single ☐ married

Hi, I'm Liz Park.
*My **first name** is Elizabeth.*
Liz is short for Elizabeth.

Name: Elizabeth – Park
FIRST MIDDLE LAST
☑ single ☐ married

I'm Mary Gomez.
*My **middle name** is Ann.*
Frank is my husband.

Name: Mary Ann Gomez
FIRST MIDDLE LAST
☐ single ☑ married

1 Saying names in English

A Listen to the people above give their names.

B Complete the sentences. Then compare with a partner.

1. My first name is _____.
2. My last name is _____.
3. My middle name is _____.
4. My nickname is _____.
5. My teacher's name is _____.
6. My favorite name is _____.

Miss, Mrs., Ms., Mr.?

- David Hanson is single. → ***Mr.** Hanson*
- Liz Park is single. → ***Ms.** Park / **Miss** Park*
- Mary Gomez is married. → ***Ms.** Gomez / **Mrs.** Gomez*
- Frank Gomez is married. → ***Mr.** Gomez*

C Listen and say the alphabet. Circle the letters in your first name.

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

D Listen. Then practice the conversation with a partner. Use your own names.

A What's your name?
B Catherine Ravelli.
A How do you spell *Catherine*?
B C-A-T-H-E-R-I-N-E.
A Thanks. And your last name?
B R-A-V-E-L-L-I.

About you → **E** ***Class activity*** Ask your classmates their names. Make a list.

2 Building language

A Listen. Which classroom is Carmen in this term? What about Jenny? Practice the conversation.

Mr. Martin Good morning. Are you here for an English class?
Carmen Yes, I am. I'm Carmen Rivera.
Mr. Martin OK. You're in Room B.
Jenny And I'm Jenny.
Mr. Martin Are you Jenny Loo?
Jenny No, I'm not. I'm Jenny Lim. Am I in Room B, too?
Mr. Martin Yes. . . . Wait – no, you're not. You're in Room G.
Jenny Oh, no! Carmen, we're not in the same class!

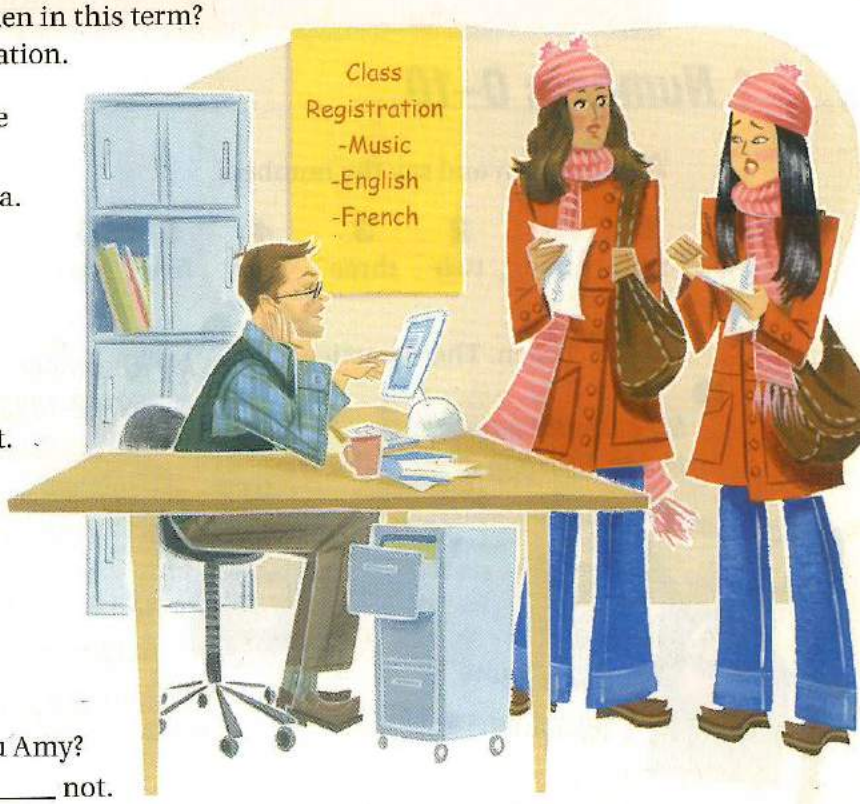


Figure it out

B Complete the answers. Then check the names of five classmates.

1. *A* Are you Amy?
   B Yes, I ____.
2. *A* Are you Amy?
   B No, _____ not.

3 Grammar *The verb be: I, you, and we*

I'm Jenny.	**Are you** Jenny?
I'm not Carmen.	Yes, **I am**. / No, **I'm not**.
You're in Room G.	**Am I** in Room B?
You're not in Room B.	Yes, **you are**. / No, **you're not**.
We're in different classes.	**Are we** in the same class?
We're not in the same class.	Yes, **we are**. / No, **we're not**.

I'm = I am *you're = you are* *we're = we are*

In conversation . . .

I is the most common word.
I'm is more common than ***I am***.

A Complete the conversations. Then practice with a partner.

1. *A* Are you Emiko?
   B Yes, I ____. I____ here for an English class.
   _____ you here for English, too?
   A No, I____ _____. I____ here for a French class.

2. *A* _____ you Chris?
   B Yes, I ____. _____ we in the same class?
   A Yes, we _____. I____ Dino.
   B Hi, Dino. Nice to meet you.

B ***Pair work*** Choose a conversation and practice. Use your own information. Then act out your conversation for the class.

Lesson C Personal information

1 Numbers 0–10

A Listen and say the numbers.

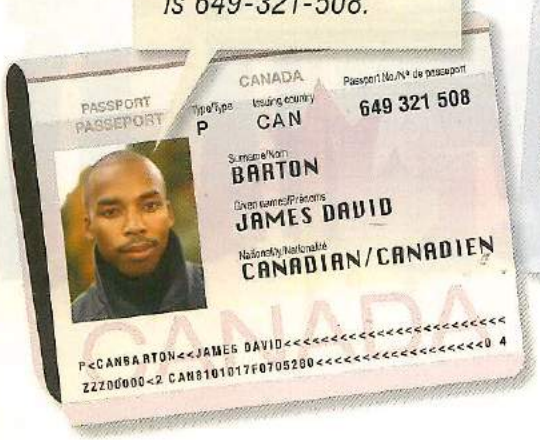
0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten

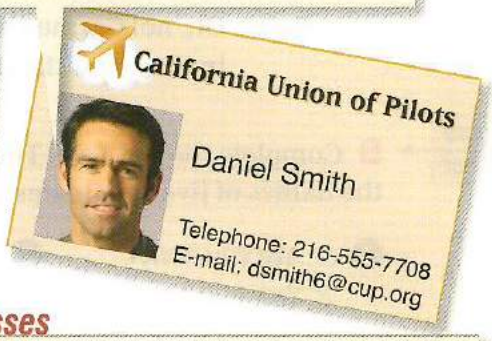
B Listen. Then practice.

❶ *My passport number is 649-321-508.*

❷ *My ID number is 259-62-1883.*

❸ *My phone number is 216-555-7708. My e-mail address is dsmith6@cup.org.*





Numbers and e-mail addresses

216-555-7708 = "two-one-six, five-five-five, seven-seven-**oh (zero)**-eight"
dsmith6@cup.org = "d-smith-six-**at**-c-u-p-**dot**-org"

2 Building language

A Listen. What is Victor's telephone number? Practice the conversation.

Receptionist Hi! Are you a member?
Victor No, I'm just here for the day.
Receptionist OK. So, what's your name, please?
Victor Victor Lopez.
Receptionist And what's your phone number?
Victor It's 646-555-3048.
Receptionist And your e-mail address?
Victor Um . . . it's vlopez6@cup.org.
Receptionist OK. So it's $10 for today. Here's your pass.
Victor Thanks.

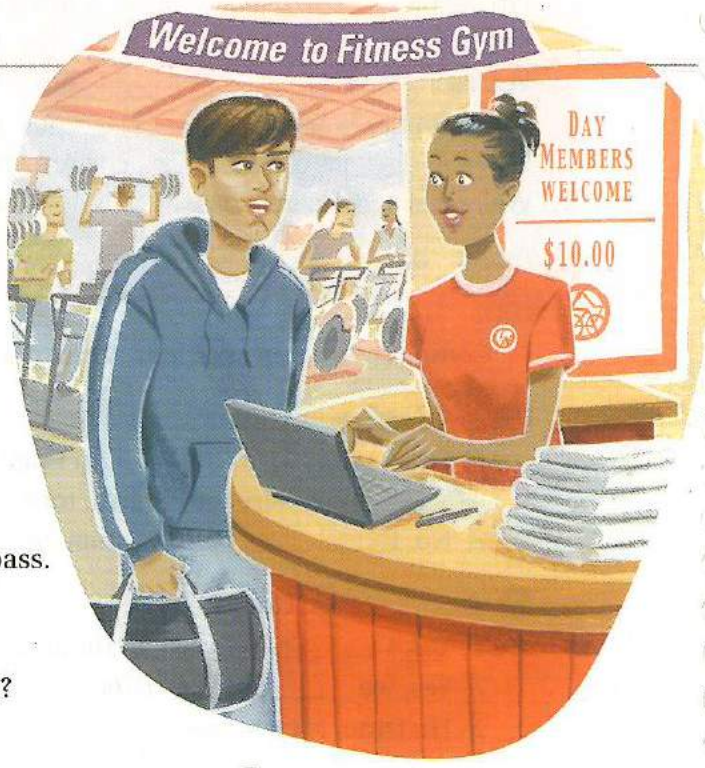


Figure it out → **B** Can you complete these questions and answers? Then practice with a partner.

❶ *A* _____ your name?
B Joe Garrett.

❷ *A* What's _____?
B It's jgarrett@cup.org.

❸ *A* _____?
B _____ 646-555-4628.

3 Grammar What's . . . ?; It's . . .

What's your name?	**My name's** Victor Lopez.
What's your e-mail address?	**It's** vlopez6@cup.org.
What's your phone number?	**It's** 646-555-3048.

What's = What is *name's = name is* *It's = It is*

In conversation . . .

Phone is 6 times more common than ***telephone***.

A Match the questions and answers. Then practice.

1. What's your teacher's name? b
2. What's your first name? ____
3. What's your e-mail address? ____
4. What's your phone number? ____
5. What's your last name? ____

a. Rachel.
b. It's Ms. Gardino.
c. My last name? Yoshida.
d. It's yoyo3@cup.org.
e. 646-555-3907.

About you → **B Pair work** Ask and answer three questions with *What's*. Give your own answers.

"What's your teacher's name?" *"It's Mr. Williams."*

4 Listening and speaking Memberships

A Listen to the conversations. Complete the application forms.

1

Park Lake LIBRARY — *Card Application*

First name	Jackie
Middle initial	L
Last name	
Phone number	607-555-
E-mail address	@cup.org
Library card number	PL34008

2

SMASH HITS VIDEO MEMBERSHIP APPLICATION

First name	
Middle initial	T
Last name	Nicols
Phone number	-555-2864
E-mail address	JTHOMASN@cup.org
Member ID	

About you → **B Pair work** Now complete this form for a partner. Ask questions.

ENGLISH CLUB APPLICATION

First name	
Middle initial	
Last name	
Phone number	
E-mail address	

A ***What's your first name?***
B ***Silvia.***
A ***How do you spell it? . . .***

Lesson D

Are you here for the concert?

1 Conversation strategy How about you?

A Can you complete the conversation with the questions in the box?

A _____ ?
B *Yes, I am.* _____ ?
A *Yes, me too.*

How about you?
Are you a new student?

Now listen. Are Alicia and Adam friends?

Alicia ***It's a beautiful day.***
Adam ***Yeah, it is.***
Alicia ***Are you here for the concert?***
Adam ***Yeah, I am. How about you?***
Alicia ***Yeah, me too. So, are you a student here?***
Adam ***Yeah. How about you?***
Alicia ***No, I'm here on vacation.***
Adam ***Nice. By the way, I'm Adam.***
Alicia ***Hi, Adam. I'm Alicia.***

Notice how Adam uses *How about you?* to ask the same questions as Alicia.

"Are you here for the concert?"
"Yeah, I am. How about you?"

B Complete the conversations below. Then practice with a partner.

1. *Lora* Are you new here?
   Ying Yes, I am. _____ ?
   Lora Yes, me too.

2. *Marie* Hello. Are you here on vacation?
   Koji Yes, I am. _____ ?
   Marie No, I'm here on business.

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2 Strategy plus *Everyday expressions*

Some everyday expressions are more formal.

More formal	Less formal
Yes.	*Yeah.*
Thank you.	*Thanks.*
Hello.	*Hi.*
How are you?	*How are you doing?*
I'm fine.	*OK. / Pretty good. / Good.*
Good-bye.	*Bye. / See you. / See you later.*

In conversation . . .

Yeah is 10 times more common than ***yes***.

A Complete these conversations with expressions from the box above. Compare with a partner.

1

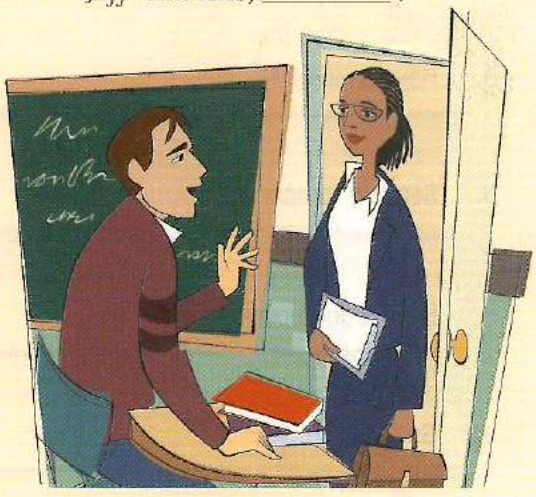
Kathy Hi, sorry I'm late.
_____?
Mike Pretty good. How are you?
Kathy _____.

Later . . .

Kathy Bye. See you.
Mike _____.

2

Jeff Good morning, Mrs. Swan.
_____?
Mrs. Swan _____. How are you?
Jeff I'm fine, _____.



Later . . .

Jeff Good-bye, Mrs. Swan.
Mrs. Swan _____.

B ***Pair work*** Practice the conversations.

3 Free talk *Meet a celebrity.*

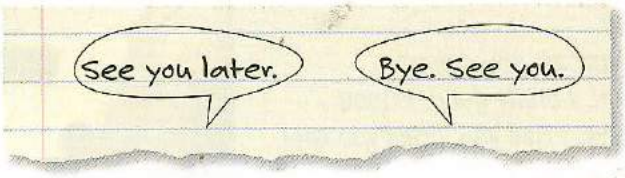
See ***Free talk 1*** at the back of the book for more speaking practice.

Vocabulary notebook

Meetings and greetings

Learning tip *Learning expressions*

Write new expressions with their responses, like this:



Hi or Hello?

People say ***Hi*** and ***Bye*** more than ***Hello*** and ***Good-bye***.

Write a response for each expression.

1. Hello. _____
2. Good morning. _____
3. Hi. I'm Helen. _____
4. How are you? _____
5. Have a nice day. _____
6. See you tomorrow. _____
7. Have a good evening. _____
8. Good night. _____

On your own

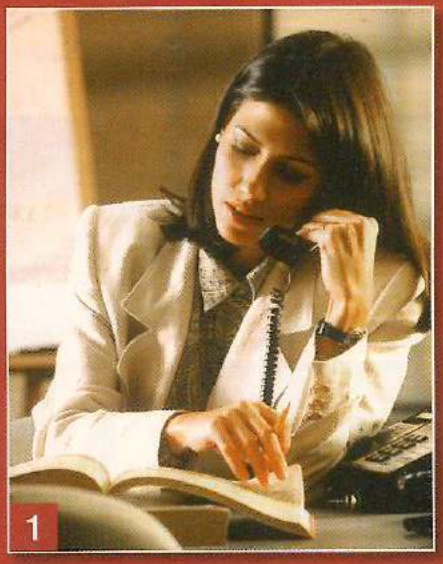
Before your next class, say hello and good-bye (in English!) to three people.

Unit 2

In class

In Unit 2, you learn how to . . .

- use the verb *be* with *he*, *she*, *they*, *this*, and *these*.
- talk about things and places in a classroom.
- ask for help in class.
- respond to *Thank you* and *I'm sorry*.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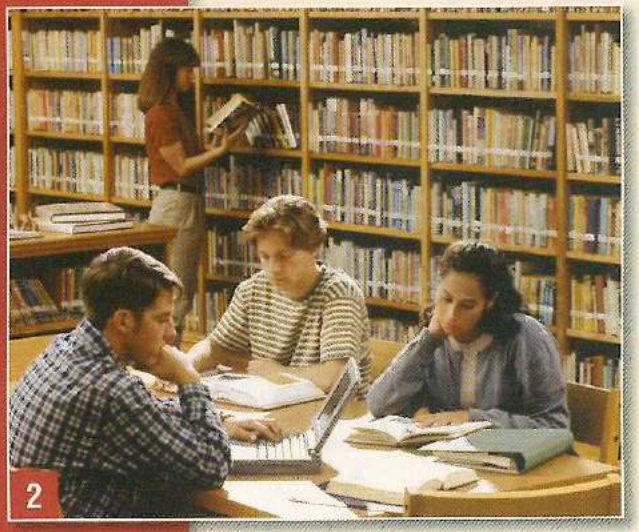
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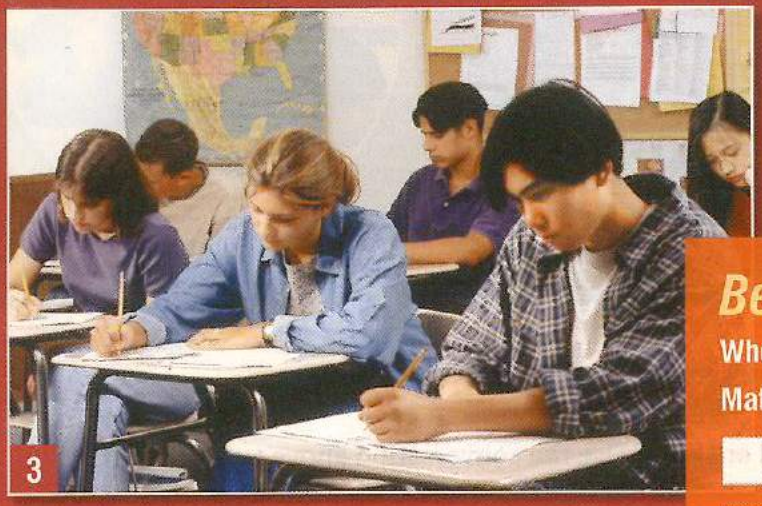
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4

Before you begin . . .

