CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK 2

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

CAMBRIDGE ENGLISH CORPUS
CAMBRIDGE QUALITY GUARANTEE

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Touchstone Level 2 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 **Making friends** **pages 1–10**	• Ask questions to get to know your classmates using the simple present • Talk about your favorite things • Use responses with *too* and *either* to show what you have in common • Start conversations with people you don't know • Use *actually* to give new or surprising information • Read an article about small talk • Write a *How-to* article using correct punctuation	• Review of simple present and present of *be* in questions and statements • Responses with *too* and *either* ***Extra practice***	• Review of types of TV shows, clothes, food, and weekend activities	***Speaking naturally*** • Stress and intonation in questions and answers ***Sounds right*** • Hard and soft consonants
Unit 2 **Interests** **pages 11–20**	• Talk about your interests with *can, like, hate, prefer, be good at*, etc. • Discuss your taste in music using object pronouns and *everyone, nobody*, etc. • Say *no* in a friendly way • Use *really / not really* to make statements stronger / softer • Read an online forum about hobbies • Write online forum posts using linking expressions	• Verb forms after *can / can't, love, like*, etc., and prepositions • Object pronouns • *Everybody, everyone, nobody*, and *no one* ***Extra practice***	• Interests and hobbies • Types of music	***Speaking naturally*** • Saying lists ***Sounds right*** • Matching vowel sounds
Unit 3 **Health** **pages 21–30**	• Talk about exercise and how to stay healthy using the simple present and present continuous • Discuss common health problems using *if* and *when* • Encourage people to say more • Use expressions like *Really?* and *Oh!* to show surprise • Read an article about staying healthy • Write questions and answers about health concerns	• Simple present and present continuous • Joining clauses with *if* and *when* ***Extra practice***	• Ways to stay healthy • Common health problems • Common remedies	***Speaking naturally*** • Contrasts ***Sounds right*** • Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 **Celebrations** **pages 33–42**	• Talk about gift giving and birthdays using *be going to* and indirect objects • Talk about how you celebrate special days • Talk about plans using the present continuous or *be going to* • Use "vague" expressions like *and everything* • Give vague responses like *It depends* if you're not sure • Read an article about traditions around the world • Write an invitation to a special event	• Future with *be going to* • Indirect objects • Indirect object pronouns • Present continuous for the future ***Extra practice***	• Months of the year • Days of the month • Special days, celebrations, and holidays • Things people do to celebrate special days	***Speaking naturally*** • Reduction of *going to* ***Sounds right*** • Which sound in each group is different?
Unit 5 **Growing up** **pages 43–52**	• Talk about growing up and your family background using the simple past • Talk about school subjects people studied using *most (of), a few (of)*, etc. • Correct things you say with expressions like *Well, Actually*, and *No, wait* • Use *I mean* to correct a word or name • Read an interview about a man's teenage years • Write answers to interview questions	• *be born* • Review of simple past in questions and statements • General and specific use of determiners ***Extra practice***	• Time expressions for the past • Saying years • School subjects	***Speaking naturally*** • Reduction of *did you* ***Sounds right*** • Hard and soft consonant sounds
Unit 6 **Around town** **pages 53–62**	• Ask about places with *Is there . . . ?* and *Are there . . . ?* • Say where places are with *next to, between*, etc. • Ask for and give directions • Offer and ask for help with *Can* and *Could* • Check information by repeating words or using expressions like *Excuse me?* • Ask "echo" questions like *It's where?* to check • Read an online guide to Istanbul • king-tour guide	• *Is there?* and *Are there?* • Pronouns *one* and *ones* • Offers and requests with *Can* and *Could* ***Extra practice***	• Places in town • Location expressions • Expressions for asking and giving directions	***Speaking naturally*** • Word stress in compound nouns ***Sounds right*** • Matching vowel sounds spelled with *a* and *o*
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills					Self study
Conversation strategies	Listening	Reading	Writing	Free talk		Vocabulary notebook
• Start a conversation with someone you don't know • Use *actually* to give or to "correct" information	***What's the question?*** • Listen to answers and match them with questions ***This is a great party!*** • Listen to responses and match them to conversation starters; then listen for more information	***Improve your skills and "small talk" your way to success*** • A magazine article giving advice	***How to Improve . . .*** • Write an article giving advice on how to improve something • Review of punctuation	***Sally's party!*** • Group work: Play a game to make small talk at a party		***Webs of words*** • Use word webs to organize new vocabulary
• Say *no* in a friendly way • Use *really* and *not really* to make statements stronger or softer	***Interesting hobbies*** • Match conversations about hobbies with photos; fill in a chart ***Favorite websites*** • Listen for details as two people talk about a website	• Read an online forum	***A message board*** • Write a question to post on a message board • Link ideas with *and, also, especially, or, but,* and *because*	***Common interests*** • Group work: Ask and answer questions about your own hobbies		***I really like to sing!*** • Link new words together in word "chains"
• Encourage people to say more to keep a conversation going • Show surprise	***Unhealthy habits*** • Predict what people will say about their habits; listen to check ***Coping with stress*** • Match conversations about relaxing with photos; listen for details	***Rethink your way to great health*** • Read an article about improving personal health	***That's great advice!*** • Write a question asking advice about a health problem, and write replies to your classmates' questions • Use commas after *if* and *when* clauses	***True or false?*** • Pair work: Ask questions to guess true and untrue information about habits		***Under the weather*** • Write down words you can use with a new word or expression
		Checkpoint Units 1–3 pages 31–32				
• Use "vague" expressions like *and everything* • Give "vague" responses like *I don't know* and *Maybe* when you're not sure	***Celebrations around the world*** • Listen to people talk about two festivals, and answer questions ***Congratulations!*** • Listen for details in two conversations about invitations, and fill in the blanks	***Let's celebrate!*** • Read an article about traditions in different countries	***Congratulations!*** • Write an invitation to a special event, and add a personal note • Formal and informal ways to begin and end a note or letter	***A new celebration*** • Group work: Create a new special day or festival, and talk about it with other groups		***Calendars*** • Write new vocabulary about special days and celebrations on a calendar
• Correct things you say with expressions like *Well, Actually,* and *No, wait* • Use *I mean* to correct yourself when you say the wrong word or name	***I don't remember exactly . . .*** • Listen for corrections as people talk about childhood memories ***A long time ago*** • Listen for details as a man talks about his teenage years	***Teenage years*** • Read an interview with a man who talks about his teenage years	***An interview*** • Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions • Link ideas with *except (for)* and *apart from*	***In the past*** • Class activity: Ask your classmates questions about their childhood, and take notes		***I hated math!*** • Group new vocabulary in different ways
• Repeat key words to check information • Use "checking" expressions to check information • Use "echo" questions to check information	***Finding your way around*** • Match four sets of directions with the destinations by following the map ***Tourist information*** • Listen to conversations at a visitor center, and predict what each person says next to check the information	***3 days in Istanbul . . .*** • Read a travel website about Istanbul	***A walking-tour guide*** • Write a guide for a walking tour of your city or town • Expressions for giving directions	***Apartment hunting*** • Pair work: Ask and answer questions about two apartments, and choose one to live in		***Which way?*** • Draw and label a map to remember directions
		Checkpoint Units 4–6 pages 63–64				

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 **Going away** **pages 65–74**	• Talk about getting ready for a trip using infinitives to give reasons • Give opinions using *It's* + adjective + *to* • Talk about things to take on a trip • Give advice and suggestions with *should*, *could*, etc. • Respond to suggestions • Use *I guess* when you're not sure • Read an article about unique hotels • Write an email about a trip	• Infinitives for reasons • *It's* + adjective + *to* . . . • Ways to give advice and make suggestions ***Extra practice***	• Things to do before a trip • Things to take on different kinds of trips	***Speaking naturally*** • Reduction of *to* ***Sounds right*** • Words with and without a silent *l*
Unit 8 **At home** **pages 75–84**	• Talk about where you keep things at home • Say who owns things with *mine*, *yours*, etc. and *whose* • Talk about items in the home • Identify things using adjectives and *one / ones* • Use *Do you mind . . . ?* and *Would you mind . . . ?* to make polite requests • Agree to requests with expressions like *Go right ahead* • Read comments on a website about unusual habits • Write about your evening routine with expressions like *first* and *as soon as*	• *Whose . . . ?* and possessive pronouns • Order of adjectives • Pronouns *one* and *ones* • Location expressions after pronouns and nouns ***Extra practice***	• Places where you keep things in your home • Home furnishings for different rooms • Things you keep in your room	***Speaking naturally*** • Reduction of grammatical words ***Sounds right*** • Matching vowel sounds
Unit 9 **Things happen** **pages 85–94**	• Tell anecdotes about things that went wrong using the past continuous and simple past • Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself*, *yourself*, etc. • React to show interest with expressions like *Oh, no!* • Use *I bet* to show you're sure or that you understand • Read anecdotes in an article • Write an anecdote using *when* and *while*	• Past continuous statements • Past continuous questions • Reflexive pronouns ***Extra practice***	• Parts of the body • Injuries	***Speaking naturally*** • Fall-rise intonation ***Sounds right*** • Simple past verbs with *-ed* endings
Checkpoint Units 7–9 pages 95–96				
Unit 10 **Communication** **pages 97–106**	• Compare ways of communicating using comparative adjectives and *more*, *less*, and *fewer* • Manage phone conversations • Interrupt and restart a phone conversation • Use *just* to soften what you say • Read an article about texting • Write an article giving pros and cons	• Comparative adjectives • *More*, *less*, *fewer* ***Extra practice***	• Ways of communicating • Adjectives • Phone expressions	***Speaking naturally*** • Linking ***Sounds right*** • The sounds /s/ or /z/
Unit 11 **Appearances** **pages 107–116**	• Describe people's appearance using adjectives and *have* and *have got* • Identify people using verb + *-ing* and prepositions • Use expressions like *What do you call . . . ?* if you can't remember a word • Use expressions like *You mean . . . ?* to check or suggest words and names • Read an article about fashion • Write an article about fashion trends	• Describing people: *have got* • Phrases with verb + *-ing* and prepositions ***Extra practice***	• Adjectives and expressions to describe people's appearances	***Speaking naturally*** • Checking information ***Sounds right*** • Matching vowel sounds
Unit 12 **Looking ahead** **pages 117–126**	• Make predictions and discuss future plans with *will*, *may*, and *might* • Talk about jobs • Discuss future plans using the simple present in *if* and time clauses • Make offers and promises with *will* • Agree to something using *All right* and *OK* • Read an article about the future • Write about an invention using *First*, *Second*, etc.	• Future with *will*, *may*, and *might* • Present tense verbs with future meaning ***Extra practice***	• Work, study, and life plans • Occupations	***Speaking naturally*** • Reduction of *will* ***Sounds right*** • Stressed and unstressed syllables
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Respond to suggestions • Use *I guess* when you're not sure	***It's good to travel.*** • Predict what people are going to say about traveling, then listen for the exact words ***Recommendations*** • Match advice about staying at hotels with pictures, then listen to a radio show to check your answers	***Unique hotel experiences*** • Read an article about three unusual hotels	***Recommendations*** • Write an email about staying at one of the hotels in the lesson • Format and expressions for writing an email	***Travel smart!*** • Role play: Choose a role and give your partner travel advice according to the pictures	***Travel items*** • When you write down a new noun, write notes about it
• Ask politely for permission to do things with *Do you mind . . . ?* • Ask someone politely to do something with *Would you mind . . . ?* • Agree to requests	***Could you do me a favor?*** • Listen to conversations between roommates, complete their requests, and then check if each person agrees ***Evening routines*** • Listen to someone describe his evening routine, and number pictures in order	***Do you have an unusual home habit?*** • Read online comments about people's unusual home habits	***Evening routines*** • Write a short article about the evening routines of your partner • Order events using sequence words	***All about home*** • Pair work: Discuss questions about your homes, and find out ways you are alike and different	***The ABCs of home*** • Write down a word for something in your home for each letter of the alphabet
• React to and comment on a story • Respond with *I bet . . .*	***A funny story*** • Listen to an anecdote, and choose the best response ***Happy endings?*** • Listen to two anecdotes, and answer questions about the details	***Every cloud has a silver lining . . .*** • Read a magazine article featuring anecdotes from readers	***Anecdotes*** • Write an anecdote telling about a time something went wrong • Link ideas with *when* and *while*	***What was happening?*** • Pair work: Look at a picture, and see how much detail you can remember about what was happening	***From head to toe*** • Draw and label pictures to remember new vocabulary
Checkpoint Units 7–9 pages 95–96					
• Interrupt and restart phone conversations • Use *just* to soften things you say	***Sorry about that!*** • Listen to three phone conversations to infer the reason for each call and for each interruption ***It can be annoying . . .*** • Listen to a teenager talk about texting; check the opinions she agrees with	***Why all the interest in texting?*** • Read an online article about texting	***The pros and cons*** • Write a short article about the advantages and disadvantages of a means of communication • Structure of an article comparing pros and cons	***Which is better?*** • Pair work: Compare pairs of actions, and discuss which is better and why	***Phone talk*** • Learn new expressions by making note of the situations when you can use them
• Show you're trying to remember a word or name • Use *You mean . . .* or *Do you mean . . .?* to help someone remember something	***Celebrities*** • Listen to descriptions of celebrities, and match them with their photos ***What's in style?*** • Listen to four people answer questions about current styles, and fill in a chart	***Fashion statements*** • Read a blog article about fashion trends	***Fashion trends*** • Write a fashion article describing the current "look" • Expressions to describe new and old trends	***What's different?*** • Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went	***What do they look like?*** • Use new vocabulary in true sentences about yourself or people you know
• Make offers and promises with *I'll* and *I won't* • Agree to something with *All right* and *OK*	***I'll do it!*** • Listen to two people planning a party, and identify what each of them says they'll do ***A good idea?*** • Listen to two people discussing predictions; identify who says each is a good idea and why	***What will life be like in the future?*** • Read an online article with predictions about the future	***A good idea?*** • Write a short article about how a future invention will make our lives better or worse • List ideas with *First*, *Second*, *Next*, and *Finally*	***I might do that.*** • Pair work: Interview a classmate to find out his or her future plans	***Writers, actors, and artists*** • Write new vocabulary in groups by endings or topics
Checkpoint Units 10–12 pages 127–128					

Useful language for . . .

Getting help

How do you say " _____ " in English?

I'm sorry. What did you say?

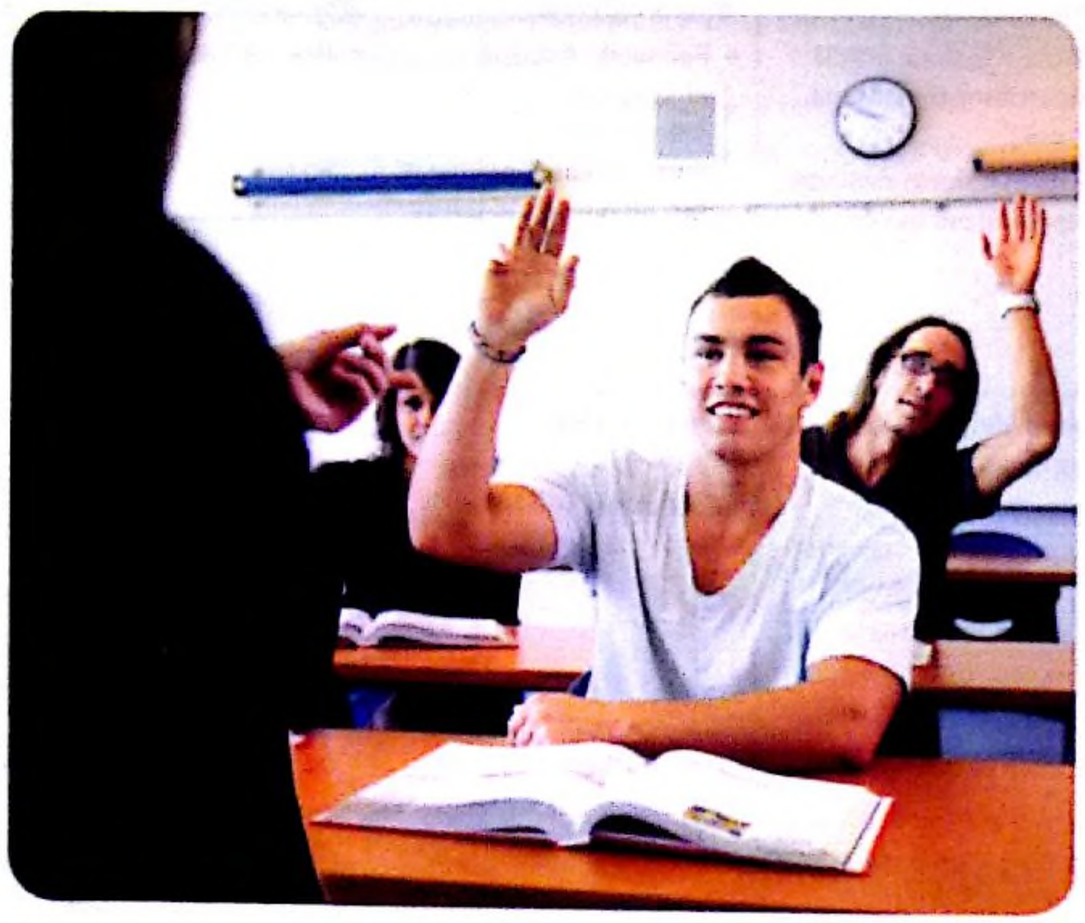
How do you say this word?

What do we have to do?

I don't understand. What do you mean?

Do you mean _____?

Can you spell " _____ " for me, please?



Working with a partner

Whose turn is it now?

It's my / your turn.

Do you want to go first?

OK. I'll go first. / No, you go first.

This time we change roles.

OK. I'll start.

Are we done?

Yes, I think so. Let's try it again.

Let's compare answers.

OK. What do you have for number 1?

Do you have _____ for number 3?

No, I have _____. Let's check again.

Do you understand this sentence?

Yeah. It means " _____."

UNIT 1

Making friends

Can Do! In this unit, you learn how to . . .

Lesson A
- Ask questions to get to know your classmates using the simple present

Lesson B
- Talk about your favorite things
- Use responses with *too* and *either* to show what you have in common

Lesson C
- Start conversations with people you don't know
- Use *actually* to give new or surprising information

Lesson D
- Read an article about small talk
- Write a *How-to* article using correct punctuation

Before you begin . . .

Where do people make friends? What questions can you ask a new friend about these topics?

- school or work
- home and family
- free time
- favorite things

Lesson A Getting to know you

How well do you know your new CLASSMATES?

YOUR NAME

1. What's your name? _____
2. What does your name mean? _____
3. Are you named after someone? _____
4. Do you like your name? _____
5. *Do you have a middle name?* _____

LIFESTYLE

1. Are you a full-time student? _____
   a. If *yes*: What's your major? _____
   b. If *no*: What do you do for a living? _____
2. How do you get to work (or class)? _____
3. How long does it take? _____
4. _____

HOME AND FAMILY

1. Where do you live? _____
2. Do you like your neighborhood? _____
3. Do you live alone or with your family? _____
4. Where are your parents from? _____
5. _____

FRIENDS

1. Do you often make friends online? _____
2. What's your best friend like? _____
3. What does your best friend do? _____
4. What do you and your friends do when you get together? _____
5. _____

1 Getting started

About you **A** Pair work **Write one more question in each section of the questionnaire. Then interview a partner and take notes.**

B Pair work **Tell a new partner five interesting things about your first partner.**

2 Speaking naturally Stress and intonation

Do you have a nickname? — *Yes. People call me Jimmy.*

Are you from a big family? — *Yes. I have four sisters.*

What do you do for fun? — *I go to the movies.*

A 1.02 **Listen and repeat the questions and answers above. Notice the stress on the important content word. Notice how the voice rises, or rises and then falls, on the stressed word.**

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

3 Grammar Present of *be* and simple present (review) 1.03

Extra practice p. 140

Present of *be*

Are you from a big family?
Yes, I am. I'm one of six children.
No, I'm not. There are only two of us.

Are you and your friends full-time students?
Yes, we are. We're English majors.
No, we're not. We're part-time students.

What's your name? Is it Leo?
Yes, it is. My name's Leo Green.
No, it's not. My name isn't Leo. It's Joe.

Where **are** your parents from? Are they from Peru?
Yes, they **are**. They're from Lima.
No, they're not. My parents aren't from Peru.

Simple present

Do you have any brothers and sisters?
Yes, I do. I have a brother.
No, I don't. I'm an only child.

Do you and your friends get together a lot?
Yes, we do. We go out all the time.
No, we don't. We don't have time.

What does your brother do? Does he go to college?
Yes, he does. He goes to the same college as me.
No, he doesn't. He works at a bank.

Where do your parents live? Do they live nearby?
Yes, they do. They live near here.
No, they don't. They don't live around here.

A Think of a possible question for each answer. Compare with a partner.

1. A _____?
   B No, I'm not. I have a brother and a sister.
2. A _____?
   B She works at a software company.
3. A _____?
   B No, I don't. I usually use my dad's car.
4. A _____?
   B Turquoise. And I like blue, too.
5. A _____?
   B Yeah, they are. My grandparents are from here, too.
6. A _____?
   B We usually go shopping or have lunch.
7. A _____?
   B No, she doesn't. She lives an hour away.
8. A _____?
   B My classmates? They're all smart.

About you **B Pair work Ask your questions. Give your own answers.**

Common errors

Use *do* or *does* in simple present questions.

What do you study?
Where does your family live?
(NOT ~~*What you study?*~~
~~*Where your family live?*~~)

4 Listening and speaking What's the question?

A 1.04 Listen to Miranda's answers to these questions. Number the questions 1 to 6.

- [ ] Do you have any pets?
- [ ] Do you ever go out on weeknights?
- [ ] What's your favorite band?
- [1] What's your favorite season?
- [ ] How much time do you spend with your family?
- [ ] What do you usually do on the weekends?

B 1.04 Listen again. What do you learn about Miranda? Take notes for each question.

About you **C Pair work Ask and answer the questions above. Ask your partner follow-up questions to keep the conversations going.**

Lesson B Things in common

1 Building language

A 1.05 **Listen. What do these friends have in common? Practice the conversations.**

A Dogs are so noisy, and they always wreck things. I'm just not an animal lover, I guess.
B Well, I'm not either. I'm allergic to dogs and cats.

A I don't watch much television.
B No, I don't either.
A I mean, I watch pro football.
B Yeah, I do too. But that's about it.

A I love shopping. I can shop for hours! Too bad I can't afford anything new.
B I know. I can't either. I'm broke.
A Yeah, I am too.

Figure it out **B** **Complete the responses so the speakers agree. Use the conversations above to help you.**

1. A I'm a football fan.
   B Yes, I am _____.
2. A I love shopping.
   B Oh, I do _____.
3. A I don't like animals.
   B No, I don't _____.
4. A I can't have a pet.
   B I can't _____.

2 Grammar Responses with *too* and *either* 1.06

Extra practice p. 140

Present of *be*	Simple present	*can*
I'm allergic to cats.	I **watch** pro football.	I **can** shop for hours!
I am too.	**I do too.**	**I can too.**
I'm **not** an animal lover.	I **don't watch** much television.	I **can't** afford anything new.
I'm not either.	**I don't either.**	**I can't either.**

People also respond with *Me too* and *Me neither* (or *Me either*).

In conversation

People actually say ***Me either*** more often than ***Me neither***.

Me either.

Me neither.

A **Respond to these statements using *too* or *either*. Then practice with a partner.**

1. I watch a lot of sports on TV. *I do too.*
2. I'm allergic to nuts.
3. I can't afford a new laptop.
4. I'm not a morning person.
5. I don't have a pet.
6. I can eat chocolate all day.

About you **B** Pair work **Student A: Make the statements above true for you. Student B: Give your own responses.**

A I don't watch a lot of sports on TV.
B I don't either. **OR** *Really? I watch all the basketball games.*

3 Building vocabulary

A **Brainstorm! How many other words can you think of for each topic? Make a class list.**

Word sort **B** **Pair work** **Complete the chart with your favorite things. Compare with a partner. Then tell the class what you and your partner have in common.**

weekend activities	TV shows	food	clothes
eat out			

A I eat out on the weekends.
B I do too.
"We both eat out on the weekends."

Vocabulary notebook p. 10

About you **C** **Class activity** **Complete the sentences with your likes and dislikes. Then tell your classmates your sentences. Find someone with the same tastes.**

My tastes	Classmate with same taste
1. I love _____. (type of food)	_____
2. I don't _____ very often. (weekend activity)	_____
3. I like to wear _____. (item of clothing)	_____
4. I'm not a big _____ fan. (sport)	_____
5. I like _____. (color)	_____
6. I can't stand _____. (type or name of TV show)	_____
7. I hate _____. (type of food)	_____

A I love pineapple.
B I do too. **OR** *Oh really? I don't like it so much.*

It's cold tonight.

1 Conversation strategy Starting a conversation

A What are good topics to talk about when you meet someone for the first time? Check (✓) the boxes.

- ☐ your salary
- ☐ your health
- ☐ your family
- ☐ where you live
- ☐ the weather
- ☐ your problems
- ☐ someone's appearance
- ☐ things you see around you

B 1.07 **Listen. What topics do Eve and Chris talk about?**

Eve Ooh, it's cold tonight.

Chris Yeah, it is. But actually, I kind of like cold weather.

Eve You do? Really? . . . Boy, there are a lot of people out here tonight.

Chris Yeah, it gets pretty crowded on weekends.

Eve Do you come here a lot?

Chris Yeah, I do, actually.

Eve So are you a big hip-hop fan?

Chris Yeah, I am. Are you?

Eve Actually, no, but my brother's in the band tonight.

Chris Oh, really? Cool. . . . By the way, my name's Chris.

Eve Nice to meet you. I'm Eve.

C Notice how Eve starts a conversation with a stranger. She talks about the things around them, like the weather and the club, and asks general questions. Find examples in the conversation.

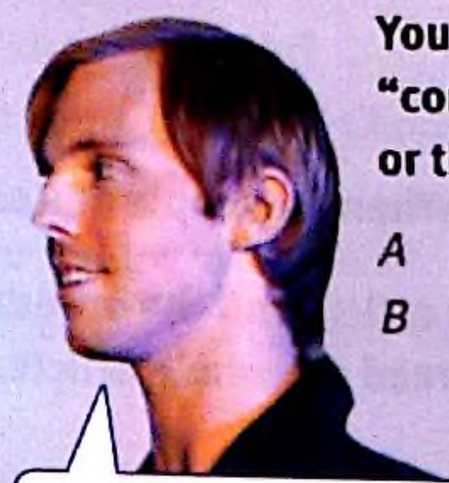
Ooh, it's cold tonight.
Do you come here a lot?

D Pair work **Think of a situation where you could use each conversation starter below. Compare with a partner. Then role-play the conversations.**

1. "The flowers are beautiful, huh? I love spring." *on a bench in a park*
2. "Gosh, it's so crowded here. And it's hot!" _____
3. "Wow. The elevator is really slow today." _____
4. "Hi there. It's windy, huh?" _____
5. "Hmm. This food doesn't look too good." _____
6. "I'm a bit nervous. Is it your first class, too?" _____

2 Strategy plus *Actually*

You can use *actually* to give new or surprising information.



But actually, I kind of like cold weather.

You can also use *actually* to "correct" things people say or think.

A *So, you're American?*
B *Well, actually, I'm from Canada.*

In conversation

Actually is one of the top 200 words.

A Match each conversation starter with a response. Then practice with a partner.

1. It's really chilly in here. *b*
2. Is this your first class here? ____
3. So, you're a full-time student? ____
4. Do you like this neighborhood? ____
5. Do you drive to class? ____
6. I like your sweater. ____
7. Do you play guitar or anything? ____
8. So, you're from around here? ____

a. Actually, I take the subway. It takes an hour.
b. It's the air conditioning. Actually, I feel OK.
c. Yes, it is, actually. I'm a little nervous.
d. Thanks. It's actually from a vintage store.
e. No, actually I'm from a small town about three hours away.
f. Yeah, I do, actually. It has some great stores.
g. Um, part-time, actually. I work in a hotel.
h. Actually, I do. And piano.

About you **B Pair work Start conversations using the ideas above. Use *actually* in your responses if you need to.**

"It's pretty warm in here." *"Yeah it is, but I kind of like it, actually."*

3 Listening and strategies This is a great party!

A 1.08 **Listen to six people talk at Tom's party. Which conversation starters are the people responding to? Number the sentences 1 to 6.**

- [ ] Great music, huh?
- [ ] Are you a friend of Tom's?
- [1] This is a great party.
- [ ] The desserts look good.
- [ ] Is it me, or is it really hot in here?
- [ ] I don't really know anyone here. Do you?

B 1.09 **Now listen to the complete conversations. Check your answers. What six things do you find out about Tom?**

About you **C Class activity Imagine you are at a class party. Start conversations with your classmates. Find out something new about six classmates.**

A I like your jacket.
B Thanks. Actually, it's from a vintage store.

Free talk p. 129

Lesson D Making small talk

1 Reading

A What is small talk? When do people use small talk? Tell the class.

B Read the title of the article and the introduction on the left. Think of a tip. Then read the whole article. Was your tip mentioned?

Reading tip
First, read and think about the title. Try to predict three ideas in the article.

Improve your skills and "SMALL TALK" your way to success

According to some surveys, the ability to make small talk is important for social and professional success. Chatting about topics like the weather or weekends helps you connect with people, and that can be the key to making friends or business contacts. You don't have to be outgoing to make small talk. Just follow these easy tips.

1. **SMILE** and say "Hello" when you meet someone new. Say your name and shake hands. Try to repeat the person's name: "Nice to meet you, Mariana."
2. **MAKE** a comment about your surroundings – for example, the weather ("It's really cold today.") or the event ("There are a lot of people here.").
3. **ASK** questions. Try to find something you have in common: "Are you new to the company, too?" However, don't ask very personal questions, for example about someone's salary or age.
4. **LISTEN** actively. Show interest with comments like "Oh, really?" or "That's interesting." Keep eye contact, and don't look around the room during your conversation.
5. **LEARN** about what's going on in the world, so you can add to any discussion.
6. **TAKE** your time. Don't rush the conversation, and don't look at your watch. It can seem rude.
7. **ANSWER** people's questions with interesting or funny stories. People love stories and will remember you.
8. **LEAVE** politely. To end a conversation, say something like, "Well, it was nice talking to you." or "Great meeting you. Good luck with your job search!"
9. **KEEP** in touch. Send a quick email or text message. Say, "It was good to meet you."

C Read the sentences below. Which tips from the article are they examples of? Write the number of the tip.

1. "Well, it was great talking with you. By the way, here's my card." ____
2. "So, what kind of work do you do?" ____
3. "The desserts look really good." ____
4. "Hi, Carlos. Pleased to meet you. I'm Frank." ____
5. "Wow! That sounds amazing!" ____
6. "Well, I often go biking on the weekends. Actually, last weekend I got lost and . . ." ____

D Pair work **Discuss the questions below.**

1. Read tip 2 again. Can you think of another example comment?
2. Read tip 3 again. What other good questions can you think of?
3. Read tip 5 again. What is going on in the world at the moment? Choose two topics that you can use in a conversation.
4. Read tip 7 again. Do you have a funny story you can tell? What is it?
5. Can you think of one more tip on how to improve your "small talk" skills?

2 Writing How to improve . . .

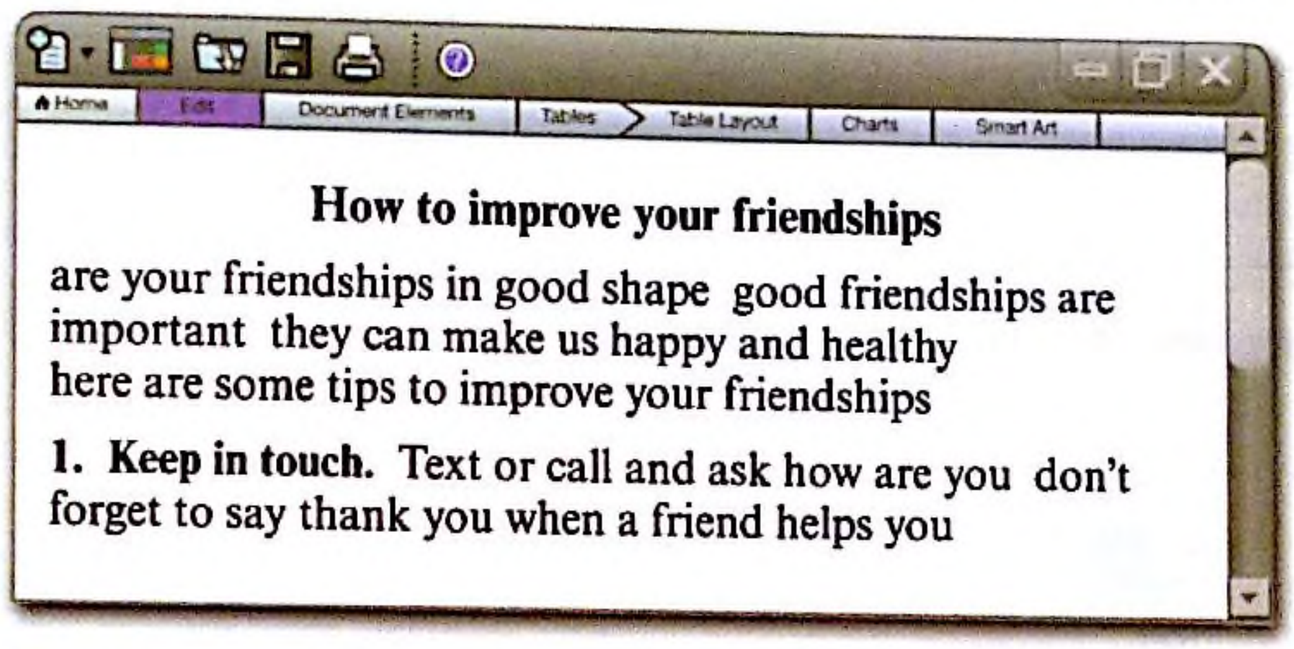
A **Brainstorm ideas for each topic and write notes.**

Improve your friendships
1. offer to do a favor for a friend
2. give compliments

Improve your social life

Improve your English

B **Read the Help note and the extract from an article below. Correct the punctuation.**



How to improve your friendships

are your friendships in good shape good friendships are important they can make us happy and healthy here are some tips to improve your friendships

1. Keep in touch. Text or call and ask how are you don't forget to say thank you when a friend helps you

Help note

Punctuation

- Use a CAPITAL letter to start a sentence.
- Use a comma (,) before quotation marks (" ") and in lists.
- Use a period (.) at the end of a statement and a question mark (?) at the end of a question.