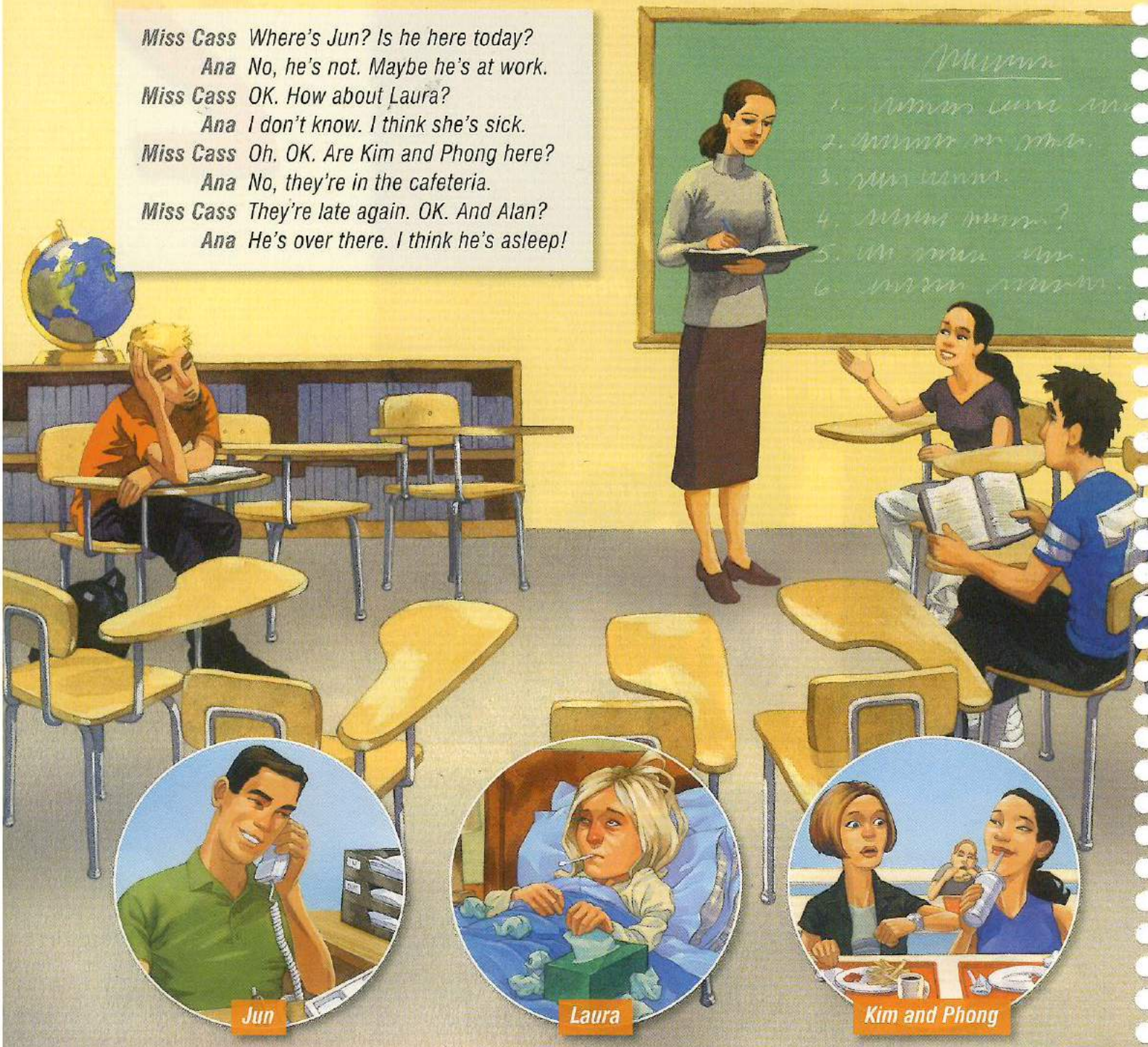
Where are these people?

Match the pictures with the sentences.

- [ ] He's at home.
- [ ] They're in class.
- [1] She's at work.
- [ ] They're at the library.

Lesson A Classmates

Miss Cass *Where's Jun? Is he here today?*
Ana *No, he's not. Maybe he's at work.*
Miss Cass *OK. How about Laura?*
Ana *I don't know. I think she's sick.*
Miss Cass *Oh. OK. Are Kim and Phong here?*
Ana *No, they're in the cafeteria.*
Miss Cass *They're late again. OK. And Alan?*
Ana *He's over there. I think he's asleep!*



1 Getting started

A Listen. Where are Ana's classmates today? Practice the conversation.

Figure it out → **B** Can you complete the questions and answers? Use the conversation above to help you.

1. *A* Is Jun in class today?
   B No, _____ not.
2. *A* Is Laura here today?
   B No, _____ sick.
3. *A* _____ Kim and Phong in class?
   B No, _____ late.

2 Grammar *The verb be: he, she, and they*

Jun is at work. **He's** at work.	**Jun is not** here. **He's not** here.	**Is Jun** here? Yes, **he is**. / No, **he's not**.
Laura's sick. **She's** sick.	**Laura's not** in class. **She's not** in class.	**Is she** sick? Yes, **she is**. / No, **she's not**.
Kim and Phong are late. **They're** late.	**Kim and Phong are not** here. **They're not** here.	**Are they** late? Yes, **they are**. / No, **they're not**.
Laura's = Laura is *She's = She is*	*He's = He is* *They're = They are*	

In conversation . . .

People usually shorten ***is*** to ***'s*** after names.
Jun's at work. Laura's not in class.

A These people are also Ana's classmates. Where are they today? Complete the sentences.

David _____ _____.

Connie and Dan _____ _____.

Sue and Min Ji _____ _____.

B Complete the questions. Then ask and answer the questions with a partner.

1. __Is__ David sick?
2. _____ Dan in class?
3. _____ Connie and Dan at home?
4. _____ Min Ji at work?
5. _____ Sue at the library?
6. _____ Sue and Min Ji in class?

"Is David sick?" *"No, he's not. He's in class."*

3 Listening *Who's absent?*

A Listen. It's the next day. Where are these students today? Match each student with a place.

1. Jun's __c__
2. Kim's ____
3. Laura's ____
4. David's ____

a. at the library.
b. at work.
c. in the cafeteria.
d. at home.

About you → **B** ***Pair work*** Ask and answer questions about your classmates.

"Is Lisa sick today?" *"Yes, she is. She's at home."*

Lesson B What's in your bag?

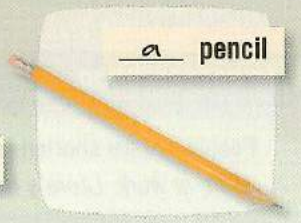
1 Building vocabulary

A Here are some things students take to class. Write *a* or *an* before each item. Then listen and say the words. Check your answers.

Articles

a + consonant sound
a bag
an + vowel sound
an eraser

an umbrella


a pencil

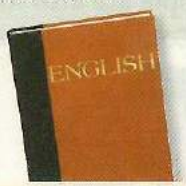
eraser

pen

bag

cell phone

notebook



English book

address book

Word sort **B** Make two lists of things *you* take to class. Use *a* and *an*. Compare with a partner.

a	an
a pencil	an umbrella

snack

dictionary

wallet

2 Building language

A Listen. Which things are Bill's? Practice the conversations.

Andy What's this?
Bill It's an MP3 player. It's my new "toy."

Michi Is this your watch, Bill?
Bill Oh, yes, it is. Thanks.
Michi And are these your glasses?
Bill Yes, they are!

Scott Excuse me. Are these your keys?
Bill Um . . . no, they're not. These are my keys right here.

Figure it out **B** Can you complete these questions? Use your own ideas. Ask and answer your questions with a partner.

1. Is this your _____ ?
2. Are these your _____ ?

3 Grammar *This and these; noun plurals*

This is an MP3 player.	**These are** sunglasses.
What's this?	**What are these?**
It's an MP3 player.	**They're** sunglasses.
Is this your watch?	**Are these** your keys?
Yes, **it is.**	Yes, **they are.**
No, **it's not.**	No, **they're not.**

Regular plurals		***Irregular plurals***	
bag	bag**s**	man	m**en**
watch	watch**es**	woman	w**omen**
dictionary	dictiona**ries**	child	child**ren**
key	key**s**		

Some nouns are only plural:
jeans, scissors, glasses, sunglasses

Complete the questions and answers about the pictures. Then practice with a partner.

1

A What's this ?
B I think it's a cell phone .

2

A Is _____ your _____ ?
B No, _____ .

3

A What _____ ?
B _____ .

4

A Are _____ your _____ ?
B Yes, _____ .

5

A Are _____ your _____ ?
B No, _____ .

6

A What _____ ?
B _____ .

4 Speaking naturally *Noun plural endings*

/s/ *wallets, books* /z/ *pens, keys* /ɪz/ *watches, oranges*

A Listen and repeat the words above. Notice the noun plural endings.

B Listen. Do the nouns end in /s/, /z/, or /ɪz/? Check (✓) the correct column.

What's in your bag?	/s/	/z/	/ɪz/
1. three textbooks	✓		
2. two cell phones			
3. four snacks			
4. my sunglasses			
5. five credit cards			

About you → **C Group work** Tell the group what's in your bag. Who has something unusual?

"What's in your bag, Carlos?" *"A wallet, two keys, . . ."*

Lesson C In the classroom

☐ a map
☐ a calendar
☐ some posters
☐ a clock
☐ a TV
☐ a board
☐ a CD player
☐ a computer
☐ a VCR
☐ a table
☐ a desk
☐ some videos
☐ some dictionaries
☐ some chairs
☐ a wastebasket

1 Building vocabulary

A Listen and say the words above: Which things are in your classroom? Check (✓) the boxes. What else is in your classroom?

Word sort → **B** Look around your classroom. What things are in these places? Write the words below the pictures.

❶ on the wall

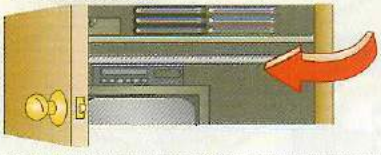
a clock

❷ on the floor

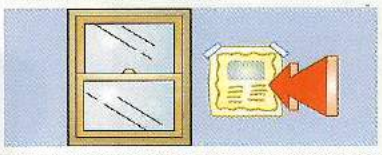
some bags

❸ under your chair

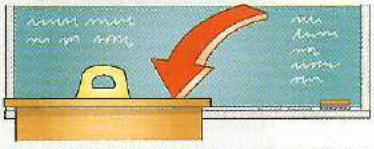
❹ in the closet



❺ next to the window



❻ in front of the board



C *Pair work* Ask and answer questions about your classroom.

"What's on the wall?" *"A clock, a map, and some posters . . ."*

2 Building language

A Listen. What is the teacher looking for? Practice the conversation.

Mrs. Evans OK, so . . . where's the VCR?
Paula It's in the closet.
Mrs. Evans Oh, right. And the videos? Where are they?
Paula They're on the desk, under your coat.
Mrs. Evans OK, um . . . and where are the students' homework papers?
Paula They're on the floor.
Mrs. Evans Uh-oh, what's this under my foot?
Paula It's Mario's homework.
Mrs. Evans Oops! . . . Uh, where are my glasses? They're not on my desk.
Paula Uh . . . they're on your head!

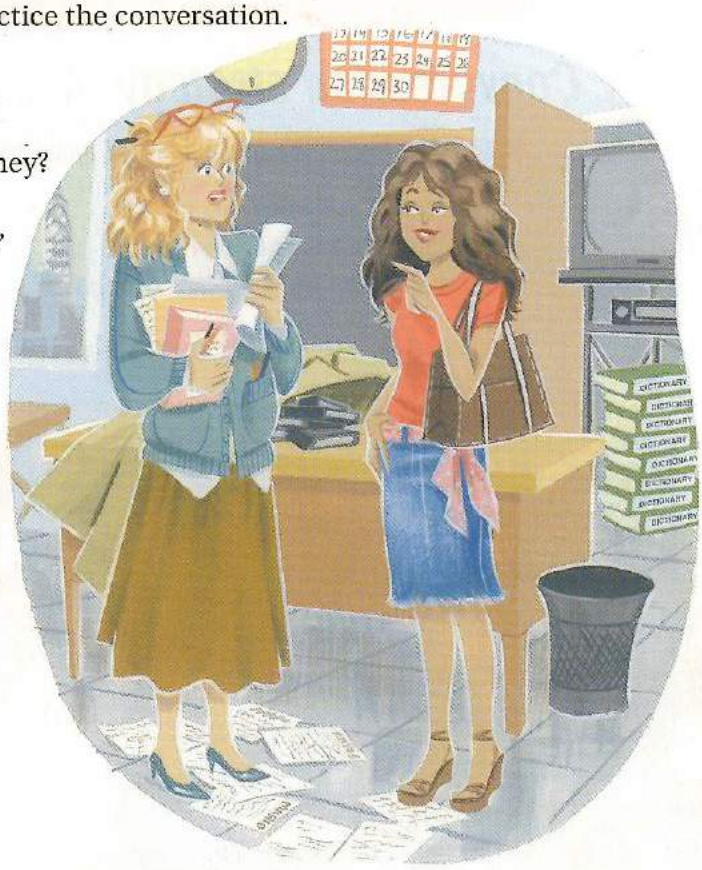


Figure it out

B Can you complete the questions? Then ask and answer the questions with a partner.

1. Where _____ the VCR?
2. Where _____ the teacher's coat?
3. Where _____ the students' papers?

3 Grammar *Questions with Where; possessives 's and s'*

Where's Mario's homework?	It's on the floor.	Mario**'s** homework
Where's the teacher's coat?	It's on the desk.	the teacher**'s** glasses
Where are the students' papers?	They're on the floor.	three student**s'** papers

Where's = Where is

A ***Pair work*** Ask and answer these questions about the classroom on page 16. Can you ask four more questions?

1. Where's the teacher's desk?
2. Where's the TV?
3. Where's the teacher's chair?
4. Where are the students' dictionaries?
5. Where's the computer?
6. Where are the posters?

"Where's the teacher's desk?" ***"It's in front of the board."***

About you

B Write four questions about things in your classroom. Use these ideas or add your own. Then ask a partner your questions.

the teacher's books **the teacher's bag** **the students' bags** **the wastebasket**

4 Vocabulary notebook *My things*

See page 20 for a new way to log and learn vocabulary.

Lesson D

What's the word for this in English?

1 Conversation strategy *Asking for help in class*

A Can you match the questions and answers?

1. *How do you spell book?* ____ a. *Sure.*
2. *Can I borrow your pen?* ____ b. *Pencil.*
3. *What's the word for this in English?* ____ c. *B-O-O-K.*

Now listen. How many questions does Ming-wei ask?

Ming-wei **Excuse me, what's the word for this in English?**
Sonia **Highlighter.**
Ming-wei **Thanks.**
Sonia **Sure.**
Ming-wei **Uh . . . how do you spell it?**
Sonia **I don't know. Sorry.**
Ming-wei **That's OK. Thanks anyway. . . . Can I borrow a pen, please?**
Sonia **Sure. Here you go.**
Ming-wei **Thank you.**
Sonia **You're welcome.**
Ms. Larsen **OK. Open your books to page 4.**
Ming-wei **Excuse me, can you repeat that, please? What page?**
Ms. Larsen **Sure. Page 4.**

Notice how Ming-wei asks for help in class. Find his questions.

"What's the word for this in English?"
"How do you spell it?"

B Complete the conversations. Then practice with a partner.

1. *A* What's this?
   B It's an eraser.
   A Oh, _____?
   B E-R-A-S-E-R.

2. *A* Excuse me, can I _____ your dictionary, please?
   B Sure. Here you go.

3. *A* What's your phone number?
   B _____, please?
   A Yes. What's your phone number?

About you → **C** *Pair work* Practice the conversations again. Use your own ideas.

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2 Strategy plus *Common expressions and responses*

Here are some responses to
Thank you and ***I'm sorry***:

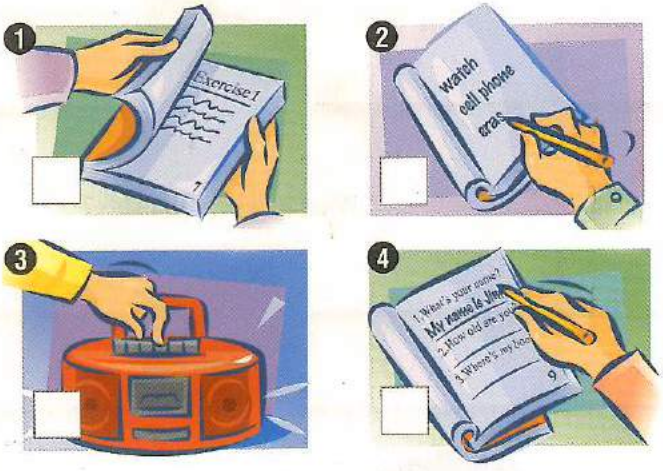
When people say . . .	You can say . . .
Thank you.	*You're welcome.*
Thanks.	*Sure.*
I'm sorry.	*That's OK.*
I'm sorry. I don't know.	*That's OK. Thanks anyway.*

Circle the correct response. Then practice with a partner.

1. *A* Can I borrow your pen, please?
   B **Sure. / I don't know.**
   A Thanks.
   B **Thanks anyway. / You're welcome.**
2. *A* You're late.
   B **I'm sorry. / Thanks.**
   A That's OK.
3. *A* What's the word for this?
   B I don't know. Sorry.
   A **Sure. / That's OK.** What about this?
   B I don't know.
   A OK. **Thanks anyway. / You're welcome.**

3 Listening and speaking *Following instructions*

A Match the pictures with the instructions. Then listen to the conversations, and check your answers.



a. *Listen to the conversation.*

b. *Answer the questions on page 9.*

c. *Turn to page 7, and look at Exercise 1.*

d. *Write the word **eraser** in your notebook.*

B ***Pair work*** Give and follow four instructions. Ask for help if you need it.

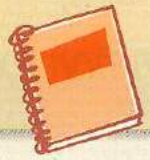
*A **Look at the picture on page 8.***
*B **Can you repeat that, please?***
*A **Sure. Look at the picture on page 8.***

4 Free talk *What do you remember?*

See ***Free talk 2*** at the back of the book for more speaking practice.

Vocabulary notebook

My things

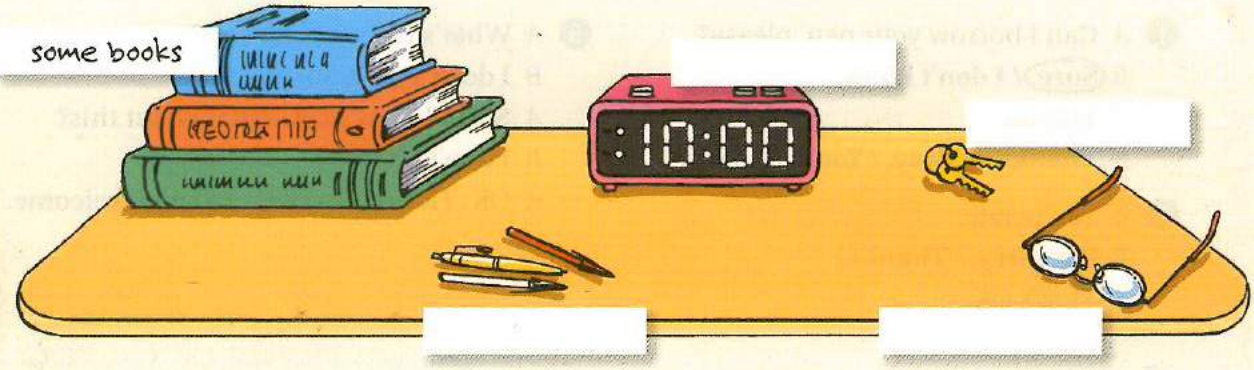


Learning tip *Linking things with places*

Make lists of things you keep in different places.

in my bag – my wallet, my keys

1 Label the things on the desk.

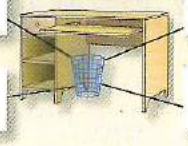


2 Now make lists of your things.

What's in your bag?

What's in your wallet?

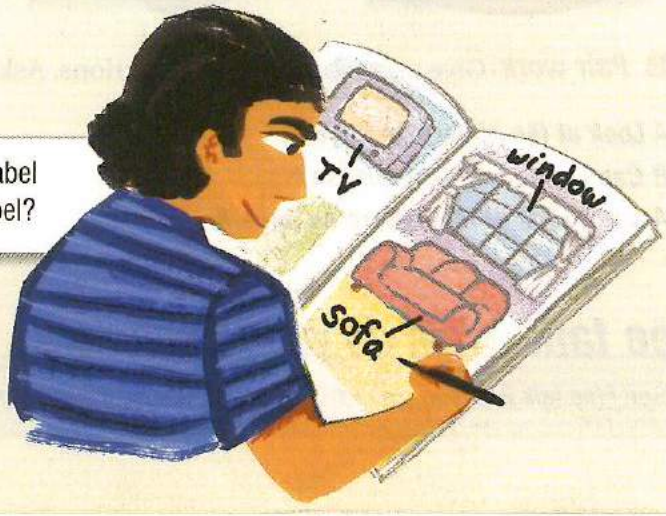
What's under your desk?



What's in your pockets?

On your own

Find a magazine with pictures of things. Label the pictures. How many words can you label?



Unit 3

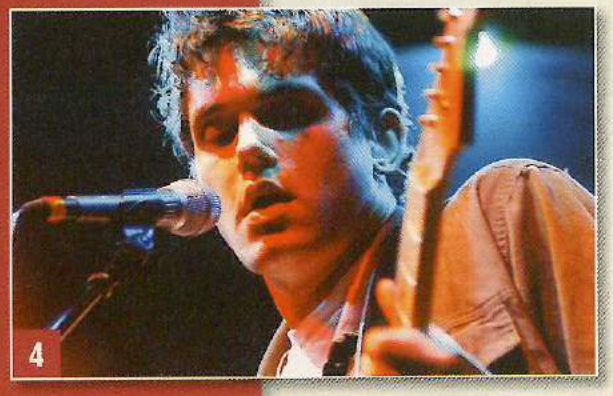
Favorite people

In Unit 3, you learn how to . . .

- use *my*, *your*, *his*, *her*, *our*, and *their*.
- use the verb *be* in information questions.
- talk about your favorite celebrities, friends, and family.
- show interest in a conversation.
- use *Really?* to show interest or surprise.

2

1


4

3

Before you begin . . .

Match the pictures with the sentences.

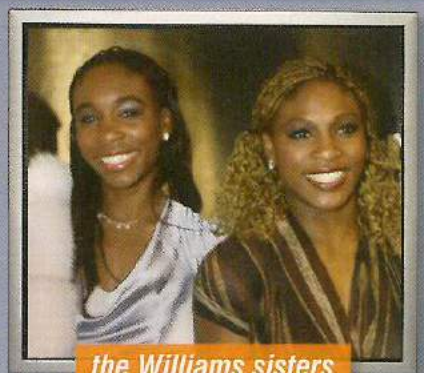
- [ ] He's a singer.
- [ ] They're soccer players.
- [ ] She's an actor.
- [1] He's an artist.

For each sentence, think of someone you know.

Lesson A Celebrities

Sean Penn

Norah Jones



the Williams sisters

Sandra *I love these shows about celebrities. Hmm. Who's that guy? Oh, look. It's Sean Penn. He's so good-looking. His new movie is great.*

. . . Oh, and there's Norah Jones. She's my favorite singer. Her voice is amazing.

. . . And look – the Williams sisters, my favorite tennis players. Their matches are always exciting. You're a tennis fan, right? John? . . . John? Wake up!

1 Getting started

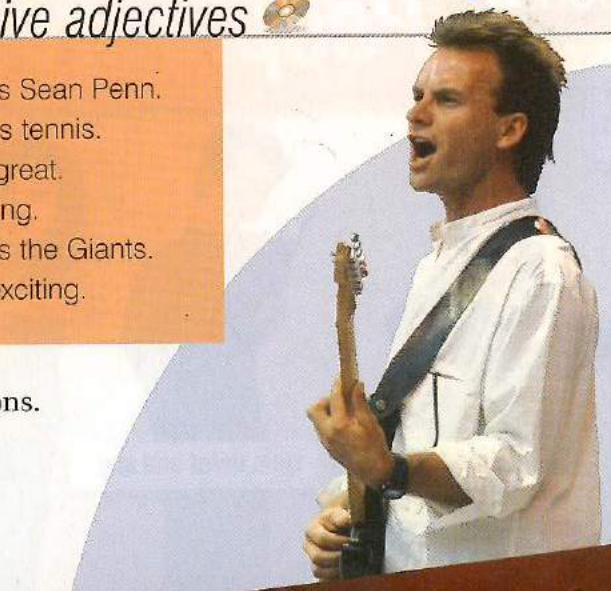
A Listen. Sandra is watching TV with John. Is the show interesting for John?

Figure it out → **B** Can you complete the sentences? Use the information above to help you.

1. Sean Penn is an actor. _____ movies are very good.
2. Norah Jones is a famous singer. _____ new video is great.
3. The Williams sisters are tennis players. _____ matches are always great.

2 Grammar *Be in statements; possessive adjectives*

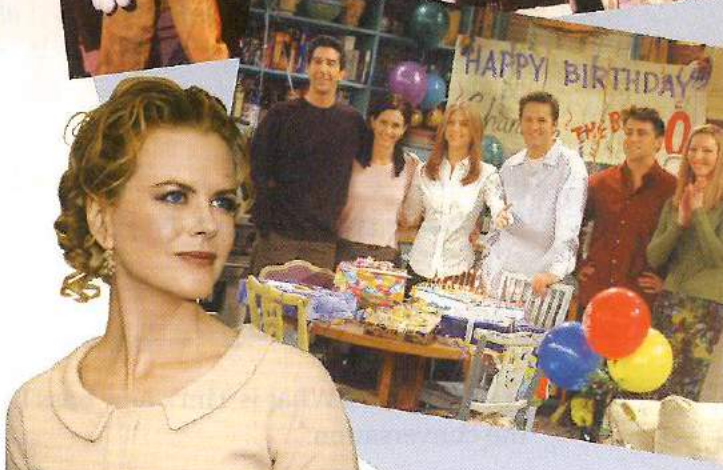
I'm	a Sean Penn fan.	**My**	favorite actor is Sean Penn.
You're	a tennis fan.	**Your**	favorite sport is tennis.
He's	an actor.	**His**	new movie is great.
She's	a famous singer.	**Her**	voice is amazing.
We're	Giants fans.	**Our**	favorite team is the Giants.
They're	tennis players.	**Their**	matches are exciting.



Circle the correct words to complete the conversations. Then practice with a partner.

1. *A* (I'm) / My a Sting fan.
   B Yeah, **he's / his** music is amazing.
   A You know, **he's / his** real name is Gordon Matthew Sumner.

2. *A* **I'm / My** favorite band is Black Eyed Peas.
   B Oh, **they're / their** very good.
   A You know, **they're / their** new CD is out now.



3. *A* Nicole Kidman's new movie is really great.
   B Yeah? **She's / Her** movies are always good.
   A I know. **She's / Her** my favorite actor.

4. *A* What's **you're / your** favorite show?
   B **I'm / My** favorite show? *Friends*.
   A Yeah. It's **we're / our** favorite show, too. In our family, **we're / our** all *Friends* fans.

3 Talk about it *My favorite celebrities*

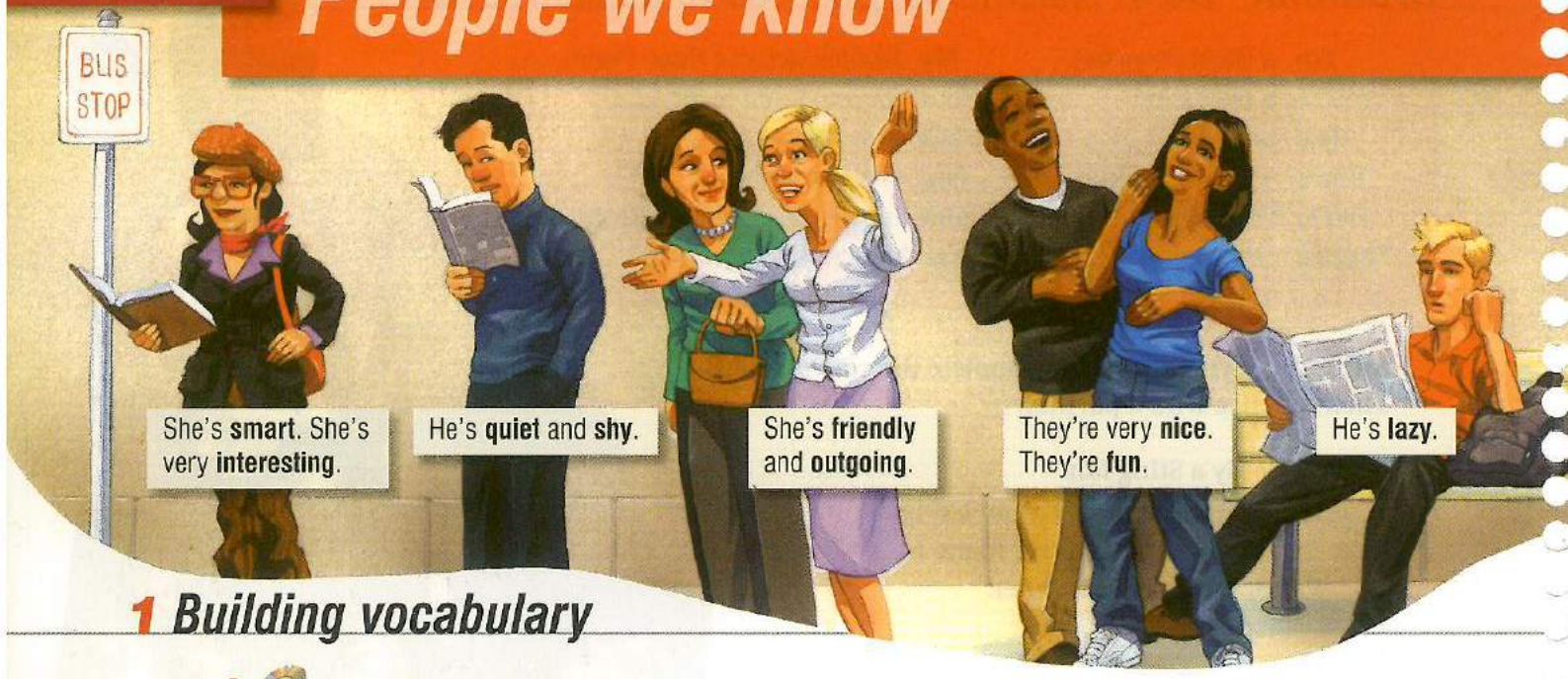
Write the names of your favorite celebrities below. Then talk about them with a partner. How many things can you say?

actor	Johnny Depp	*band*	
singer		*team*	
writer		*artist*	

"My favorite actor is Johnny Depp. He's so good-looking. His new movie is great."

Lesson B

People we know



1 Building vocabulary

A Listen and say the sentences. Do you have friends like these? Tell the class.

Word sort → **B** How many words can you think of to describe people you know? Complete the chart. Then tell a partner.

my friends	my best friend	my neighbor
very smart		

"My friends are very smart. They're . . ."

2 Building language

A Listen. What is Tim's new boss like? Practice the conversation.

Dana So, how's your new job? Are you busy?
Tim Yes. It's hard work, you know. I'm tired.
Dana Really? What are your co-workers like? Are they nice?
Tim Yes, they are. They're really friendly.
Dana Great. And is your boss OK?
Tim She is, yeah. She's nice. Um . . . she's not very strict.
Dana Good, because you're late for work.

Figure it out → **B** Can you complete these questions and answers? Use your own ideas. Then compare with a partner.

1. *A* How's your new teacher? ____ she _____?
   B Yes, she ____.
2. *A* What about your classmates? _____ they _____?
   B Yes, they _____.
3. *A* And what's class like? ____ it _____?
   B No, it's not.

3 Grammar Yes-No questions and answers; negatives

Am I late?	Yes, **you are**.	No, **you're not**.	**You're not** late.
Are you busy?	Yes, **I am**.	No, **I'm not**.	**I'm not** busy.
Is he tired?	Yes, **he is**.	No, **he's not**.	**He's not** tired.
Is she strict?	Yes, **she is**.	No, **she's not**.	**She's not** strict. (My boss **isn't** strict.)
Is it hard work?	Yes, **it is**.	No, **it's not**.	**It's not** hard work.
Are we late?	Yes, **we are**.	No, **we're not**.	**We're not** late.
Are they nice?	Yes, **they are**.	No, **they're not**.	**They're not** nice. (My co-workers **aren't** nice.)

About you → Write *yes-no* questions. Then write true answers. Ask and answer the questions with a partner.

1. you / shy ?
   Are you shy? _____ Yes, I am. _____
2. this class / easy ?
   _____ _____
3. the teacher / strict ?
   _____ _____
4. the students in this class / lazy ?
   _____ _____
5. your neighbors / nice ?
   _____ _____
6. your friends / outgoing ?
   _____ _____

In conversation . . .

People use ***'s not*** and ***'re not*** after pronouns.
*She**'s not** strict.*
*They**'re not** nice.*

Isn't and ***aren't*** often follow nouns.
*My boss **isn't** strict.*
*My co-workers **aren't** nice.*

4 Speaking naturally Is he...? or Is she...?

/ɪziy/
***Is he** a student?*

/ɪʃiy/
***Is she** a student?*

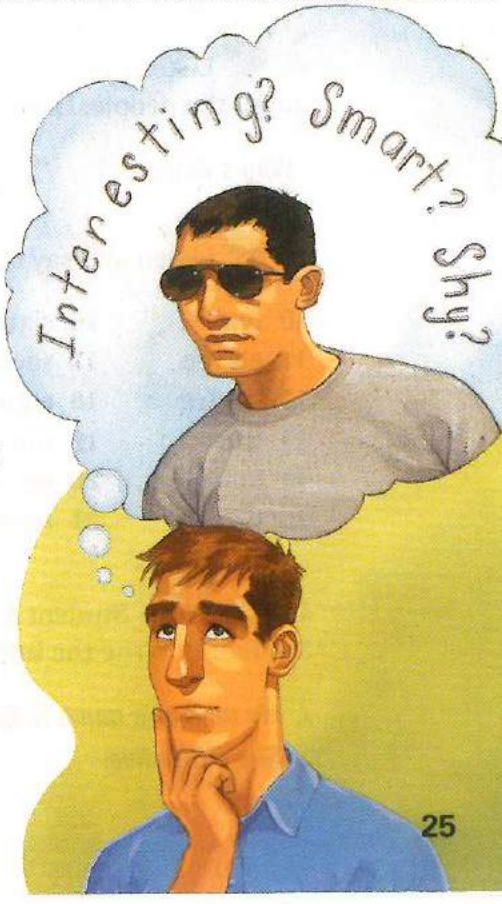
A Listen and repeat the questions above. Notice the pronunciation of *Is he . . . ?* and *Is she . . . ?*

B Listen. Do you hear *Is he . . . ?* or *Is she . . . ?* Circle *he* or *she*.

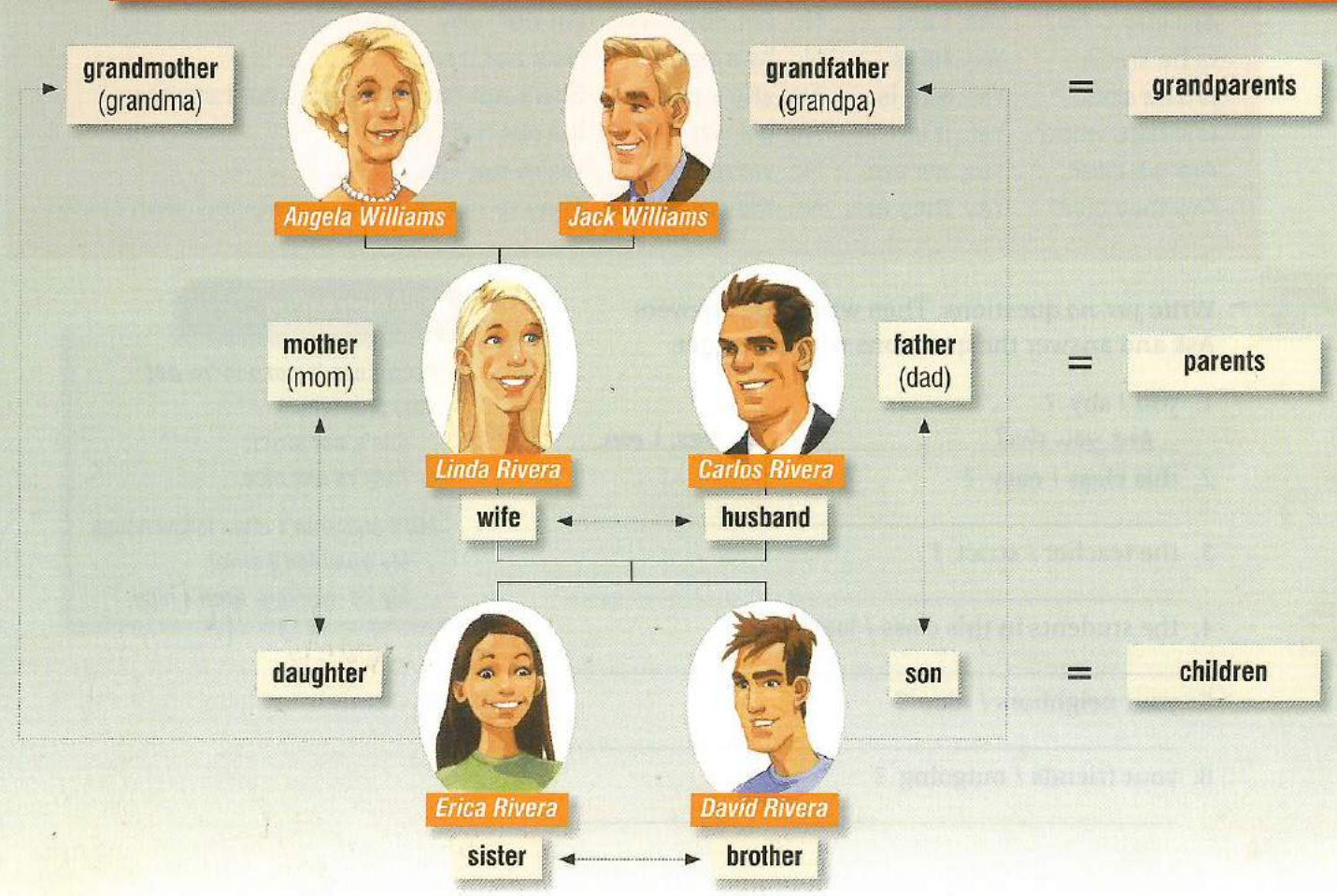
1. Is **he / she** a friend from high school?
2. Is **he / she** a college student?
3. Is **he / she** shy?
4. Is **he / she** smart?
5. Is **he / she** interesting?
6. Is **he / she** fun?