C **Write an article on one of the topics you brainstormed above. Give three tips. Then read a partner's article and check the punctuation. Can you think of another tip?**

3 Talk about it Friendly conversations

Group work **Discuss the questions. Find out about your classmates' conversation styles.**

- When do you make small talk? What do you talk about?
- Do you think it's odd when a stranger talks to you?
- Are you a talkative person?
- Do you think you talk too much?
- Are you a good listener?
- Are you usually the "talker" or the "listener" in a conversation?
- What topics do you like to talk about?
- What topics do you try to avoid?

Sounds right p. 137

Vocabulary notebook

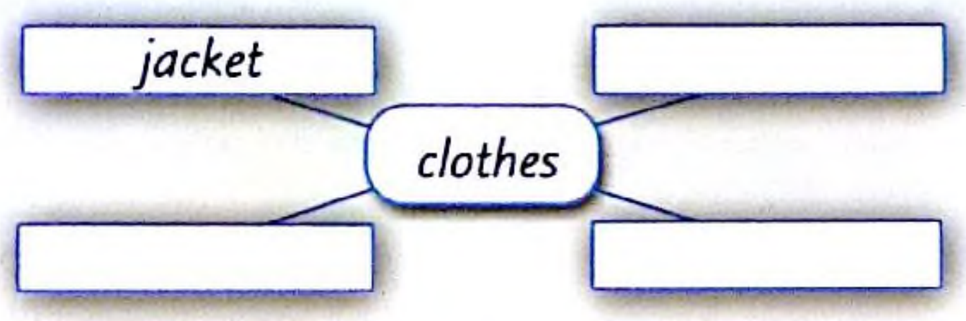
Webs of words

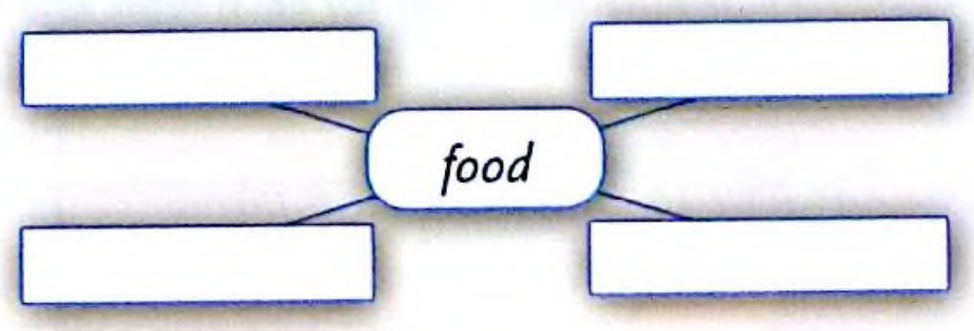
Learning tip *Word webs*

You can use word webs to organize your new vocabulary.

1 **Complete the word webs for *clothes* and *food* using words from the box.**

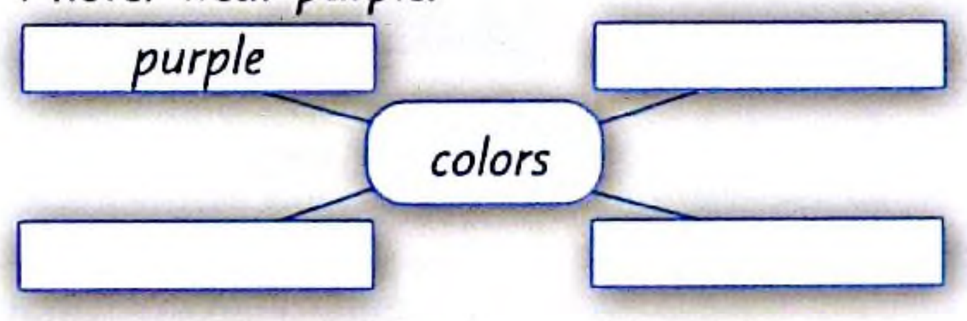
bread ✓jacket jeans pineapple rice skirt sweatshirt yogurt

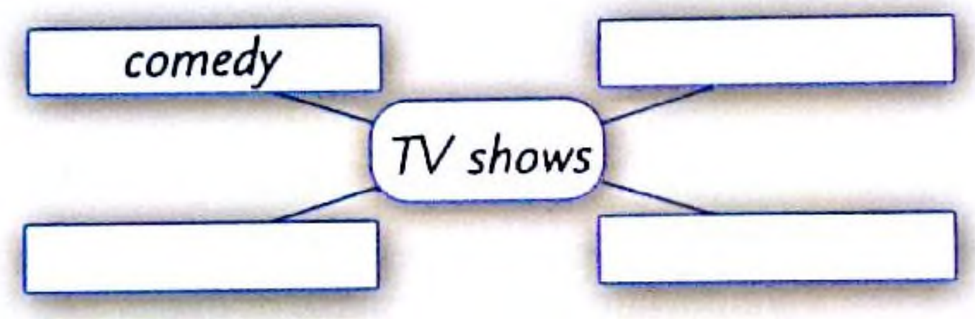




2 **Now make word webs about *colors* and *TV shows*. Write a sentence about each word.**

I never wear purple.





On your own

Choose a letter of the alphabet.
Think of a color, a food, an activity, and an item of clothing that start with that letter.
Then make a sentence using the four words.

I play tennis and eat pineapple in pink pants.

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ ask questions to get to know people.
- ☐ talk about my friends, family, and lifestyle.
- ☐ talk about myself and my favorite things.
- ☐ show I have things in common with people.
- ☐ start conversations with people I don't know.
- ☐ use *actually* to give new or surprising information.
- ☐ understand conversations about people's lifestyle.
- ☐ understand small talk.
- ☐ read an article about small talk.
- ☐ write a *How-to* article.

UNIT 2

Interests

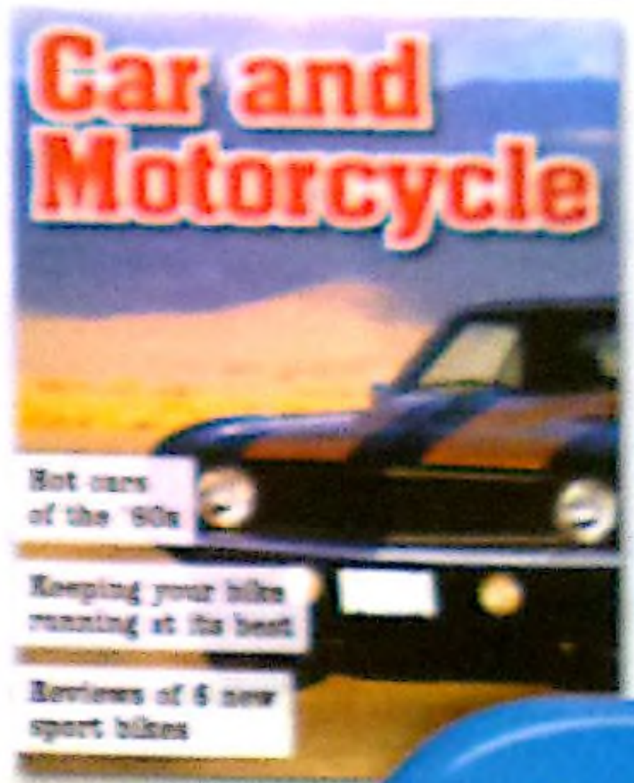
Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about your interests with art, film, music, sports, TV, and more, etc.

Lesson B
- Discuss your tastes in music, using object pronouns and comparatives, intensifiers, etc.

Lesson C
- Express in a friendly way
- Use really and not really to make statements stronger or softer

Lesson D
- Read an online forum about hobbies
- Write posts for an online forum using linking expressions



Before you begin . . .

Look at the magazine covers. Which magazines would you like to read? Why?

College News

Meet our new reporter for the *College News*...

The *College News* interviewed Brad Hayes, our new reporter. Brad is a full-time student majoring in journalism. We asked him about his hobbies.

❶ *College News:* *What are your hobbies?*

Brad Hayes: Well, I enjoy writing. I like to do a bit of creative writing every day – in the evenings mostly. Someday I want to write a novel, but for now it's just a hobby.

❷ *CN:* _____

Brad: Let's see, what else? Well, I design cards. I'm good at drawing, and I'm really into computer graphics, so I sit and learn new programs, and I play around with them.

❸ *CN:* _____

Brad: Yeah, I play the saxophone, and I can play the piano a little, but not very well. I'd like to play in a jazz band or something. And I like to sing, but I really can't sing at all.

❹ *CN:* _____

Brad: Not really. I prefer to watch sports on TV. I like to play pool. Is that a sport? I guess I jog occasionally. But I hate going to the gym and working out.

❺ *CN:* _____

Brad: Yeah. I love to do new stuff all the time – learn new skills, you know. I'm really excited about writing for the *College News*.

1 Getting started

A **What kinds of things do students do in their leisure time? Make a list.**

B **Listen to student reporter Brad answer these five questions. Number the questions 1 to 5. Then write them in the interview.**

- [ ] Are you good at sports?
- [ ] Can you play a musical instrument?
- [ ] Are you interested in learning new things?
- [1] What are your hobbies?
- [ ] What else do you enjoy doing in your free time?

C **Listen to the complete interview. Underline the things Brad likes to do. Circle the things he hates doing.**

Figure it out **D** **Circle the correct forms of the verbs to complete the sentences. Which sentences are true for you? Tell a partner.**

1. I can play / to play the piano.
2. I like to watch / watch sports on TV.
3. I enjoy listening / to listen to music.
4. I'm good at learn / learning new skills.

2 Grammar Verb forms 1.12

Extra practice p. 141

can / can't + verb	Verb + *to* + verb	Verb + verb + *-ing*	Preposition + verb + *-ing*
I can **play** the piano.	I love **to swim.**	I love **swimming.**	I'm good at **drawing** people.
I can't **play** very well.	I like **to play** pool.	I like **playing** pool.	I'm not interested in **skiing.**
I can't **sing** at all.	I hate **to work out.**	I hate **working out.**	
	I prefer **to watch** TV.	I prefer **watching** TV.	
	I'd like **to play** jazz.	I enjoy **reading.**	

In conversation

I like / love / hate to + verb is more common than *I like / love / hate* + verb + *-ing.*

Common errors

Remember: *I'd like = I want.*

***I'd like** to find a piano teacher.*
(NOT *I ~~like~~ to find . . .*)

A Complete the conversations. Sometimes more than one answer is possible. Then practice with a partner.

1. A Do you enjoy *cooking* (cook)?
   B Actually, yeah. I like _____ (make) my own bread, too.
2. A Are you good at _____ (read) music?
   B No, but I can _____ (play) music by ear.
3. A What kinds of games do you enjoy _____ (play)? Do you like to _____ (play) games online?
   B No. I hate _____ (sit) at the computer in my free time.
4. A Are you interested in _____ (join) a gym class?
   B Well, I enjoy _____ (go) to the gym, but I'm not interested in _____ (take) a class. I'd like _____ (start) tennis lessons though.
5. A How do you like _____ (spend) an evening? Do you prefer _____ (be) alone or with friends?
   B That's easy. I love _____ (eat out) with my friends.

About you **B Pair work Ask and answer the questions above and in Brad's interview. Give your own answers.**

3 Survey What are your interests?

About you **A Class activity Write questions in the chart. Then ask your classmates the questions and take notes.**

Find someone who . . .	Question	Name	Notes
1. can sing really well	*Can you sing really well?*	*Pablo*	*He can whistle, too!*
2. likes to read or write blogs	_____	_____	_____
3. hates dancing	_____	_____	_____
4. can ride a motorcycle	_____	_____	_____
5. is good at playing guitar	_____	_____	_____
6. enjoys horseback riding	_____	_____	_____

B Tell the class about someone on your list.

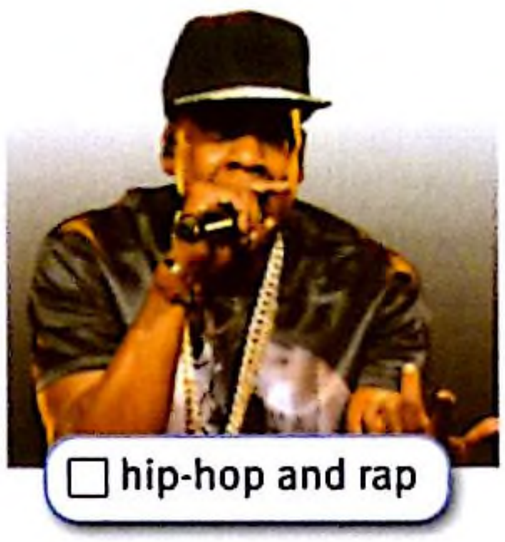
"Pablo sings really well. He sings pop songs, and he can whistle, too."

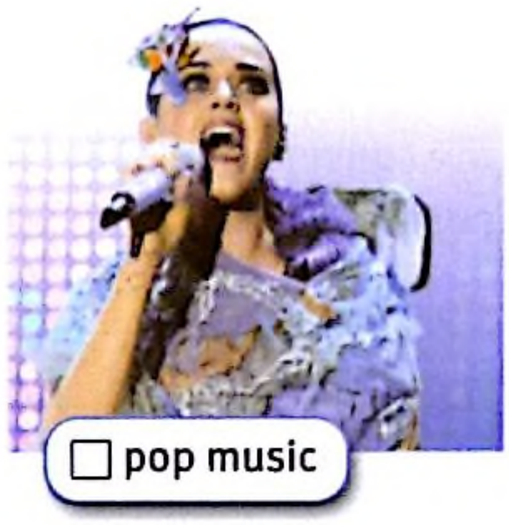
Lesson B Music

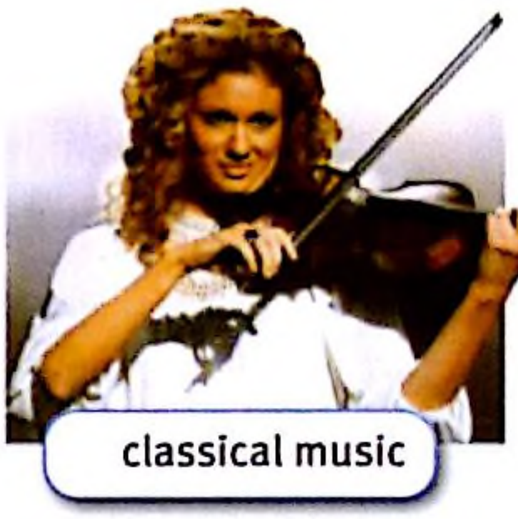
1 Building vocabulary

A 1.13 **Listen. Number the types of music you hear. What other kinds of music do you know?**

☐ rock music


☐ hip-hop and rap

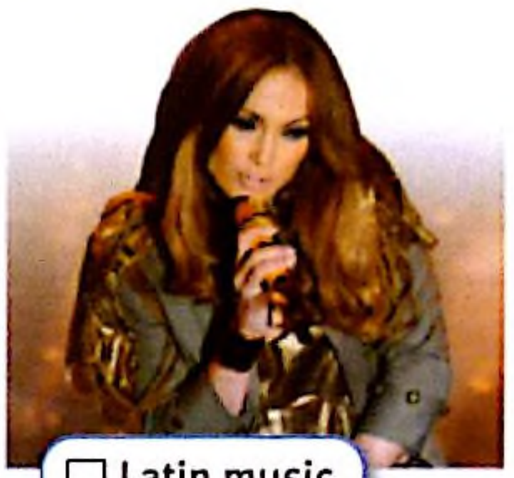

☐ pop music


classical music

☐ country music

☐ folk music

☐ jazz


☐ Latin music

Word sort **B** **Complete the chart with the words above. Add ideas. Then compare with a partner.**

I love . . .	I like . . .	I don't care for . . .	I can't stand . . .
pop music		*electronic music*	

A I love pop music.
B Yeah, I do too. Adele is my favorite singer.

Vocabulary notebook p. 20

2 Speaking naturally Saying lists

Jim What kinds of music do you like?

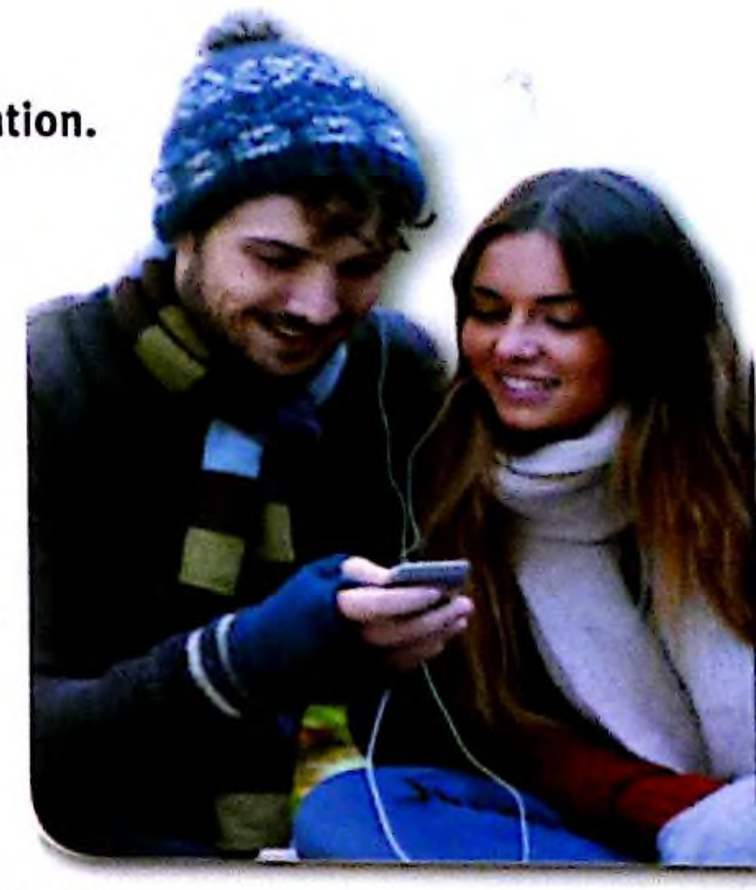
Sam I like classical, and hip-hop, and jazz.

Silvia I like pop, and rock, and folk, . . .

A 1.14 **Listen and repeat the sentences above. Notice that Sam's list is complete, but Silvia's list is not.**

About you **B** Class activity **Ask your classmates, *What kinds of music do you like?* What are the most popular answers?**

3 Building language



A 1.15 **Listen. What does Carla think of the band? Practice the conversation.**

Alex Listen. What do you think of this song?
Carla It's good – I like it. Who is it?
Alex A new band . . . some local guys. Do you like them?
Carla They're local? Really? They're pretty good. Who's the lead singer? I like her. She sounds like Mariah Carey.
Alex Yeah, everybody says that. It's my friend Lori.
Carla Who's the guy singing with her? I'm not sure about him.
Alex Uh . . . actually, that's me. I'm in the band, too.

Figure it out **B** **Complete the questions with your own ideas. Circle the correct words in the answers. Then ask and answer your questions with a partner.**

1. A What do you think of _____ (male singer)? B I like **him / it / them.**
2. A Do you know _____ (female singer)? B Yeah, I love **him / her / them.**
3. A Do you like _____ (band)? B Yeah. Everybody **like / likes** their music.

4 Grammar Object pronouns; *everybody, nobody* 1.16

Extra practice p. 141

Object pronouns

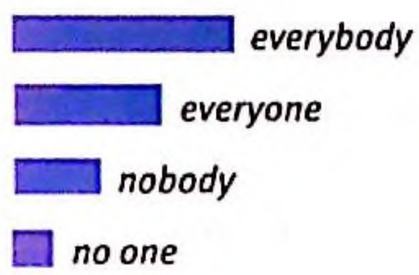
I'm a singer. That's **me** on the CD.
You're a musician? I'd like to hear **you.**
She's pretty good. I like **her.**
He's not local. I don't know **him.**
It's a nice song. I like **it.**
We play in a band. Come listen to **us.**
They're local guys. Do you like **them?**

Everybody, nobody

Everybody says that.
Everyone likes pop.
Nobody is a jazz fan.
No one listens to rap.

In conversation

Everybody and ***nobody*** are more common than ***everyone*** and ***no one.***



A **Complete the conversations. Use object pronouns or the correct form of the verbs given. Then practice with a partner.**

1. A I love classical music. Everyone in my family ___*likes*___ (like) ___*it*___.
   B Really? Nobody in my house _____ (listen) to classical music.
2. A I like to watch talent shows. Do you like _____?
   B I do, actually. Do you know Javier Colon? He was a winner. I like _____.
   A Yeah. It's amazing. Nobody _____ (know) these people, and then the next day everybody _____ (love) _____.
3. A Do you know Taylor Swift? She's great. I like _____.
   B Oh yeah. My friend and I saw _____ in concert. She smiled at _____!
4. A My favorite band is Coldplay. They're great in concert. Do you like _____?
   B Yeah. No one _____ (write) music like they do. And Chris Martin – he's got a great voice. Too bad I can't sing like _____!

About you **B** Pair work **Practice the conversations above with your own ideas.**

A I love The Beatles. We listen to them a lot.
B Yeah. I think everyone likes them.

Lesson C Conversation strategies I'm not really into it.

1 Conversation strategy Saying *no* in a friendly way

A How many hobbies and interests can you think of in 30 seconds? Make a list.

B 1.17 Listen. What hobbies do Sarah and Greg have?

Sarah Hmm, that smells really good. What is it?

Greg Homemade lasagna.

Sarah Nice. Do you do a lot of cooking?

Greg Not really. But I like to make pasta dishes. How about you? Do you enjoy cooking?

Sarah Um, no, not really. I mean, I cook every day, but I'm not really into it.

Greg So what do you do in your free time? Do you have any hobbies, or . . . ?

Sarah Well no, I don't really have much time. But I do a little photography. I have a blog and post my photos on it.

Greg Yeah? I'd really like to take a look sometime.

Sarah Sure. I can email you the link. Or stop by my desk later, and I can show you some photos.

C Notice how Sarah and Greg say more than just *no* when they answer questions. They want to be friendly or polite. Find examples in the conversation.

Um, no, not really. I mean, I cook every day, but . . .

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

1. Are you into photography? __d__
2. Do you read a lot? ____
3. Are you good at fixing things? ____
4. Are you interested in sports? ____
5. Do you do any martial arts? ____
6. Do you like to play board games? ____
7. Can you swim? I mean, are you a good swimmer? ____

a. No, I'm not really good with my hands. Are you?
b. No, not really. But I like to go to the pool.
c. No, not really. I enjoy doing puzzles, though. Like Sudoku.
d. Not really. I mean, I take pictures. But I never edit them or anything.
e. No. I don't have a lot of free time. I look at magazines sometimes.
f. Not really. But I like to watch the Olympics.
g. No, but my sister does. She does Tae Kwon Do.

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

A Are you into photography?

B Well, no. I just take photos of me and my friends.

2 Strategy plus *Really*

You can use *really* to make statements stronger and to make negative statements softer.

I'd really like to take a look sometime.

I don't really have much time.

Not really **can also be a polite way to answer *no*.**

In conversation

The top verbs used with ***really*** are: ***enjoy, like, know, think.***

About you **Pair work** **Ask and answer the questions. Give your own answers using *really* or *not really*.**

1. Can you do anything artistic, like paint or draw?
2. Would you like to learn a new skill, like web design or . . . ?
3. Are you good at puzzles and crosswords?
4. Are you into computers?
5. Do you collect anything?
6. Do you like making things?

A Can you do anything artistic, like paint or draw?
B Well, I really like drawing cartoons. OR *Not really. I'm not very artistic.*

Sounds right p. 137

3 Listening and strategies Interesting hobbies

About you **A** **Pair work** **Do you know anyone who does things like these? Which look interesting? Discuss with your partner.**

☐ collecting baseball memorabilia

☐ editing videos

☐ fixing up motorcycles

☐ hiking

A Are you interested in collecting things?
B Not really, but my sister collects teddy bears.

B 1.18 **Listen to Bill, Sue, Jeff, and Lori talk about their hobbies. Number the pictures 1 to 4.**

C 1.18 **Listen again. Who are the statements true for? Check (✓) the names. Sometimes more than one answer is possible.**

	Bill	Sue	Jeff	Lori
1. I don't really have much time for my hobby.	☐	☐	☐	☐
2. I spend a lot of money on it.	☐	☐	☐	☐
3. I'm not really very good at it.	☐	☐	☐	☐
4. I make money on my hobby.	☐	☐	☐	☐

D **Pair work** **Talk about one of your hobbies. Are the statements above true for you?**

Free talk p. 129

Lesson D Online forums

1 Reading

Reading tip

Before you read something, "scan" it for key words that give you the information you need. Read the sentence with the key word or words.

A **Look at the list of hobby groups on the online forum. Which ones are you interested in? Tell the class.**

B **Read the online forum. What problem does each person have?**

http://www.qna.hobbies/groups...

HOBBY GROUPS: Music Outdoors Video & online games Pets Board games Arts & crafts Fashion Cars

What's your question? OK

Q I'd like to do something outdoors, but I'm not interested in running or jogging. I'm no good at sports like tennis. Actually, I don't really like sports at all. Help!
– rockman

#1 Answer I'm not great at sports either, and prefer to do other things outdoors. Try geocaching. It's great fun. Just log onto a geocaching website, and choose something interesting that you want to find. Then head outdoors with a smartphone or GPS device, and try and find it!

More answers >>

Q I want to find a hobby and make things! My brother really likes to make jewelry, and his rings and bracelets are really beautiful, but I'm looking for something different. I'm not really artistic, but I am good with my hands. Any ideas?
– daisylady

#1 Answer Buy some colorful duct tape. You can make lots of great things with it. I like to make flowers and gift cards, but you can make really cool purses and wallets, too.

More answers >>

Q I enjoy knitting, and I make some really cool hats. My friends say they love wearing them because they are so unique. I'd like to sell them. So how can I turn my hobby into a small business?
– moneymaker

#1 Answer You can start your own hat shop online. Use one of the arts and crafts websites. Or, if you're like me, and you hate to spend lots of time on your computer, go to some local gift stores or coffee shops and ask them to sell some for you!

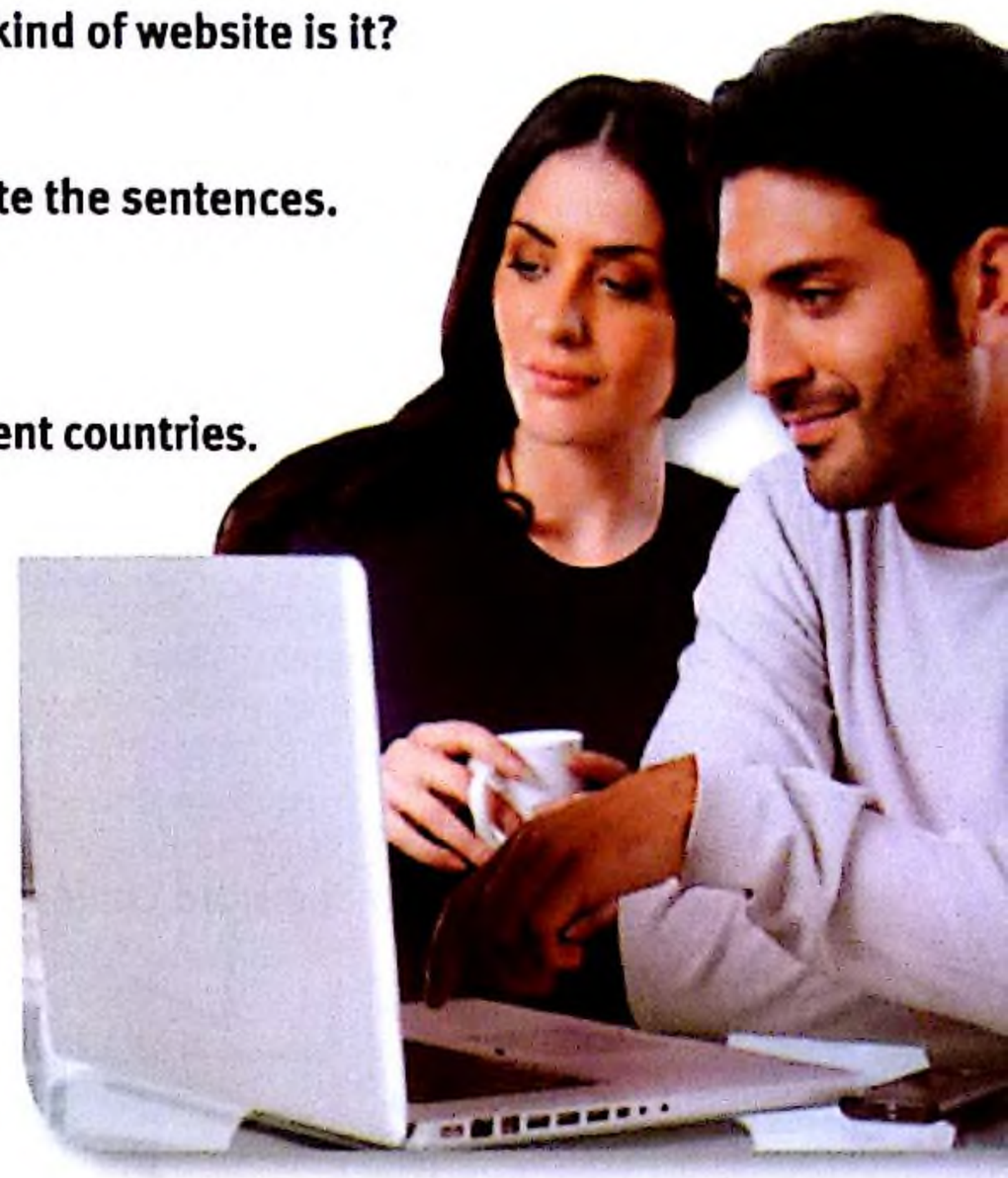
More answers >>

C **Read more answers to the questions above. Who are they for? Write the names.**

1. **To:** _____ I like making jewelry, especially necklaces and earrings. I usually take them to a flea market and sell them there. It's easy to find flea markets in your area if you search online.
2. **To:** _____ More and more I hear that walking is one of the best exercises around. It's really good for you. And you don't have to walk fast. Just walk for 30 minutes or an hour at a normal speed.
3. **To:** _____ You could try pottery. You can make cups and bowls. You don't have to be creative.
4. **To:** _____ There are some good classes. They teach you all about making money out of your hobby.
5. **To:** _____ How about creating your own greeting cards? People love getting handmade cards.
6. **To:** _____ Buy a bicycle. It's fun, it's good for you, and getting around is free!

About you **D** Pair work **What do you think of the answers to the questions on the message board? Can you think of a different answer for each question? Discuss with a partner.**

2 Listening and speaking Favorite websites



A 1.19 **Listen to Lisa and Joe talk about a website. What kind of website is it? Why does Joe like it?**

B 1.19 **Listen again. Circle the correct options to complete the sentences.**

1. Joe checks the website **every day / every week.**
2. The website lists **50,000 / 5,000** places to hike.
3. Joe is reading an article about hiking **in the U.S. / in different countries.**
4. Joe wants to enter the competition to win a **tent / bike.**
5. Lisa prefers to cycle **indoors / outdoors.**

About you **C** Pair work **Ask and answer the questions.**

- What kinds of websites do you regularly use? What do you use them for?
- What are your favorite websites?
- Do you ever post comments on websites?
- Do you have your own website? What's it like?
- Do you ever enter competitions online?
- Do you prefer to read magazines online or in print?
- Do you ever read websites in English? Which ones?

3 Writing A message board

A **Read the Help note. Then read the question and answer about hobbies. Circle the linking expressions.**

What's your question? OK

Q I'm interested in learning a musical instrument. I also want to join a band and play with other people, but I don't have a lot of time. What do you recommend?

#1 Answer I love to play music, especially with other people. I recommend the guitar because you can play it alone or in a band. Join a class and meet other musicians. It's only an hour a week, but you need to find time to practice, too!

Help note

Linking ideas

- Add an idea:
  *I enjoy knitting, **and** I make some really cool hats.*
  *I **also** like making jewelry, **especially** bracelets.*
- *I'm not interested in running **or** jogging.*
- Contrast two ideas:
  *I'm not good at sports, **but** I want to do something outdoors.*
- Give a reason:
  *My friends love wearing my hats **because** they are unique.*

About you **B** **Write a question about hobbies to post on a message board. Write an answer to three of your classmates' questions.**

C Group work **Read your question and classmates' answers to the group. Decide on the best idea.**

Learning tip *Word chains*

Link new words together in word "chains."