About you → **C Pair work** Find out about your partner's best friend. Ask and answer questions like the ones above.

A ***Is he a friend from high school?***
B ***No, he's a neighbor.***



Lesson C Family



1 Building vocabulary

A Listen and say the words above. Then with a partner, ask and answer questions about the people. How many answers can you think of for each person?

"Who's Angela?" *"She's Jack's wife. She's Linda's mother. She's David's grandmother."*

B Listen and say the numbers. Do you have any "lucky numbers"? Tell the class.

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

About you

C Pair work Student A: Tell your partner the names and ages of your family members. Student B: Write the information you hear. Then check the information with your partner.

A ***My mother's name is Sandra. She's fifty-five.***

Eva's mother – Sandra, 55

B ***Eva, is your mother's name Sandra?***
A ***Yes, it is.***

2 Building language

A Listen. How old are Erica's grandparents? Practice the conversation.

Akemi So, who's this?
Erica My grandma. And this is my grandpa. He's a nice man. He's seventy-eight now.
Akemi Really? And how old is your grandmother?
Erica She's seventy-two.
Akemi She's very pretty. What's her name?
Erica Angela.
Akemi That's a nice name. So, where are your grandparents from originally?
Erica They're from Texas.

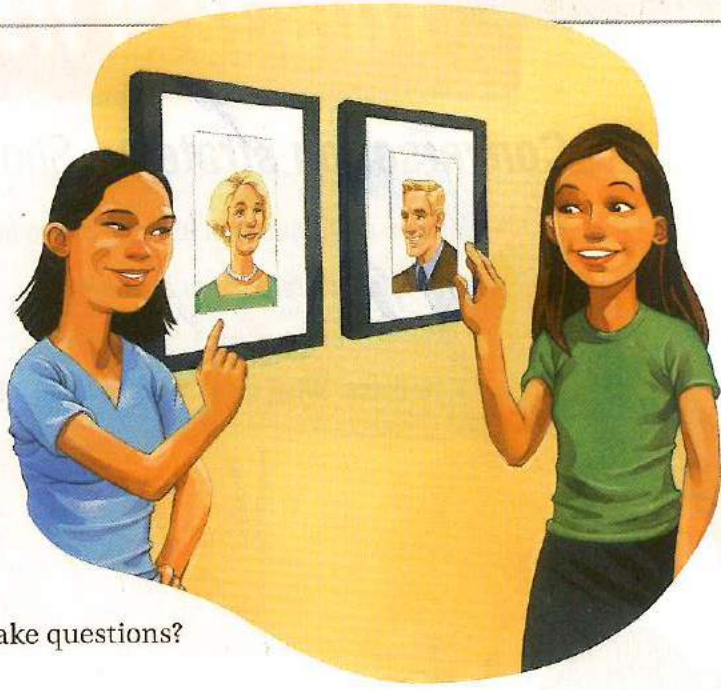


Figure it out

B Can you put the words in the correct order to make questions? Then ask and answer the questions with a partner.

1. are / from / parents / originally / where / your ?
2. your / is / old / father / how ?
3. names / your / what / grandparents' / are ?

3 Grammar *Information questions with be*

How are you? I'm fine.	Who's this? It's my grandmother.	How are your parents? They're fine, thanks.
Where are you from? I'm from Florida.	Where's she from? She's from Texas.	Where are they today? They're at home.
How old are you? Twenty-three.	What's she like? She's very smart.	What are their names? Linda and Carlos.

A Write at least six questions to ask your classmates about their families.

What . . . ?	*Where . . . ?*	*How . . . ?*
What's your father like?		

About you

B ***Class activity*** Ask three classmates your questions.

"What's your father like?" *"He's very outgoing."*

4 Vocabulary notebook *All in the family*

See page 30 for a new way to log and learn vocabulary.

Lesson D This is a friend of mine.

1 Conversation strategy *Showing interest*

A Can you add a question to show you're interested in the conversation?

A *Here's a picture of my best friend.*
B *Really?* _____ ?

Now listen. What do you find out about Eve's friend?

Mark *This is a great photo. Who is it?*
Eve *It's a friend of mine – Natasha.*
Mark *Oh? Where's she from?*
Eve *She's from London, but she's here in Miami now.*
Mark *London? Wow. Is she a student here?*
Eve *No, she's an artist – a painter. She's an amazing woman.*
Mark *A painter? Really? What are her paintings like?*
Eve *They're wonderful. Look.*
Mark *Oh. Interesting. . . . Um, what is it?*

Notice how Mark shows interest. He repeats words and asks questions. Find examples in the conversation.

"She's from London, but she's here in Miami now."
"London? Wow. Is she a student here?"

B Complete the responses. Then practice with a partner.

1. *A* My friend Gemma is a singer.
   B A singer ? Is she in a band?
2. *A* My best friend's name is Vlad.
   B _____ ? Where's he from?
3. *A* My friends Joshua and Pat are actors.
   B _____ ? Are they famous?

About you → **C** ***Pair work*** Student A: Tell your partner about a friend.
Student B: Ask questions to show interest. Then change roles.

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2 Strategy plus *Really?*

People say **Really?** to show they are interested or surprised.

In conversation . . .

Really is one of the top 50 words.

About you → **Pair work** Practice the conversations. Then ask the questions again. Give your own answers.

1. *A* Where are you from?
   B San Diego.
   A San Diego? Really? I'm from Los Angeles.
2. *A* What's your name?
   B Ryan.
   A Really? My best friend's name is Ryan.
3. *A* Who's your best friend?
   B Her name's Brittany.
   A Really? What's she like?
   B She's very nice.

3 Listening and speaking *Friends*

A Listen to these people talk about their friends. Write the missing words.

1. *"Amy is a* friend *of mine from the neighborhood. She's about* _____ *years old. Olivia is her* _____. *She's the same age as my* _____."
2. *"Anton's a friend of mine. He's my* _____. *He's around my age. He's a* _____ *guy – a fun guy."*
3. *"Gary is a friend from* _____. *He's very* _____. *His* _____*'s name is Gloria."*

About you → **B Pair work** Write the names of three people you know on a piece of paper. Exchange lists. Ask questions about the people on your partner's list.

Chung Dae
Angela
Roberto

A ***Who's Chung Dae?***
B ***He's my best friend.***
A ***Really? Where's he from?***

4 Free talk *Talk about your favorite people.*

See ***Free talk 3*** for more speaking practice.

Vocabulary notebook

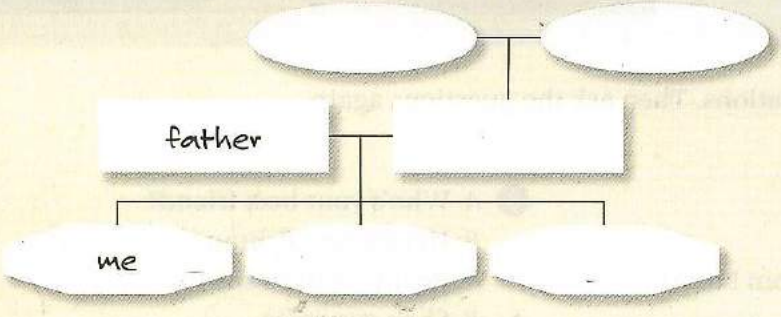
All in the family

Learning tip *Making diagrams*

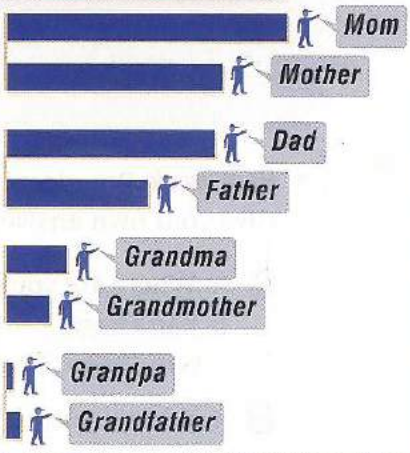
Make diagrams with new vocabulary. An example of a diagram is the family tree below.

1 Complete the family tree using the words in the box.

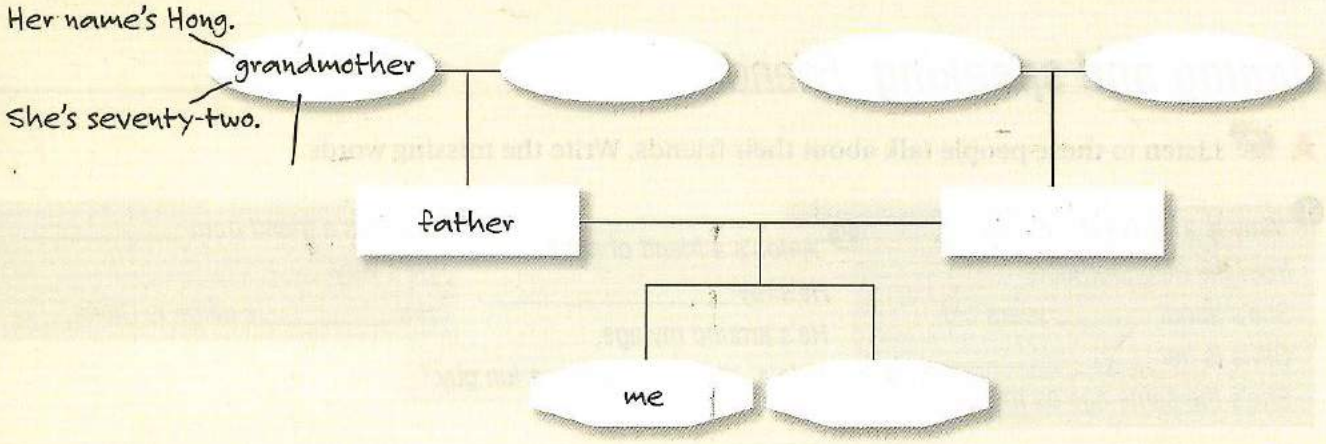
grandmother mother sister grandfather brother ✓father



Mom or Mother?



2 Now make your own family tree. Write notes about each person.



On your own

Make a photo album of your family and friends. Write sentences about them in English.

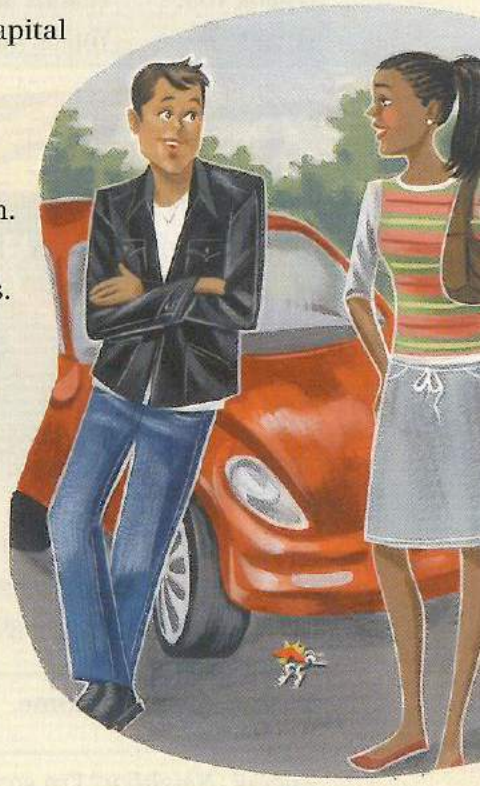
Touchstone checkpoint Units 1–3

1 Can you complete this conversation?

is
✓are
I'm
you're
he's
it's
we're
they're
his
her
my
your
our
their
this
these

Complete the conversation with the words in the box. Use capital letters when necessary. Then practice with a partner.

Angel Hi, Carla. How ___are___ you?
Carla _____ fine, thanks. Is _____ your car?
Angel No. _____ my brother's car. _____ on vacation.
Carla Cool. So, where is _____ brother?
Angel He and _____ wife are in Miami, with her parents. _____ family _____ from Miami, you know.
Carla Oh, right. So, are _____ children in Miami, too?
Angel No, _____ with my parents and me. _____ house is crazy. _____ all so busy with the kids.
Carla I bet _____ tired.
Angel Yeah, I really am. . . . Uh-oh, I'm late!
Carla OK. See you later.
Angel Wait! Where are my car keys? I mean, where are _____ brother's car keys?
Carla Are _____ his keys? Under the car? Here you go.
Angel Oh, thanks, Carla. You're wonderful!



2 Unscramble the questions.

Put the words in the correct order to make questions. Then ask and answer the questions with a partner.

1. full / teacher's / is / our / name / What ?
   What is our teacher's full name ?
2. phone / the / What's / number / school's ?
   _____
3. class / hard / our / English / Is ?
   _____
4. this class / students / Are / smart / the / in ?
   _____
5. today / not / Who's / in class ?
   _____
6. books / are / Where / your ?
   _____

3 How many words do you remember?

Complete the charts. Then make questions to ask and answer with a partner.

classroom items	locations in class
clock	on the wall

family and other people	words to describe people
neighbors	friendly

"Where's the clock?" *"What's on the wall?"*
"What are your neighbors like?" *"Are your neighbors friendly?"*

4 Do you know these expressions?

Complete the conversation with expressions from the box. Then practice with a partner.

Thank you.	Thanks anyway.	Nice to meet you.	✓Can I borrow your pen?	Really?
That's OK.	You're welcome.	Have a good day.	How do you spell *neighbor*?	

Anna Oh, no! Where's my pen? Excuse me. Can I borrow your pen ?
Michel Sure. Here you go.
Anna _____.
Michel You're welcome.
Anna Hmm. _____?
Michel *Neighbor?* I'm sorry. I don't know.
Anna OK. _____.
Michel Wait. Here's my dictionary.
Anna Oh, thanks.
Michel _____.

Anna Oh. This is a French-English dictionary.
Michel Yes. I'm from France.
Anna France? _____? Uh-oh! My coffee! I'm sorry.
Michel _____.
Anna By the way, I'm Anna.
Michel I'm Michel. _____.
Anna Oh, no. I'm late for work. Sorry. Bye. _____.
Michel Thanks. You too. Uh-oh. Where's my pen? And my dictionary?

5 Who has the same answer?

Class activity Complete the questions and write your answers. Then ask your classmates the questions. Who has the same answer?

	Your answer	Classmates with the same answer
1. What's your mother's first name?		
2. _____ old are your parents?		
3. _____ is your family from originally?		
4. _____ your best friend like?		
5. What's your best friend___ name?		
6. _____ your favorite singer?		
7. _____ your favorite TV show?		

Self-check

How sure are you about these areas? Circle the percentages.

grammar
20% 40% 60% 80% 100%
vocabulary
20% 40% 60% 80% 100%
conversation strategies
20% 40% 60% 80% 100%

Study plan

What do you want to review? Circle the lessons.

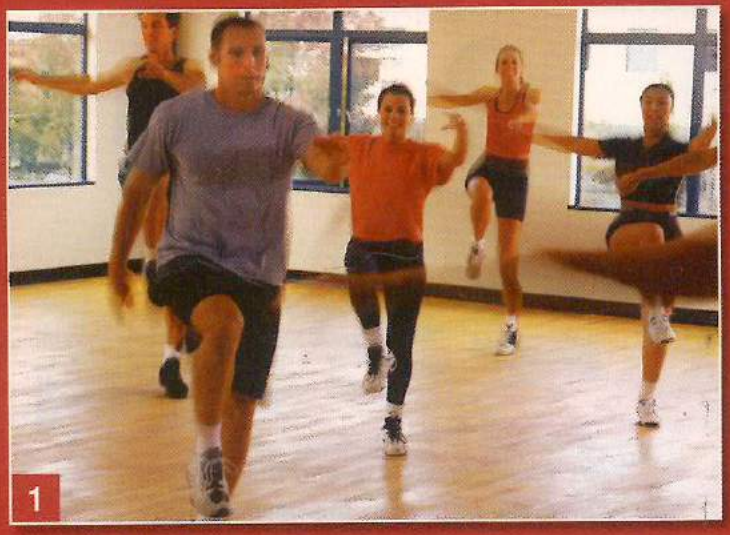
grammar
1B 1C 2A 2B 2C 3A 3B 3C
vocabulary
1A 1C 2A 2B 2C 3A 3B 3C
conversation strategies
1D 2D 3D

Unit 4

Everyday life

In Unit 4, you learn how to . . .

- use simple present statements, *yes-no* questions, and short answers.
- talk about your daily and weekly routines.
- answer more than *yes* or *no* to be friendly.
- use *Well* to get time to think.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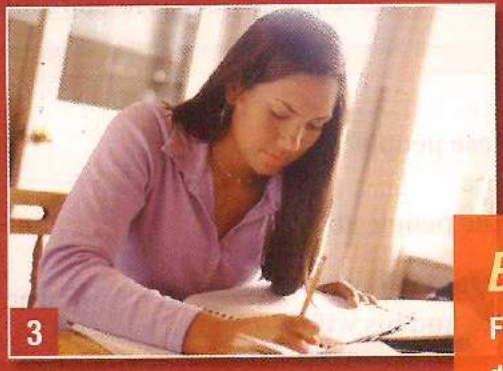
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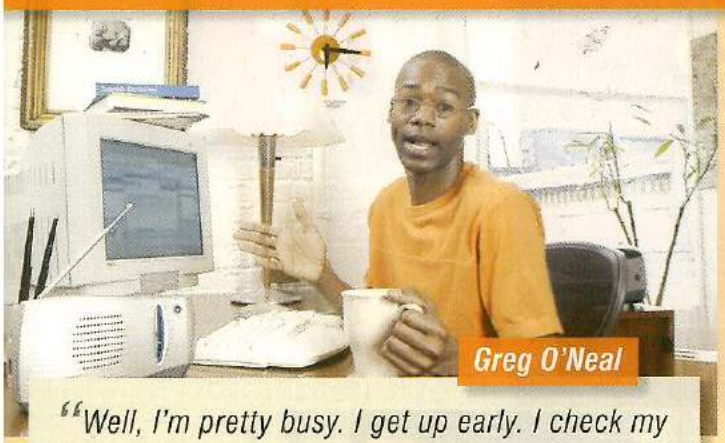
Before you begin . . .

Find these activities in the pictures. Which activities do you do every day? Check (✓) the boxes.

- ☐ do homework
- ☐ exercise
- ☐ work
- ☐ watch TV

Lesson A In the morning

What's a typical morning like in your home?

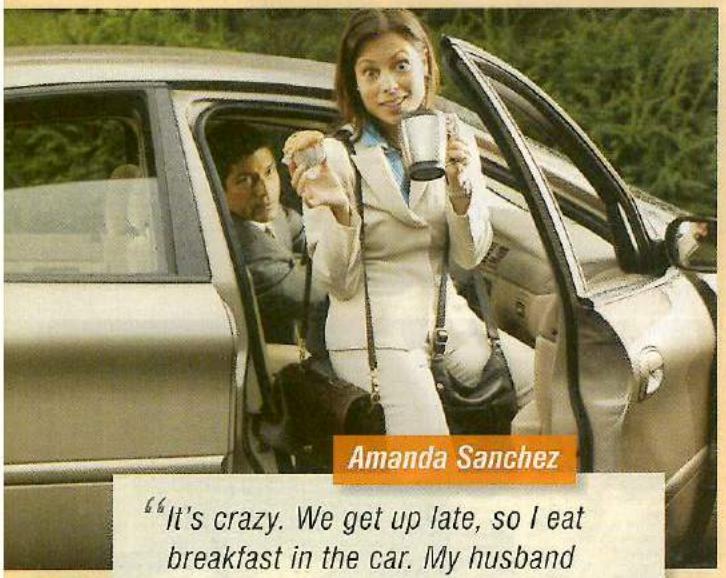


Greg O'Neal

"Well, I'm pretty busy. I get up early. I check my e-mail, and I listen to the radio. Then I study."

Jennifer Lee

"Oh, I don't like mornings. Our house is so noisy. My sister watches TV, and my brother plays games on the computer."



Amanda Sanchez

"It's crazy. We get up late, so I eat breakfast in the car. My husband doesn't have breakfast – he drives."

Alex Stern

"Well, I have breakfast, and my wife has coffee. We both read the newspaper. We're pretty quiet. We don't talk a lot."

1 Getting started

A Listen and read. Are you like any of these people?

Figure it out → **B** Can you complete these sentences about the people above?

1. Greg _____ his e-mail.
2. Jennifer's sister _____ TV.
3. Amanda's husband _____ _____ breakfast.
4. Alex and his wife don't _____ a lot.

About you → **C** What do you do in the morning? Check (✓) the boxes and tell the class.

☐ I get up early. ☐ I do my homework. ☐ I listen to the radio.
☐ I watch TV. ☐ I talk a lot. ☐ I check my e-mail.

Unit 4

Everyday life

In Unit 4, you learn how to . . .

- use simple present statements, *yes-no* questions, and short answers.
- talk about your daily and weekly routines.
- answer more than *yes* or *no* to be friendly.
- use *Well* to get time to think.

1

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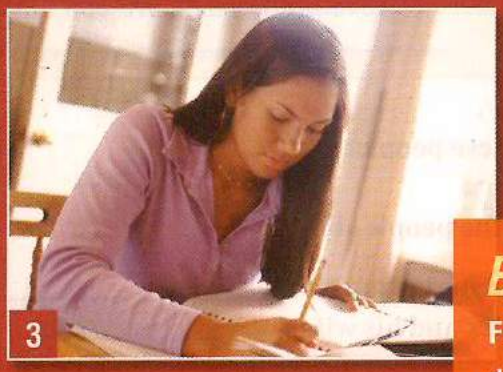
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4

Before you begin . . .

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- ☐ do homework
- ☐ exercise
- ☐ work
- ☐ watch TV

Lesson A In the morning

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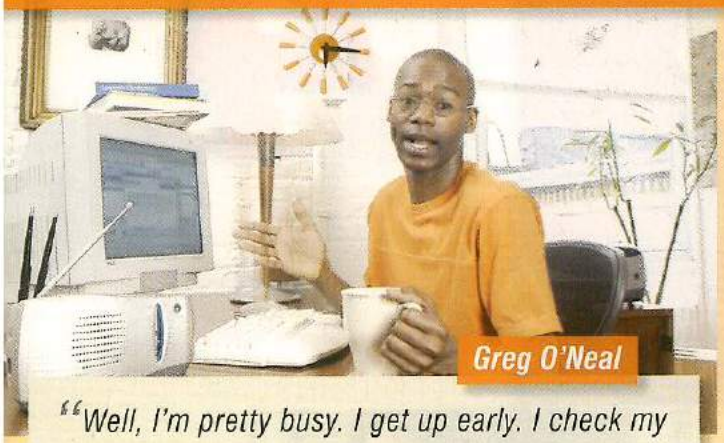

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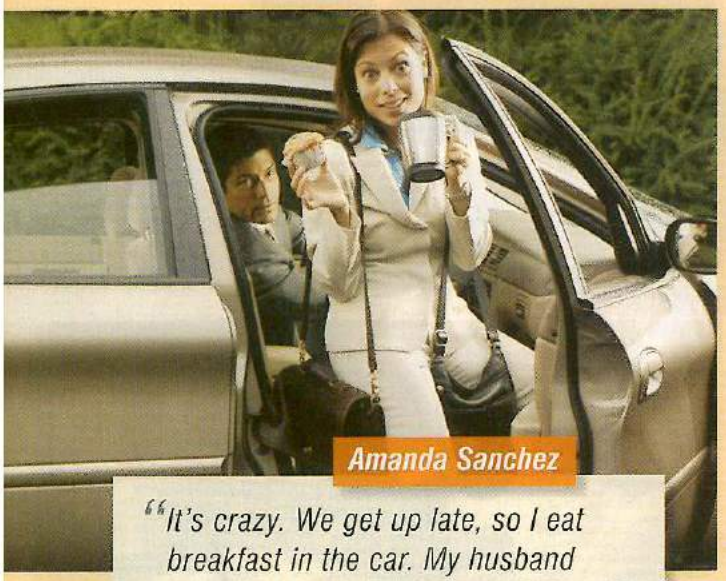

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1 Getting started

A Listen and read. Are you like any of these people?

Figure it out → **B** Can you complete these sentences about the people above?

1. Greg _____ his e-mail.
2. Jennifer's sister _____ TV.
3. Amanda's husband _____ _____ breakfast.
4. Alex and his wife don't _____ a lot.

About you → **C** What do you do in the morning? Check (✓) the boxes and tell the class.

☐ I get up early. ☐ I do my homework. ☐ I listen to the radio.
☐ I watch TV. ☐ I talk a lot. ☐ I check my e-mail.

2 Grammar *Simple present statements*

I	**eat**	breakfast.	I	**don't eat**	lunch.
You	**have**	coffee.	You	**don't have**	tea.
We	**get up**	late.	We	**don't get up**	early.
They	**read**	the paper.	They	**don't read**	books.
He	**listen**s	to the radio.	He	**does**n't **listen**	to CDs.
She	**watch**es	TV.	She	**does**n't **watch**	videos.

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

Verb endings: he, she, it

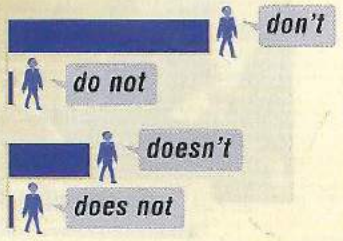
get → gets
watch → watches
play → plays
study → studies
have → has
do → does

A Complete these sentences.

1. I don't like (not / like) mornings.
2. In my family, we _____ (have) breakfast together.
3. My mother _____ (not / watch) TV.
4. My father _____ (have) coffee.
5. My parents _____ (talk) a lot.
6. I _____ (not / read) the newspaper.
7. I _____ (check) my e-mail after breakfast.
8. My best friend _____ (not / get up) early in the morning.

In conversation . . .

Don't and ***doesn't*** are more common than ***do not*** and ***does not***.



About you

B Now write four sentences about your mornings. Compare with a partner.

I don't eat breakfast.

A ***I don't eat breakfast. How about you?***
B ***I have breakfast every morning.***

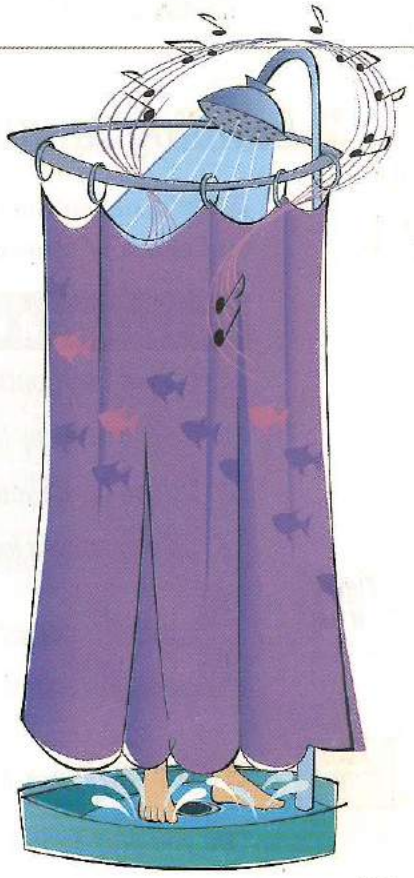
3 Speaking naturally *-s endings of verbs*

/s/ *likes* /z/ *listens* /ɪz/ *relaxes*

A Listen and repeat the words above. Notice the verb endings.

B Listen to the questions. Do the verbs end in /s/, /z/, or /ɪz/?

In your group . . .	/s/	/z/	/ɪz/
1. Who uses an alarm clock?	☐	☐	☑
2. Who gets up late?	☐	☐	☐
3. Who exercises in the morning?	☐	☐	☐
4. Who sings in the shower?	☐	☐	☐
5. Who eats a big breakfast?	☐	☐	☐
6. Who drives to class?	☐	☐	☐



About you

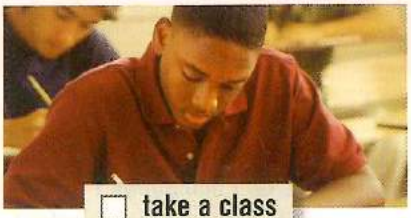
C ***Group work*** Take turns asking and answering the questions.

"Who uses an alarm clock?" ***"I use an alarm clock."***

Lesson B Routines

1 Building vocabulary

A Listen and say the expressions. Then check (✓) the things you do every week. Can you add more activities?


☐ take a class

☐ play sports

☐ clean the house

☐ go shopping

☐ do the laundry

☐ make phone calls

Word sort → **B** For each day of the week, think of one thing you usually do. Then tell the class.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	play soccer					

"On Mondays, I play soccer."

2 Building language

A Look at the questionnaire. Can you complete the last two questions? Then listen and check (✓) the answers that are true for you.

Do you have a weekly routine?	Yes, I do.	No, I don't.
1. Do you play sports every week?	☐	☐
2. Do you take any lessons or classes?	☐	☐
3. Do you check your e-mail on the weekends?	☐	☐
4. Do you make a lot of phone calls on Saturdays?	☐	☐
5. _____ you _____ shopping on Sundays?	☐	☐
6. _____ you _____ the laundry every week?	☐	☐

Figure it out →

About you → **B** ***Pair work*** Ask and answer all the questions. Can you give more information?

"Do you play sports every week?" *"Yes, I do. I play tennis on Saturdays."*

3 Grammar *Yes-No questions and short answers*

Do you **go** to a class in the evening?
Yes, I **do**. / No, I **don't**.

Does your mother **work** on the weekends?
Yes, she **does**. / No, she **doesn't**.

Do you and your friends **play** sports after class?
Yes, we **do**. / No, we **don't**.

Do your friends **make** phone calls at night?
Yes, they **do**. / No, they **don't**.

A Complete the questions. Compare with a partner.

1. Do you eat a lot of snacks every day?
2. ____ you make a lot of phone calls before breakfast?
3. ____ you clean the house on the weekends?
4. ____ you _____ your homework late at night?
5. ____ you _____ TV after dinner?
6. ____ your friends _____ their e-mail every day?
7. ____ your teacher work in the evening?
8. ____ your best friend _____ a class on Saturdays?

Time expressions

on Monday(s)
on (the) weekends
on the weekend
in the morning(s)
in the afternoon(s)
in the evening(s)
at night
before breakfast
after class
every day

About you

B ***Pair work*** Ask and answer the questions.
How many of your answers are the same?

A ***Do you eat a lot of snacks every day?***
B ***Yes, I do. I eat two or three snacks in the afternoon.***

4 Survey

A Find people who do these things. Write their names in the chart.

Who has a busy week?

Find someone who . . .	***Name***
belongs to a club.	
plays on a team.	
works on the weekends.	
has breakfast in the car.	
studies English before breakfast.	
gets up early on Sundays.	

"Do you belong to a club?" ***"Yes, I do. I belong to a chess club."***

B Tell the class something interesting about a classmate.

"Anton belongs to a chess club."

5 Vocabulary notebook *Verbs, verbs, verbs*

See page 42 for a new way to log and learn vocabulary.

Lesson C

Do you come here every day?

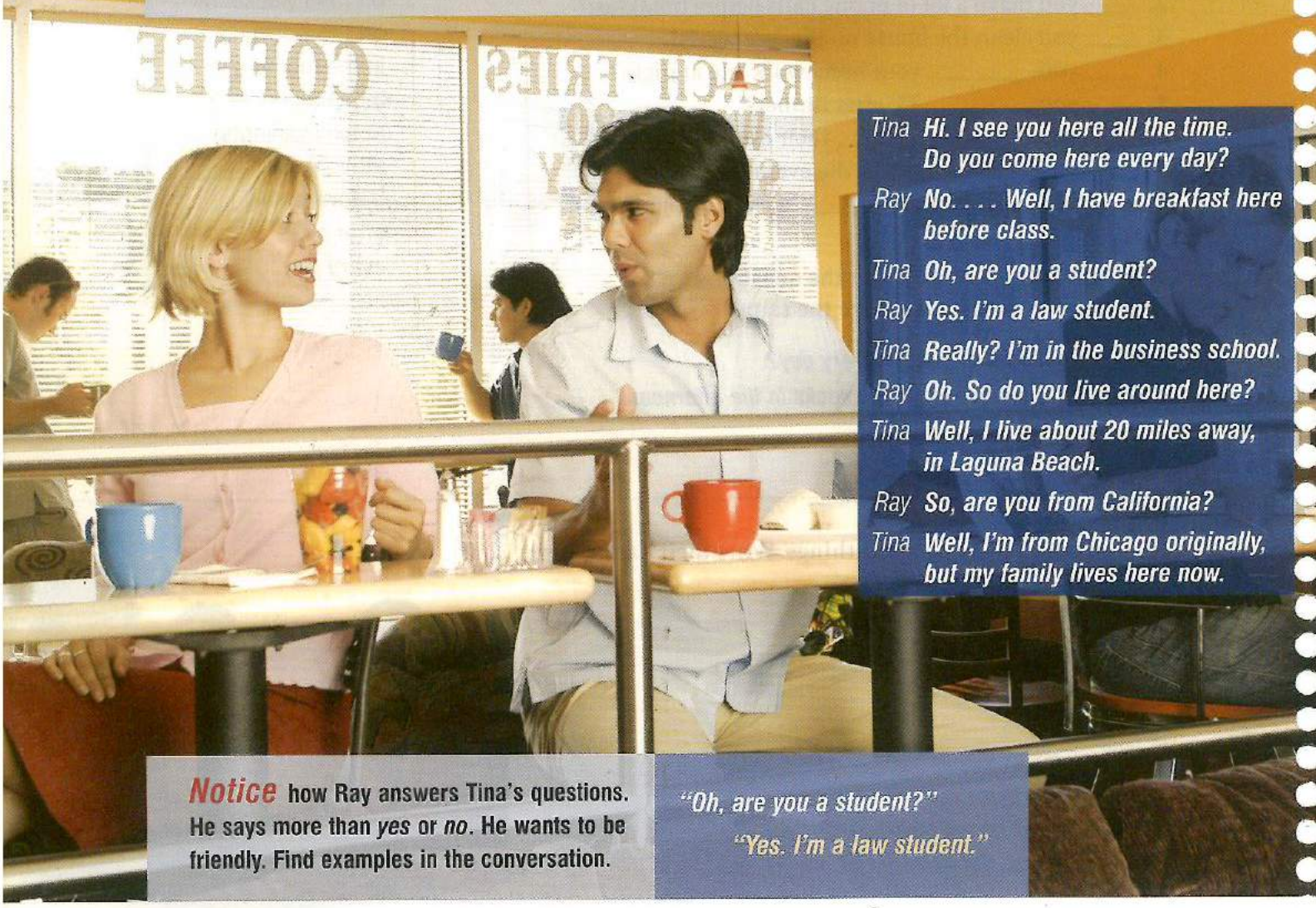
1 Conversation strategy *Saying more than yes or no*

A Can you answer this question with more than *yes* or *no*?

A Do you live around here?

B Yes, _____ . or *No,* _____ .

Now listen. What do you find out about Ray?



Tina **Hi. I see you here all the time. Do you come here every day?**

Ray **No. . . . Well, I have breakfast here before class.**

Tina **Oh, are you a student?**

Ray **Yes. I'm a law student.**

Tina **Really? I'm in the business school.**

Ray **Oh. So do you live around here?**

Tina **Well, I live about 20 miles away, in Laguna Beach.**

Ray **So, are you from California?**

Tina **Well, I'm from Chicago originally, but my family lives here now.**

Notice how Ray answers Tina's questions. He says more than *yes* or *no*. He wants to be friendly. Find examples in the conversation.

"Oh, are you a student?"
"Yes. I'm a law student."