In conversation

Favorite music

The top five types of music people talk about are:

1. rock
2. classical
3. jazz
4. rap
5. country

1 Complete the word chains using the words and expressions below.

bake cakes | play the guitar | skiing
listen to rock music | playing chess | writing poetry

I'm good at ▶ _____ and _____ and _____.

I don't like to ▶ _____ or _____ or _____.

2 Now complete the word chains with your own ideas.

I enjoy ▶ _____ and _____ and _____.

I can't ▶ _____ or _____ or _____.

I hate to ▶ _____ and _____ and _____.

I'd like to ▶ _____ and _____ and _____.

3 Now make your own word chains using the expressions below.

I'm not interested in I can I like

On your own

Think of different things you are interested in. Can you link them together? Use the last letter of each word or expression to start the next word.

Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ ask and answer questions about interests.
- ☐ talk about my taste in music.
- ☐ answer more than just *no* to be polite.
- ☐ use *really* and *not really* to strengthen or soften what I say.
- ☐ understand people talking about their hobbies.
- ☐ understand a conversation about a website.
- ☐ read an online forum.
- ☐ write questions and answers for an online forum.

UNIT 3

Health

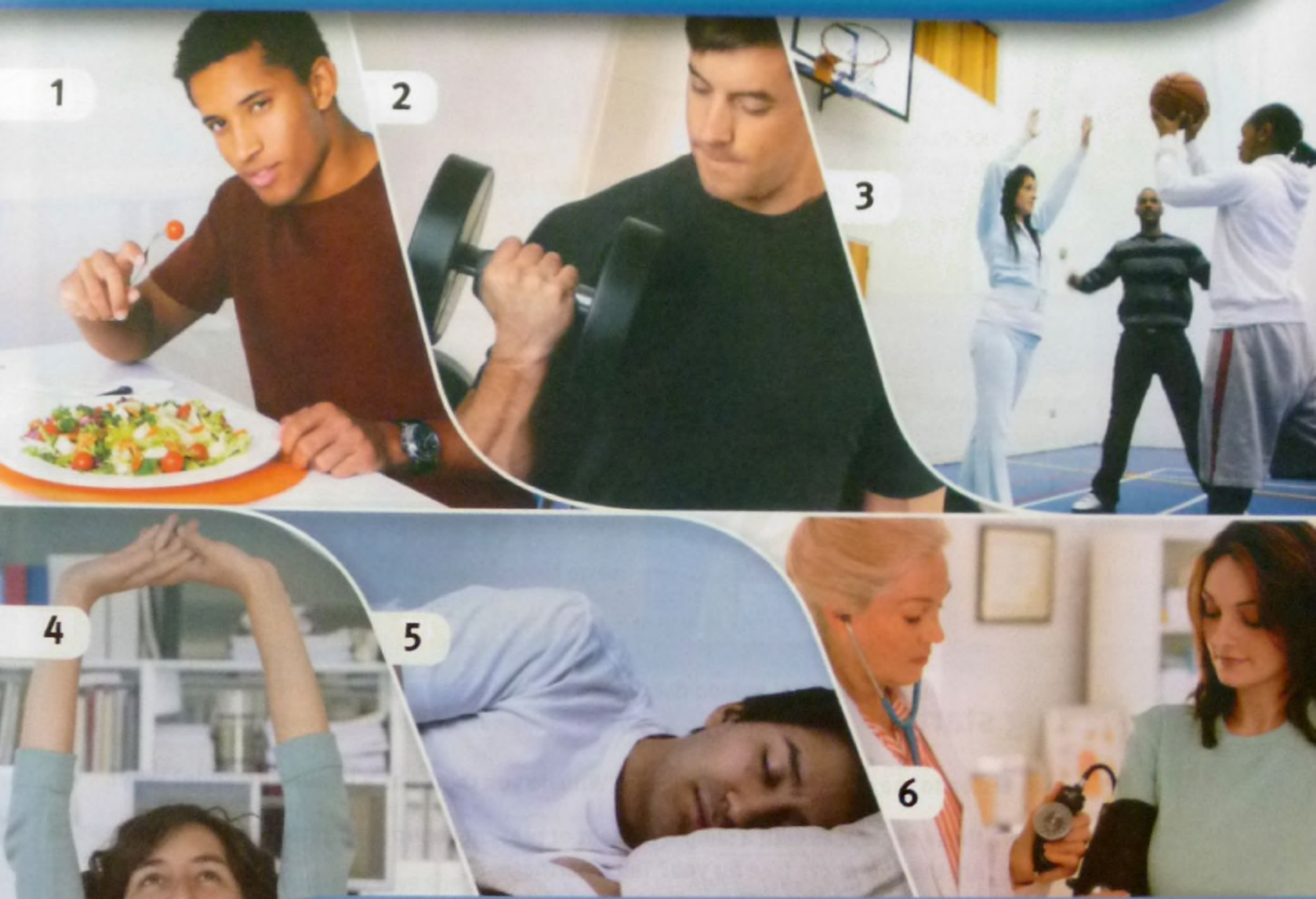
Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about exercise and how to stay healthy using the simple present and present continuous

Lesson B
- Discuss common health problems using *if* and *when*

Lesson C
- Comment and ask follow-up questions to encourage people to say more
- Use expressions like *Really?* and *Oh!* to show surprise

Lesson D
- Read an article about staying healthy
- Write questions and answers about health concerns

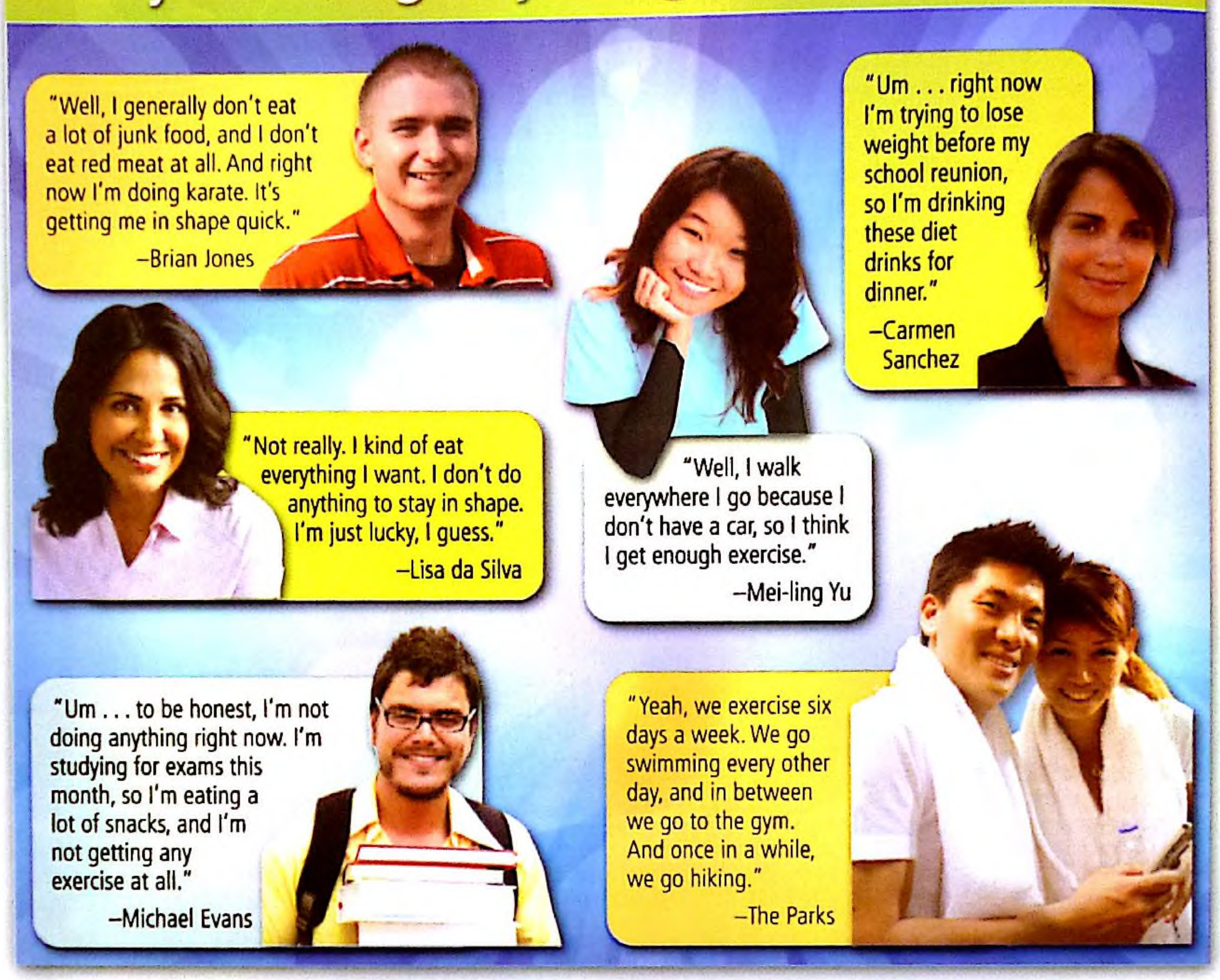


Before you begin . . .

Which of these things do you do to stay healthy? What else can you do?

- Eat plenty of fruits and vegetables.
- Go to the gym and work out.
- Play sports.
- Take regular breaks to cope with stress.
- Sleep at least seven hours a night.
- Get a checkup once a year.

Are you doing anything to stay **healthy**?



1 Getting started

A 1.20 **Listen to the on-the-street interviews. Who do you think has a healthy lifestyle? Why?**

Figure it out **B** **Complete these sentences with a simple present or present continuous verb. Use the interviews to help you. Are the sentences true for you? Tell a partner.**

1. I generally _____ (not eat) junk food.
2. I usually _____ (get) enough exercise.
3. We usually _____ (go) to the gym every other day.
4. I _____ (eat) a lot of snacks this month.
5. These days I _____ (not get) any exercise at all.
6. Right now I _____ (try) to get in shape.

2 Grammar Simple present and present continuous 1.21

Extra practice p. 142

Use the simple present to talk about "all the time" (*usually* or *generally*) and routines.
How **do** you **stay** in shape?
I **walk** everywhere. I **don't have** a car.

Does she **get** regular exercise?
Yes, she **does.** She **exercises** six days a week.
No, she **doesn't.** She **doesn't exercise** at all.

Use the present continuous to talk about "now" (*these days*, *this month*) and temporary events.
What sports **are** you **playing** these days?
I'**m doing** karate. It's **getting** me in shape.

Is she **trying** to lose weight?
Yes, she **is.** She's **drinking** diet drinks.
No, she's **not.** She's **not trying** to lose weight.

In conversation

The simple present is about six times more frequent than the present continuous and even more frequent with *like*, *love*, *know*, *need*, and *want*.

Common errors

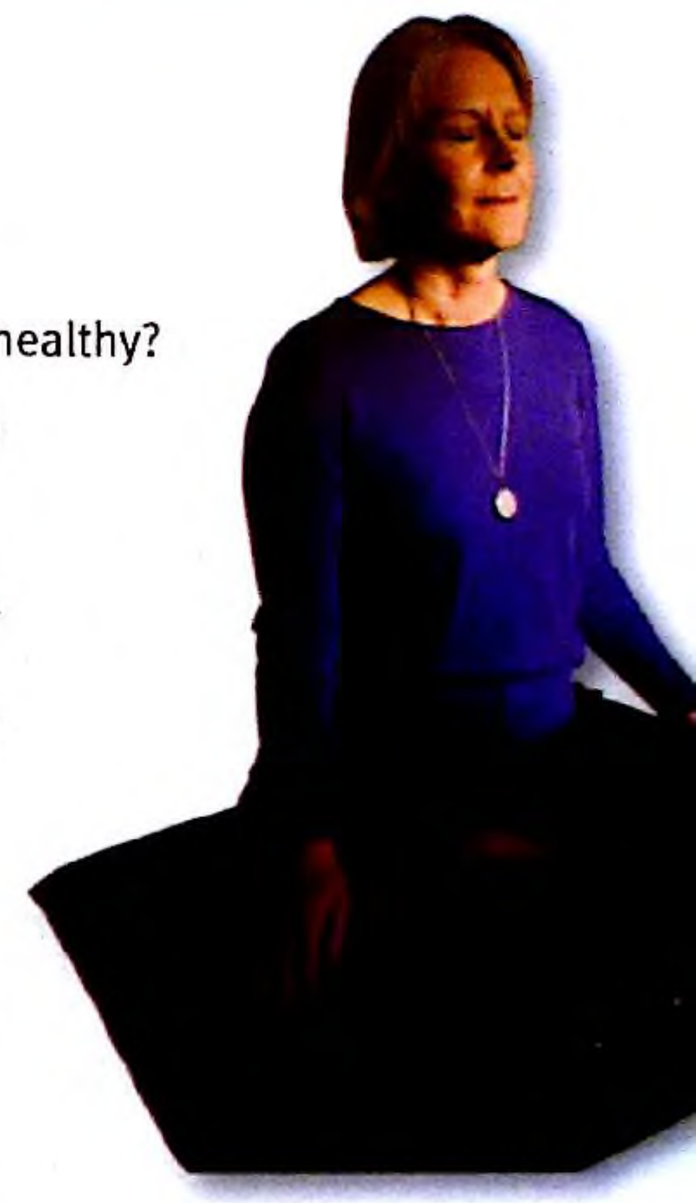
Don't forget to use *be* in the present continuous.

I'm doing karate.
(NOT ~~*I doing*~~ *karate.*)

A Complete the conversations with the simple present or present continuous. Then practice with a partner.

1. A How ___*do*___ you ___*cope*___ (cope) with stress? ___ you ___ (get) stressed a lot?
   B Well, generally I ___ (not feel) stressed, but we ___ (work) long hours this month. So my co-workers and I ___ (take) a meditation class right now. It's great. Meditation really ___ (relax) you.
2. A ___ you ___ (like) to play sports?
   B Not really, but my wife and I ___ (enjoy) swimming. We usually ___ (go) to the pool together in the summer. Now that it's winter, I ___ (not swim) at all. But my wife ___ (go) every day, even when it's cold.
3. A ___ your family ___ (do) anything new to stay healthy?
   B Actually, yeah. We ___ (try) to eat a balanced diet. I mean, everybody in the family ___ (love) fast food, but right now, we ___ (cook) healthy meals. It's not easy because my husband ___ (not like) vegetables and things like that.

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



3 Listening and speaking Unhealthy habits

A 1.22 **Try to guess what unhealthy habit each person is talking about. Then listen and complete the sentences.**

1. Ian says he eats a lot of ___, but he wants to cut down on it.
2. Kaylie wants to give up ___, but she can't.
3. Martin's mom says Martin spends too much time ___.
4. Silvia's husband says she's not ___ enough these days.

B 1.23 **Listen again to the last thing each person says. Do you agree? Why or why not? Tell the class.**

About you **C Pair work Do you have any of the same unhealthy habits? What other unhealthy habits do you have? Tell your partner.**

Lesson B Aches and pains

1 Building vocabulary

A 1.24 Listen and say the sentences. Do you have any of these problems right now?

I have **a fever**. I think I'm getting **the flu**.

I have **a bad cough**. I'm **coughing** a lot.

I have **a stomachache**. I often get stomachaches.

I have **a toothache**.

I hardly ever get **headaches**, but I have one now.

I have **a cold** and **a sore throat**. I get a lot of colds.

I feel **sick**. I often get sick when I eat shellfish.

I have **allergies**. I'm **sneezing** all the time, and my eyes itch.

Word sort **B** Complete the chart with the words above. Add other ideas. Then compare with a partner.

I never . . .	I hardly ever . . .	I sometimes . . .	I often . . .
get colds		*have a runny nose*	*sneeze*

"I never get colds. But sometimes I have a runny nose. I think I have allergies."

Vocabulary notebook p. 30

2 Speaking naturally Contrasts

A *What's the matter? Do you have a cold?*
B *No, I have a headache. I feel terrible.*
A *That's too bad. I hope you feel better.*
B *Thanks.*

A 1.25 Listen and repeat the conversation above. Notice how stress shows the contrast between *headache* and *cold*, and between *better* and *terrible*.

B Pair work Practice the conversation. Then practice again using different health problems.

3 Building language

A 1.26 **Listen. What does Nora want to make for Ken? Practice the conversation.**

Ken Hello?
Nora Hi, Ken. How are you feeling?
Ken Awful. I still have this terrible cold.
Nora That's too bad. Are you taking anything for it?
Ken Just some cold medicine.
Nora Hmm. I never take that stuff when I have a cold. But if I get a really bad cold, I drink hot vinegar with honey. I can make you some.
Ken Oh, no thanks! I don't feel *that* bad!

Figure it out **B** **Unscramble the sentences below. Are the sentences true for you?**

1. I take / a cold / when / medicine / I have _____.
2. I make / I have / hot tea with lemon / If / the flu, _____.

4 Grammar Joining clauses with *if* and *when* 1.27

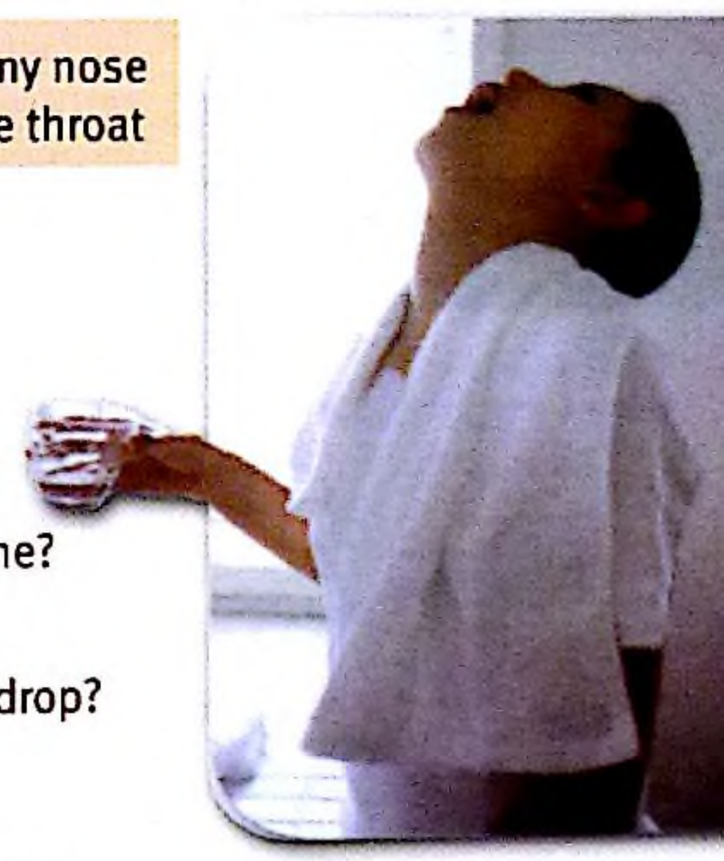
Extra practice p. 142

What do you take **when** you have a cold?
I don't take anything **when** I have a cold.
When I have a cold, I don't take anything.

What do you do **if** you get a really bad cold?
I drink hot vinegar with honey **if** I get a really bad cold.
If I get a really bad cold, I drink hot vinegar with honey.

A **Complete the questions with *if you* followed by the correct expressions from the box.**

feel run down	get a toothache	have a bad cough	have a runny nose
feel sore	get an upset stomach	have a headache	✓have a sore throat



1. Do you gargle salt water *if you have a sore throat* ?
2. _____ after a meal, do you drink herbal tea?
3. What do you do _____ and you have no energy?
4. Do you stretch _____ after exercising?
5. _____ and itchy eyes, do you take allergy medicine?
6. _____, do you go to the dentist right away?
7. What do you do _____ ? Do you suck on a cough drop?
8. What do you do _____ ? Do you take aspirin?

About you **B** **Pair work** Ask and answer the questions above. Use *when* in your answers.

A Do you gargle salt water if you have a sore throat?
B Actually, when I have a sore throat, I drink hot tea with honey. Do you take anything?

About you **C** **Do you and your partner do any of the same things in the situations above? Tell the class.**

Sounds right p. 137

Lesson C Conversation strategies Really? How come?

1 Conversation strategy Encouraging people to talk

A Why do people get tired? Brainstorm ideas and make a list.

"People often feel tired when they have a cold."

B 1.28 **Listen. Why is Stan tired?**

Stan I'm so tired.

Yuki Really? How come?

Stan Well, I'm working two jobs this semester, so I'm getting up at, like, 5:30 to study.

Yuki You're kidding! Two jobs? Wow.

Stan Yeah. Just for a couple of months. I'm working in a supermarket after class, and then I have my regular job at the restaurant till 11:00.

Yuki Oh, that's late. So, what time do you go to bed?

Stan About 1:00 . . . 1:30.

Yuki Gosh. So you're only getting about four hours' sleep? That's not much.

C Notice how Yuki encourages Stan to continue talking. She comments on what Stan says and asks follow-up questions. Find examples in the conversation.

"I'm so tired."
"Really? How come?"

D Match each sentence with an appropriate reply. Then practice with a partner.

1. I often stay up until 2:00 or 3:00 a.m. __e__
2. I love sleeping late on weekends. ____
3. I often take a nap during my lunch break. ____
4. I only sleep about five hours a night. ____
5. I sometimes fall asleep in lectures. ____
6. I usually go to bed early during the week. ____

a. You do? Does the professor notice?
b. That's good. Do you wake up early, too?
c. That's not much. Do you get tired during the day?
d. At work? How long do you sleep?
e. Really? What do you do all night?
f. Me too. What time do you get up on Sundays?

About you **E Pair work Student A: Tell a partner about your sleep habits. Use the ideas above. Student B: Respond with comments and questions. Then change roles.**

A I usually stay up until about 11:00, 11:30 during the week.
B Really? That's not too late. Do you stay up late on weekends?
A Not really. I go to bed about the same time.

2 Strategy plus Showing surprise

Use expressions like these to show surprise in informal conversations:

Oh!	*Gosh!*
Really?	*Oh, my gosh!*
Wow!	*You're kidding!*
Oh, wow!	*Are you serious?*
No way!	*No!*

In formal conversations, use *Oh!* or *Really?*

In conversation

Oh **and** ***Really*** **are in the top 50 words.** ***Wow*** **and** ***Gosh*** **are in the top 500.**

A 1.29 Listen and write the expressions you hear. Then practice with a partner.

1. A I never hear my alarm clock.
   B *Really* ? So how do you wake up?
2. A I often fall asleep on the subway.
   B _____! Do you ever miss your stop?
3. A I have the same dream every night.
   B _____! Every single night?
4. A I can't sleep if it's light.
   B _____! Do you wear an eye mask?
5. A I often sleep for 12 or 13 hours.
   B _____? Is that only on weekends?
6. A I can't fall asleep without music.
   B _____! What do you listen to?

About you **B** 1.30 Listen to the comments again. Respond with a different expression to show surprise and add your own question. Then practice with a partner.

3 Strategies Sweet dreams

About you **Group work** Discuss the questions about sleep habits. What do you have in common? Encourage your classmates to talk by commenting and asking follow-up questions.

- What do you do if you can't sleep?
- Do you ever wake up during the night?
- Are you tired today? If so, why?
- Do you ever take naps during the daytime?
- Do you ever have vivid dreams or nightmares?
- Do you remember your dreams?
- Do you snore or talk in your sleep?
- Do you ever fall asleep in front of the TV?

A What do you do if you can't sleep?
B Well, if I wake up and can't get back to sleep, I usually get up and play a video game.
C You're kidding! So do you go back to bed after that?

Free talk p. 130

Lesson D Health advice

1 Reading

A What can you do to stay healthy? How many ideas can you think of in 30 seconds? Make a list.

B Read the article. Which of your ideas are mentioned? What other ideas does it suggest?

Reading tip

Articles sometimes start with a problem (for example, *Let's face it: many of us are not too healthy.*) and then continue with possible solutions (*exercise*, etc.).

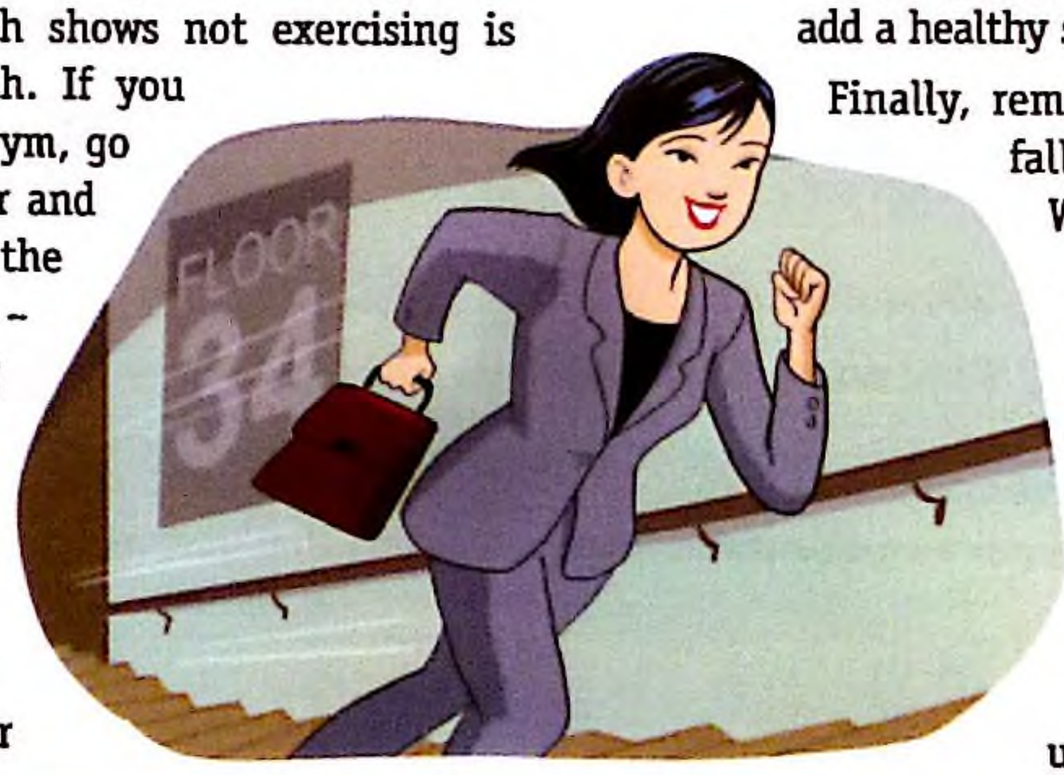
Rethink Your Way to Great Health

Let's face it: many of us are not too healthy. We often take an "all or nothing" approach to health. If we can't exercise every day, follow a healthy diet, or manage our stress levels, then we give up and do nothing. However, looking after our health doesn't have to take a lot of time and effort. It just takes a little thought. Follow these simple ideas and rethink your way to better health!

First, get moving. How much are you exercising these days? Not a lot? Research shows not exercising is really bad for your health. If you can't afford to go to the gym, go running. Skip the elevator and take the stairs; don't take the bus or train all the way – walk. Or, try exercising while you watch TV.

Second, don't forget to take a break from work sometimes. Our bodies can't go, go, go all day! We need to take regular breaks. If work is stressing you out, take a few deep breaths in between tasks. Try a relaxation technique, like meditation, or take a relaxing ten-minute walk.

Next, be sure to make good food choices. When you get stressed, do you reach for a cookie? Don't snack on junk food. Plan ahead and keep healthy snacks like fruit or nuts nearby. When you go shopping, buy only healthy foods for your next meal. If you have to order fast food, choose something light, go easy on the dressings, and add a healthy side dish like a salad or fruit.



Finally, remember to sleep well. Don't fall asleep with the TV on. When you go to bed, make sure your room is quiet, cool, and dark. Research shows it's the best way to get a good night's sleep.

With simple changes like these, you can rethink your way to great health, one choice at a time. It's up to you!

C Read the article again. Answer the questions. Then compare with a partner.

1. Why do some people stop exercising and eating well?
2. What relaxation technique does the article mention?
3. What are some examples of healthy snacks from the article?
4. What healthy options do you have when you eat fast food?
5. What kinds of things can you do to get more exercise?
6. What can help you get a good night's sleep?

About you **D** Pair work **Discuss the suggestions in the article. Do you follow any of them? If yes, which ones? If no, say why not.**

2 Listening Coping with stress

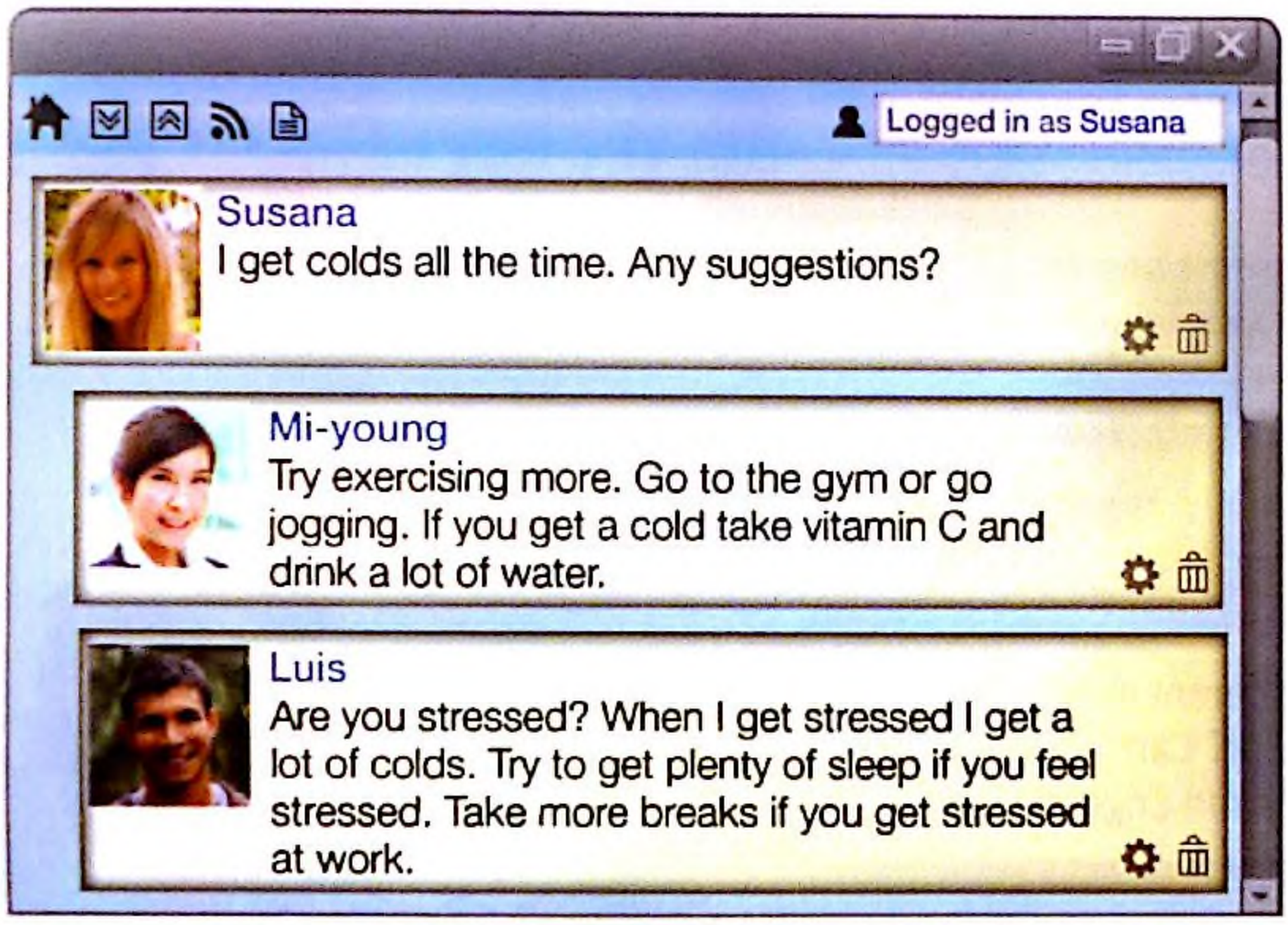
A What do you do to cope with stress? Do you do any of these things? Tell a partner.

B 1.31 Listen to four people talk about how they cope with stress. Number the pictures 1 to 4.

C 1.32 Listen again. What else do they do when they're feeling stressed? Write the activity under the picture.

3 Writing That's great advice!

A Read the Help note and the posts on a social networking site. Add commas to the *if* and *when* clauses in the two suggestions.