About you

B Match the questions and answers. Then ask and answer the questions with a partner. Give your own answers, saying more than *yes* or *no*.

1. Do you live around here? f
2. Are you from here originally? ____
3. Do you have a part-time job? ____
4. Do you like sports? ____
5. Do you have brothers and sisters? ____
6. Do your parents live around here? ____

a. Yeah. Well, I play on a softball team.
b. Yeah, I work at a restaurant on the weekends.
c. No, they live in a small town near the ocean.
d. No, I'm from Rio originally.
e. No, I'm an only child.
f. No, I live near the beach.

SELF-STUDY AUDIO CD CD-ROM

2 Strategy plus *Well*

Start your answer with **Well** if you need time to think, or if your answer is not a simple *yes* or *no*.

In conversation . . .

Well is one of the top 50 words.

About you → **Pair work** Practice the conversations. Then ask the questions again. Give your own answers.

1. *A* What are your neighbors like?
   B Well, they're very noisy. They like loud music.

2. *A* Do you see your family a lot?
   B Well, not really. They don't live around here.

3. *A* Do you study every day?
   B Well, not every day. I go out with friends on the weekends.

3 Listening and speaking *What's the question?*

A Listen to people answer the questions below. Which question is each person answering? Number the questions.

- [ ] *"Do you go out on the weekends?"*
- [1] *"Do you read a lot?"*
- [ ] *"Do you know people from other countries?"*
- [ ] *"Do you live with your parents?"*
- [ ] *"Do you exercise every day?"*

About you → **B Pair work** Ask and answer the questions above. Be sure to say more than *yes* or *no* in your answers. Use *Well* if you need to.

C Look at each question again. Change the verb. How many new questions can you make? Then ask a partner your questions.

Do you ~~go out~~ on the weekends?
read
watch TV

Lesson D On average . . .

1 Reading

About you → **A** How much time do you spend on these activities every day? Tell the class.

- on the phone two hours
- in bed _____
- at work or at school _____
- in the car, or on the bus or train _____

"I spend two hours a day on the phone."

B Read the article. How many daily activities does it talk about?

IN THE LIFETIME OF AN AVERAGE AMERICAN . . .

How many hours do you spend in bed? Six or seven hours a night maybe? And how many hours do you spend in front of the TV every week? Nine or ten? That's not a lot, is it? Well, think again. Add together all the hours you spend on these activities in a lifetime, and the total numbers are surprising.

In an average lifetime, an American works over 90,000 hours, walks an amazing 22,000 kilometers (14,000 miles), and spends three and a half years eating.

Do you call your friends a lot? An average American talks on the telephone for two and a half years. On average, Americans sleep for 24 years and watch TV for 12 years. That's 36 years – about half a lifetime – in bed or on the couch!

C Read the article again, and complete the sentences. Compare answers with a partner. Are any facts surprising?

In a lifetime, an average American spends . . .

1. _____ hours at work.
2. _____ years on the telephone.
3. _____ years in bed.
4. _____ years in front of the TV.

2 Listening *Teen habits*

A Read about the habits of an average American teenager. Then listen to Christine talk about her habits. Complete the chart about Christine.

An average teenager . . .	*Christine . . .*
drinks 16 cans of soda a week.	*drinks about _____ cans of soda a week.*
eats dinner at home 3 times a week.	*eats dinner at home _____ times a week.*
spends about 5 hours a month online.	*spends about _____ hours a month online.*
watches TV 20 hours a week.	*watches TV _____ hours a week.*

About you

B ***Pair work*** Do you have the same habits as an average American teenager? Ask and answer questions.

"Do you drink 16 cans of soda a week?" ***"No, I drink about 2 cans a week. What about you?"***

3 Writing and speaking *An average week*

A Complete the sentences. Then tell a partner. Take notes on your partner's activities.

My week: On average . . .	*My partner's week: On average . . .*
I study / work _____ hour(s) a week.	_____
I exercise _____ hour(s) a week.	_____
I use a cell phone _____ time(s) a day.	_____
I go out with my friends _____ night(s) a week.	_____
I spend _____ hour(s) with my family on weekends.	_____

B Write an e-mail message to a friend about your partner. Use your notes to help you.

Subject: My new friend

From: Gustavo Martinez <gmartinez5@cup.org>
To: Hiro Ono <hiroshiono@cambridge.org>
Subject: My new friend

Dear Hiro,
I have a new friend in my English class. Her name is Mei-ling.
She has a busy week. Mei-ling works 40 hours a week.

Help note

Capitals and periods
- Use CAPITAL letters for new sentences and names.
- Use a period (.) at the end of your sentences.

Her name is Mei-ling.
↑ ↑ ↑

C ***Group work*** Take turns reading your messages aloud. Who has a different or surprising routine?

4 Free talk *Interesting facts*

See ***Free talk 4*** for more speaking practice.

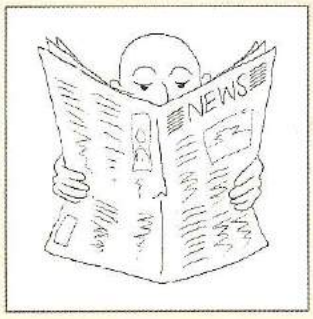
Vocabulary notebook

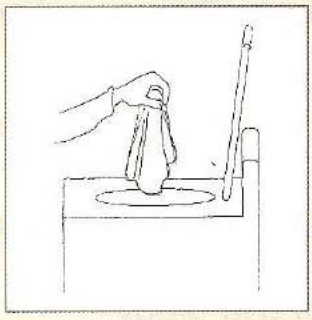
Verbs, verbs, verbs

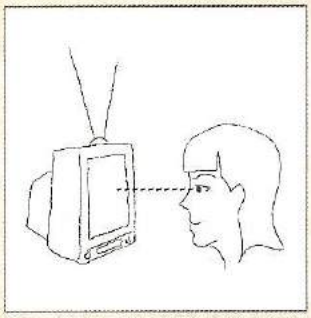
Learning tip *Drawing pictures*

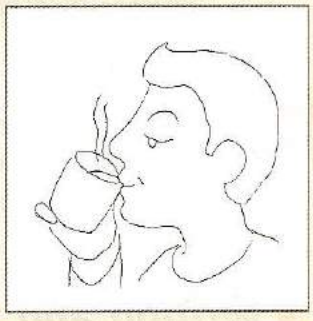
Draw and label simple pictures in your notebook. The pictures below show different verbs.

1 Label the pictures. Use a verb to describe each activity.









read the newspaper

2 Draw and label your own pictures of activities.

3 Complete the chart with your everyday activities.

Write two things you do . . .		
every day	I read the newspaper.	
in the afternoon		
on Sundays		
after breakfast		
before bed		

On your own

Write labels for the things you do every day.
Put your labels around the house.

Unit 5

Free time

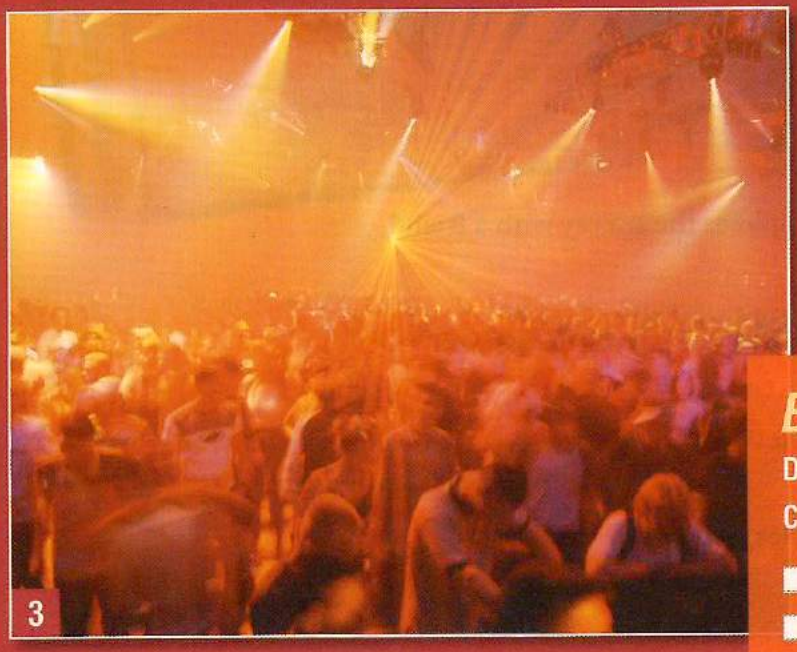
In Unit 5, you learn how to . . .

- ask simple present information questions.
- say how often you do things.
- talk about free-time activities and TV shows.
- ask questions in two ways.
- use *I mean*.

1

2

4


3

Before you begin . . .

Do you do these things on the weekends?
Check (✓) the boxes.

- ☐ go on the Internet
- ☐ eat out
- ☐ go to a club
- ☐ go to the movies

Lesson A Going out

FREE-TIME SURVEY

Name: Robert Acosta *Occupation:* Student

Please answer the questions.
You can check (✓) more than one answer.

1. How often do you go out?
- ☐ every night
- ☑ once or twice a week
- ☐ other _____

2. When do you usually go out?
- ☐ on weeknights
- ☐ on weekends

3. Where do you go?
- ☐ to the movies
- ☐ to clubs
- ☐ to restaurants
- ☐ to the gym
- ☐ other _____

4. Who do you go out with?
- ☐ my family
- ☐ my friends
- ☐ my girlfriend / boyfriend
- ☐ other _____

5. How often do you eat out?
- ☐ every night
- ☐ once or twice a week
- ☐ two or three times a month
- ☐ other _____

6. What do you do in your free time at home?
- ☐ go on the Internet
- ☐ relax in front of the TV
- ☐ rent movies
- ☐ other _____

Thank you for your help with our survey!

1 Getting started

A Listen and read as Robert completes the survey with a friend. Check (✓) his answers.

Figure it out → **B** Can you complete these questions? Use the survey to help you. Compare with a partner.

1. *A* _____ do you go to the movies?
   B Once or twice a month.
2. *A* _____ do you go to the movies with?
   B My best friend.
3. *A* _____ do you go with your friends?
   B To restaurants and clubs.

About you → **C** ***Pair work*** Complete the survey for your partner. Ask and answer the questions.

2 Grammar Simple present: Information questions

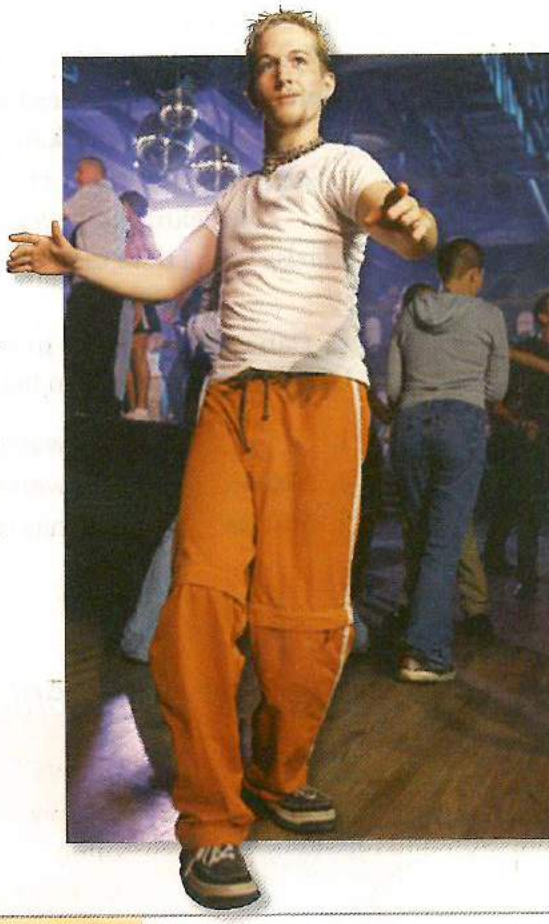
What do you	do in your free time?	Meet my friends.
Who do you	go out with?	A friend.
Where does she	go?	To the movies.
How often does he	eat out?	Twice a month.
When do they	go out?	On the weekends.

Time expressions

How often?
every night
on Friday nights
once a week
three times a week
twice a month

A Unscramble the words to make questions. Compare with a partner.

1. do / you / do / what / on Friday nights ?
   What do you do on Friday nights?
2. after class / where / go / your friends / do ?
   _____
3. you / who / do / on the weekends / go out with ?
   _____
4. do / your parents / how often / go on the Internet ?
   _____
5. your family / does / have dinner together / when ?
   _____
6. on weeknights / go out / do / you / how often ?
   _____



About you → **B Pair work** Ask and answer the questions with a partner.

A ***What do you do on Friday nights?***
B ***I go to a club.***

3 Speaking naturally Do you . . . ?

Do you go out a lot? *Where do you go?* *What do you do?*

A Listen and repeat the questions above. Notice the pronunciation of *do you*.

B Listen to the conversations. Write the questions you hear.

1. *A* Do you relax in your free time?
   B Well, yes, on the weekends.
   A _____
   B I sleep late, read, watch TV . . .

2. *A* _____
   B Yes, I do. I like movies a lot.
   A _____
   B Two or three times a week.

About you → **C Pair work** Practice the conversations. Then ask and answer the questions. Give your own answers.

Lesson B TV shows

1 Building language

A Listen. When does Marisa watch TV? Practice the conversation.

Steve This soup is delicious. What's in it? . . . Marisa? Marisa!
Marisa I'm sorry, what?
Steve You know, sometimes I think you watch too much TV.
Marisa Oh, I hardly ever watch TV.
Steve Are you serious?
Marisa Well, sometimes I watch the morning shows. And I usually watch the late movie.
Steve And you always have dinner in front of the TV! I mean, you never talk to me.
Marisa Yes, I do! I talk to you during the commercials.

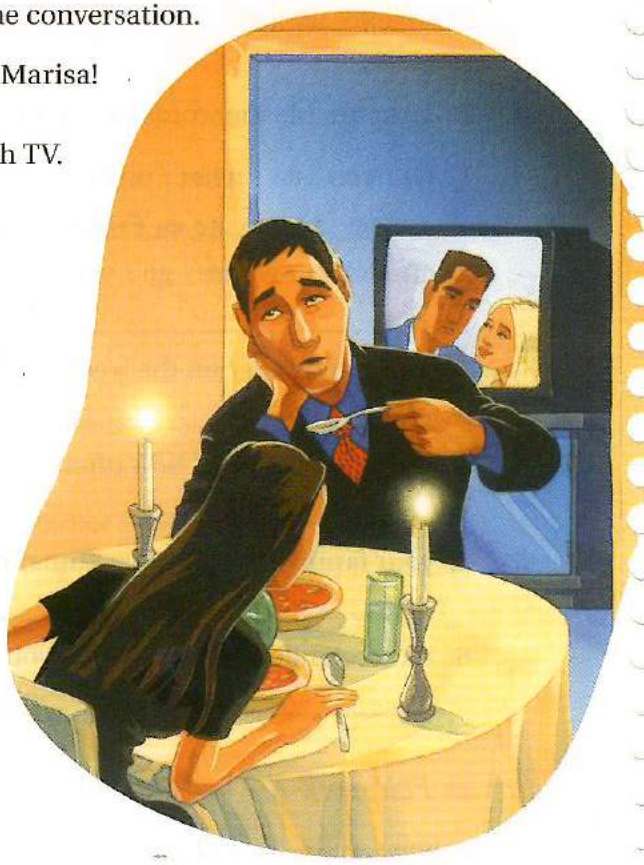


Figure it out **B** Can you find words to complete the sentences? Use the conversation to help you.

1. _____ Marisa watches the morning shows.
2. Marisa _____ watches the late movie.
3. Marisa _____ has dinner in front of the TV.

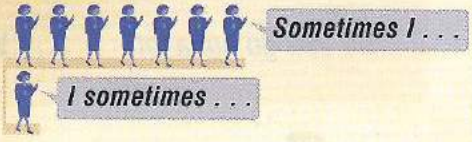
2 Grammar *Frequency adverbs*

I { always / usually / often / sometimes / hardly ever / never } eat in front of the TV.

Sometimes I eat in front of the TV.

In conversation . . .

People say ***Sometimes I . . .*** 7 times more often than ***I sometimes . . . .***



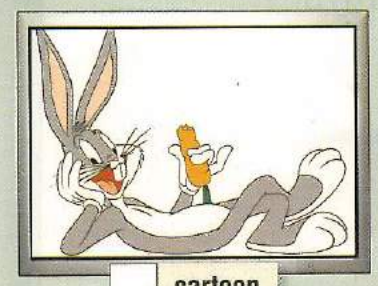
About you Add frequency adverbs to make true sentences. Then compare with a partner.

never
1. I watch TV in the morning.
2. I watch TV shows in English.
3. My family has dinner in front of the TV.
4. I rent movies on the weekends.
5. My family watches TV late at night.
6. We watch videos in our English class.

A ***I never watch TV in the morning.***
B ***Really? I always watch TV in the morning.***

3 Building vocabulary

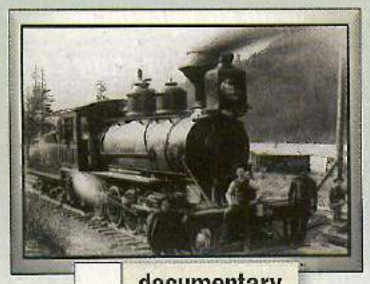
A Listen. What kinds of TV shows do you hear? Write the number next to the type of show.

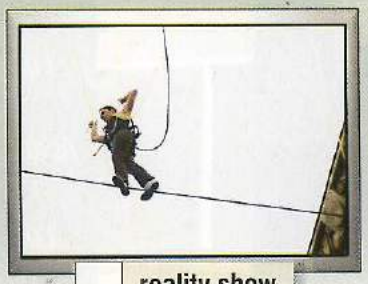

cartoon

soap opera

talk show

game show


documentary


reality show

1 sitcom

the news

Word sort → **B** What kinds of shows do you like and dislike? Complete the chart. Add other kinds of shows you know.

Likes		Dislikes	
☺☺☺ =	*I love* cartoons	☹☹☹ =	*I hate*
☺☺ =	*I really like*	☹☹ =	*I can't stand*
☺ =	*I like*	☹ =	*I don't like*

About you → **C** ***Pair work*** Find out what kinds of TV shows your partner likes.

"Do you like cartoons?" *"Yes, I do. I love cartoons. My favorite is . . ."*

4 Talk about it *Do you watch too much TV?*

Group work Discuss the questions. Do you have the same TV-watching habits?

- How many TVs do you have at home?
- How often do you watch TV?
- Do you have breakfast in front of the TV?
- Do you ever watch TV in bed? in restaurants?
- Do you watch the commercials on TV?
- Do you think you watch too much TV?

5 Vocabulary notebook *Do what? Go where?*

See page 52 for a new way to log and learn vocabulary.