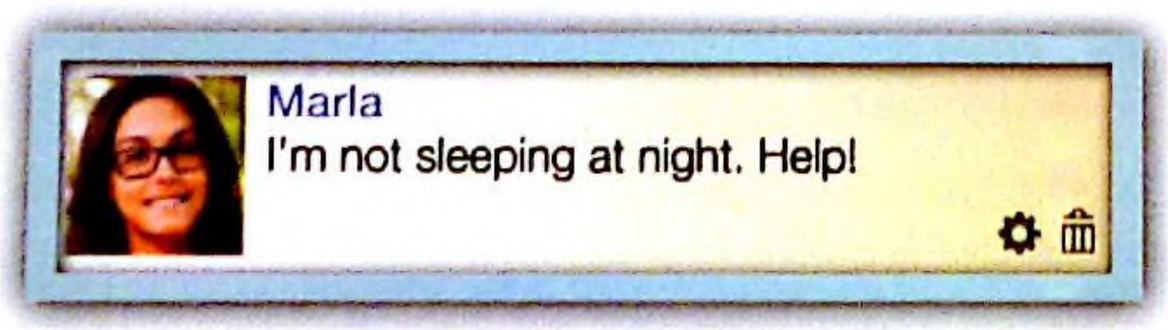
Help note

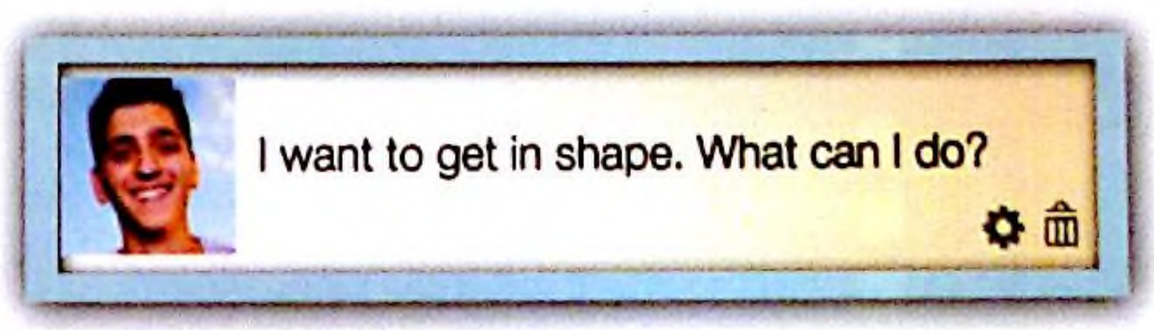
Commas after *if* and *when* clauses

- Use a comma here:
  If you're feeling stressed, try these ideas.
- *When you feel stressed, go to the gym.*
- Don't use a comma here:
- *Go to the gym when you feel stressed.*

B Write your own suggestion to Susana. Then compare with a partner.

About you **C** Group work Write a question about your health on a piece of paper. Use the ideas below to help you. Then exchange papers. Write a reply to each person.





About you **D** Group work Read the replies. Which suggestion(s) would you like to try? Tell the group.

Vocabulary notebook Under the weather

Learning tip *Learning words together*

When you learn a new word or expression, write down other words you can use with it.

In conversation

What's the matter?

The top five health problems people talk about are:

1. cold
2. headache
3. allergies
4. flu
5. fever

1 Complete these expressions. Use the words in the box.

a break better home in bed medicine sick

feel	stay	take

2 Which of these verbs can you use with the words and expressions in the chart? Complete the chart. You can use some verbs more than once.

be do feel get go (to) have see stay take

be, feel, get	sick	exercise	a vacation
	allergies	a headache	a cough
	a checkup	home	healthy
	stressed	in shape	a doctor

On your own

Go to a drugstore and look at different medicines. What health problems are they for? Can you remember the names of the health problems in English?

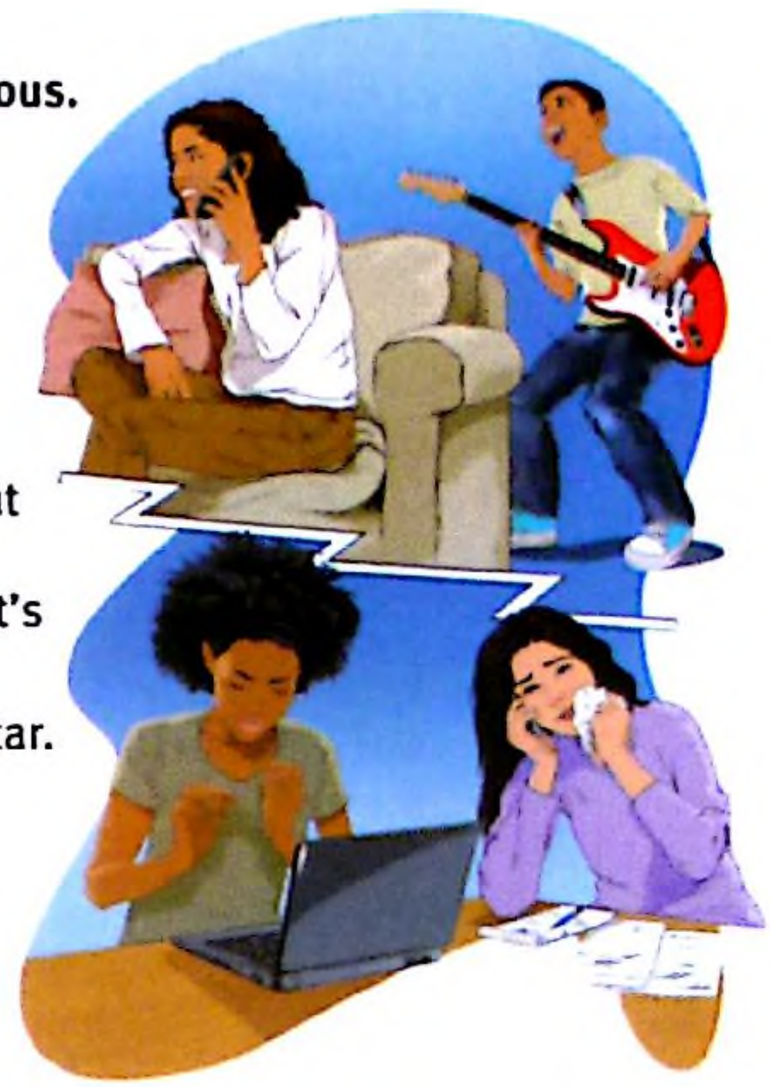
Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ talk about exercise and how to stay healthy.
- ☐ discuss common health problems.
- ☐ say what I do when I have a health problem.
- ☐ keep a conversation going.
- ☐ show surprise in formal and informal conversations.
- ☐ understand people talking about unhealthy habits.
- ☐ understand conversations about coping with stress.
- ☐ read an article about how to stay healthy.
- ☐ write questions and answers about health concerns.

1 Can you complete this conversation?

Complete the conversation. Use the simple present or present continuous. Then practice with a partner.



Teri Hi. How ___*are*___ you ___*doing*___ (do)?
Ruth Not bad. Actually, I_____ (have) a cold again. But I'm OK.
Teri Oh, that's too bad. So, what_____ you _____ (do)?
Ruth My classmate Sally's here. We_____(plan) an end-of-term party. Everybody_____(want) some live music this year, but we_____ (not know) any good bands. How about you? _____you_____(do) anything special today? And what's that music?_____you _____(listen) to the radio?
Teri No, that_____(be) my brother. He_____(play) his guitar. He_____(practice) every morning.
Ruth Wow. He's good. Hey,_____(be) he free on Saturday? _____ he _____ (want) to play at our party? We_____(need) somebody like him.
Teri _____you_____(kid)? He's only ten!

2 How can you say *no*?

Add object pronouns to the sentences. Then ask and answer the questions with a partner. If your answer is *no*, remember to say *no* in a friendly way.

1. Some friends and I go to a jazz club every week. Do you want to join ___*us*___ next Monday?
2. I hate colds, and I get _____ a lot. Do you get a lot of colds?
3. I have to go to the hospital tomorrow. Can you come with _____ ?
4. My brother wants to learn English. Can you teach _____ ?
5. I love Kelly Clarkson. She's great! Do you like _____ , too?
6. I have a great book about martial arts. Would you like to borrow _____ sometime?

A Some friends and I go to a jazz club every week. Do you want to join us next Monday?
B No, thanks. I'm not really a jazz fan.

3 How many words do you remember?

A Complete the chart. How many things can you think of for each column?

Types of music	Types of TV shows	Hobbies	Clothes	Health problems
hip-hop				

B Pair work Talk about the items in your chart. Encourage your partner to talk.

A I like to listen to hip-hop.
B Really? Who do you listen to? I mean, who is your favorite artist?

4 What do you have in common?

Complete the sentences with activities. Then compare with a partner. Continue your conversations.

1. I'm not good at _____.
2. I don't enjoy _____.
3. I like _____.
4. I can't _____.
5. I hate _____.
6. I'm interested in _____.

A I'm not good at singing.
B Oh, I'm not either. But actually, I'd really like to take singing lessons.
A Really? Do your friends take lessons?

5 Surprise, surprise!

Complete the conversation. Use the sentences in the box. Then practice with a partner.

What instruments do you play?
Not well, but I'd love to play in a band.
Me too. I have my first piano lesson today!
Are you serious?
Yeah? I am too.
What do you want to do?
✓How's school?
No way! What kind of music?

Alice Hi, Carl. How are things?
Carl Great. *How's school?*
Alice Um, actually, I'm not at school this year.
Carl _____ So, what are you doing?
Alice Well, I'm looking for a job right now.
Carl Really? _____
Alice Well, I'd like to play music in clubs, but –
Carl _____
Alice Well, I play jazz.
Carl No! _____
Alice Saxophone and trumpet. But I really need to find someone to play with me.
Carl I play the piano. _____
Alice You play the piano? That's great. Maybe we can practice together sometime. I'm free this Friday.
Carl _____ What's your phone number?
Alice It's 555-9003. OK, so call me. Oh, look at the time. Sorry, I have to go.
Carl _____

6 What can you say or do . . . ?

A Pair work What can you say or do in these situations? Ask your partner. Do you agree?

- A new student joins the class and seems nervous.
- You meet your new neighbors for the first time.
- The person sitting next to you in class looks sick.
- You see someone standing alone at a party.
- The person next to you drops their cell phone.
- You have an umbrella at a bus stop on a rainy day, and the person next to you is getting very wet.
- You are getting on a train, and the person in front of you is carrying a very heavy bag.
- _____ (think of your own idea)

A What can you say when a new student joins the class and seems nervous?
B Let me think. . . . You can say "Hi!" and say your name, or you can ask, "Are you a new student?"

B Pair work Choose a situation. Prepare a short conversation to act out for the class.

UNIT 4

Celebrations

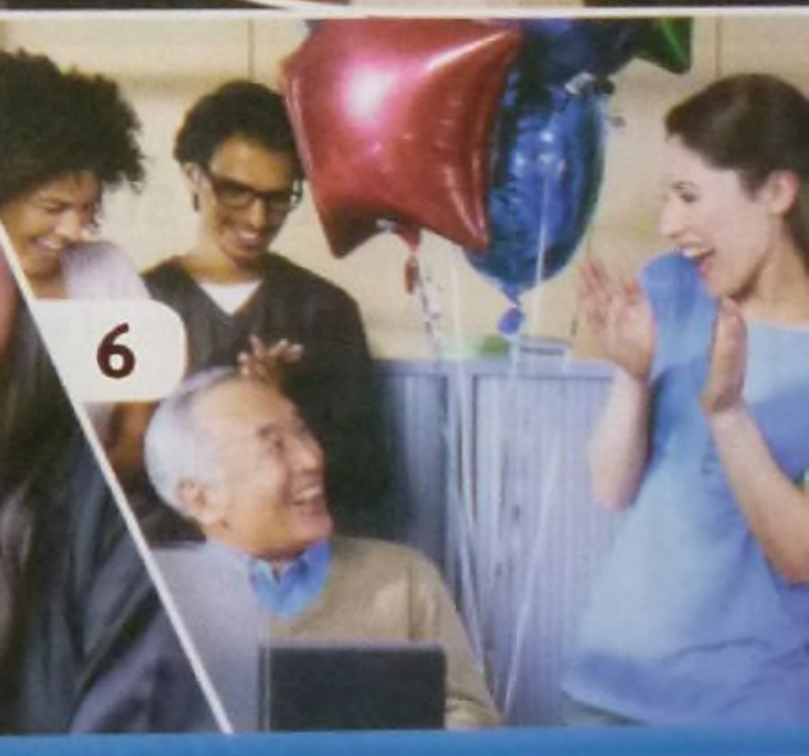
Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about gift giving and birthdays using *be going to* and indirect objects

Lesson B
- Talk about how you celebrate special days
- Talk about plans using the present continuous or *be going to*

Lesson C
- Use "vague" expressions like *and everything*
- Give vague responses like *It depends* if you're not sure how to answer

Lesson D
- Read an article about traditions around the world
- Write an invitation to a special event



Before you begin . . .

Which of these special events are the people celebrating?

- [ ] a graduation
- [ ] an engagement
- [ ] a wedding
- [ ] a retirement
- [1] the birth of a baby
- [ ] a wedding anniversary

What other special days do people celebrate?

Lesson A Birthdays

Months

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

Days of the month

1st	first	17th	seventeenth
2nd	second	18th	eighteenth
3rd	third	19th	nineteenth
4th	fourth	20th	twentieth
5th	fifth	21st	twenty-first
6th	sixth	22nd	twenty-second
7th	seventh	23rd	twenty-third
8th	eighth	24th	twenty-fourth
9th	ninth	25th	twenty-fifth
10th	tenth	26th	twenty-sixth
11th	eleventh	27th	twenty-seventh
12th	twelfth	28th	twenty-eighth
13th	thirteenth	29th	twenty-ninth
14th	fourteenth	30th	thirtieth
15th	fifteenth	31st	thirty-first
16th	sixteenth		

Alicia It's Mom's birthday on the first. Remember? She's going to be 50!

Dave Oh, that's right. What are you going to get her?

Alicia I'm going to buy her something special, like a necklace. Then it's Mom and Dad's anniversary on the tenth.

Dave Right. We usually give them something.

Alicia We? You mean, *I* do! Let's, um, send them some flowers.

Dave OK. Then it's my birthday on the twenty-third.

Alicia Yeah, I know. I'm going to get you the same thing you got me – nothing!

1 Getting started

A What kinds of events do you mark on your calendar? Make a list.

B 2.01 Listen and say the months and days of the month. When is your birthday? Circle the month and the day above. Then tell the class.

"My birthday's in May." OR *"My birthday's on May tenth."* OR *"My birthday's on the tenth of May."*

C 2.02 Listen to Alicia and her brother Dave. What are the three events on their calendar? Practice the conversation.

Figure it out **D** Complete the conversation. Use the conversation above to help you. Then practice with a partner.

A What _____ you _____ buy your mom for her next birthday?
B I think I _____ get her some flowers.
A Do you always buy _____ something on her birthday?
B Yeah, and on Mom and Dad's anniversary, I always send _____ some flowers.

2 Grammar Future with *be going to*; indirect objects 2.03

Extra practice p. 143

be going to

I'm **going to** buy something special.
You're **going to** get a present.
She's **going to** be 50.
We're **going to** send some flowers.
They're **going to** have a party.

What **are** you **going to** do for your birthday?
I'm not going to do anything special.

Are you **going to** have a party?
Yes, we **are**. **We're going to** invite all our friends.
No, **we're not**. **We're not going to** do much.

Indirect objects

buy / give / send ***someone*** *something*

I'm going to buy **my mother** something special.
Alicia isn't going to give **Dave** anything.
Let's send **Mom and Dad** some flowers.

Indirect object pronouns

me, you, him, her, us, them

I'm going to buy **her** something special.
Alicia isn't going to give **him** anything.
Let's send **them** some flowers.

A Write questions with *be going to* using the prompts given. Then write your own answers using indirect object pronouns where necessary.

1. you / do anything special / for your next birthday?
   Are you going to do anything special for your next birthday?
   Actually, my friends are going to buy me dinner.
2. your parents / buy / you / something nice / on your next birthday?
   _____
3. What / you / get / your friends / for their birthdays?
   _____
4. you and your classmates / send / your teacher / a birthday card?
   _____
5. When are your parents' birthdays? What gifts / you / buy?
   _____
6. What / you / buy / your parents / for their anniversary?
   _____

About you **B Pair work Ask and answer the questions.**

A Are you going to do anything special for your next birthday?
B Well, actually, I'm going to be 21, so I'm going to have a big party.

3 Speaking naturally *going to*

*What are you **going to** do tonight? Are you **going to** go to the movies? I'm **going to** stay home.*

A 2.04 **Listen and repeat the sentences above. Notice the ways of saying *going to*.**

About you **B** 2.05 **Listen and complete the sentences with the missing words. Then ask a partner the questions.**

1. Are you *going to send* anyone flowers this year?
2. Are you _____ any expensive gifts this year?
3. Are you _____ any cards this month?
4. Are you _____ anyone's birthday this month?
5. Who are you _____ your next birthday with?

A Are you going to send anyone flowers this year?
B Yeah, I'm going to send my mom flowers on Mother's Day.

Lesson B Special days

1 Building vocabulary

Word sort **A** What do people do on these special days? Find two expressions from the box for each event. What else do people do? Add ideas.

blow out candles on a cake	go out for a romantic dinner	✓shout "Happy New Year"
exchange rings	go to see fireworks	sing "Happy Birthday"
give someone chocolates	go trick-or-treating	wear a cap and gown
get a degree or diploma	have a reception	wear a costume

1

New Year's Eve
shout "Happy New Year"
_____
_____

2

Valentine's Day
_____
_____
_____

3

birthday
_____
_____
_____

4

graduation day
_____
_____
_____

5

Halloween
_____
_____
_____

6

wedding day
_____
_____
_____

Vocabulary notebook p. 42

About you **B** **Pair work** Talk about special days or events you are going to celebrate this year. When are they? How are you going to celebrate them?

A What are you going to do on New Year's Eve?
B I'm going to go to a New Year's Eve party with some friends.

Sounds right p. 137

2 Building language

A 2.06 Listen to Marcella's phone message. What are her plans for tomorrow night?

Voice mail Hi. This is Laurie. Please leave a message after the beep. Thanks for calling.

Marcella Hi, Laurie. This is Marcella. Listen, what are you doing tomorrow night? A group of us are going out for dinner and then to a big New Year's Eve party. Do you want to come? We're meeting at the restaurant at 8:30, and we're probably going to go to the party around 11:00. It's going to be a lot of fun. So call me back, OK? Oh, and by the way, they say it's going to snow tomorrow, so be careful. Bye.

Figure it out **B** Find Marcella's plans and the weather prediction. What verb forms does she use?

3 Grammar Present continuous for the future; *be going to* 2.07

Extra practice p. 143

You can use the present continuous or *be going to* to talk about plans.
The present continuous is often used for plans with specific times or places.

What **are** you **doing** for New Year's Eve?
We'**re going to** The Sea Grill for dinner.
We'**re meeting** friends there at 8:30.

What **are** you **going to do** for New Year's Eve?
We'**re going to go** somewhere for dinner.
We'**re going to meet** some friends at a restaurant.

You can also use *be going to* for predictions.
It's **going to be** fun. (NOT ~~It's being fun~~.)
It's **going to snow** tomorrow. (NOT ~~It's snowing tomorrow~~.)

Common errors

Remember to use a form of *be* with *going to* and the present continuous.

We're going to meet some friends. (NOT ~~*We going to meet*~~ . . .)

We're meeting some friends. (NOT ~~*We meeting*~~ . . .)

A Match each plan with a prediction. Then role-play with a partner. Ask follow-up questions.

1. I think my parents are going to get me something special for graduation. __h__
2. My neighbors are going trick-or-treating on Halloween. ____
3. My best friend's getting married in May. ____
4. My sister's graduating from law school soon. ____
5. I'm going to get my dad a tie for his birthday. ____
6. My best friend and I are going to Paris next month. ____
7. My sister's having a baby next month. ____
8. My mom's going to retire next year. ____

a. I think he's going to love it.
b. She's going to be a great lawyer.
c. It's going to be a fun wedding.
d. We're going to have a great time.
e. I think it's going to be a boy.
f. It's going to rain, but they don't care.
g. She's going to love not going to work.
h. Or they're going to give me some money.

About you **B** **Pair work** Find out about each other's plans for next weekend.

A What are you doing next weekend?
B Well, I'm meeting a friend, and we're going to go roller-skating.

Lesson C Conversation strategies It depends.

1 Conversation strategy "Vague" expressions

A **What kinds of things do people do at fiestas and festivals? Make a list.**

B 2.08 **Listen. What happens during the fiesta?**

Ray Are you going to the fiesta this weekend?

Tina I don't know. It depends. What is it exactly?

Ray Well, it's just, um . . . it's a festival. It's lots of parades and stuff like that. Everybody gets dressed up, you know . . .

Tina You mean in costumes?

Ray Yeah. There are hundreds of cute little kids in purple and silver outfits with makeup and everything. . . .

Tina Uh-huh. Uh, I'm not big on parades.

Ray And there's good food. You can get all kinds of tacos and things. Do you want to go?

Tina Hmm. Well, maybe.

C **Notice** **how Ray uses "vague" expressions like these. He doesn't need to give Tina a complete list. Find examples in the conversation.**

and stuff (like that)
and things (like that)
and everything

In conversation

People use ***and stuff*** in very informal situations.

and stuff ***and things***

D **Find the vague expressions in these conversations. What do they mean? Choose two ideas from the box for each one.**

anniversaries	concerts	dancing	holidays	sing "Happy Birthday"
candles	cultural events	folk songs	✓ see old friends	spend time at home

1. A What are you doing for spring break?
   B I'm going home. I really want to see my family (and everything.) *see old friends*
2. A Do you usually go to a restaurant to celebrate birthdays and stuff?
   B Yeah, we know a nice place. They bring out cakes and everything.
3. A Are you into traditional music and stuff like that?
   B Yeah, we have a lot of music festivals and things like that around here.

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

2 Strategy plus "Vague" responses

You can use responses like these if you're not sure about your answer:
I don't know.
I'm not sure.
Maybe.
It depends.

In conversation
I don't know is the most common of these responses.

A Match each question with two responses. Then practice with a partner.

1. Are you going to go to any festivals this year? __a__ ____
2. My friend's having a party this weekend. Do you want to go? ____ ____
3. Are we going to plan an end-of-year party after the last class? ____ ____
4. I have an extra ticket for a concert tonight. Do you want it? ____ ____

a. I'm not sure. There's a film festival in March.
b. Maybe. Let's talk to the teacher about it.
c. It depends. When is it? This Saturday?
d. I don't know. I think I'm working all weekend.
e. I'm not sure. I'm feeling kind of tired.
f. It depends. Who's playing?
g. I don't know. It sounds like a lot of work.
h. Maybe. I'd like to go to a folk festival.

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

3 Listening and strategies Celebrations around the world

A 2.09 **Look at the pictures of two festivals. What's happening? Then listen and answer the questions about each festival.**

1. Which country celebrates the festival?
2. When is it?
3. How do people celebrate?
4. Do they eat any special foods?
5. Why do they celebrate?

a. Bonfires of Saint John

b. The Festival of Colors

About you **B** Pair work **Student A: Choose a festival you know. Student B: Ask your partner the questions above. Can you guess the festival? Are you going to celebrate it?**

A So, which country celebrates the festival and when is it?
B Well, it depends. It's usually in February and a lot of people celebrate it around the world. People see fireworks and stuff.

Free talk p. 130

Lesson D Traditions

1 Reading

A What do people in your country do for these events?

They exchange rings.

weddings | birthdays | New Year's Eve

B Read the article. Which traditions are similar to the ones in your country? Which are different?

Reading tip
Look at the photos. They can sometimes help you with the vocabulary in an article.

Let's celebrate!

Although people around the world celebrate many of the same events, they sometimes celebrate these special days quite differently. We found some interesting – and unique – traditions for celebrating New Year's Eve, birthdays, and weddings.

What is the new year going to bring?

NEW YEAR'S EVE

In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour, then the month is not going to be so good.

BIRTHDAYS

In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the doll means the baby is going to have a lot of children one day.

What's this baby's future?

Are these newlyweds going to have good luck?

WEDDINGS

Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises – sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.

C Read the article again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F).

	T	F
1. In Mexico, people eat grapes at a special dinner.	☐	☐
2. If you eat a sweet grape on New Year's Eve, it means that the year ahead is going to be good.	☐	☐
3. In China, the family gets together on the day the baby is born.	☐	☐
4. If the baby picks up a doll, it means he or she is going to have a lot of brothers and sisters.	☐	☐
5. In Venezuela, the bride and groom can sing their promises to love each other.	☐	☐
6. If they don't go to the reception, it means they will have good luck in their marriage.	☐	☐

About you **D Group work Discuss these questions about traditions.**

- What traditions do you have for wedding receptions?
- Which birthdays are extra special? How do people celebrate them?
- What traditions do you have for New Year's Day? What brings good luck for the new year?

2 Listening and writing Congratulations!

A 2.10 **Listen to these people talk about their invitations to the events below. Complete the information.**

Subject: Elaine's housewarming party
From: Elaine Collins (elaine@cup.org)

Hi Simon and Julie,
My new apartment is ready and I'm finally having a housewarming party! It's on Saturday, _____ at _____ p.m. My new address is 1452 E. Mulberry St. By the way, Sally is going to bring some _____. Simon, can you make some of your special _____? Thanks!
See you,
Elaine

In celebration of their _____ wedding anniversary, Iris and Derek invite you to dinner on _____, _____, at _____ p.m. at The French Restaurant.

Dear John and Jessie,
Hope you can make it to the dinner. There's going to be _____ and _____ afterward. We look forward to seeing you both.
Best regards, Iris and Derek

B Read the Help note. Then find the expressions in the invitations above and circle them.

Help note

Writing personal notes and emails

	Less formal	More formal
Start like this:	*Dear (name),*	*Dear (name),*
	Hi (name),	
End like this:	*Take care,*	*Best wishes,*
	See you,	*Best regards,*
	Love,	*All the best,*

About you **C Invite a partner to a special event. Write an invitation and add a personal note. Then exchange invitations with your partner. Write a response.**

Vocabulary notebook Calendars

Learning tip *Linking events with dates*

You can write down some of your new vocabulary on a calendar. It's a useful way to learn the names of special events and celebrations.

In conversation

February blues

The month people talk about least is ***February***. The month people talk about most is ***July***.

1 Complete the calendar with words from the box.

anniversary	dinner	February	flowers	graduation	May	September	Valentine's
card	Eve	fireworks	gown	Halloween	November	vacation	

January *11th – Mom's birthday. Buy her _____ and a cake.*

_____ *14th – _____ Day!*

March *23rd – Suzanne's birthday. Go out for _____.*

April *1st – April Fool's Day*

_____ *4th – My birthday!*

June *2nd – End of exams*
21st – School _____.
Rent a cap and _____.

July *1st – Summer _____ starts.*
22nd – Dad's 65th birthday.

August *16th – Summer party and _____ at night.*

_____ *10th – Jack and Betty's wedding _____. Send them a _____.*

October *31st – _____.*

_____ *28th – Family reunion for Thanksgiving.*

December *31st – New Year's _____ party.*

2 Now make your own calendar. Note important dates and plans in your year.

On your own

Buy a wall calendar. Each month, circle your important dates and write your appointments and events in English.

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ talk about birthdays, celebrations, and holidays.
- ☐ discuss future plans and make predictions.
- ☐ talk about gift giving.
- ☐ describe how I celebrate special days and holidays.
- ☐ use "vague" expressions like *and everything*.
- ☐ give vague responses like *It depends*.
- ☐ understand conversations about festivals.
- ☐ understand conversations about parties.
- ☐ read an article about world traditions.
- ☐ write an invitation to a special event.

UNIT 5

Growing up

Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about growing up and your family background using the simple past

Lesson B
- Talk about school subjects people studied using *most* (*of*), *a few* (*of*), etc.

Lesson C
- Correct things you say with expressions like *Well*, *Actually*, and *No, wait*
- Use *I mean* to correct a word or name

Lesson D
- Read an interview with someone about his teenage years
- Write answers to interview questions

1

2

3

4

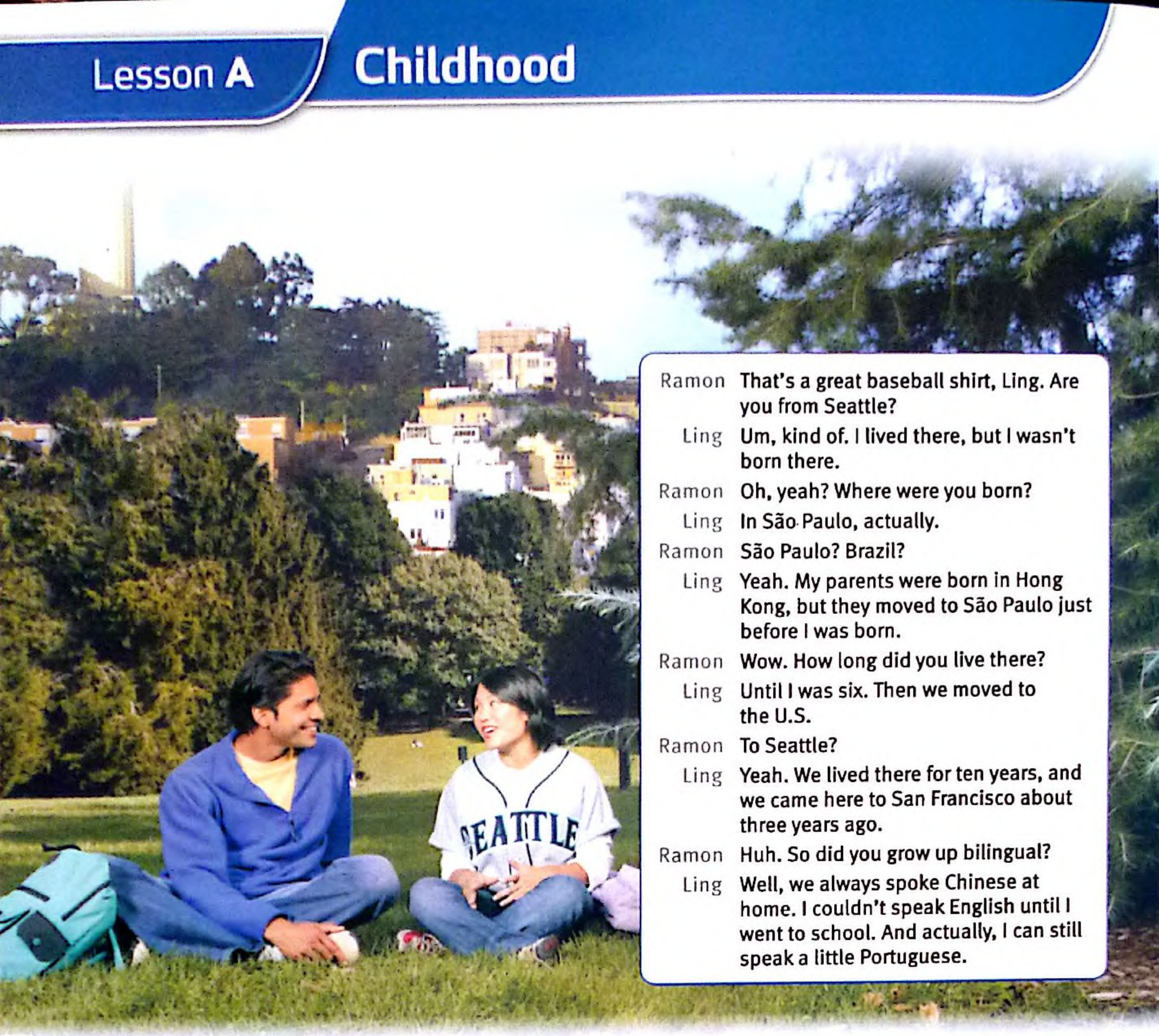
Before you begin . . .

Do you remember . . .

- your first close friend?
- learning to swim?
- a time you got into trouble?
- your first day of school?

Do you have other memories like these?

Lesson A Childhood



Ramon That's a great baseball shirt, Ling. Are you from Seattle?

Ling Um, kind of. I lived there, but I wasn't born there.

Ramon Oh, yeah? Where were you born?

Ling In São Paulo, actually.

Ramon São Paulo? Brazil?

Ling Yeah. My parents were born in Hong Kong, but they moved to São Paulo just before I was born.

Ramon Wow. How long did you live there?

Ling Until I was six. Then we moved to the U.S.

Ramon To Seattle?

Ling Yeah. We lived there for ten years, and we came here to San Francisco about three years ago.

Ramon Huh. So did you grow up bilingual?

Ling Well, we always spoke Chinese at home. I couldn't speak English until I went to school. And actually, I can still speak a little Portuguese.

1 Getting started

A Complete the two sentences below. Then tell the class.

I was born in _____ . I grew up in _____ .

B 2.11 Listen. Where was Ling born? Where does she live now? Practice the conversation.

Figure it out **C** Circle the correct words to complete the sentences. Use the conversation above to help you.

1. Ling's parents **born** / **were born** in Hong Kong.
2. Ling lived in São Paulo **for** / **until** six years.
3. Ling moved to Seattle **when** / **until** she was six.
4. Ling's family moved to San Francisco three years **long** / **ago**.

2 Grammar *be born*; simple past (review); time expressions 2.12

Extra practice p. 144

Where **were** you **born**?
I **was born** in São Paulo.
I **wasn't born** in Seattle.

How long did you live in São Paulo?
We lived there **until** I was six. **From** 1995 **to** 2001.
We didn't leave **until** 2001. **Then** we came to the U.S.

Did you live there **for a long time**?
Yes, (I did). I lived there **for six years**.
No, (I didn't). I didn't live there **long**.

Where **were** your parents **born**?
They **were born** in Hong Kong.
They **weren't born** in the U.S.

When did they come here?
They came here about **three years ago**.
They came **when** Ling was sixteen.

Did she move here **last year**?
Yes, (she did). She moved **in May**.
No, (she didn't). She moved **in 2011**.

Saying years

1906 = "Nineteen oh-six"
1988 = "Nineteen eighty-eight"
2007 = "Two thousand (and) seven"
2015 = "Twenty fifteen"

Common errors

Don't confuse *before* and *ago*.

We moved here
(NOT *We moved here ~~before six years~~.*
OR *We moved here ~~six years before~~.*)

A 2.13 **Complete the conversations with the verbs given. Circle the correct words. Then listen and check.**

1. A Where *was* your mother *born* (be born)? _____ your father _____ (be born) there, too?
   B My parents _____ (be born) in Vancouver (in) / **to** 1945.
2. A Where _____ you _____ (live) when you were young? _____ you _____ (grow up) in a big city?
   B Actually, I _____ (grow up) in Seattle. We _____ (stay) there **from** / **until** I started high school.
3. A Who _____ (be) your best friend in school? How long _____ (be) you friends?
   B Well, my best friend _____ (be) Jane. We _____ (be) friends **for** / **from** a long time.
4. A _____ you and your best friend ever _____ (argue)? What _____ you _____ (fight) about?
   B We _____ (not / fight) a lot. But one time we _____ (not / talk) **for** / **until** three weeks.
5. A Who took care of you **ago** / **when** you _____ (be) little? _____ your mother _____ (have) a job?
   B My mother _____ (work), so no one _____ (be) home **when** / **then** I _____ (get) home from school. I _____ (go) to a neighbor's house. But I _____ (not / be) there **long** / **until**.
6. A _____ you ever _____ (get) in trouble? What _____ you _____ (do)?
   B Oh, I _____ (get) in big trouble one time **when** / **then** I was seven. My mom _____ (be) mad at me **for** / **from** days! **Then** / **When** I _____ (make) her a card saying, "Sorry."

About you **B** **Pair work** **Practice the conversations. Then take turns asking the questions again. Give your own answers.**

3 Speaking naturally *did you*

Where did you go on vacation? *What did you do?* *Did you have fun?*

A 2.14 **Listen and repeat the questions above. Notice the ways of saying *did you*.**

About you **B** 2.15 **Listen and complete the questions about childhood vacations. Then ask and answer the questions with a partner.**

1. Did you _____?
2. Where did you _____?
3. How long did you _____?
4. Who did you _____?
5. Did you _____?
6. What did you _____?

Lesson B Favorite classes

1 Building language

A 2.16 **Listen. What languages did these people study in school?**

"All the students in my high school had to take English – it was required. And I needed English to get into my university. Some people need it for their jobs as well."

–Mi-chung, Seoul

"Well, years ago, most people learned Russian, and only a few people took English. I studied both."

–Karina, Prague

"I took Spanish last year, and most of my friends did, too. But only a few of us speak it well. Um, there are a lot of Spanish speakers around here, so it's kind of useful."

–Brad, Los Angeles

"A lot of my classmates dropped French after ninth grade. Almost all of them – except me. But then, later, some of them had to take evening classes because they needed it for work."

–Femi, Lagos

Figure it out **B** **Circle the correct expression to complete the sentences. Are they true for your friends?**

1. Most / Most of people like English.
2. Most / Most of my friends study English.
3. Some / Some of them are fluent in English.
4. A few / A few of people study two languages.

2 Grammar Determiners 2.17

Extra practice p. 144

General (*students, Canadians*)	Specific (*the students in my class, my friends*)	With pronouns
All children learn a language.	**All (of) the children in my town** take English.	**All of them . . .**
Most Canadians need French.	**Most of the people in my office** know French.	**Most of us . . .**
Some students take Spanish.	**Some of the students in my class** take Greek.	**Some of us . . .**
A few people are good at Latin.	**A few of my classmates** got As.	**A few of them . . .**
No students like exams.	**None of my friends** failed the exams.	**None of them . . .**
But		
A lot of people speak English well.	**A lot of the people in this city** speak English.	**A lot of them . . .**

In conversation

People usually say *everybody* and *nobody*, not *all people* or *no people*.

About you **Make true sentences using determiners. Then compare with a partner.**

1. _____ my friends studied English in middle school.
   _____ middle school students take English.
2. Today, _____ employees need a second language for their jobs.
   _____ companies require English skills to get a job.
3. _____ my friends speak two languages.
   _____ them speak three languages.
4. _____ college students major in languages.
   _____ the colleges here teach several different languages.
5. _____ students take two foreign languages in high school.
   In my class, _____ us studied two foreign languages.

Common errors

Remember to use *a* in *a lot of*.

A lot of students study English.
(NOT ~~*Lot of*~~ *students study English.*)

3 Building vocabulary

A 2.18 **Listen and say the subjects. Circle your three favorite subjects. Tell a partner.**

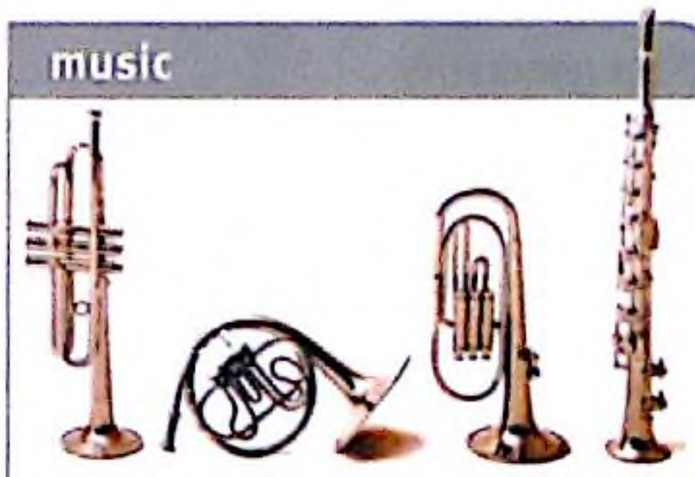
algebra	economics	band	orchestra	choir	geometry	drama	physics	gymnastics	art
history	geography	track	chemistry	dance	calculus	biology	literature	computer studies	

Word sort **B** **Put the subjects above into the categories below. Can you think of other subjects?**

social studies

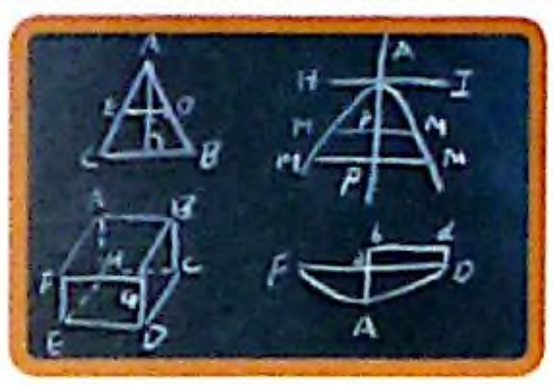
economics

music



science

mathematics



physical education (P.E.)

other subjects

About you **C** **Pair work** **Talk about each subject above. Use the expressions below or use your own ideas. What do you have in common?**

Vocabulary notebook p. 52

I took / didn't take . . . *I was good / bad at . . .* *I was / wasn't interested in . . .* *I liked / didn't like . . .*

4 Survey What was your best subject?

About you **A** **Class activity** **Choose a subject and write it in the first question. Then ask your classmates the questions about high school (or last year). Keep a tally (卌) of the answers.**

	Yes	No		Yes	No
1. Did you take _____ ?	☐	☐	4. Were your classes hard?	☐	☐
2. Was it your favorite subject?	☐	☐	5. Did you enjoy them?	☐	☐
3. Did you get good grades in it?	☐	☐	6. Did you hate them?	☐	☐

B **Tell the class your results. What interesting information did you learn?**

"Most of us took chemistry. But only a few of us were good at it. . . ."

Sounds right p. 138

Lesson C Conversation strategies Well, actually, . . .

1 Conversation strategy Correcting things you say

A How did you get to school when you were little? Did you go alone? Tell the class.

"I always walked to school."
"My grandmother usually took me."

B 2.19 Listen. What does Tom remember about his first day of school?

Tom Look at these old photos. My mom sent them to me.

Jessica Oh, is this you?

Tom Yeah, with my best friend. We were in kindergarten together.

Jessica Oh, . . . you were cute! Do you remember much about kindergarten?

Tom Not really. Well, I remember my first day of school. Actually, I don't remember the day, but I remember on the way home, I missed my bus stop.

Jessica Oh, no!

Tom Yeah. And I kept riding around until I was the last kid on the bus.

Jessica So, how did you get home?

Tom Well, the teacher, I mean, the bus driver, had to call and find out my address and everything, and he took me home.

Jessica So that was when you were five?

Tom Yeah. Uh . . . no, wait . . . I was only four. I started school early.

C Notice how Tom corrects the things he says with expressions like these: ***Actually***; ***Well***; ***No, wait***. Find examples in the conversation.

No, wait . . . I was only four.

D Match the sentences with the corrections. Underline the expressions that are used to make corrections. Then compare with a partner.

1. I remember everything from my childhood. ____
2. I started swimming lessons when I was three. ____
3. I hated doing homework. ____
4. We lived near all of my cousins. ____
5. I took guitar lessons until I was 11. ____
6. I still see some of my kindergarten friends. ____

a. Actually, no, I was 12 when I quit.
b. Well, some of it was OK. I liked reading.
c. Well, once or twice a year maybe.
d. No, wait. I was five, maybe.
e. Well, I don't remember *some* things.
f. Well, actually, a few of them lived one or two hours away.

About you **E** Write three sentences about your childhood. Write a mistake in each sentence. Then tell a partner your sentences. Correct the information with *Well*, *Actually*, or *No, wait*.

2 Strategy plus *I mean*

You can use *I mean* to correct yourself when you say the wrong word or name. This is just one use of *I mean*.

In conversation

Mean is one of the top 100 words. About 90% of its uses are in the expression ***I mean***.

A Complete the questions by correcting the underlined words. Use the words in the box.

1. Were you good at playing chess, I mean, *checkers* ?
2. Did you read a lot of cartoons, I mean, _____ ?
3. Did you have a motorcycle, I mean, a _____ ?
4. How often did you visit your parents, I mean, your _____ ?
5. Did you go skiing in the winter, I mean, _____ ?
6. Did you collect animals, I mean, _____ ?
7. Did you eat much food, I mean, _____ ?
8. Were you good at speaking, I mean, _____ ?

bicycle
✓ checkers
comic books
fruit
grandparents
sledding
spelling
stuffed animals

About you **B Pair work Ask and answer the questions above about your childhood. Continue your conversations.**

A Were you good at playing chess, I mean, checkers?
B Actually, we never played checkers.

3 Listening and strategies I don't remember exactly . . .

A 2.20 **Listen to people talk about their childhood memories. Underline the words they correct. Write the corrections on the lines.**

1. I played softball until I was in sixth grade.
   Actually, _____.
2. We moved to Canada for a few years when I was seven.
   No, wait, _____.
3. My hardest class was algebra, I mean, _____.
4. We were best friends in high school.
   Well, actually, _____.
5. All the kids teased me in school because I had an unusual name.
   Well, _____.

About you **B Pair work Take turns telling memories of growing up. Ask questions to find out more information.**

"I remember I got into big trouble one time when I was seven. No, wait . . . I was eight, and I . . ."

Free talk p. 131

Lesson D Teenage years

1 Reading

A Brainstorm the word *teenager*. What do you think of? Make a class list.

teenager: parties, loud music, fights with parents

B Read the interview. What, if anything, do you have in common with Joe?

Reading tip

After you read, reflect. Compare your answers to the questions with the interviewee's.

Teenage Years

AN INTERVIEW WITH JOE HODGSON. JOE GRADUATED FROM THE UNIVERSITY OF MANCHESTER, ENGLAND WITH A DEGREE IN GENETICS.

1. Where were you born? Did you spend your teens there?
I was born in a small town near Manchester. I spent my teens there until I went to university* when I was 18.

2. What's one thing you remember about school?
I had a lot of fun with all my friends, playing soccer and pool. We used to try and sneak out of school during breaks to go to the sweet shop* around the corner.

3. What were your best subjects in school and your worst?
My best subject was science, especially biology, and that's what I ended up doing for my degree. My worst subject was algebra. I was never very good at it.

4. How did you spend your free time?
I spent a lot of time playing sports – soccer, cricket, and handball. I also did a lot of music – I played trumpet in the school orchestra. I sang in the choir as well.

5. What fashions and trends do you remember from your teen years?
The fashion I remember most was "emo" fashion because that was something I used to wear. We wore slim-fit jeans, black T-shirts and like most of my friends, I had long hair.

6. What was the most difficult thing about being a teenager?
Being stuck between being a kid and being an adult – so trying to balance the two. I think most teens feel that way. I wanted to be treated like a true adult some of the time, and like a kid at other times. It was frustrating when someone got the "wrong" age.

7. What's the happiest memory you have from your teen years?
I played handball for my college team, and my happiest memory was when I was picked to play for England when I was 17. It was such a great feeling when I heard the national anthem and knew I was representing my country.

8. Who or what influenced you when you were a teenager? What did you learn?
My parents influenced me a lot, although I only really appreciated it when I was older. Some of my best friends influenced me, too. They all taught me the value of hard work, and of being yourself and enjoying that.

9. What do you miss about your teen years?
I miss the lack of responsibility! Now I have to worry about so much stuff like work and money, so I miss being a teenager because everything was a lot easier then.

10. What's one piece of advice you would give to today's teenagers?
Enjoy it! Have lots of fun. It's a great time – so have a great time.

*go to university = go to college
*sweet shop = candy store

C Are these sentences true or false? Check (✓) *True* (T) or *False* (F). Can you correct the false ones?

	T	F
1. Joe was born in Manchester.	☐	☐
2. He liked to sneak out of school to go to the movie theater.	☐	☐
3. His worst subject in school was biology.	☐	☐
4. He wore black T-shirts and had long hair when he was in school.	☐	☐
5. Joe's best memory was playing soccer for England when he was 17.	☐	☐
6. Joe enjoyed having no responsibility as a teenager.	☐	☐

About you **D Pair work Ask and answer three questions from the interview.**

2 Listening A long time ago

2.21 Listen to Colin talk about being a teenager in England many years ago. Complete the sentences by circling *a*, *b*, or *c*.

1. Colin was a teenager	a. in the '40s.	b. in the '50s.	c. in the '60s.
2. He quit school when he was	a. 13.	b. 14.	c. 15.
3. His first job was	a. in a factory.	b. in a store.	c. on a farm.
4. His main interest was	a. music.	b. buying clothes.	c. watching TV.
5. His main regret is that he	a. spent a lot of money.	b. didn't take classes.	c. didn't have fun.

3 Writing An interview

A Write five interview questions to ask a classmate about when he or she was younger. Leave spaces for the answers.

1. Did you get along with your parents?

2. Were you a good student?

About you **B Pair work Exchange your questions with a classmate. Write answers to your classmate's questions. Use the example and the Help note below to help you.**

1. Did you get along with your parents?
Yes, most of the time. I got good grades, so that was no problem. We agreed on most things except for the car. We had a lot of fights about that.

Help note

Linking ideas: *except (for), apart from*

*We agreed on most things **except for** the car. We didn't agree on much **apart from** my best friend. They liked her.*

About you **C Pair work Read your partner's answers. Ask questions to find out more information.**

Vocabulary notebook

I hated math!

Learning tip *Grouping vocabulary*

You can group new vocabulary in different ways to help you remember it. For example, group things you can or can't do or things you are interested in or not interested in.

In conversation

Talk about school

The top four school subjects people talk about are:

1. math
2. science
3. physics
4. history

People say ***math*** almost ten times more than ***mathematics***.

Complete the chart with the school subjects in the box. Add more ideas.

art	chemistry	geography	math	P.E.
biology	English	history	music	physics

I'm / I was good at . . .	I'm not / wasn't very good at . . .	I can't / couldn't do . . . at all.

I like / liked . . .	I hate / hated . . .	I'm not / wasn't very interested in . . .

On your own

Walk around a large bookstore and look at the different sections. How many subjects do you know in English?

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ talk about my family background and memories of growing up.
- ☐ discuss school subjects.
- ☐ say how many people do things.
- ☐ use *Well, Actually, No, wait,* and *I mean* to correct myself.
- ☐ understand conversations about childhood memories.
- ☐ understand someone talk about his teenage years.
- ☐ read an interview about being a teenager.
- ☐ write answers to interview questions.

UNIT 6

Around town

Can Do! In this unit, you learn how to . . .

Lesson A
- Ask about neighborhood places with *Is there . . . ?* and *Are there . . . ?*

  Say where places are with expressions like *next to*, *between*, etc.

Lesson B
- Ask for and give directions
- Offer and ask for help with *Can* and *Could*

Lesson C
- Check information by repeating words or using expressions like *Excuse me?*
- Ask "echo" questions like *It's where?* to check information

Lesson D
- Read an online guide to Istanbul
- Write a walking-tour guide

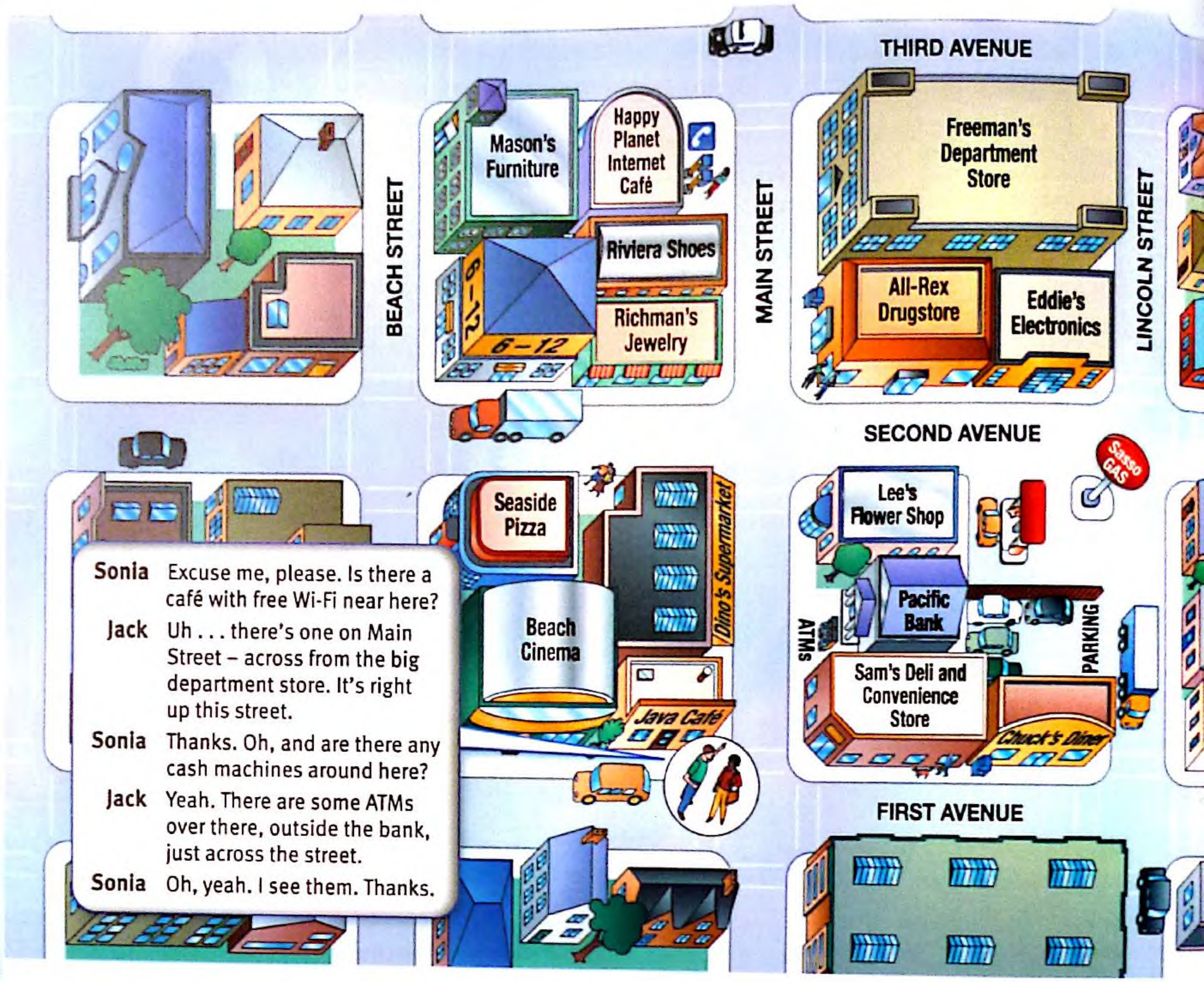
Before you begin . . .

Match each comment with a picture.

- ☐ "There's a lot to see."
- ☐ "It's great for shopping."
- ☐ "It's easy to get around."
- ☐ "There's a lot of nightlife."

What else can you say about each place?

Lesson A Finding places



Sonia Excuse me, please. Is there a café with free Wi-Fi near here?

Jack Uh . . . there's one on Main Street – across from the big department store. It's right up this street.

Sonia Thanks. Oh, and are there any cash machines around here?

Jack Yeah. There are some ATMs over there, outside the bank, just across the street.

Sonia Oh, yeah. I see them. Thanks.

1 Getting started

A **Look at the map. What can you do at each place you see? Tell the class.**

"Well, there's a furniture store. I guess you can buy tables and . . ."

B 2.22 **Listen. Sonia is asking Jack for help. What is she looking for? Practice the conversation.**

Figure it out **C** **Can you complete these questions and answers? Practice with a partner.**

1. A _____ a furniture store near here?
   B Yes, there's _____ on Beach Street.

2. A _____ any ATMs around here?
   B Yes, there are _____ cash machines just across the street.

2 Grammar *Is there? Are there?*; location expressions 2.23

Extra practice p. 145

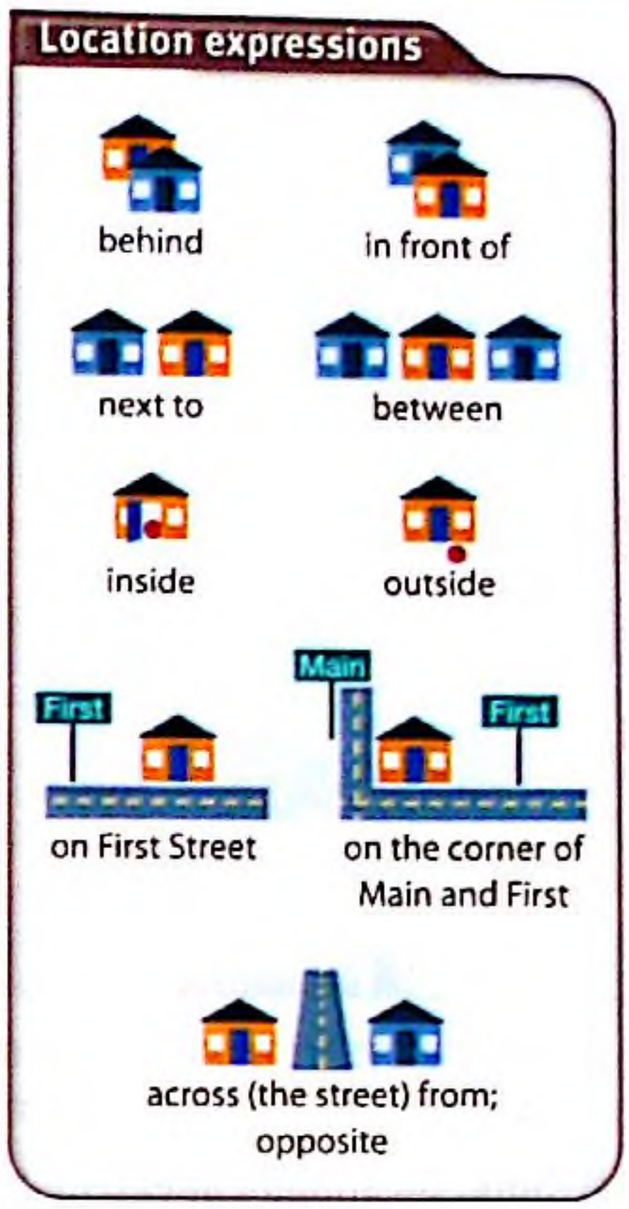
Is there a café with free Wi-Fi near here?
Yes, **there is.** There's **one** on Main Street.
No, **there isn't.** There isn't **one** in this neighborhood.

Are there any cash machines near here?
Yes, **there are.** There are **some** outside the bank.
No, **there aren't.** There aren't **any** nearby.

A **Look at the map on page 54. Complete the questions with *Is there a* or *Are there any*. Complete the answers with *one*, *some*, *any*, and location expressions. Then practice.**

Driver ___*Is there a*___ bank around here?
Matt Yeah, there's ___*one*___ right ___*on*___ Main Street. It's _____ the deli. Do you see Sam's Deli – just _____ the street?
Driver Oh, yeah. Can I park there? I mean, _____ parking lot?
Matt Well, there's _____ just _____ the bank, but the entrance is _____ Lincoln.
Driver _____ public restrooms near there?
Matt No, there aren't _____ there, but there's a department store _____ Main and Third. I'm sure there are _____ there, _____ the store.
Driver Thanks. Oh, and _____ shoe stores near here?
Matt Well, there's _____ on Main, _____ Second and Third Avenues. But that's about it.
Driver Okay. And one more thing – _____ post office around here?
Matt Um . . . actually, there isn't _____ in this neighborhood. There's only a mailbox _____ the drugstore – _____ the shoe store.

Location expressions



B **Pair work** **Now ask and answer questions about these places on the map.**

- a jewelry store
- a gas station
- restaurants
- electronics stores
- a convenience store

Common errors

Don't use *Is there* with plural nouns.

***Are there** any ATMs?*
(NOT ~~*Is there* any ATMs?~~)

3 Speaking naturally Word stress in compound nouns

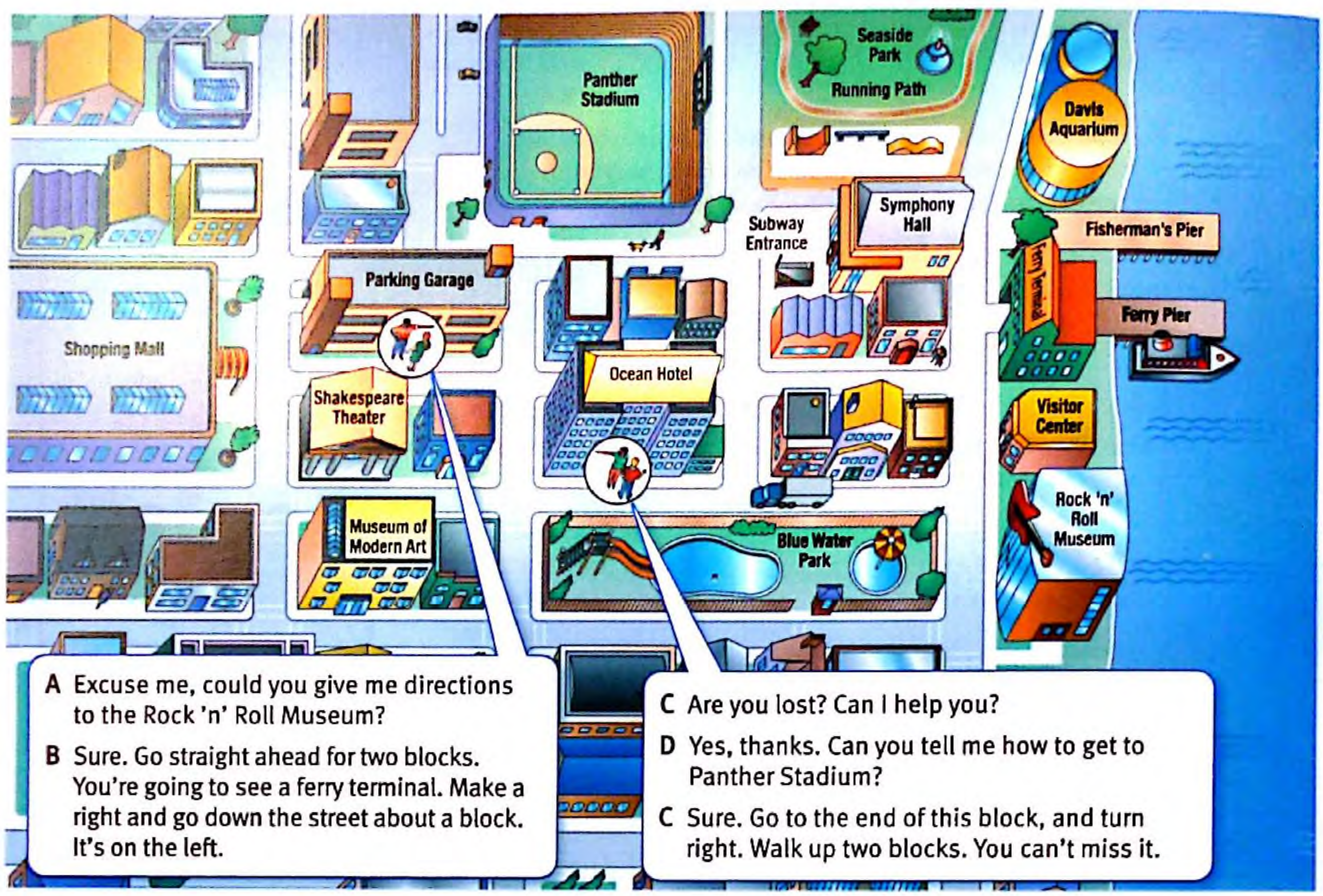
bookstore *restroom* *drugstore*

A 2.24 **Listen and repeat the compound nouns above. Notice the stress pattern.**

About you **B** 2.25 **Listen and complete the questions. Then ask and answer the questions with a partner.**

1. Are there any nice _____ near your home?
2. Is there a _____ around here?
3. Is there a _____ in this area?
4. Are there any good _____ in this neighborhood?
5. Is there a good _____ near your home?
6. Are there any _____ around here?

Lesson B Getting around



1 Building vocabulary and grammar

A 2.26 **Listen to the conversations above, and follow the directions on the map. Then underline all the expressions for directions. Practice with a partner.**

Figure it out **B** **Look at the information below. Find your location and destination on the map. Then complete the questions and put the directions in order.**

1. You're in the Ocean Hotel. Someone asks:

A Are you lost? _____ I help you?

B Thanks. _____ you give me directions to Symphony Hall?

A ☐ Um, then make a right.

☐ Turn left again at the corner, and walk up two blocks.

☐ It's right there, on the right.

☐ Um, yes. When you go out of the hotel, turn left.

2. You're outside the parking garage. You ask:

A _____ you tell me how to get to the aquarium?

B ☐ The aquarium is going to be on your right.

☐ You're going to see a ferry terminal.

☐ Sure. Go straight ahead for two blocks.

☐ Make a left.

☐ Walk up the street about one block.

Vocabulary notebook p. 62

2 Grammar Offers and requests with *Can* and *Could*

Extra practice p. 145

Offers	Requests
Can I help you?	**Can** you help me?
What **can** I do?	**Can** you tell me how to get to the aquarium?
How **can** I help?	**Could** you give me directions?

In conversation

Can you . . . ? is more common than ***Could you . . . ?*** for requests.

People use ***Could you . . . ?*** to make their requests more polite.

Can you . . . ?

Could you . . . ?

A Look at the map on page 56. Some people are asking for directions at the Visitor Center. Complete the questions and directions.

1. A _____ you give me directions to the Museum of Modern Art? Is it far from here?
   B Uh, no, it's not far. So, go out of the door and turn _____.
2. A _____ you recommend a place to go running?
   B Let me think. There's a running path in Seaside Park. Go _____.
3. A Good morning. _____ I help you?
   B Yeah, thanks. _____ you tell me how to get to Panther Stadium?
   A Sure, you need to go _____.
4. A I'm staying at the Ocean Hotel. _____ you give me directions from there to the aquarium?
   B Oh, no problem. Go _____.
5. A Hello. _____ I help you? Oh, I'm sorry. You're waiting for a subway map. Here you go. So, the subway is just a short walk from here. Go _____.
   B Thanks. Have a good day.

B Pair work Take turns asking for and giving directions to different places on the map on page 56.

3 Listening and speaking Finding your way around

A 2.28 **Look at the map on page 56 again. Listen to the concierge at the Ocean Hotel give directions to people. Where do they want to go? Write the places.**

1. _____ 2. _____ 3. _____ 4. _____

About you **B Pair work Take turns asking the questions below and giving directions for the neighborhood you are in.**

- Is there a place to go skateboarding near here?
- Could you recommend a cheap restaurant around here?
- Are there any cash machines within walking distance?
- Can you tell me how to get to the subway or to a bus stop?
- Could you give me directions to the nearest drugstore?
- Can you recommend a good place to go shopping?

A Is there a place to go skateboarding near here?

B Well, let me think. There's a skateboarding park behind the library. You just walk . . .

Sounds right p. 138

Excuse me?

1 Conversation strategy Checking information

A **What kind of information do people ask a concierge when they are staying in a hotel? Make a class list.**

They ask for directions to restaurants.

B 2.29 **Listen. What places does the concierge recommend? Where does Maria decide to eat?**

Concierge Hello. Can I help you?

Maria Um, are there any nice places to eat around here?

Concierge Excuse me? Did you say places to eat?

Maria Yes, but not fast food.

Concierge OK. Well, there's a Mexican restaurant within walking distance.

Maria Within walking distance?

Concierge Yes. It's right down the street. It gets great reviews. Or there's a Vietnamese place on Park Avenue. That's really good.

Maria I'm sorry? There's a Vietnamese place where?

Concierge Park Avenue. But it's always busy. There's usually about a 15-minute wait.

Maria Did you say fifteen or fifty?

Concierge Fifteen.

Maria Oh, OK. Well, that sounds good. Could you give me directions?