Lesson C

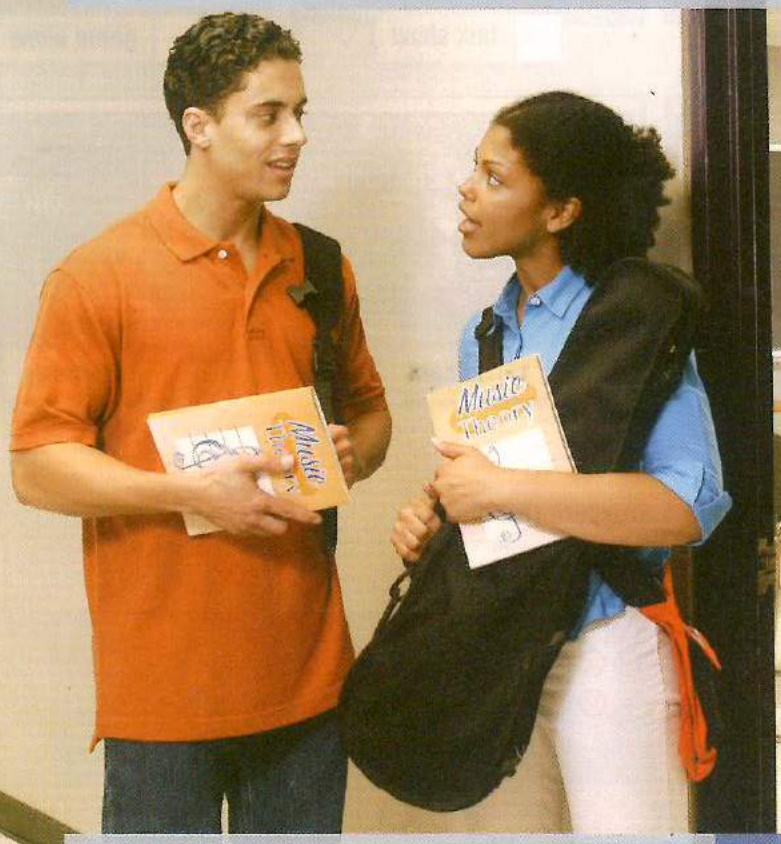
Do you go straight home?

1 Conversation strategy *Asking questions in two ways*

A Can you complete the second question?

A ***What do you do after work? Do you _____ ?***
B ***Well, I usually go shopping and then go home.***

Now listen. What does Lori do after class?



Adam ***So, what do you do after class? Do you go straight home?***

Lori ***Well, usually. Sometimes I meet a friend for dinner.***

Adam ***Oh, where do you go? I mean, do you go somewhere nice?***

Lori ***Do you know Fabio's? It's OK. I mean, the food's good, and it's cheap, but the service is terrible. Do you know it?***

Adam ***Well, actually, I work there. I'm a server.***

Notice **how Adam asks questions in two ways. His questions are clear and not too direct. Find examples in the conversation.**

"So, what do you do after class? Do you go straight home?"

B Match the first question to a good second question.

1. What do you do after class? c
2. How do you get home? ____
3. Do you ever feel tired after class? ____
4. Do you work in the evening? ____
5. How often do you go shopping? ____
6. What do you do for lunch? ____

a. I mean, do you eat out?
b. Do you go shopping a lot?
c. Do you go out for coffee?
d. I mean, do you usually need a break?
e. Do you take the subway or the bus?
f. I mean, do you have a part-time job?

About you → **C** ***Pair work*** Ask and answer the pairs of questions. Give your own answers.

"What do you do after class? Do you go out for coffee?" ***"Well, I usually . . ."***

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2 Strategy plus *I mean*

You can use *I mean* to repeat your ideas or to say more about something.

Where do you go? I mean, do you go somewhere nice?

Do you know Fabio's? It's OK. I mean, the food's good, . . .

In conversation . . .

I mean is one of the top 15 expressions.

A Complete the questions or answers with your own ideas. Compare with a partner. Do you have any of the same ideas?

1. *A* Do you ever go out after class?
   B Well, not very often. I mean, I usually go straight home.
2. *A* How do you like the restaurants in your neighborhood?
   B They're not bad. I mean, they're _____.
3. *A* Are you busy in the evening? I mean, do you _____?
   B Well, I take a lot of classes.
4. *A* What do you do in your free time?
   B Well, I don't have a lot of free time. I mean, _____.

About you → **B** ***Pair work*** Ask and answer the questions. Give your own answers.

3 Listening and speaking *What do they say next?*

A Listen to the beginning of three conversations. How do you think each conversation continues? Circle ***a*** or ***b***.

Conversation 1	Conversation 2	Conversation 3
a . . . *what are your hobbies?*	***a*** . . . *I take French, too.*	***a*** . . . *do you watch TV?*
b . . . *where do you work?*	***b*** . . . *the food is good.*	***b*** . . . *do you live around here?*

B Now listen to the complete conversations. Check your answers.

About you → **C** Add a second question to each question below. Then choose one and start a conversation with a partner.

1. How often do you play sports? I mean, do you play _____?
2. Where do you usually have dinner? I mean, do you eat _____?
3. What do you do on the weekends? I mean, do you _____?

4 Free talk *Play a board game.*

See ***Free talk 5*** for more speaking practice.

Lesson D Internet addicts

1 Reading

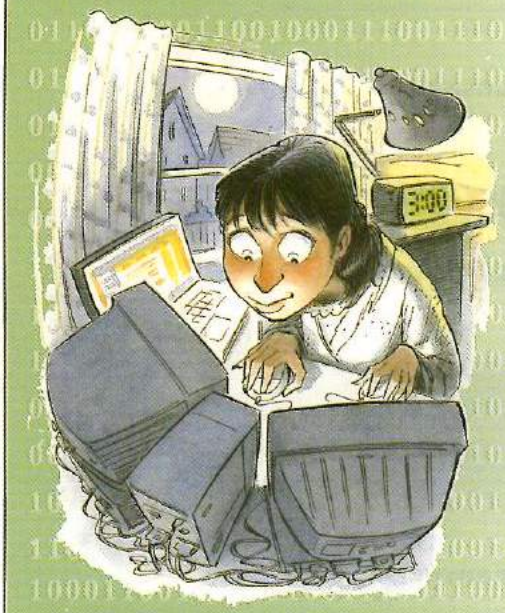
A Check (✓) the statements you agree with. Compare with a partner. Can you add more ideas?

The Internet is a great place to . . .

- ☐ make new friends and "chat."
- ☐ find information.
- ☐ spend your free time.
- ☐ practice your English.
- ☐ listen to music.

B Read the article. Do you know any Internet "addicts"?

ARE YOU AN INTERNET ADDICT?



So, you love the Internet. It's a great place to find information or go shopping. It's fun, but do you spend a lot of time online? Experts say 6% of Internet users are Internet addicts – they are always online. "Internet addicts are often young people," says one expert, "and they usually have problems with family, friends, work, and school."

Take this quiz. If you answer yes to all these questions, maybe you are an Internet addict.

1. *Do you spend a lot of time on the Internet?* ☐ Yes ☐ No
2. *Do you think or talk about the Internet all the time?* ☐ Yes ☐ No
3. *Are all your friends "Internet friends"?* ☐ Yes ☐ No
4. *Is the Internet your only hobby?* ☐ Yes ☐ No
5. *Do you ever miss appointments because you are online?* ☐ Yes ☐ No

So, what do you do if you think you are an addict? Go to a counseling service. Where are they? On the Internet, of course!

C Answer the questions about the article. Compare your answers with a partner.

1. How many Internet users are "addicts"?
2. What problems do Internet addicts have?
3. Where do Internet addicts go for help?
4. What are some things Internet addicts do?

About you

D ***Pair work*** Take the quiz in the article. Ask and answer the questions. Is your partner an Internet addict? Are you?

2 Listening and speaking *Using computers*

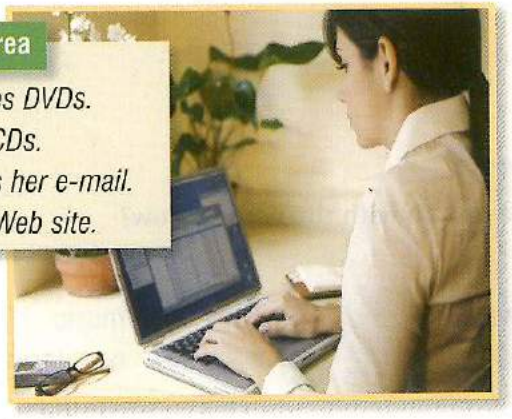
A Why do people use computers? How many different ideas can you think of?

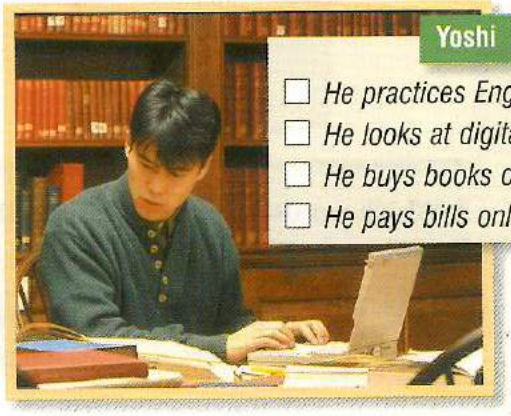
"They watch DVDs. They . . ."

B Listen. What do Andrea and Yoshi use their computers for?
Check (✓) the boxes.

Andrea

- ☐ *She watches DVDs.*
- ☐ *She plays CDs.*
- ☐ *She checks her e-mail.*
- ☐ *She has a Web site.*





Yoshi

- ☐ *He practices English.*
- ☐ *He looks at digital photos.*
- ☐ *He buys books online.*
- ☐ *He pays bills online.*

About you → **C Group work** Discuss the questions. Do you use computers for the same things?

- How often do you use a computer? What do you use it for?
- Do you go on the Internet? What do you do online?
- Do you have e-mail? How often do you send e-mail?
- Do you ever shop online? What do you buy?

3 Writing *A message to a Web site*

A Write a message to the Web site about yourself. Complete the sentences.

E-pals in English

E-Pals in English

Are you an English student? Do you want a pen pal or an e-pal? Write about yourself below. We'll find you an e-pal in another country.

Hello.
My name is ....., and I live in ..... . I go to an English class ..... a week. In my free time, I ..... and ..... . I like ..... , but I don't like ..... .

I ..... .

Help note

Linking ideas with and and but

*My name is Sombat, **and** I live in Bangkok.*
*I take English **and** Chinese.*
*I love movies, **but** I don't like cartoons.*

B Class activity Read your classmates' messages. Choose an e-pal and tell the class about him or her.

Vocabulary notebook

Do what? Go where?

Learning tip *Verbs + ...*

Write down verbs and the words you can use *after* them.

play	music
	sports
	soccer

1 Which words and expressions in the box go with the verbs below? Complete the chart.

breakfast	the laundry	homework	lessons	✓music	snacks
a class	dinner	computer games	meals	on a team	soccer

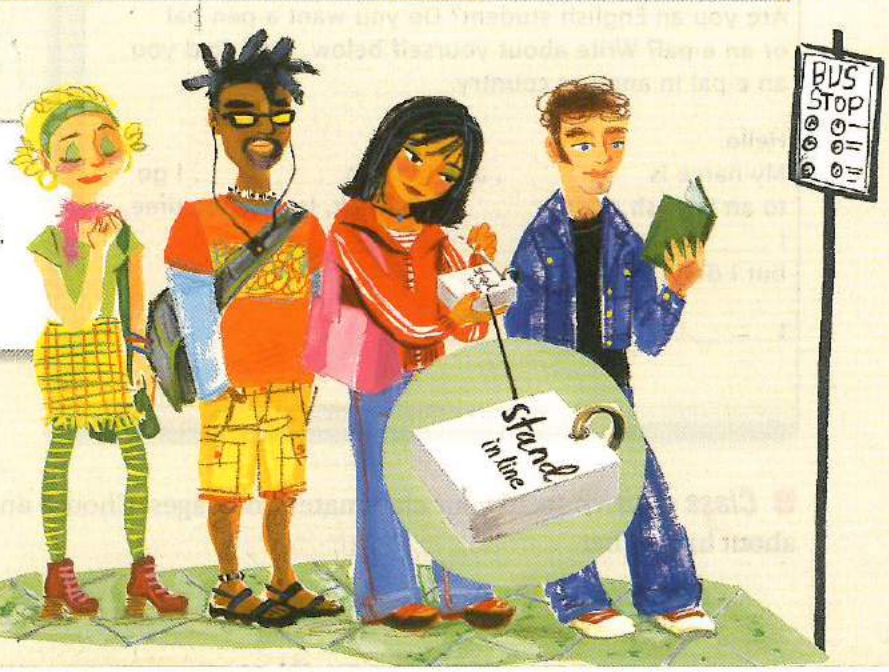
play	music	***eat***		***take***		***do***	

2 Now think of words and expressions that go with these verbs.

go	to a class	***watch***	documentaries	***read***	
	out				

On your own

Make a vocabulary "flip pad." On each page, write a verb with words you can use after it. Look through it when you have time.



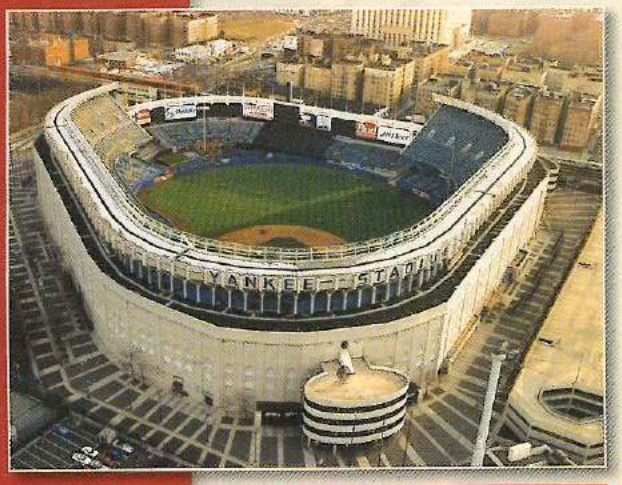
Unit 6

Neighborhoods

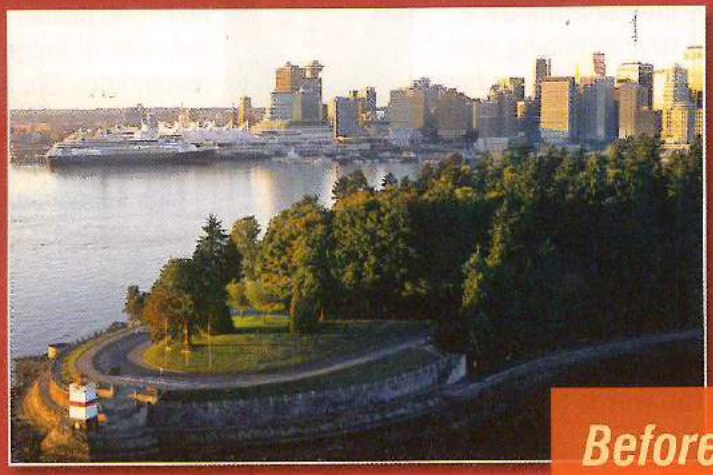
In Unit 6, you learn how to . . .

- use *There's* and *There are.*
- use *some*, *no*, *a lot of*, and *a couple of*.
- talk about your neighborhood and local events.
- ask for and tell the time.
- use *Me too* or *Me neither* to show you're like someone.
- use *Right* and *I know* to agree.

The Mall of America, Bloomington, Minnesota



Yankee Stadium, New York City



Stanley Park, Vancouver

The J. Paul Getty Museum, Los Angeles

Before you begin . . .

Do you have any places like these in your city or town?
How often do you go to them?

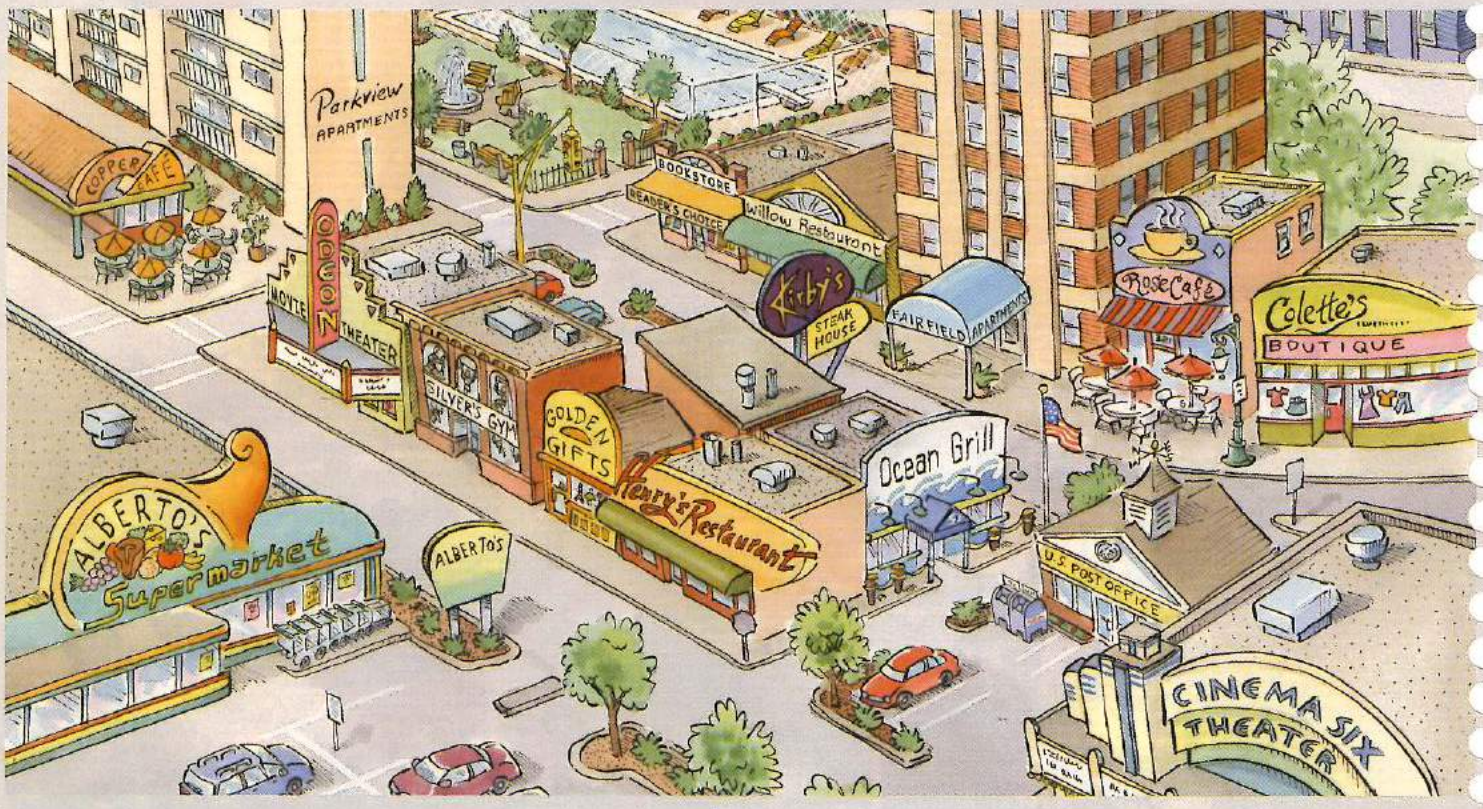
Lesson A

Nice places

THE DAILY HERALD

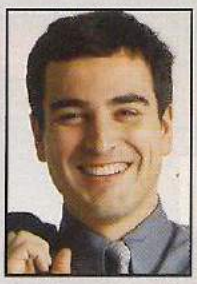
How do you like your neighborhood?