C **Notice how Maria and the concierge check information. They repeat words as a question or use "checking" expressions. Find examples in the conversation.**

"There's about a 15-minute wait."
"Fifteen or fifty?"

Checking expressions:
I'm sorry?
Excuse me?
Did you say . . . ?
What did you say?

D 2.30 **Complete the conversations with the missing words. Then listen and check. Practice with a partner and continue the conversations.**

1. A Could you give me directions to the bus station?
   B I'm sorry? Did you say the _____ ?
2. A Is there an Indonesian restaurant near here?
   B Did you say Indian or _____ ?
3. A Do you have a number for a cab company?
   B Excuse me? Did you say a _____ ?
4. A How do you get to the airport from here?
   B Sorry, what did you say? The _____ ?
5. A Are there any good movies on this week?
   B Any _____, did you say?

2 Strategy plus "Echo" questions

In an "echo" question, you repeat something you heard, and you add a question word to check information you didn't hear.

Here are some more examples:

A Is there a drugstore around here?
B I'm sorry, a what?

A It opens at 10:00.
B Excuse me? It opens at what time?

In conversation

When people ask others to repeat information, they say ***I'm sorry?*** more often than ***Excuse me?***

I'm sorry?
Excuse me?

2.31 Complete the conversations with "echo" questions. Use the words in the box. Then listen and check. Practice with a partner.

how far | how much | ✓what | what kind of | when | where

1. A So, are there any theme parks here?
   B I'm sorry, any ___*what*___ ?
2. A Is there an outdoor swimming pool around here?
   B Actually, there is. It's opposite the park.
   A Excuse me? It's_____ ?
3. A You know, movie tickets cost $12. They're expensive.
   B They cost _____ ?
4. A They have great outdoor concerts every night until 10:00.
   B I'm sorry, until_____ ?
5. A So, are there any museums in the city?
   B Yeah. There's a science museum about 15 minutes away.
   A I'm sorry, it's _____ ?
6. A There are some good Thai restaurants here.
   B There are some good _____ restaurants?

3 Listening and strategies Tourist information

A 2.32 Listen to the start of six conversations at a visitor center. What do you think each person says next to check the information? Number the sentences 1 to 6.

- [ ] Excuse me? Fourteen or forty?
- [ ] I'm sorry. It's how far?
- [1] Did you say Thai?
- [ ] I'm sorry, a list of what?
- [ ] I'm sorry? From where?
- [ ] Did you say roller skates?

B 2.33 Now listen to the complete conversations. How does the person working at the visitor center answer the questions above?

About you **C Pair work Role-play conversations at a visitor center. Ask for information about places in your town or city, and check the information you hear.**

A Are there any good gift shops around here?
B Excuse me? What kind of shops?

Free talk pp. 131 and 133

Lesson D Exploring the city

1 Reading

A What do you know about Istanbul? Make a class list.

It's in Turkey.

B Read the website below. Find one thing you didn't know about Istanbul and one thing you knew already.

Reading tip

Writers sometimes define words they use with a dash:
Enjoy a cup of chay – *Turkish tea.*

http://www.discoveringturkey...

3 days in Istanbul...

Is there any other city quite like Istanbul? Europe and Asia meet in this fascinating and lively place. With amazing sights, sounds, and smells on every corner, it's a must-see for everyone!

Day 1: **START WITH A WALKING TOUR** Your tour begins at Gülhane Park. Enjoy the shaded lawns and beautiful gardens, and walk toward the famous Topkapi Palace. The museum has incredible jewels, gold, and works of art. Then walk through the palace grounds for fabulous views across the Bosphorus. Walk back intó the park and enjoy a cup of *chay* – Turkish tea – at one of the little outdoor cafés.

Outside the park, walk down one of the little cobblestone streets with traditional wooden houses. Find your way to the seventeenth century Blue Mosque – named for the blue tiles on its inside walls. Then walk north for a couple of blocks and visit the beautiful Hagia Sophia mosque – now a museum.

Day 2: **SHOP TILL YOU DROP** Start your day at the colorful and bustling Grand Bazaar. There are thousands of shops with everything from gold and silver to beautiful Turkish rugs. You'll find plenty of souvenirs here to take home with you. Then head north and continue to the fabulous spice market.

For a quick lunch, go to one of Istanbul's pastry shops and try a *borek* – a pastry with a cheese or meat filling. Delicious!

Spend the rest of your day exploring the fashionable area of Nisantasi, with its designer shops and exciting nightlife. Ready to drop? End your day at one of Istanbul's famous Turkish baths.

Day 3: **TAKE A TRIP ON THE RIVER** Today, take the local ferry from Eminonu to Anadolu Kavagi. Don't forget your camera so you can take spectacular photos of palaces, old houses, and forts along the way. Then, before the boat returns, be sure to have a leisurely lunch at one of the seafood restaurants. Or, if you're feeling energetic, hike up the hill for a fantastic view.

C Read the website again and answer the questions. Then compare with a partner.

1. Where can you do these things, according to the website?
   a. buy a Turkish rug
   b. walk around beautiful gardens
   c. see jewels and works of art
   d. drink Turkish tea
2. What is a *borek*?
3. What sights can you see on the boat trip?
4. How did the Blue Mosque get its name?
5. Which three places would you like to see on this tour? Why?
6. Are there any places you would *not* go to? Why?

2 Talk about it What are some of your favorite places?

Group work Discuss places in your town or city. Can you agree on the best place to do these things?

Is there . . .

- a good place to sit and watch people go by?
- a fun place to spend a rainy afternoon?
- a cheap (but good) place to eat?
- a quiet area to go for a walk or a jog?
- a good place to shop for electronics?
- an interesting museum?
- a neighborhood with a lot of cultural events?
- a neighborhood with lots of interesting nightlife?

3 Writing A walking-tour guide

A Read the guide to Rockville and the Help note below. Underline the expressions for giving directions.

A Walking Tour of Rockville

The tour begins at Monterey Park. It's a beautiful park with a big lake. It has beautiful flower gardens all year.

Enter the park on Lincoln Avenue. Walk along the road until you get to the lake. Find a nice park bench. It's a good place to sit and watch people.

Walk back to the entrance and turn right on Lincoln Avenue. . . .

Help note

- *The tour begins at _____.*
- *Turn right on _____ Street.*
  Return to . . . / Walk back to . . .
  Walk north for two blocks.
- *Continue east on _____ Street.*

About you **B** Now write a guide for a walking tour in your city or town. Write about three different places and explain why they are worth visiting. Give directions to each place.

C **Group work** Read your classmates' guides. Then tell the group which tour you would like to take and why.

Vocabulary notebook

Which way?

Learning tip *Drawing maps*

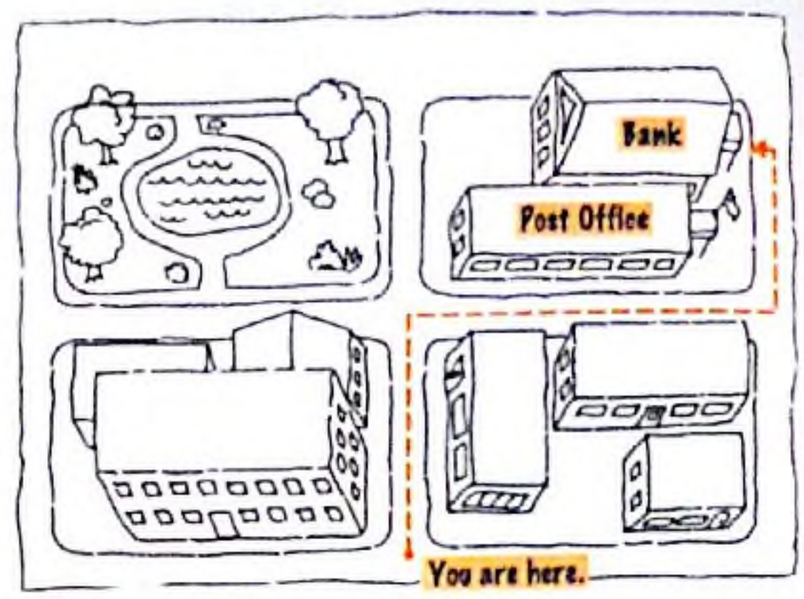
Draw and label a map to help you remember directions.

In conversation

Is there a bank around here?

People say *around here* 50 times more frequently than *near here*.

1 Use the map to number the directions to the bank below.



- [ ] Walk one more block.
- [ ] Turn right.
- [1] Walk up one block.
- [ ] Make a left.
- [ ] It's on the left, just past the post office.

2 Now draw your own map. Show the way from your home or class to a place you often go. Then write the directions to go with the map.

On your own

Buy or download a map of your town or city. Highlight the route from one place you know to another. Then write directions. Learn the directions.

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- [ ] ask questions about places in a neighborhood.
- [ ] say where places are in a neighborhood.
- [ ] make offers like *Can I help you?*
- [ ] make requests like *Can you help me?*
- [ ] ask for and give directions.
- [ ] use expressions like *Excuse me?* to check information.
- [ ] ask "echo" questions to check information.
- [ ] understand directions and follow along on a map.
- [ ] understand conversations at a visitor center.
- [ ] read an online city guide.
- [ ] write a walking-tour guide for a neighborhood.

1 Unscramble the questions.

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

1. doing / are / next weekend / what / you ?
   What are you doing next weekend?
2. after class / going to / you / go shopping / are ?
   _____
3. it / rain / tomorrow / going to / is ?
   _____
4. you / here / did / another city / from / move ?
   _____
5. last year / you / did / on vacation / go / where ?
   _____
6. what / your / in school / favorite / was / subject ?
   _____
7. are / a lot of / in / fun places / neighborhood / there / your ?
   _____

2 Can you complete this conversation?

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

actually	✓are there any	him	I'm not sure	on	some	was born	where
and everything	did you say	I mean	my grandfather	one	until	what time	

A *Are there any* nice gift stores around here?
B _____ gift stores? Um, there's _____ just across the street. Oh, _____ no, it closed. But there are _____ in the mall.
A Oh yeah. I need to get _____ something. It's his birthday next week.
B Oh, really? How old is he going to be?
A Well, he _____ in 1948, so how old is that?
B Oh, I'm not good at math. So, what are you going to get _____ ?
A Um, _____ .
B Does he have any hobbies?
A Well, he's pretty active. He's really into exercise.
B Well, here's an idea. Take him to a bowling alley for his birthday.
A Take him _____ ?
B To a bowling alley. There's one _____ Fifth, _____ , Sixth Avenue. And you can play pool and table tennis _____ . It doesn't close _____ midnight.
A It closes at _____ ? Actually, that's a great idea. Thanks.

3 What can you remember?

A **Add four words to each category, and compare with a partner. Ask questions to find out more information.**

Events you are going to celebrate this year	Important dates for you	Places in town you go to often	Subjects you'd like to know more about
New Year's Eve	*May 1st – my birthday*	*the bank*	*biology*

A How are you going to celebrate New Year's Eve?
B We're going out for dinner. How about you? Are you going to have a party, or . . . ?

B **Choose a category and survey your class or group. Report your findings to the class.**

"Most of us are going to celebrate New Year's Eve." *"Nobody is going to have a birthday party."*

4 Get it right!

A **Can you complete these questions? Use the words in the box.**

1. What's your city, I mean, your _____ like?
2. Are you going to any birthday parties, I mean, _____ this year?
3. Can you give me directions to a bank around here? I mean, a _____ ?
4. When did you learn to walk? I mean, when did you learn to _____ ?
5. What was your worst, I mean, _____ subject in school?

swim
best
neighborhood
weddings
post office

B Pair work **Take turns asking the questions above. Use "vague" expressions in your answers. Check your partner's answers with "echo" questions.**

A What's your city, I mean, your neighborhood like?
B Well, I like it. There's a lot to do. We have a lot of cafés and restaurants and everything.
A I'm sorry. A lot of what?

5 Do you know your city?

Pair work **Write directions from your class to three places nearby. Then trade papers. Can your partner guess the places?**

1. Cross the street, turn left, and walk up three blocks. This place is on the right, next to the bank. What is it?

1. A convenience store

UNIT 7

Going away

Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about getting ready for a trip using infinitives to give reasons
- Give opinions using *It's* + adjective + *to*

Lesson B
- Talk about things to take on a trip
- Give advice and suggestions with *should*, *could*, *need to*, etc.

Lesson C
- Respond to suggestions
- Use *I guess* when you're not sure

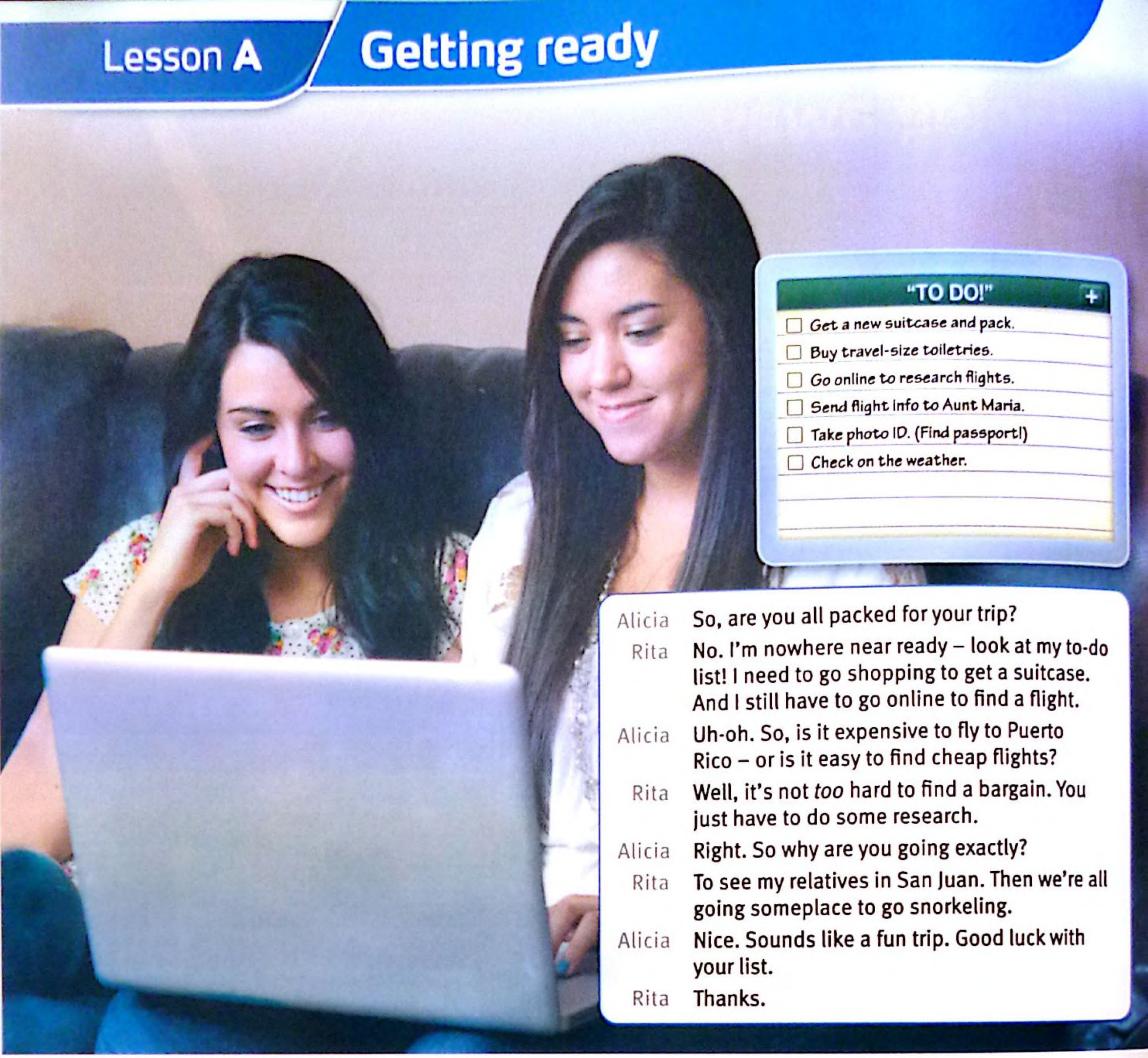
Lesson D
- Read an article about unique hotels
- Write an email about a trip

Before you begin . . .

Brainstorm! Think of three . . .

- fun places to go on a trip.
- things you always take on a trip.
- fun things to do on a trip.
- different ways to travel.

Lesson A Getting ready



Alicia So, are you all packed for your trip?

Rita No. I'm nowhere near ready – look at my to-do list! I need to go shopping to get a suitcase. And I still have to go online to find a flight.

Alicia Uh-oh. So, is it expensive to fly to Puerto Rico – or is it easy to find cheap flights?

Rita Well, it's not *too* hard to find a bargain. You just have to do some research.

Alicia Right. So why are you going exactly?

Rita To see my relatives in San Juan. Then we're all going someplace to go snorkeling.

Alicia Nice. Sounds like a fun trip. Good luck with your list.

Rita Thanks.

1 Getting started

A Look at Rita's "to-do" list for her upcoming trip. What other things do you need to do before a trip? Make a class list.

B 3.01 Listen. What's Rita going to do in Puerto Rico? Is she ready for the trip? Practice the conversation.

Figure it out **C** Circle the correct verb forms to complete the sentences. Use the conversation above to help you.

1. I'm going to Puerto Rico see / to see my relatives.
2. I still have to go online to buy / buying a ticket.
3. Is it / Is cheap to fly to Puerto Rico?
4. Is / It's easy to find a bargain.

2 Grammar Infinitives for reasons; *It's* + adjective + *to* . . . 3.02

Extra practice p. 146

You can use an infinitive to give a reason.

Why are you going to Puerto Rico?
To see my relatives.
I'm going to Puerto Rico **to see** my relatives.
I need to go shopping **to get** a suitcase.
I have to go online **to find** a flight.

You can use *It's* + adjective + *to* to describe a verb.

Is it expensive **to fly**? (NOT ~~Is expensive to fly?~~)
It's easy **to find** a cheap flight online. (NOT ~~Is easy . . .~~)
Is it easy **to find** bargains online?
It's easy **to do.**
It's not hard **to do.**

In conversation

The top five adjectives in the structure ***It's*** _____ ***to*** . . . are ***hard, nice, easy, good,*** and ***important.***

A Complete the conversation extracts. Use infinitives for reasons and *it's / is it* + adjective + *to*. Then practice with a partner.

1. A I'm going to *go to Tokyo to study Japanese* (go to Tokyo / study Japanese) next month. I'm staying with a family on an exchange program. I just got my visa.
   B Wow! So, _____ (necessary / learn some Japanese) before you go?
   A Well, yeah. _____ (nice / say "Thank you") and things. _____ (important / know a few expressions) I think, so I want to _____ (get a phrase book / read) on the plane.

2. A I need to _____ (buy a guidebook / get some ideas) for sightseeing, too.
   B So, _____ (easy / get around) Tokyo?
   A Well, they say _____ (not hard / use the subway). But I heard _____ (easy / get lost) when you're walking around.

3. A I need to _____ (go to the bank / change some money), too. I heard _____ (good / have some cash). You know, you need to _____ (carry some cash / pay for taxis) and things.
   B _____ (not possible / pay) for everything with a credit card?
   A Not really. _____ (not easy / do) that.

B **Pair work** Choose a country to visit. Role-play a conversation about preparing for the trip. Use the conversation above for ideas. Think of more questions to ask.

A I'd love to go to Brazil to see the Carnival in Rio.
B Is it expensive to fly there?

3 Speaking naturally Reduction of *to*

A *Is it expensive **to** visit your country?* B *Well, it's hard **to** find cheap hotels.*

A 3.03 Listen and repeat. Notice the reduction of *to* in the sentences above.

About you **B** 3.04 Listen and complete the questions. Then ask and answer the questions with a partner.

1. Do you need a visa _____ your country?
2. Do you need to speak the language _____ your city?
3. Is it easy _____ a cheap place to stay?
4. Is it safe _____ late at night?
5. Do you have to pay _____ in museums?

Lesson B Things to remember

1 Building vocabulary

A 3.05 Listen and say the words. What else do you see in the picture? Make a list. Can you think of any other things you need when you travel? Compare with a partner.

a bathing suit
sandals
a towel
a tent
insect repellent
a sleeping bag
a pair of scissors
a first-aid kit
a brush
makeup
a hair dryer
shampoo
pajamas
sunscreen
a toothbrush
toothpaste
soap
a razor
batteries
a flashlight

Word sort **B** Complete the chart using at least 15 different words. Then compare with a partner.

	You need to take . . .	It's good to have . . .	It's not necessary to take . . .
On a beach vacation	*a bathing suit*	*sunscreen*	*a tent*
On a camping trip			
To stay overnight with a friend			

"On a beach vacation, you need to take a bathing suit to go swimming."

Vocabulary notebook p. 74

2 Building language

A 3.06 **Listen. Jenny's going on a camping trip. What's her mother's advice? Practice the conversation.**

Mom Jenny, maybe you should take some insect repellent. . . . Oh, and take a flashlight, and don't forget to pack some spare batteries. . . . Why don't you take my jacket? It's a good idea to have something warm. . . . Now, you need to take a hat. You could borrow your dad's. But don't lose it. . . . Oh, and Jenny, do you want to pack some other shoes?

Jenny I'm sorry, Mom. Did you say something? I can't hear you with my headphones on.

Figure it out **B** **How does Jenny's mother make suggestions? What does she say about packing these things?**

insect repellant | a flashlight | spare batteries | her jacket | something warm | a hat | other shoes

"You should take some insect repellant."

3 Grammar Advice and suggestions 3.07

Extra practice p. 146

What **should** I take?
Should I take these shoes?
You **should** take a hat.
You **shouldn't** take high heels.
You **could** borrow your dad's hat.
You **need to** have warm clothes.

Do you want to pack some other shoes?
Why don't you take a hat?
It's a good idea to pack a jacket.
Take a flashlight.
Don't forget to pack some batteries.

In conversation

You should . . . can be very strong. People sometimes soften it by saying:
I think you should . . .
Maybe you should (just) . . .
You should probably . . .

A **Complete the suggestions to someone going on these trips. Then compare with a partner. Add more suggestions.**

1. **a hiking trip in the Andes**
   "I think you should *take a first-aid kit*."
   "It's a good idea _____."
   "Maybe you shouldn't _____."
2. **sightseeing in Paris**
   "Don't forget _____."
   "Why don't you _____?"
   "Maybe you should _____."
3. **a language course in Canada**
   "You need _____."
   "It's not a good idea _____."
   "You could _____."
4. **backpacking around Asia**
   "Take _____."
   "You should probably _____."
   "You want to _____."

About you **B** **Pair work Now look at these trip ideas. Make four suggestions to someone going on these trips.**

Why don't you take some souvenirs to your relatives in the U.S.?

- visiting relatives in the U.S.
- a homestay in Japan
- a working vacation in Australia
- a road trip through California

Common errors

Do not use *can* to give advice.

*I think you **should** take a first-aid kit.*
(NOT *I think you ~~can~~ take a first-aid kit.*)

Sounds right p. 138

Lesson C That's a great idea.

1 Conversation strategy Responding to suggestions

A Would you like to take a few days off and go away? What would you do? Tell the class.

B 3.08 Listen. What would Chris and Stan like to do? What are they probably going to do?

Chris You know, we should take a few days off sometime.

Stan Yeah, we should. Definitely.

Chris We could go to Mexico or something.

Stan That's a great idea.

Chris We could even go for a couple of weeks.

Stan Well, maybe. I guess we could, but . . .

Chris You know, we could just quit our jobs and maybe go backpacking for a few months. . . .

Stan Well, I don't know. I'd like to, but . . . I guess I need to keep this job, you know, to pay for school and stuff.

Chris Yeah, me too, I guess.

C Notice how Stan responds to Chris's suggestions with expressions like these. Find examples in the conversation.

For suggestions you like:	For suggestions you don't like:
That's a great idea.	*Maybe.*
That sounds great.	*I guess we could, but . . .*
I'd love to.	*I don't know.*
	I'd like to, but . . .

D Complete each response with an appropriate expression. Use six different expressions. Then practice with a partner.

1. A Why don't we take a beach vacation soon?
   B _____ We can go windsurfing!
2. A You should ski with me this weekend.
   B _____ I have to work.
3. A Why don't we go to Boston next month?
   B _____ I don't have any money.
4. A Let's go camping this weekend.
   B _____ I think it's going to rain.
5. A We could go to Moscow in February.
   B _____ It's really cold in February.
6. A Let's go to New Zealand for a vacation.
   B _____ New Zealand is beautiful!

About you **E** Pair work Practice again. Use your own responses and continue each conversation. Can you agree on something you'd both like to do?

2 Strategy plus *I guess*

You can use *I guess* when you're not 100% sure about something or if you don't want to sound 100% sure.

3.09 Check (✓) where you think the speakers say *I guess*. Then listen and write *I guess* where you hear it. Practice with a partner.

1. A I really prefer warm weather to cold. How about you _____ ?
   B ✓ *I guess* I like cold weather more. It's a lot of fun to do winter sports _____ .
   A That's true _____ . You can go sledding and stuff. We should _____ do that sometime!

2. A So, what's your idea of a good vacation?
   B Well, I kind of like to go camping. _____ that's my favorite thing to do.
   A Really _____ ? That sounds like fun. Hey, why don't we go together sometime _____ ?
   B Yeah. _____ we could go next summer, maybe.

3 Listening and strategies It's good to travel.

A 3.10 Pair work Guess the missing words. Then listen to conversations between Mark and his friends. Write the missing words.

1. You have to _____ a country to really understand its culture.
2. It's important to _____ when you travel.
3. It's good to _____ tourist areas when you go somewhere.
4. It's not possible to _____ in a short trip.
5. You should try _____ when you go to a new place.

B 3.10 Listen again. Circle the correct words to complete Mark's suggestions (A) below. Complete his friends' responses (B) with two words.

1. A Let's go to **Mexico / Miami** this summer.
   B I'd like to, but is it easy to find _____ _____ ?
2. A Why don't we go to a **French / Italian** class?
   B I guess we could, but I really want to _____ _____ .
3. A We could **drive / hike** along the coast sometime.
   B That sounds great. Are there any _____ _____ to stay?
4. A We should go **scuba diving / backpacking** in Australia.
   B I don't know. It's not easy to go. I have _____ _____ .
5. A Do you want to go to a Chinese **exhibition / festival?**
   B I'd love to! Do they have _____ and _____ and everything?

About you **C Class activity** Make the suggestions above to six classmates. How many say yes?

Lesson D Interesting places

1 Reading

A Brainstorm! Do you ever stay in hotels? What's fun about staying in a hotel? Make a class list.

You don't have to cook or make your bed.
You can sit by the pool to relax.

B Read the article as quickly as you can. How much can you remember about each hotel? Compare with a partner.

Reading tip

If you don't understand some words in a description, find other words that will help you get a sense of their meaning. For example, *comfortable* helps you know that *cozy* means "nice in some way."

Unique Hotel Experiences

1. Controversy Tram Hotel, The Netherlands It's easy to see why this bed and breakfast is on our list of unusual places to stay. Don't worry – these old city trams are not going to take you anywhere. The owners got old trams from Germany and Holland and converted them into comfortable, cozy rooms with American, Italian, French, and Mexican themes. The owners sleep in an old double-decker bus from England and cook in a French van! It's definitely a place for people who like trains, planes, cars, and other transportation memorabilia.

2. EcoCamp, Chile It's not hard to fall asleep at this environmentally friendly hotel in the heart of the Torres del Paine National Park. The scenery is amazing, as is the peace and quiet. Guests stay in comfortable and inviting domes similar to the homes of ancient native peoples. You should definitely take your hiking boots. In the daytime, guests can trek through the mountains and see *guanacos* (a type of llama) and other wildlife and then go back to the domes to relax and enjoy a delicious dinner in the evening.

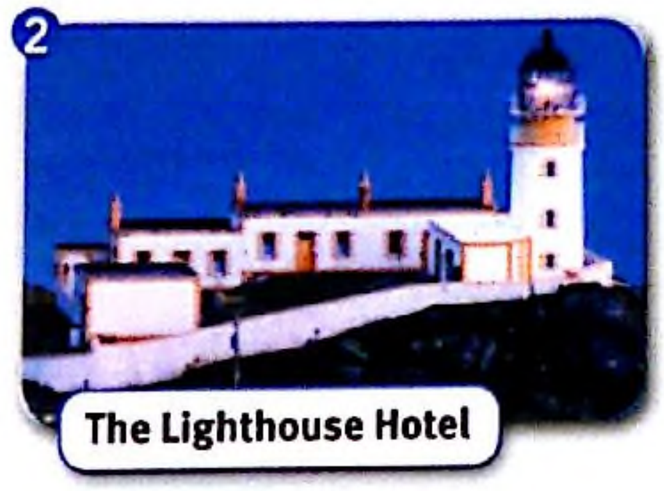
3. Giraffe Manor, Nairobi When we asked the owners of this African hotel, "What should we pack?" they said, "Don't forget to bring a camera." It's good to know. From the elegant rooms of this beautiful manor you have superb views of the Ngong Hills. Not only that, but a herd of giraffes lives on the manor, and you don't have to try hard to get a great photo. The giraffes wander around and poke their heads through the bedroom windows. They even turn up at the breakfast table, too.

C Pair work Read the article again. Discuss the questions about each hotel.

1. What is unusual about each hotel?
2. How does the article describe the rooms?
3. What can you do during the day in each place?
4. Which hotel would you like to stay at? Why?

2 Listening and writing Recommendations

A Look at these hotels. Would you like to visit any of them?