People talk about the popular neighborhood called Parkview.



"Well, Parkview is convenient. There's a big supermarket and some nice stores, but there's no mall. We need a mall!"

– Janet Carson, 47, medical researcher



"Um, it's nice. There are two nice outdoor cafés and a couple of movie theaters. There's a new swimming pool in the park – we have a beautiful little park. Yeah, it's good."

– Rick Martinez, 33, stockbroker

"Parkview is boring! There's no place to go. I mean, there's no mall, no fast-food places – just a lot of expensive restaurants. Oh, and a small park."

– Megan Novak, 15, high school student

1 Getting started

A Listen and read. Which people like Parkview? Why?

Figure it out **B** What's in your neighborhood? Circle the words to make true sentences. Compare with a partner.

1. There's **a / no** mall.
2. There are **no / some / a lot of** cheap restaurants.
3. There are **no / a couple of / some** movie theaters.

2 Grammar There's and There are; quantifiers

There's	a park.
There's	no mall.
There are	a lot of restaurants.
There are	some outdoor cafés.
There are	a couple of movie theaters.
There are	no clubs.

There's = There is

Adjectives before nouns

There's a **small** park.
There's a **beautiful** pool.
There's a **new** restaurant.
There are some **expensive** stores.

In conversation . . .

People often say ***There's*** before plural nouns, but it is not correct to write this.

A These sentences about the neighborhood on page 54 aren't accurate. Can you correct them? Then compare with a partner.

1. There are a couple of big supermarkets. There's a big supermarket.
2. There are no swimming pools. _____
3. There's a big park. _____
4. There's one movie theater. _____
5. There's an expensive restaurant. _____
6. There are a lot of fast-food places. _____
7. There are a lot of apartment buildings. _____
8. There's a stadium. _____

About you

B Pair work Student A: Say what's in your neighborhood.
Student B: Ask for more information. Then change roles.

A ***There's a big stadium in my neighborhood.***
B ***What sports do they play there?*** or ***How often do you go there?***

3 Speaking naturally Word stress

movie • • stadium • • • apartment • • •

A Listen and repeat the words above. Notice the word stress.

B Listen. Write the words in the correct column.

✓ movie	museum
✓ stadium	neighborhood
✓ apartment	music
expensive	beautiful
noisy	boring
theater	convenient

1 • •	2 • • •	3 • • •
movie	stadium	apartment

C Group work Talk about a perfect neighborhood. What's there? What's not there? Agree on a list of places. Then tell the class.

"In a perfect neighborhood, there's a beautiful park." ***"And there are some cafés. . . ."***

Lesson B What time?

1 Building vocabulary

A Listen and say the times. What time is it now?

It's eleven **(o'clock)**.

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

It's four-fifteen.
It's **a quarter after** four.

It's ten-thirty.

It's six-forty-five.
It's **a quarter to** seven.

It's eight-fifty.
It's ten **to** nine.

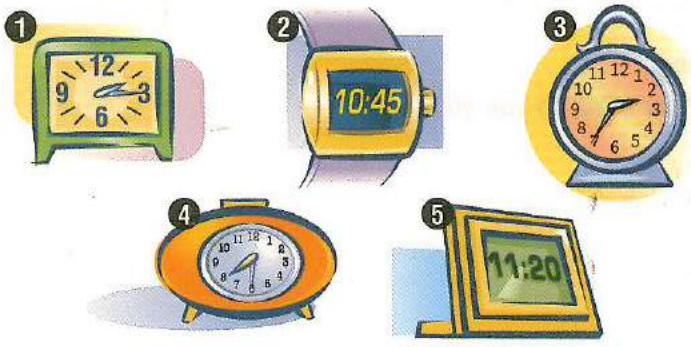
It's twelve a.m.
It's **midnight**.

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

Notice . . .

a.m. = **before** 12 noon
p.m. = **after** 12 noon

B ***Pair work*** Take turns asking and telling the time.



In conversation . . .

People say (hour)-***fifteen*** more than ***a quarter after*** (hour).

"What time is it?" ***"It's two-fifteen."*** **or** ***"It's a quarter after two."***

2 Listening *What's on this weekend?*

How often do you go to events like these? Tell the class. Then listen to the radio show, and complete the chart.

Event	*Where is it?*	*What time does it start?*
1. concert		
2. art exhibit		
3. soccer match		
4. play		

3 Building language

A Listen. What time is the concert? Practice the conversation.

Kyle Hey, there's a free jazz concert tomorrow night.
Erin Oh, that sounds like fun. Where?
Kyle At Grant Park.
Erin What time does it start?
Kyle Um, it starts at . . . 7:00.
Erin OK, well, let's go. Let's meet at the park at a quarter to seven.
Kyle But they don't usually have a lot of seats, so . . .
Erin Oh, well, in that case, let's get there early – say, around 6:30.

Figure it out → **B** Complete these suggestions with verbs. Have a conversation with a partner.

1. Let's _____ to a movie tomorrow.
2. Let's _____ coffee together after class.

4 Grammar *Telling time; suggestions with Let's*

What time is it?	**It's** 6:30.	***Suggestions***
What time does the concert start?	It starts **at** 9 o'clock.	**Let's go.**
What time do supermarkets close?	**(At) about** 10:00 p.m.	**Let's meet** at 6:45.
What time do you go out at night?	Usually **around** 8:00 or 8:30.	**Let's get** there early.

In conversation . . .
You can ask people you don't know
Excuse me, do you have the time?

A Write questions with *What time.* Then ask three classmates your questions.

Find out what time . . .

1. they get home on Saturday nights. What time do you get home on Saturday nights?
2. they leave work or school in the afternoon. _____
3. their local supermarket opens and closes. _____
4. their favorite TV show starts. _____
5. the last train leaves their local station. _____
6. buses start running in the mornings. _____

About you → **B** ***Pair work*** Talk about three events this week. Make plans to go to an event together. Use the conversation in 3 above to help you.

5 Vocabulary notebook *A time and a place . . .*

See page 62 for a new way to log and learn vocabulary.

Lesson C It's a great place to live.

1 Conversation strategy *Me too* and *Me neither*

A Can you match each statement with the correct response?

1. *I love our neighborhood.* ____ a. *Me neither.*
2. *I don't like the new movie theater.* ____ b. *Me too.*

Now listen. What do you find out about this neighborhood?

Ben *I just love this neighborhood.*
Jessica *Me too. I bet it's a great place to live.*
Ben *Yeah. It has some great restaurants.*
Jessica *Right. But they're expensive.*
Ben *Yeah, I know. There are a lot of rich people around here.*
Jessica *Well, I'm not rich!*
Ben *No, me neither.*
Jessica *By the way, are you hungry? I'm starving.*
Ben *Me too. But let's eat somewhere else. It's kind of expensive around here.*

Notice how Ben and Jessica say *Me too* and *Me neither* to show they have something in common. Find the examples in the conversation.

"I just love this neighborhood."
"Me too."

About you → **B** Make true sentences about your neighborhood. Circle an expression or add your own.

1. I live in **an exciting / a boring /** a great neighborhood.
2. I like the **stores / houses /** _____ in my neighborhood.
3. I don't like the **restaurants / buildings /** _____ there.
4. I go to a lot of **movies / concerts /** _____ in my neighborhood.
5. I don't **go shopping / eat out /** _____ there.

C *Group work* Read your sentences aloud. Who has something in common with you? Find someone who answers *Me too* or *Me neither.*

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"I live in an exciting neighborhood." *"Me too."* or *"Oh, really? I live in a boring neighborhood."*

2 Strategy plus *Right and I know*

Say *Right* and *I know* to show you agree with someone, or that you are listening.

It has some great restaurants.

Right. But they're expensive.

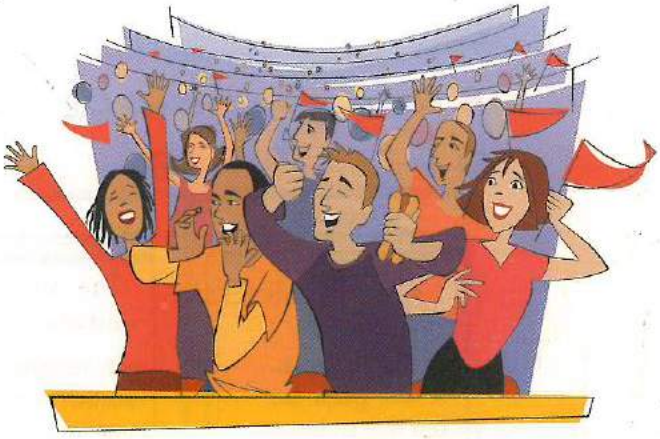
Yeah, I know.

In conversation . . .

Right is one of the top 50 words, and ***know*** is one of the top 20.

About you → Complete the statements with your own ideas. Then practice with a partner. Respond with *Right* and *I know.*

1. *A* Every neighborhood needs a stadium.
   B _____.
2. *A* The best neighborhood in town is _____.
   B _____.
3. *A* There are no good _____ around here.
   B _____.
4. *A* I don't like the _____.
   B _____.
5. *A* A lot of rich people live in _____.
   B _____.



3 Listening *City living*

A Listen to Sam talk about his neighborhood. What topics is he talking about? Circle ***a*** or ***b***.

1. ***a*** *the restaurants* / ***b*** *the people*
2. ***a*** *his neighbors* / ***b*** *places to shop*
3. ***a*** *concerts* / ***b*** *sporting events*

B Now listen to three things Sam says. Decide if you are like Sam or different from Sam. Complete a response in the chart.

	I'm like Sam.	*I'm different from Sam.*
1	*Me too. My neighborhood* _____.	*Really? I live* _____.
2	*I know. I like* _____.	*Yeah? I like* _____.
3	*Me neither. I don't like* _____.	*Really? I like* _____.

4 Free talk *Find the differences.*

See ***Free talk 6*** for more speaking practice.

Lesson D Advertising

1 Reading

A What classified ads do you find in a local newspaper? Look at these headings. Add your ideas below.

Classifieds

CLASSES	ITEMS FOR SALE	HELP WANTED	LOCAL EVENTS
piano lessons	cars	baby-sitters	concerts

B Read these classified ads. Choose one of the headings above for each one.

1 Classes

City Music Center
offers guitar lessons in small groups. Call Ross Williams between 9:00 and 5:00, Tuesday through Saturday, 689-555-4040.

2

The Summer Art and Music Festival
needs volunteers. All volunteers receive free concert tickets. Call 689-555-0999 or visit www.artfestcup.org for more information.

3

Carter's Restaurant
needs servers to work evenings from 6:00 to 10:00 p.m. Call 689-555-5401, and ask for John or Sue. No experience necessary.

4

Bay College Theater Group
presents a new play, *The Tourist*, at the Bay College Theater, Monday through Saturday at 8:00 p.m. Tickets are $15 for adults, and $10 for students and seniors.

5

Almost-new G6 laptop computer and $300 printer for sale. Only $450, so hurry. Call Jared at 689-555-1001 or 789-555-3782 (cell phone).

6

Do you want to speak perfect English?
Experienced teacher gives classes at 7:30 p.m. on Mondays and Thursdays. Classes are $15 an hour. Please call Ian at 689-555-0600 afternoons or evenings only.

7

New in-line skates for sale. Women's size 7. $75 or best offer. Call Sun Hee at 689-555-3854 after 7:30 p.m., or send an e-mail to Sunhee2@cup.org.

8

City Library needs your help with its monthly book sale. Please bring your old books and magazines to the library. Our hours are 9:00–5:00, Monday through Saturday; Sunday, 12:00–5:00.

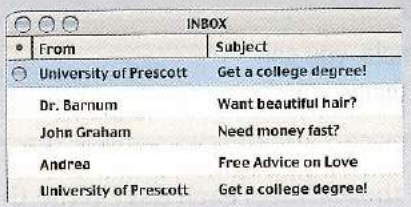
C Find and circle the following information in the ads. Then compare your answers with a partner.

- the telephone number for the guitar lessons
- the cost of the English classes
- three items for sale
- the time the play starts
- three words you want to learn
- an ad that sounds interesting

2 Talk about it *Too much advertising?*

Group work How often do you see ads like these? Do you think there's too much advertising around you? Discuss the questions.

▸ *Do you ever read **pop-up ads** on the Internet?*



▸ *Do you get a lot of **"spam"** – unwanted e-mails?*

▸ *What do the **billboards** in your city advertise?*

▸ *What do you think of the **commercials** on TV?*

▸ *Do you think there's too much advertising in **newspapers** and **magazines**?*

▸ *Do you ever see people in funny **costumes**? What do they advertise?*

3 Writing and speaking *Bulletin boards*

A Do you ever read notices or ads on a bulletin board? Which ones do you read?

B Write an ad for a bulletin board. Use one of the ideas below.

Help note

Prepositions

*Store hours are **from** 6:00 **to** 10:00.*
*Call **between** 9:00 **and** 5:00.*
*The store is open Monday **through** Saturday.*
*The play is **at** 8 p.m. **at** the library.*
*Call Jim **at** 555-7777, or **on** his cell phone.*
*Call us **for** more information.*

C **Group work** Take turns reading your ads aloud. Ask questions to find out more information.

*A **Do you need yoga classes? . . .***
*B **What time do your yoga classes finish? . . .***
*C **Are your classes fun? . . .***

Vocabulary notebook

A time and a place . . .

Learning tip *Linking ideas*

Link ideas together. For example, you can link the time of day with the things you do.

6:30 a.m. – I get up.

1 When do you usually do these things each day? Write the times.

6:30 a.m.	*get up*		*finish work / school*
	eat breakfast		*get home*
	go to work / school		*have dinner*
	eat lunch		*go to bed*

2 Complete the daily planner. What do you (and your family) usually do at different times?

6:00–9:00 a.m.	2:00–5:00 p.m.
9:00 a.m.–12:00 p.m.	5:00–8:00 p.m.
12:00–2:00 p.m.	8:00 p.m. –12:00 a.m.

On your own

Draw a clock face. Where are you at each time of the day? Write notes.

Touchstone checkpoint Units 4–6

1 That's not quite right.

Which of these sentences are true for you? Check (✓) true or false next to each one. Correct the false sentences.

	True	False		True	False
1. Our English class is in the morning.	☐	✓	6. We get a lot of homework.	☐	☐
2. I never come to class late.	☐	☐	7. The students sometimes eat in class.	☐	☐
3. We have class three times a week.	☐	☐	8. Our teacher drives a car to class.	☐	☐
4. There are 30 students in this room.	☐	☐	9. Cell phones often ring in class.	☐	☐
5. There is a coffee break at 10:30 a.m.	☐	☐	10. We go out for lunch after class.	☐	☐

Our English class isn't in the morning. or Our English class is in the evening.

2 How much do you know about your partner?

Complete the sentences to make guesses about a partner. Then ask your partner questions to find out if you are right or wrong.

Your guesses: **Are your guesses . . .**

My partner . . .		right?	wrong?
1. doesn't read	a lot of books.	✓	☐
2. _____	the news on TV every night.	☐	☐
3. _____	with his / her parents.	☐	☐
4. _____	an hour a day on the Internet.	☐	☐
5. _____	at 6:00 a.m. on the weekends.	☐	☐
6. _____	tennis very well.	☐	☐

A **Do you read a lot of books?**
B **No, I don't. But I read the newspaper every day.**
A **OK. I'm right about that. Do you . . . ?**

3 How well do you know your city?

Complete the chart. Then use the words to tell a partner five things about your city. Does your partner agree?

Places in a city		Words to describe places	
restaurant		expensive	

Useful expressions

a couple of	some
a lot of	no

"There are a lot of expensive restaurants in our city." **"That's right, but they're not very good."**

4 Ask a question in two ways; answer more than yes or no.

A Write a second question for each question below. Start the second question with *I mean.*

1. What's your neighborhood like? I mean, do you like it?
2. How often do you use a computer? _____
3. What kinds of sports do you watch on TV? _____
4. What time do you get up on weekends? _____
5. Who does the laundry at your house? _____

B ***Pair work*** Take turns asking and answering the questions. Say more than *yes* or *no* in your answers. Use *Well* if your answer isn't a simple *yes* or *no.*

A ***What's your neighborhood like? I mean, do you like it?***
B ***Well, it's not exciting, but I have nice neighbors.***

5 Are you the same or different?

A Unscramble the words to find eight kinds of TV shows.

ootrnac	cartoon	*paso preoa*	
mega whos		*het senw*	
scotmi		*elarity hosw*	
kalt oswh		*mucrtayenod*	

B Talk about your TV-watching habits with a partner. Use *Me too* and *Me neither* if you're the same. Use *Really?* . . . if you're different.

A ***I never watch cartoons.***
B ***Me neither. I don't like cartoons.*** or ***Really? I love cartoons.***

6 What's your routine?

Complete each question with a verb. Can you think of four more questions? Then ask and answer with a partner.

What time do you . . .	***When do you . . .***
have *breakfast?*	_____ *time with your family?*
_____ *to work or to class?*	_____ *your friends?*
_____ *home at night?*	_____ *to the movies?*
How often do you . . .	***Where do you . . .***
_____ *at the gym?*	_____ *your homework?*
_____ *a bus or train home?*	_____ *shopping?*
_____ *e-mail?*	_____ *lunch?*

A ***What time do you have breakfast?***
B ***I usually eat breakfast around 7 o'clock.***

Self-check

How sure are you about these areas? Circle the percentages.

grammar
20% 40% 60% 80% 100%
vocabulary
20% 40% 60% 80% 100%
conversation strategies
20% 40% 60% 80% 100%

Study plan

What do you want to review? Circle the lessons.

grammar
4A 4B 5A 5B 6A 6B
vocabulary
4A 4B 5A 5B 6A 6B
conversation strategies
4C 5C 6C