B 3.11 **Read the advice about staying at these hotels. Can you match each piece of advice with a hotel? Then listen and check your guesses.**

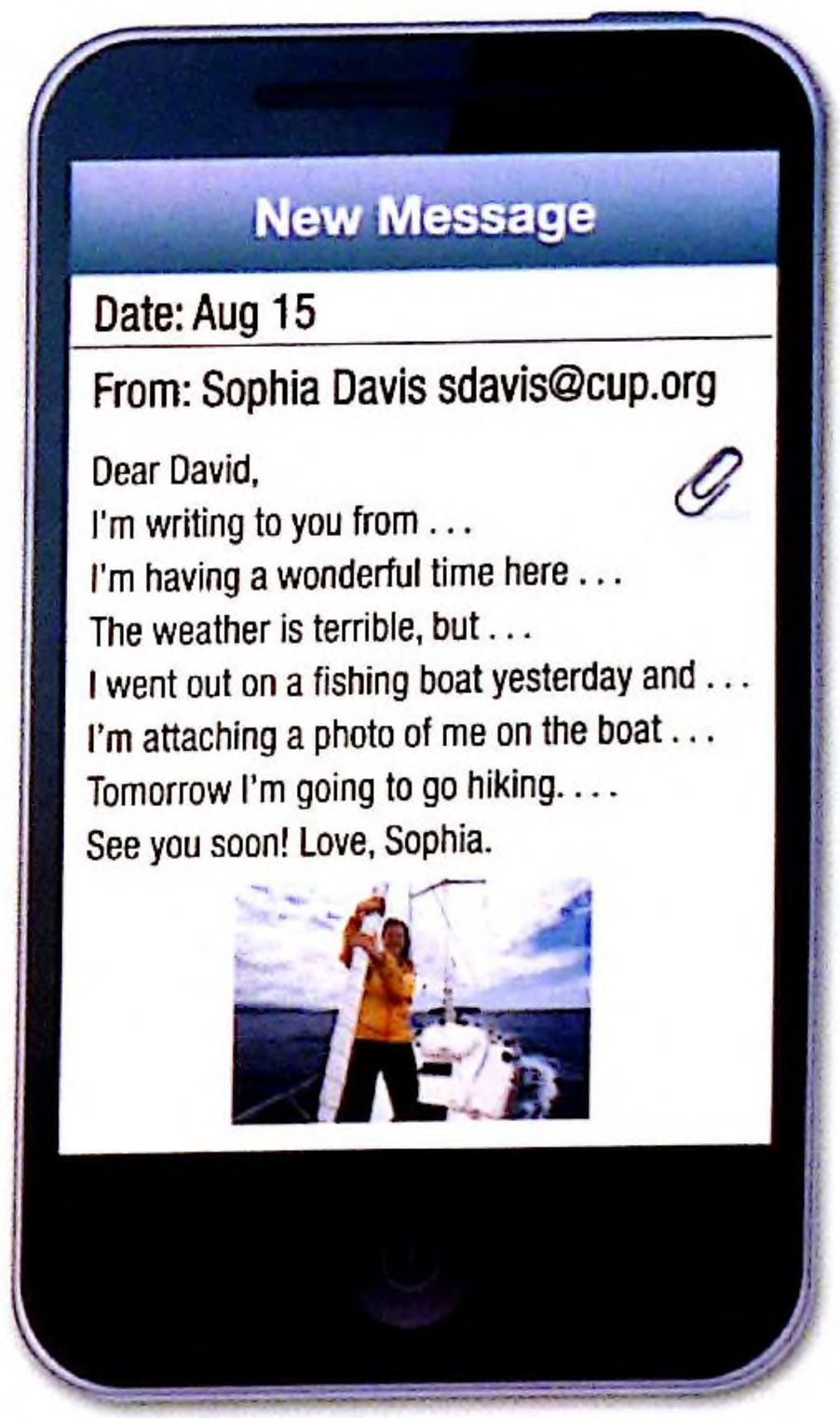
1. You should bring lots of books and board games for rainy days. 2
2. Wear flat shoes so you can climb the ladder to your room. ____
3. Be sure to take everything you need. It's miles from another town. ____
4. I really recommend the hot-air balloon ride. ____
5. Don't spend too much time in the water. ____
6. It's a good idea to have some binoculars to watch the dolphins. ____

About you **C Imagine you are staying at one of the hotels in this lesson. Write an email to a classmate about the hotel and your trip. Use the Help note and the example below to help you.**

Help note

Writing a message about a trip

Start like this: ▶
Say if you are enjoying your stay: ▶
Describe the place, food, or weather: ▶
Say something you did: ▶
Attach a photo and describe it: ▶
Say something you are going to do: ▶
End like this: ▶



D Pair work **Exchange messages. Write a response to your partner's message. Make comments and ask questions for more information.**

Free talk p. 132

Vocabulary notebook Travel items

Learning tip *Writing notes about nouns*

When you write down a new noun, it's a good idea to write notes about it.

its pronunciation and stress ▸	*phrase book (ph = /f/)*
if it's a countable or an uncountable noun ▸	*sunscreen (uncountable)*
	a map (countable)
the spelling of the singular and plural forms ▸	*a hairbrush, hairbrushes*
if it's always plural ▸	*sunglasses (always plural)*
how to make a plural noun singular ▸	*a pair of sunglasses (singular)*

1 Match the travel items to the notes. Mark the stress on each word by underlining the stressed syllable.

1. bathing suit ___d___
2. batteries _____
3. clothes _____
4. schedule _____
5. scissors _____

a. (*sc* = /s/), plural, *a pair of* (singular)
b. (sounds almost like *close*), always plural
c. (*sch* = /sk/), countable
d. (*ui* in *suit* sounds like *oo* in *too*), countable
e. ies = y (*singular*)

In conversation

A pair of shoes

The top items people talk about with ***a pair of*** are:

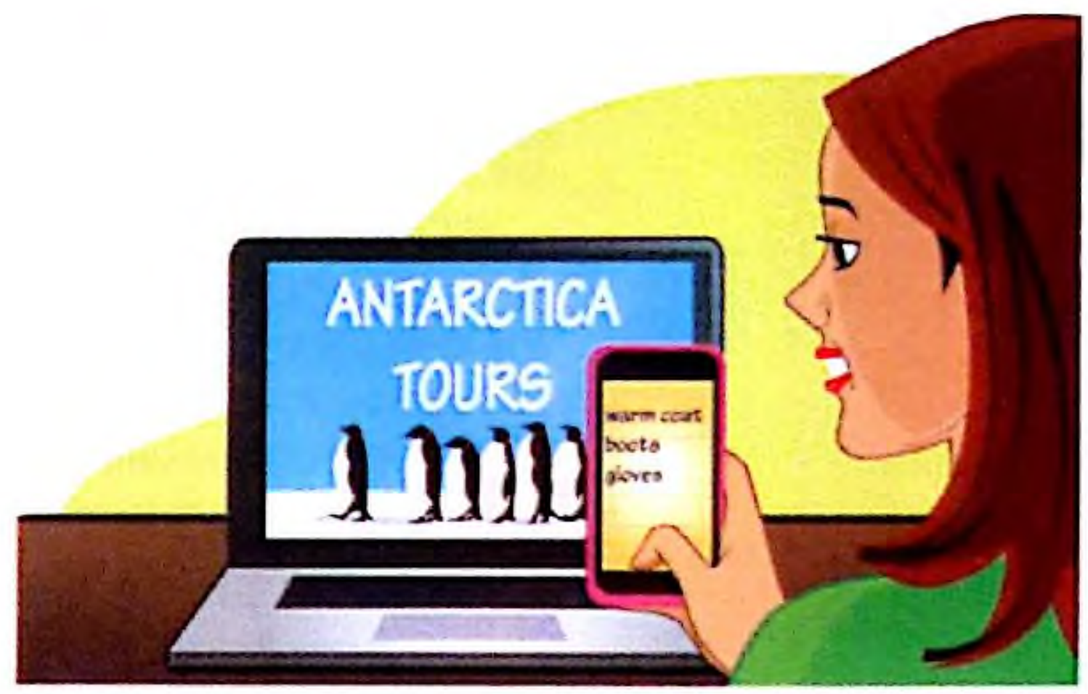
1. shoes
2. pants
3. shorts
4. jeans
5. glasses
6. stockings
7. socks
8. gloves

2 Write notes about these travel items. Add two more ideas of your own.

pajamas razor shampoo toothbrush

On your own

Visit some travel websites and find two different types of vacations. List ten items you need for each one.



Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ give reasons for things I do.
- ☐ give opinions with *It's* + adjective + *to*.
- ☐ discuss what I need to take on a trip.
- ☐ give advice and make suggestions.
- ☐ respond to suggestions people make.
- ☐ use *I guess* to show I'm not sure about something.
- ☐ understand conversations about travel.
- ☐ understand advice people give about hotels.
- ☐ read an article about unique hotels.
- ☐ write an email about a trip.

UNIT 8

At home

Can Do! In this unit, you learn how to . . .

Lesson A
- Talk about where you keep things at home
- Say who owns things with *mine*, *yours*, etc. and *whose*

Lesson B
- Talk about items in the home
- Identify things using adjectives and *one* and *ones*

Lesson C
- Use *Do you mind . . . ?* and *Would you mind . . . ?* to make polite requests
- Agree to requests with expressions like *Go right ahead* and *No problem*

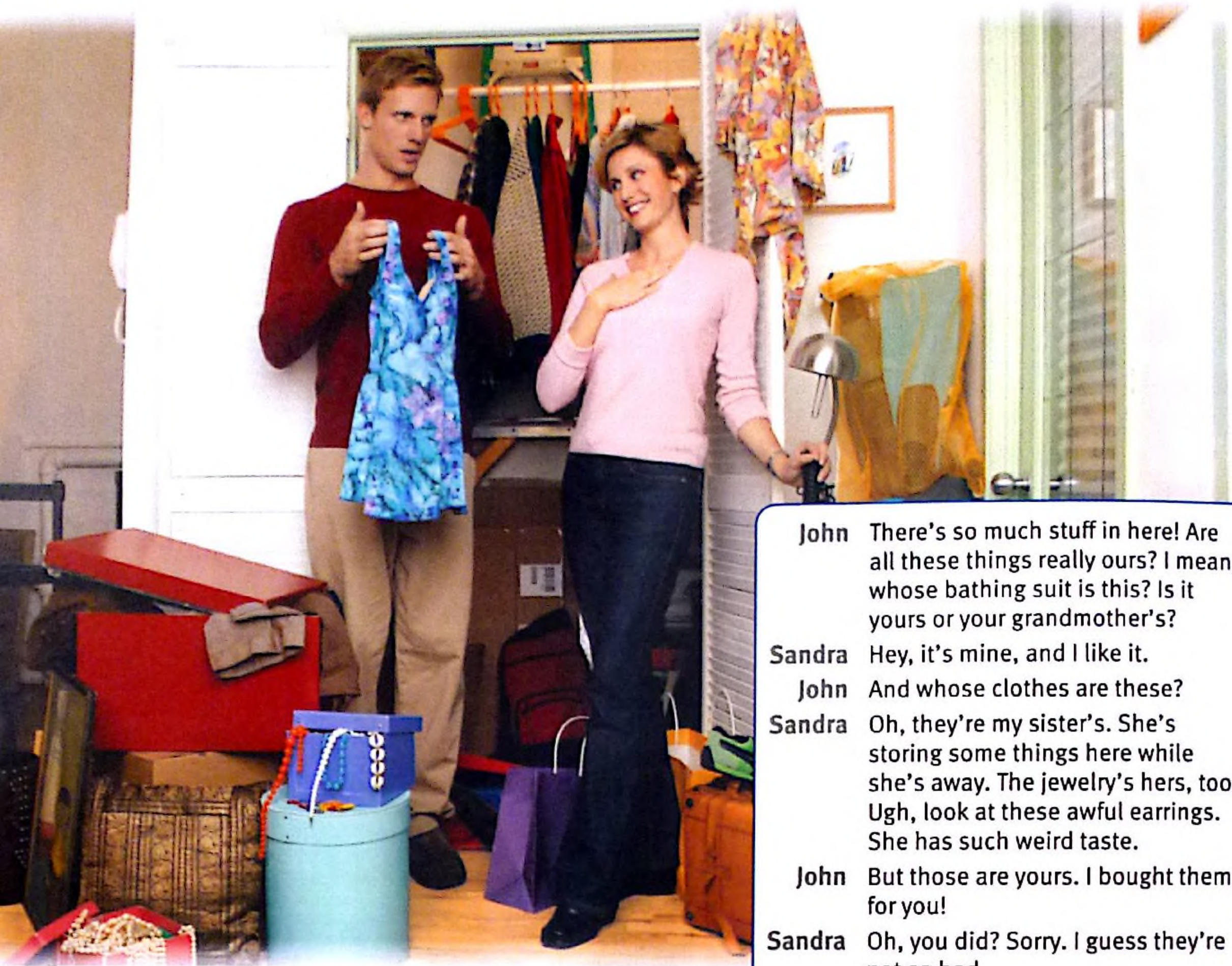
Lesson D
- Read comments on a website about unusual habits
- Write about your evening routine with expressions like *first* and *as soon as*

Before you begin . . .

Look at the pictures. What do you keep in these places?

Are you a pack rat – do you hate to throw things away?

Lesson A Spring cleaning



John There's so much stuff in here! Are all these things really ours? I mean, whose bathing suit is this? Is it yours or your grandmother's?

Sandra Hey, it's mine, and I like it.

John And whose clothes are these?

Sandra Oh, they're my sister's. She's storing some things here while she's away. The jewelry's hers, too. Ugh, look at these awful earrings. She has such weird taste.

John But those are yours. I bought them for you!

Sandra Oh, you did? Sorry. I guess they're not so bad.

1 Getting started

A **Look at the picture. What are John and Sandra doing? What's in their closet?**

B 3.12 **Listen. Who do the clothes belong to? the jewelry? Then practice the conversation.**

Figure it out **C** **Circle the correct words. Use the conversation above to help you. Then compare with a partner.**

1. A **Whose / Who's** bathing suit is this?
   B It's **my / mine.**
2. A **Who's / Whose** earrings are these? Are they **your / yours?**
   B No, they're my sister's. All the jewelry is **her / hers.**
3. A Does all this stuff belong to us?
   B Yes, it's all **our / ours.** They're all **our / ours** things.

2 Grammar *Whose . . . ?*; possessive pronouns 3.13

Extra practice p. 147

Whose bathing suit is this?
It's **mine.** (It's my bathing suit.)
Whose jewelry is this?
It's **hers.** (It's her jewelry.)
Whose clothes are these?
They're **ours.** (They're our clothes.)

It's **mine.** It's my bathing suit.
They're **yours.** They're your earrings.
It's **hers.** It's her jewelry.
They're **his.** They're his shoes.
They're **ours.** They're our things.
It's **theirs.** It's their stuff.

In conversation

20% of the uses of *mine* are in the expression ***friend(s) of mine.***

About you Complete the conversations with *whose* and possessive pronouns. Practice with a partner. Then practice again, giving your own answers.

1. A I'm always losing my keys. Do you ever lose __*yours*__ ?
   B No. We always keep _____ on a shelf next to the door.

2. A Do you hang your clothes in the closet every night?
   B Well, my sister always hangs _____ in the closet, but I just throw_____ on a chair! My room's always a mess.

3. A Where do you keep your shoes? Do you have one place?
   B No, they're all over the apartment. I have three brothers, and mom's always saying, " _____ shoes are these?"

4. A What do you do with your old clothes?
   B Sometimes I give things to a friend of _____ . But my parents give _____ to charity.

5. A Where do you put your cell phone at night?
   B I always leave _____ in the kitchen. But my husband puts _____ on the dresser. It's so annoying when it rings at night. So, what do you do with _____ ?

6. A What do you do with all of your photos?
   B I put family photos on my computer. But the kids keep _____ on their phones. My husband has_____ on his tablet.

3 Speaking naturally Grammatical words

A *Where **do you** keep **your** books?*
B ***On a** shelf **next to my** speakers. Where **do you** keep yours?*
A ***In a** pile **on the** floor **by my** bed.*

A 3.14 Listen and repeat the conversation above. Notice how grammatical words like *do*, *you*, *your*, *on*, *a*, *next to*, *my*, *in*, and *by* are reduced. Only the content words are stressed.

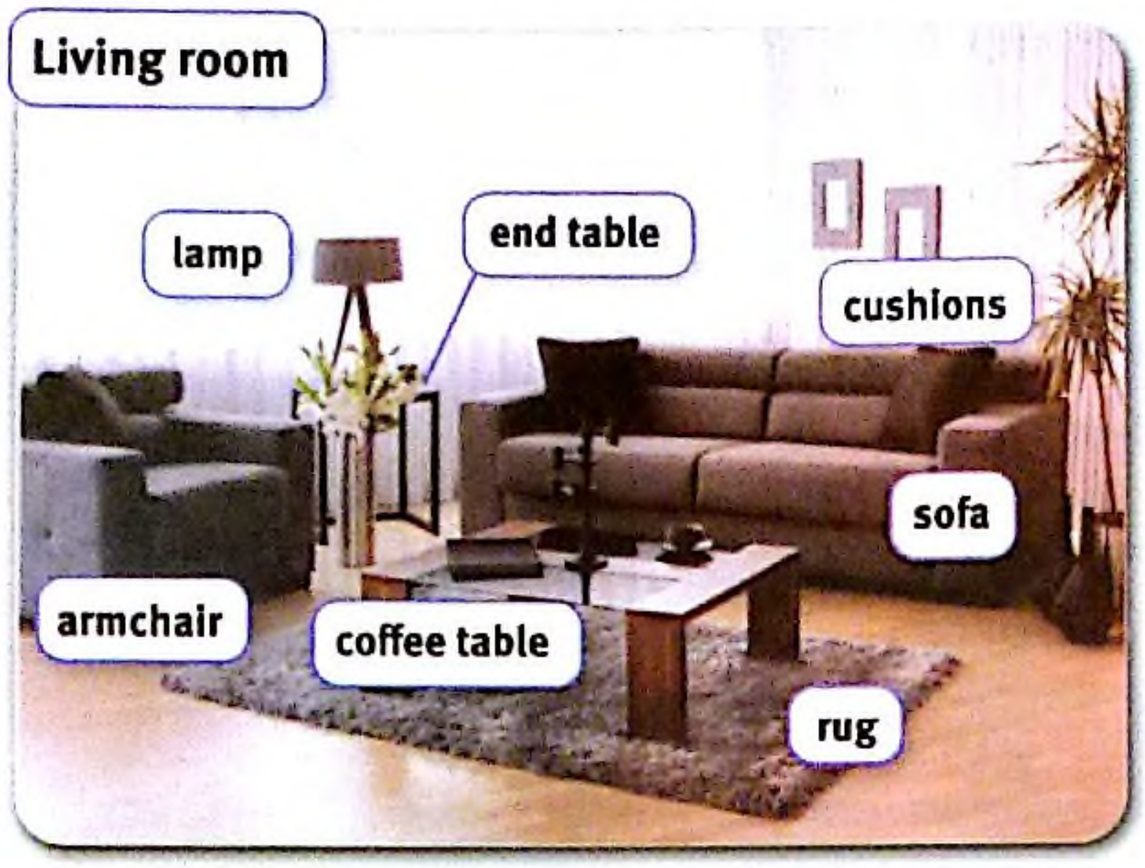
About you B Pair work **Make conversations like the one above. Use the ideas below or add your own.**

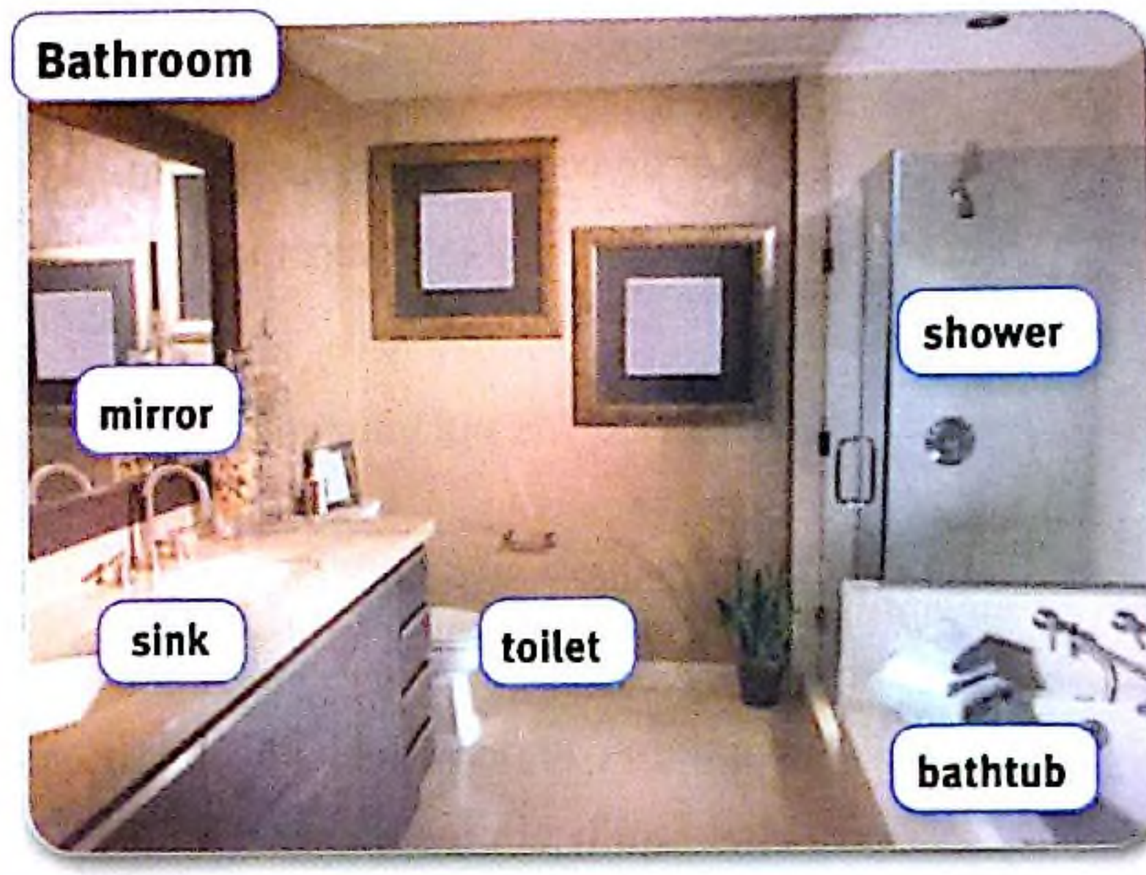
- jewelry
- headphones
- passport
- credit cards
- sports equipment
- music files

Lesson B Things at home

1 Building vocabulary

A 3.15 Listen and say the words. What else do you see in each picture? Make a list.





Word sort **B** Complete the chart with things in your home. Then compare with a partner.

Living room	Kitchen	My room	Other
sofa	*microwave*		

A In our living room, there's a sofa and . . .

B We don't have a sofa. We have a couple of armchairs and . . .

Vocabulary notebook p. 84

2 Building language

A 3.16 **Listen to these people shopping online. Which items does Meg like? Which items does Jon like? Do they have the same tastes?**

Jon I need a new cover for my tablet. Which one do you like?
Meg That nice black leather one there.
Jon Hmm, I prefer the blue one in the middle.
Meg Which one? The blue one with the orange dots? Really?
Jon Yeah. It's really cool.

Jon Oh, and I need some new speakers, too. Which ones do you like? The rectangular black ones?
Meg Um, those cute little round ones are cool.
Jon How about the orange ones on the right?
Meg Hmm. Well, they go with the tablet cover, I guess.

Figure it out **B** **Pair work** **Choose the correct words. Then practice with a partner.**

A I like that **black nice** / **nice black** tablet cover.
B I like that blue **one** / **ones** in the middle.
A And do you like those cute **round little** / **little round** speakers?
B Which **one** / **ones**? The orange **one** / **ones**?

Common errors

Don't put an adjective after a noun.

I like the round speakers.
(NOT *I like the ~~speakers round~~.*)

3 Grammar Order of adjectives; pronouns *one* and *ones* 3.17

Extra practice p. 147

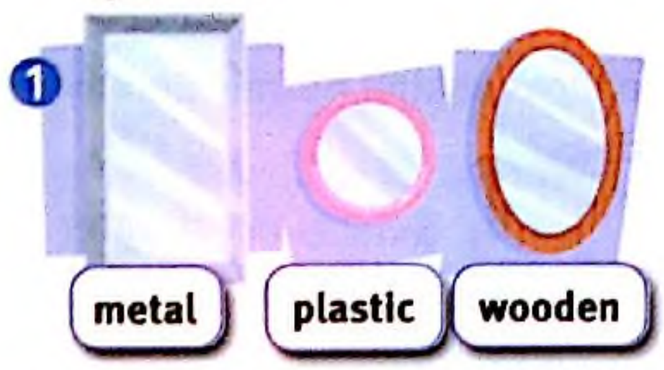
Usual adjective order
opinion, size, shape, color, nationality, material
They have a **beautiful black leather** cover.
I want those **cute little round** speakers.

I like the black cover. Which **one** do you like?
I like the blue **one** in the middle.
Those speakers are cool. Which **ones** do you like?
I like the silver **ones** on the left/right.

In conversation

People usually use just one or two adjectives before a noun.

About you **Complete the sentences so they are true for you. Then practice with a partner.**



I don't like the _____.
Which _____ do you prefer?

I like the _____.
Which_____ do you like?

I'd like to have the _____.
Which_____ would you like?

A I like the big metal mirror. Which one do you like?
B Well, I like the small pink one in the middle. The one with the plastic frame.

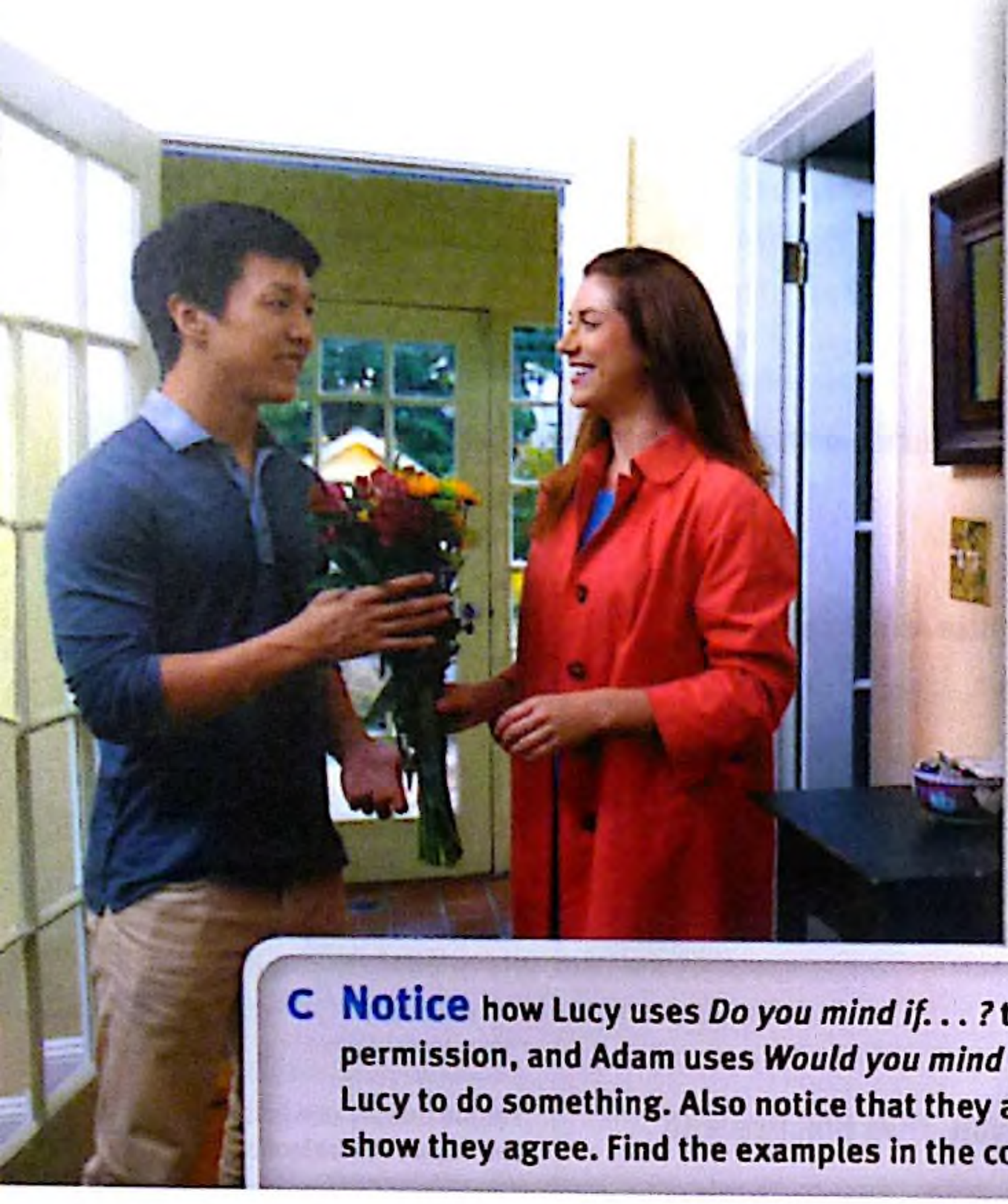
Sounds right p. 138

Do you mind . . . ?

1 Conversation strategy Asking politely

A How can you make visitors to your home feel welcome when they arrive? What do you do or say?

B 3.18 Listen. What does Lucy ask permission to do? What request does Adam make?



Adam Hi Lucy! Come on in.

Lucy Thanks. I brought you some flowers. Are the others here yet?

Adam No, not yet. So just make yourself at home. Thanks for these. Can I take your coat?

Lucy Sure. Thanks. This is a great apartment. Do you mind if I look around?

Adam No, go ahead.

Lucy Oh, I love this antique table. It's beautiful.

Adam Yeah, it's great, but it's not really mine. It's my mother's.

Lucy Well, she has great taste.

Adam Yeah. Listen, I hate to ask this, but I'm running a bit late. Would you mind helping me in the kitchen?

Lucy No, not at all. What can I do?

Adam Well, . . . could you chop the onions?

Lucy No problem. I'm happy to help.

C Notice how Lucy uses *Do you mind if. . . ?* to ask for permission, and Adam uses *Would you mind . . . -ing?* to ask Lucy to do something. Also notice that they answer "no" to show they agree. Find the examples in the conversation.

"Do you mind if . . . ?"
"No, go ahead."
"Would you mind . . . -ing?"
"No, not at all."

D Pair work Imagine you are visiting your partner's home. Take turns asking permission to do these things and agreeing to the requests. Can you think of more ideas?

1. make a quick call
2. open a window
3. use your bathroom
4. take a cookie
5. get a glass of water
6. charge my phone

"Do you mind if I make a quick call?" *"No, go ahead."*

E Pair work Imagine your partner is visiting your home. Take turns asking him or her to do these things and agreeing to the requests. Can you think of more ideas?

1. answer the door for me
2. put this in the trash
3. set the table for me
4. make some coffee
5. help me with the dishes
6. turn on the oven

"Would you mind answering the door for me?" *"No, not at all."*

2 Strategy plus Agreeing to requests

Answer *Yes* to agree to requests with *Can* and *Could*:

Can I look around?
Yes. /.Sure. / Go (right) ahead.
Could you chop the onions?
Yes. / Sure. / OK. / No problem.

Answer *No* to agree to requests with *mind*:

Do you mind if I look around?
No, go (right) ahead. / No, not at all.
Would you mind helping me in the kitchen?
No, not at all. / Oh, no. No problem.

In conversation

Do you mind ___ing . . . ? and ***Would you mind if I . . . ?*** are possible but not very common.

3.19 Listen and complete the answers. Then practice with a partner.

1. A Do you mind if I sit here?
   B _____. Let me move my things.
2. A Could you do me a favor? Could you run to the store and get some milk?
   B _____. What kind of milk do you want?
3. A I forgot to charge my phone. Can I borrow yours for a minute?
   B _____. It's on the coffee table there.
4. A I think I left my wallet at home. Uh, would you mind lending me five dollars?
   B _____. Here, I have ten dollars.

3 Listening and strategies Could you do me a favor?

A 3.20 Listen to four conversations between roommates. What's the problem in each case?

1. _____
2. _____
3. _____
4. _____

B 3.21 Can you guess what favors each person is going to ask? Listen and complete the sentences. Do their roommates agree? Check (✓) the boxes.

		Agrees	Doesn't agree
1. Can you _____	?	☐	☐
2. Would you mind _____	?	☐	☐
3. Could you do me a favor? Could you _____	?	☐	☐
4. Do you mind if I borrow _____	?	☐	☐

C Class activity Ask your classmates for favors.

You want someone to . . .

- help install software on your laptop.
- find a phone number online for you.
- introduce you to their friend.

You need . . .

- to borrow some headphones.
- some money to buy some gum.
- help with some homework.

A Hey, Jen, would you mind helping me install some software on my computer?
B Oh, I'm sorry. I'm not very good at computer stuff. I can't even do that on mine!

Lesson D Home habits

1 Reading

A Circle the words to make these statements true for you. Tell the class.

- My kitchen is very organized / disorganized.
- I wash dishes by hand / in the dishwasher.
- I iron none / some / all of my clothes.
- I save / throw out used food containers.

B Read the comments on the website. What habits do the people have? Which do you think are unusual?

Reading tip
Ask yourself questions as you read, for example, *Is this logical? Is this normal?* etc.

http://www.personalhomestyle...

Do you have an unusual HOME HABIT?

view all | favorites | Post comment

Martin 442 March 31, 10:55 p.m. read full comment | reply

Well, my best friend has a very disorganized kitchen, but you should see mine. As soon as I come back from grocery shopping, I organize everything. First, I arrange the cans so the vegetables are in one section and the canned fruit is in another section. Next, I sort them by size so the big ones are at the back and the small ones are at the front. Then I make sure I can see all the labels.

Charlotte April 21, 8:02 p.m. read full comment | reply

We have a brand new expensive dishwasher, but I hate it. I don't think it washes very well. My friend says hers is great, but mine always leaves the glasses dirty. So I always wash the dishes by hand before I load them in the dishwasher. Then, after I take them out, I rinse them again to make sure they are clean! It drives my husband crazy!

Lucia P April 22, 7:55 a.m. read full comment | reply

My weird home habit? I iron everything, including my jeans, while I'm watching TV. I even iron my socks. My roommate just stuffs hers in a drawer, but I like to fold everything, too. I even iron the curtains in my bedroom every two weeks. I know it sounds crazy, but you iron yours, too, right?

Manas No more chores April 22, 7:58 a.m. read full comment | reply

OK, I can't help it. I save every small plastic take-out container, pizza box, cups from the coffee shop, salad cartons, etc. My friend just throws all his in the trash, but I think that's a waste. You can use them for a lot of different things. Like the big cardboard pizza boxes – we use ours during the summer for picnic trays.

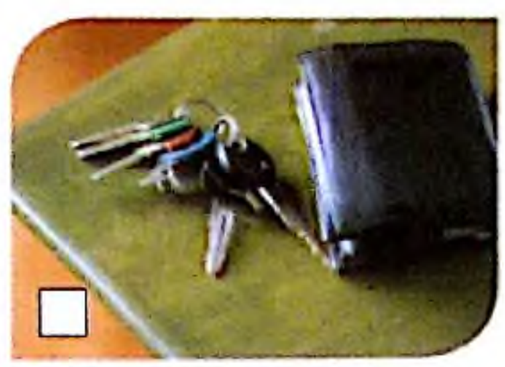
C Read the comments again. Answer the questions.

1. How does Martin arrange the cans in his cupboards?
2. Why does Charlotte wash the dishes before she puts them in the dishwasher?
3. What does Lucia iron?
4. What does Manas do with the containers he saves?

About you **D** Pair work What unusual habits does your family have? Tell your partner.

2 Listening Evening routines

About you **A Do you do any of these things when you get home every day? Tell the class.**



B 3.22 **Listen. What does Mike do when he gets home? Number the pictures in the correct order.**

C 3.22 **Listen again and answer the questions. Is your evening like Mike's?**

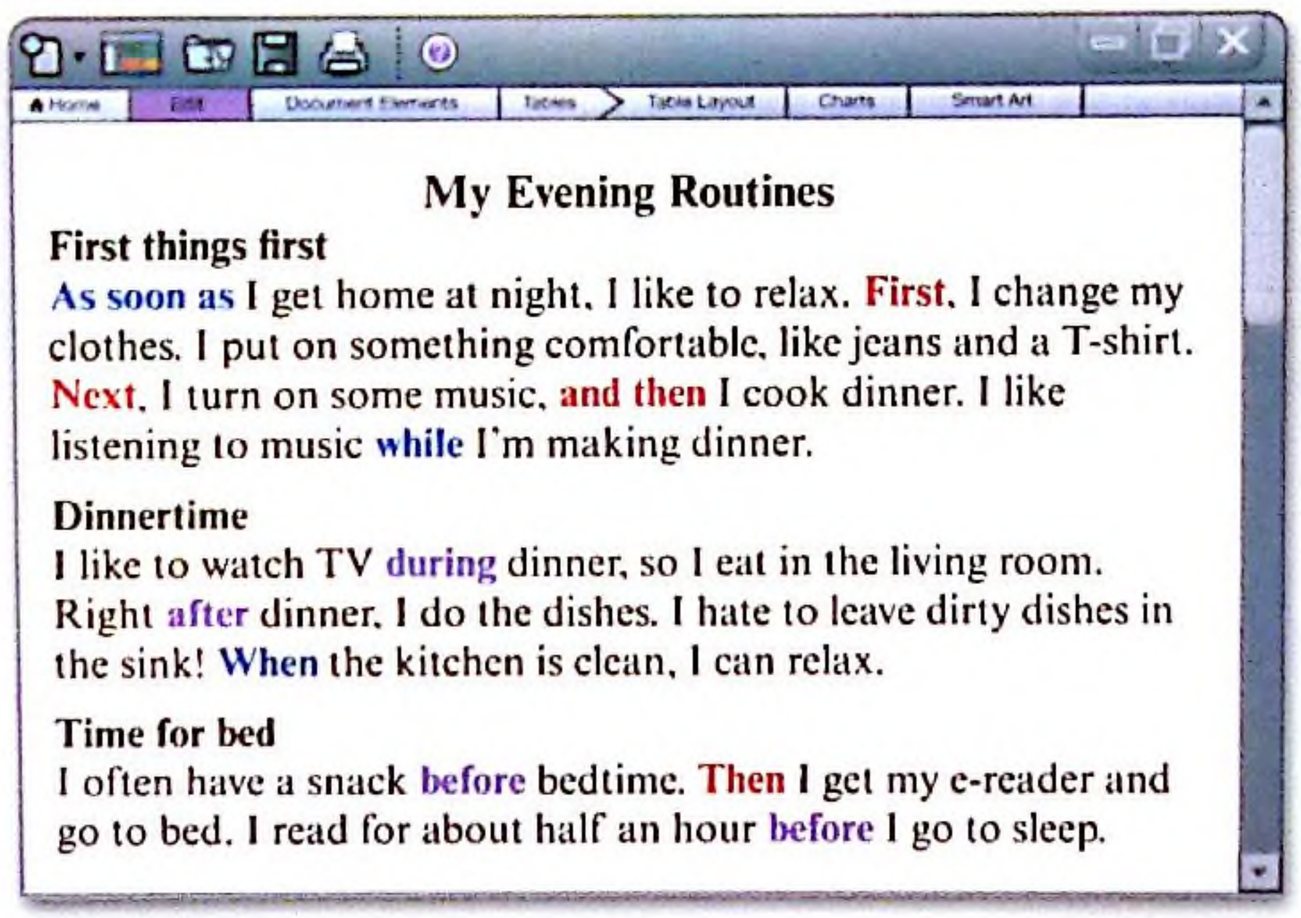
1. What does Mike take out of his pockets at night? Why?
2. When does he do the dishes? Why?
3. How does he feel after he exercises? After he watches the news?
4. What does he do just before he goes to sleep?

3 Speaking and writing Evening routines

About you **A Write answers to the questions below. Then ask and answer the questions with a partner. How are your routines the same?**

- What do you do as soon as you get home?
- What do you do before you have dinner?
- What do you do while you're eating?
- What's your bedtime routine?

About you **B Read the article below. Then write an article about your evening routine. Use the expressions in the Help note that order events.**



My Evening Routines

First things first

As soon as I get home at night, I like to relax. **First**, I change my clothes. I put on something comfortable, like jeans and a T-shirt. **Next**, I turn on some music, **and then** I cook dinner. I like listening to music **while** I'm making dinner.

Dinnertime

I like to watch TV **during** dinner, so I eat in the living room. Right **after** dinner, I do the dishes. I hate to leave dirty dishes in the sink! **When** the kitchen is clean, I can relax.

Time for bed

I often have a snack **before** bedtime. **Then** I get my e-reader and go to bed. I read for about half an hour **before** I go to sleep.

Help note

Ordering events

- To show a sequence:
  first, next, (and) then
- Before a noun:
  before / after
  during = "at the same time as"
- To link actions:
  when
  as soon as = "immediately after," "right after"
  while = "at the same time as"
  before / after

Free talk p. 133

Vocabulary notebook The ABCs of home

Learning tip *Alphabet game*

Make learning new words into a game! Choose a topic and try to think of a word for each letter of the alphabet.

1 Label the pictures. The first letter of each word is given for you.

a _____

b _____

c _____

d _____

2 Now complete your own alphabet chart. Can you think of something in your home for each letter?

a	armchair	h	o	v
b		i	p	w
c		j	q	x
d		k	r	y
e		l	s	z
f		m	t	
g		n	u	

On your own

Make labels for different things in your home. Don't throw the label away until you can remember the new word.

Can Do! Now I can . . .

✔ I can . . . ? I need to review how to . . .

- ☐ talk about where I keep things at home.
- ☐ say who owns things.
- ☐ talk about furniture and home furnishings.
- ☐ identify and describe which things I mean.
- ☐ ask politely for permission to do things.
- ☐ ask other people to do things.
- ☐ agree to requests.
- ☐ understand requests for favors and replies.
- ☐ understand details about evening routines.
- ☐ read comments about unusual home habits.
- ☐ write about my evening routine.

UNIT 9

Things happen

Can Do! In this unit, you learn how to . . .

Lesson A
- Tell anecdotes about things that went wrong using the past continuous and simple past

Lesson B
- Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself, yourself,* etc.

Lesson C
- React to show interest with expressions like *Oh, no!*
- Use *I bet* to show you're sure or that you understand

Lesson D
- Read anecdotes in an article
- Write an anecdote using *when* and *while*

Before you begin . . .

Look at the pictures. Think about a time when one of these things happened to you. Tell the class about a time when you . . .

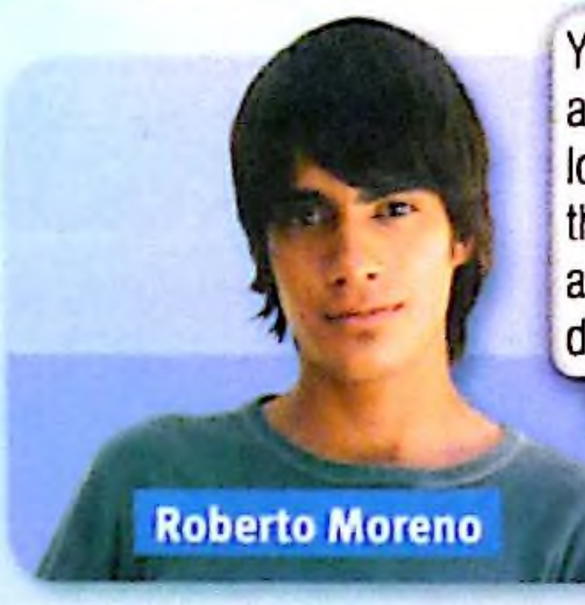
- broke something.
- forgot something.
- lost something.
- damaged something.

When things go wrong . . .

Are you having a BAD week?

Actually, yes. I was going to work on the train Monday morning, and I was talking to this woman. I guess I wasn't paying attention, and I missed my stop. I was half an hour late for a meeting with my new boss.

Definitely! My friend accidentally deleted all my music files when she was using my computer. Actually, she was trying to help me – she was downloading stuff from my phone, and something went wrong. I spent hours on the phone with tech support.



Yeah, kind of. A couple of days ago, a friend and I were trying to look cool in front of some girls at the mall. We weren't looking, and we walked right into a glass door. I was so embarrassed.

1 Getting started

A **Look at the illustrations above. What do you think happened to each person? Do these kinds of things ever happen to you? Tell the class.**

B 3.23 **Listen and read. Were your guesses about the people correct?**

Figure it out **C** **Can you choose the correct verb forms? Use the interviews above to help you. Then compare with a partner.**

1. Sean **missed / was missing** his stop because he **talked / was talking** to a woman on the train.
2. Julia's friend **deleted / was deleting** all Julia's music files when she **using / was using** her computer.
3. Roberto and his friend **tried / were trying** to look cool when they **walked / were walking** into a glass door.

2 Grammar Past continuous statements 3.24

Extra practice p. 148

Use the past continuous to set the background for a story or tell about events in progress in the past. Use the simple past for completed actions in the past.

I **was talking** to a woman, and I missed my stop. I **wasn't paying** attention.
We **were trying** to look cool, and we walked into a glass door. We **weren't looking.**
A friend of mine deleted all my music files **when** she **was using** my computer.
When my friend **was using** my computer, she deleted all my music files.

In conversation

The most common verbs in the past continuous are ***talk, do, go, say, try, get,*** and ***tell.***

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

1. I *was having* (have) lunch in a café yesterday when the server accidentally _____ (spill) tomato sauce on my shirt. I guess he _____ (not / pay) attention. I was upset, but I _____ (got) my lunch for free.
2. My friend and I were at a barbecue last week. When we _____ (walk) around the yard, she _____ (trip) and _____ (fall) into the pond.
3. I _____ (damage) my parents' car last week. I _____ (try) to park, and my friend _____ (talk) to me, and I _____ (hit) a wall. Now I have to pay for the repairs.
4. I was in a chemistry class recently, and a classmate and I _____ (do) an experiment when something _____ (go) wrong. I _____ (burn) my hand.
5. Last week I was on the bus, and I _____ (talk) to my girlfriend on my cell phone. Well, actually, we _____ (have) a long argument. We _____ (not / get along) at the time. When I _____ (end) the call, I realized that everyone on the bus _____ (listen). How embarrassing!

3 Speaking naturally Fall-rise intonation

*I was running for a **bus** last week, and I **fell**.*

*When I was going **home** yesterday, I ran into an old **friend**.*

A 3.25 **Listen and repeat the sentences above. Notice that the intonation falls and then rises slightly at the end of the first part of each sentence. This sets the background.**

B 3.26 **Listen and complete the sentences. Then listen again and repeat.**

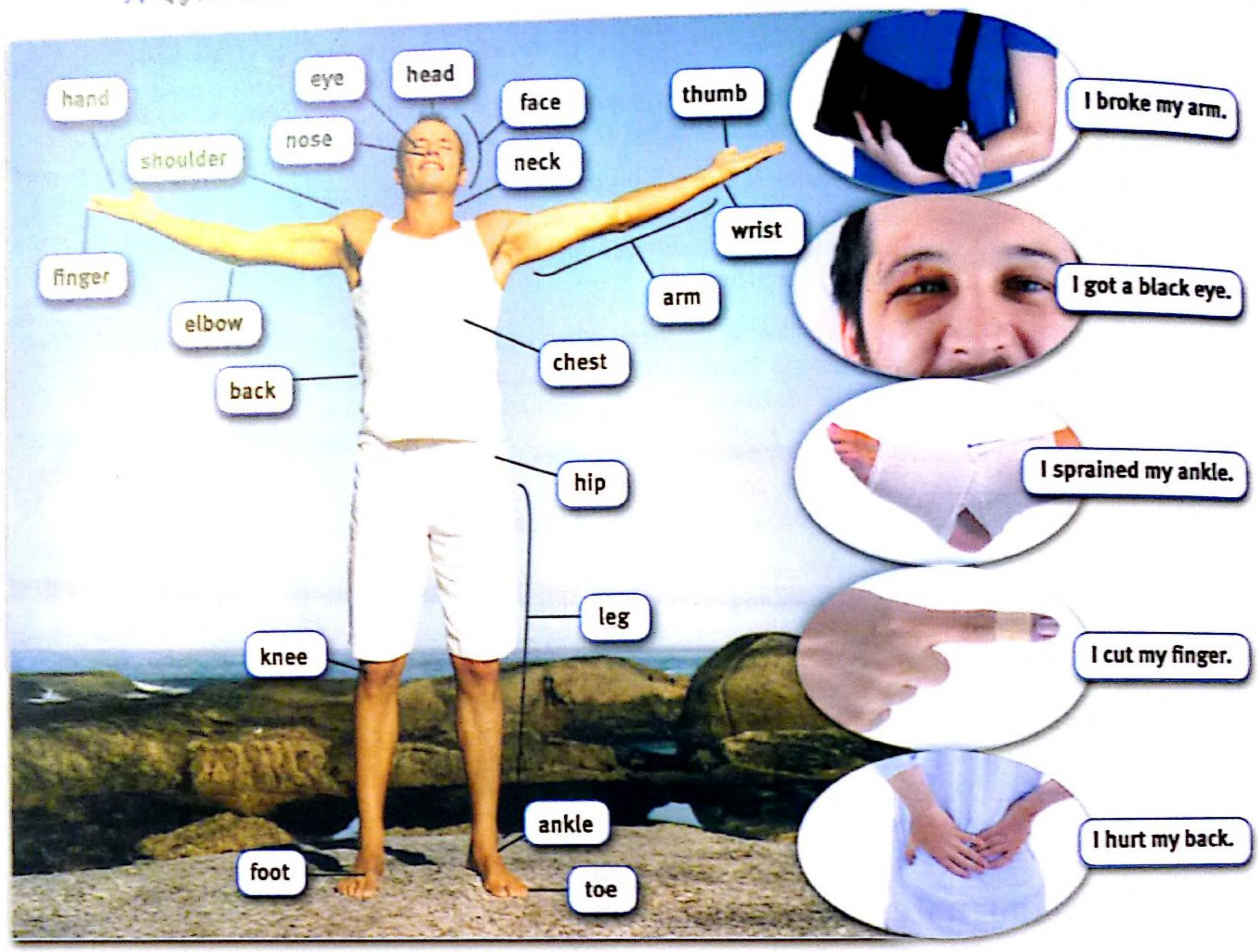
1. I was reading a book _____, and I missed my stop.
2. Last night when I was washing _____, I broke a glass.
3. I was texting _____, and I tripped and fell on the street.
4. Yesterday when I was using _____, it suddenly crashed.

About you **C** Pair work **Think of things that happened to you this week. Tell each other your anecdotes.**

Lesson B Accidents happen.

1 Building vocabulary

A 3.27 Listen and say the words and sentences. Which words and expressions do you already know?



Word sort B Make true sentences about accidents that happened to you or people you know. Use the vocabulary above and add other words you know.

break	*I broke my leg when I was a kid.*
sprain	
cut	
hurt	
other	*My sister got a black eye . . .*

About you C Pair work Take turns telling about the accidents in your chart.

Vocabulary notebook p. 94

2 Building language

A 3.28 **Listen. What happened to George? What was he doing when it happened? Practice the conversation.**

Nikki So, how was your ski trip? Did you have a good time?
George Yeah, I guess. I sort of had an accident.
Nikki Oh, really? What happened? Did you hurt yourself?
George Yeah, I broke my leg.
Nikki Oh, no! How did it happen? I mean, what were you doing?
George Well, actually, I was talking on my cell phone. . . .
Nikki While you were skiing? That's kind of dangerous.
George Yeah, I know. But I was by myself, so I was lucky I had my cell to call for help.

Figure it out **B** **Complete the questions George's other friends asked. Use the conversation above to help you.**

1. What **were / did** you doing?
2. How **did it happen / was it happening**?
3. Did you hurt **yourself / you**?
4. I don't enjoy skiing **by / with** myself. Do you?

3 Grammar Past continuous questions; reflexive pronouns 3.29

Extra practice p. 148

Past continuous

Were you **skiing** with a friend?
No, I wasn't. I was by myself.
What **were** you **doing** (when you fell)?
I was talking on my cell phone.

Simple past

Did you **hurt** yourself?
Yes, I did.
What **did** you **do**?
I called for help.

Reflexive pronouns

I	hurt	myself.
You		yourself.
He		himself.
She		herself.
We		ourselves.
They		themselves.

In conversation

10% of uses of *yourself* are in the question *How about yourself?* Almost 10% of uses of *myself* are in the expression *by myself*.

Common errors

Don't use an object pronoun when the subject and object of the verb refer to the same person.

*My father hurt **himself**.*
(NOT ~~*My father hurt him*~~.)

A **Complete the conversations with reflexive pronouns and the simple past or past continuous of the verbs given.**

1. A What's wrong with your finger? Did you cut _____?
   B Yeah, I accidentally cut _____ with a knife.
   A Oh, _____ you _____ (make) dinner?
2. A My father hurt _____ at the gym.
   B That's too bad. _____ he _____ (lift) weights?
   A Yeah. A lot of people hurt _____ on weight machines, I guess.
3. A Hey, where _____ you _____ (get) that black eye?
   B Oh, my mom and I had a car accident. But she's OK.
   A Well, that's good. Uh, so who _____ (drive)?
4. A My sister was hiking by _____ last weekend, and she broke her ankle. She was in the middle of nowhere.
   B Oh, no! So, how _____ she _____ (get) help? I mean, _____ anyone else _____ (hike) on the trail?

Sounds right p. 139

B Pair work **Practice the conversations above. Continue them with your own ideas.**

Lesson C Conversation strategies

That's hilarious.

1 Conversation strategy Reacting to a story

A Look at some words from a funny story. Can you guess what happened?

curry *phone* *burnt pan* *hide* *hilarious*

B 3.30 **Listen. What happened to Hugo? How did he "solve" his problem?**

Hugo I was at my friend's house one time. We were making Thai curry for a bunch of people . . .

Olivia Oh, I love Thai food.

Hugo And he left me in the kitchen to watch the curry. Well, my phone rang and I got talking . . .

Olivia Uh-oh.

Hugo . . . and it all stuck to the bottom of the pan and burned.

Olivia Oh, no!

Hugo Yeah. It didn't taste too good. I freaked.

Olivia I bet.

Hugo So I poured the curry into another pan and added some chili peppers. Then I hid the burnt pan under the sink.

Olivia Oh, that's hilarious. I bet no one even noticed.

Hugo I don't know. No one said anything, but they drank a lot of water.

C Notice how Olivia reacts to Hugo's story. She makes brief comments on the things he says to show she is listening and interested. Find examples in the conversation.

"It all stuck to the bottom of the pan and burned."
"Oh, no!"

D Read the story below and the comments on the right. For each part of the story, choose a comment. Practice telling the story and commenting with a partner.

1. I was working as a server at Pierre's last year. __c__
2. Yeah, it's very fancy with cool art and everything. ____
3. Well, it's not cheap. Anyway, I was serving coffee to this guy, and I spilled it all over his suit! ____
4. Yeah – but wait. I found out it was Pierre himself! ____
5. Yeah, and he was pretty mad. But he didn't fire me! ____

a. Oh, no! I bet he was upset.
b. Well, that was lucky.
c. Oh, Pierre's is nice, I heard.
d. Expensive, huh?
e. You're kidding, the owner?

2 Strategy plus *I bet . . .*

You can start a statement with *I bet . . .* when you are pretty sure about something.

You can also use *I bet* as a response to show you understand a situation.

A I freaked!
B I bet.

In conversation

Bet is one of the top 600 words. Over 60% of its uses are in the expression ***I bet . . .***

3.31 Read the stories and guess the responses. Then listen and write the responses you hear. Practice with a partner.

1. A A friend of mine was staying at a hotel one time, and she was walking back to her room in the dark, and she fell in the pool. Everyone at the pool café saw her!
   B Oh, no! I bet _____.
2. A One time I fell asleep on the subway, and when I woke up, the train was at the end of the line. It took an hour to get back to my stop.
   B Oh, I bet _____.
3. A I was on vacation in London with my parents a few years ago, and we were flying home. Anyway, we got to the airport, and I realized my passport was still in the hotel safe.
   B Oh, no. I bet _____.

3 Listening and strategies A funny story

A 3.32 Listen to the story. Choose the best response each time you hear a pause. Check (✓) *a* or *b*.

1. a. ☐ That's awful. b. ☐ Oh, I bet.
2. a. ☐ I bet. b. ☐ Nice.
3. a. ☐ It's easy to do. b. ☐ That's good.
4. a. ☐ I bet. b. ☐ Thank goodness.
5. a. ☐ I bet he was pretty upset. b. ☐ Good.

About you **B 3.32 Listen to the story again. Write your own comments or responses when you hear the pauses.**

1. _____
2. _____
3. _____
4. _____
5. _____

C Pair work **Take turns retelling the story you just heard, or tell your own story. React with short comments and respond using *I bet*.**

Lesson D Happy endings

1 Reading

A Brainstorm! Make a list of any good things that happened recently. Tell the class.

I passed my final math test.
My friend gave me a ticket to a concert.

B Read the article. What bad thing happened to each person? Did their stories have happy endings?

Reading tip

As you read a story, pay attention to the time expressions like *ten years later*, or *last month*. They help you follow events.

EVERY CLOUD HAS A SILVER LINING . . .

GEMMA RUSSO, CALIFORNIA

Sometimes when things go wrong, they just go wrong. But occasionally something really positive comes out of a bad situation. Last month, while I was hiking in a state park, I took a photo of an amazing sunset over a lake. It was so beautiful that I decided to text it to my friend Charley right then and there. Anyway, when I was taking more photos of the lake, I slipped and dropped my cell phone in the water. Disaster! I lost all my photos, and I sprained my ankle. They couldn't fix my phone, either. Well, apparently, Charley secretly sent in my sunset photo to the local TV station. Today, they chose it for "Photo of the Month," and I won a brand new camera! Maybe every cloud does have a silver lining, after all!

ELENA, TEXAS

Ten years ago, my scooter broke down when I was riding to school. I couldn't afford to fix it, so that semester I had to get up at 5:00 a.m. every day to take the bus. One cold, wet morning, I was feeling really tired and grumpy. But while I was waiting for the bus, this guy started talking to me, and he actually made me laugh! It turned out that he was studying at the same college. We exchanged phone numbers, and the rest is history. Ten years later, we're married with two children. Oh, and a new scooter!

CHIN-HO, DAEGU

A couple of weeks ago, I was helping a friend move his things into my apartment. He was out of work and needed a place to stay. While we were carrying some heavy boxes up the stairs, I hurt my back. It was really bad, so I had to go to the emergency room. Anyway, while I was waiting to see the doctor, I saw an advertisement for a computer technician at the hospital. I called my friend, he got the job, and I got a prescription for painkillers! At least his cloud had a silver lining! Though I do have my apartment all to myself again.

C **Read the article on page 92 again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F). Correct the false sentences.**

	T	F
1. Gemma believes that something good ~~always~~ *occasionally* comes out of a bad situation.	☐	☑
2. Gemma won a new camera because she sent her photo to a local TV station.	☐	☐
3. Elena had to take the bus to class because she didn't have the money to fix her scooter.	☐	☐
4. Elena liked the guy at the bus stop because he was funny.	☐	☐
5. Chin-ho hurt himself when he was trying to help a friend.	☐	☐
6. Chin-ho's friend moved to a new place when he got the job at the hospital.	☐	☐

2 Listening and speaking Happy endings?

A 3.33 **Listen to Gary's and Pam's stories. Who lost something? Who got lost?**

B 3.33 **Listen to the stories again. Answer the questions.**

Gary's story

1. Where was Gary? What was he doing?
2. Who did he meet?
3. Why did he forget his briefcase?
4. What did he do when he got to work?
5. Does this story have a happy ending? Why or why not?

Pam's story

1. Where was Pam going?
2. What was her problem?
3. How did she get help?
4. How did the woman offer to help?
5. Does this story have a happy ending? Why or why not?

C Pair work **Student A: Choose one of the stories above, and retell it to a partner. Student B: Listen. Did your partner leave out any important details?**

Free talk pp. 134 and 136

3 Writing Anecdotes

A **Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order.**

I was walking to work last week.
It started to rain.
I didn't have an umbrella.
I put a newspaper over my head and ran.
I got to the corner.
The light changed.
I had to wait for a really long time.
A young man came up to me.
He offered to share his umbrella.
He walked with me all the way to work!

About you **B** **Read the Help note and the anecdote. What events do the words *when* and *while* link? Then use your notes from above to write your own anecdote.**

Last week, I was walking to work *when* it started to rain. I didn't have an umbrella, so I put a newspaper over my head and ran. *when* I got to the corner, the light changed, and I had to wait for a really long time. *While* I was waiting, a young man came up to me and offered to share his umbrella. He walked with me all the way to work! It was so nice of him.

Help note

Linking ideas with *when* and *while*.

You can use *when* or *while* to link a longer "background" event and another action.

- *While* emphasizes the length of time an action or event takes.
- *When* also shows events that happen one after another.

C Group work **Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?**

Vocabulary notebook From head to toe

Learning tip *Sketches*

Draw and label pictures to help you remember new vocabulary.

In conversation

Take my hand

The top ten body parts people talk about are:

1. hand
2. eye
3. head
4. face
5. leg
6. arm
7. mouth
8. ear
9. back
10. knee

1 Label the sketch. **Use the words in the box.**

eye
nose
head
face
neck
shoulder

2 **Now make a sketch of a body from head to toe. How many parts of the body can you label?**

On your own

Before you go to sleep each night, think of the name for each part of your body. Start at your head, and work toward your toes. Can you think of each word in English before you fall asleep?

Can Do! Now I can . . .

✓ I can . . .

- ☐ tell anecdotes about things that went wrong.
- ☐ talk about accidents and what happened.
- ☐ react with expressions like *Oh, no!* to show I'm listening to a story.
- ☐ use *I bet* to show I'm sure or as a response to show I understand.

? I need to review how to . . .

- ☐ understand people telling anecdotes and respond.
- ☐ understand the details of a story.
- ☐ read anecdotes in an article.
- ☐ write an anecdote about something that went wrong.

1 Can you complete this conversation?

A Complete the conversation. Use the simple past or past continuous of the verbs.

Marty Where ___*did*___ you ___*get*___ (get) that black eye? ___ you ___ (fall) or something?

Kevin Not exactly. I ___ (crash) into a tree with a bike.

Marty You're kidding! How ___ that ___ (happen)?

Kevin Well, I ___ (ride) my little brother's bicycle. And his friends ___ (watch) me and ___ (laugh) at me.

Marty So why ___ they ___ (laugh)? I mean, what ___ you ___ (do)?

Kevin I ___ (not do) anything special. But the bike is kind of small.

Marty Yeah, I bet. And I bet you ___ (try) to look cool, too.

Kevin I guess. I ___ (look) at the kids behind me. And I ___ (not see) the tree ahead of me. When my brother ___ (shout), "Watch out," I ___ (turn) around, but it was too late.

Marty Oh, no! ___ you ___ (hurt) yourself?

Kevin Well, I ___ (not break) anything. I just ___ (feel) embarrassed.

B Pair work Practice the conversation. Then practice again and change Marty's responses.

2 What's in the bathroom?

A Look at the picture for ten seconds, and try to remember where things are. Then close your book. How many sentences can you write?

1. There's a toothbrush on the sink.

B Pair work Choose six items from the picture. Give your partner clues to guess the items. Then change roles.

A You use it to clean your teeth.

B Is it a toothbrush?

A No, it's not.

B Is it toothpaste? . . .

3 Can you use these expressions?

Use these words and expressions to complete the conversation. Use capital letters where necessary.

whose	yours	one	bright	would you mind	I guess	by myself	no, not at all
mine	hers	red	to do	✓ do you mind if	I bet	yourself	

Karen *Do you mind if* I come in? You look busy.

Trish No, make _____ at home. _____ handing me that paintbrush? The red _____?

Karen _____.

Trish Thanks. So, what do you think?

Karen Um, nice. I love the _____ _____ wall. Did you and your roommate choose the colors together?

Trish No, actually, I did it all _____. Nadia's away this week.

Karen Oh, is she? _____ this was a lot of work.

Trish Actually, no. It was very easy _____.

Karen _____ room is this? Is it _____ or Nadia's?

Trish This one is _____, and _____ is down the hall.

Karen Um, does Nadia like these colors?

Trish I don't know. But I do! _____ I have an eye for color.

4 Suggestions, please!

Pair work **Think of solutions to these problems. Then take turns making suggestions.**

"I get a lot of colds in the winter."
"My bedroom is always a mess."
"I'm going camping in June, but I don't have any equipment."
"Ouch! I think I just sprained my ankle."

A I get a lot of colds in the winter.
B Why don't you . . . ?

5 Do you mind . . . ?

Pair work **Imagine you and your partner are in a car on a road trip. One of you is the driver. Take turns asking permission and making requests. Use the ideas below and add your own.**

- turn on the air conditioning
- listen to the radio
- check the GPS
- stop for a snack
- drive
- slow down
- open the window
- borrow some sunscreen
- eat one of your cookies

A Would you mind turning on the air conditioning?
B No, not at all.

UNIT 10

Communication

Can Do! In this unit, you learn how to . . .

Lesson A
- Compare ways of communicating using comparative adjectives

Lesson B
- Manage phone conversations
- Compare communication habits using *more*, *less*, and *fewer*

Lesson C
- Interrupt and restart a phone conversation
- Use *just* to soften what you say

Lesson D
- Read an article about texting
- Write an article giving pros and cons

Before you begin . . .

Match these ways of communicating with the pictures. Which of these do you do?

- ☐ texting
- ☐ video conferencing
- ☐ social networking
- ☐ video calling
- ☐ instant messaging (IM)

Keeping in touch

HOW DO YOU KEEP IN TOUCH WITH PEOPLE?

"Well, at work we use video conferencing for meetings with our international offices. It's less expensive than a business trip. And more convenient. And you don't get jet lag, either!"

–Kayla Johnson

"We use email at work, but I use my social network to keep in touch with friends. I was getting a lot of spam in my personal email. There's nothing worse than spam in your inbox."

–Alma Jones

"I text my friends all day. Texting's a lot quicker and easier than calling. It's more fun, too. I can't do it in class, though."

–Mayumi Sato

"Well, I video call my parents. They think it's better than the phone because they can see me. I guess it's a good way to keep in touch when I'm away at school."

–Paco Rodriguez

"Well, for birthdays and things I still like to send a card. I know regular mail is slower and less reliable than email, but cards are more personal. And I never send those e-cards. I just think it's nicer to get a real card."

–Tim Henry

1 Getting started

A 4.01 **Listen to the responses to the survey question. How do the people keep in touch?**

Figure it out **B** **Can you complete the sentences? Circle the correct words. Use the survey to help you.**

1. Mayumi says texting is **quicker / quick** than calling. It's more fun **than / that** calling, too.
2. Tim thinks real cards are more **personal / nice** than e-cards.
3. Kayla says that video conferencing is **less / more** expensive than a business trip.
4. Paco's parents think that video calling is **good / better** than phone calls.
5. Alma says nothing is **worse / bad** than spam in your inbox.

2 Grammar Comparative adjectives 4.02

Extra practice p. 149

Short adjectives *Adjective + -er*	Texting is **quicker** and **easier than** calling. It's **nicer** to get a real card than an e-card.
Long adjectives *more + adjective* *less + adjective*	 Real cards are more **personal than** e-cards. Video conferences are less **expensive than** trips.
Irregular adjectives *good ▸ better* *bad ▸ worse*	 Video calls are better **than** phone calls. Nothing is worse **than** spam in your inbox.

Notice

slow ▸ slower
nice ▸ nicer
easy ▸ easier
big ▸ bigger

But

fun ▸ more fun

In conversation

The top adjectives after ***more*** are ***expensive, convenient, important, interesting***, and ***fun***.

A Complete the conversations with the comparative form of the adjectives and *than* if needed. Then practice with a partner.

1. A Do you like e-cards? I think they're *more interesting than* (interesting) real cards.
   B True. And they're _____ (easy) to send, too. Though they're a bit _____ (personal) real cards.

2. A Do you ever use video calling? Our grandparents think it's _____ (nice) because they can see us. It's _____ (good) the phone.
   B Yeah, and it's _____ (expensive) international phone calls.

3. A Do you prefer your tablet or your laptop?
   B My laptop. It's _____ (big), but it's _____ (useful) a tablet. Tablets are _____ (difficult) to work on.
   A Yeah? My sister prefers her tablet. She says it's _____ (light) her laptop, so it's _____ (convenient) to carry around.

4. A Do you use email much these days? I don't. I just use my social network.
   B Me too. It's _____ (efficient) email. And it's _____ (fun). It's _____ (good) texting, too. Texting's _____ (bad) email.

About you **B** Pair work Ask and answer the questions above. Give your own opinions.

Common errors

With comparatives, use *more* or *-er*, not both.

IM is easier than email.
(NOT *IM is ~~more easier~~ than email.*)

3 Speaking naturally Linking

With social networking, it's easier to keep in touch with people.
Text messages are less expensive than phone calls.
Real cards are nicer than e-cards.

A 4.03 Listen and repeat. Notice how the consonants are linked to the vowels.

About you **B** 4.04 Listen and repeat the questions below. Then discuss the questions in groups.

1. How do you keep in touch with friends and family?
2. Do you talk to your grandparents every day?
3. Do you use a social network to communicate with friends?
4. Is it easier to text your friends or to call them?
5. Do you think video calls are more fun than phone calls?

On the phone

1 Building vocabulary

A 4.05 **Listen and read. Why can't Nathan have a conversation with Angela?**

1

Receptionist Good afternoon. Sun Company.
Nathan Hello. **Could I speak to** Angela Bell, please?
Receptionist One moment, please.
Voice mail Angela Bell is on the phone. Please leave a message.
Nathan **Hi**, Angela. **This is** Nathan. **Call me back on my cell.**

2

Angela Angela Bell.
Nathan Hi, Angela. It's Nathan. Did you get my message?
Angela Uh, yes, I think so. **Oh, hold on. I have another call.** Call me later, OK?

3

Woman Hello?
Nathan Uh, Angela?
Woman No, this is Beth.
Nathan Oh, **I'm sorry. I think I have the wrong number.**
Woman No problem.

4

Angela Hello?
Nathan Hi, Angela. Guess what!
Angela Nathan, I can't hear you. **You're breaking up.** Call me back on my office phone.
Nathan Oh, OK.

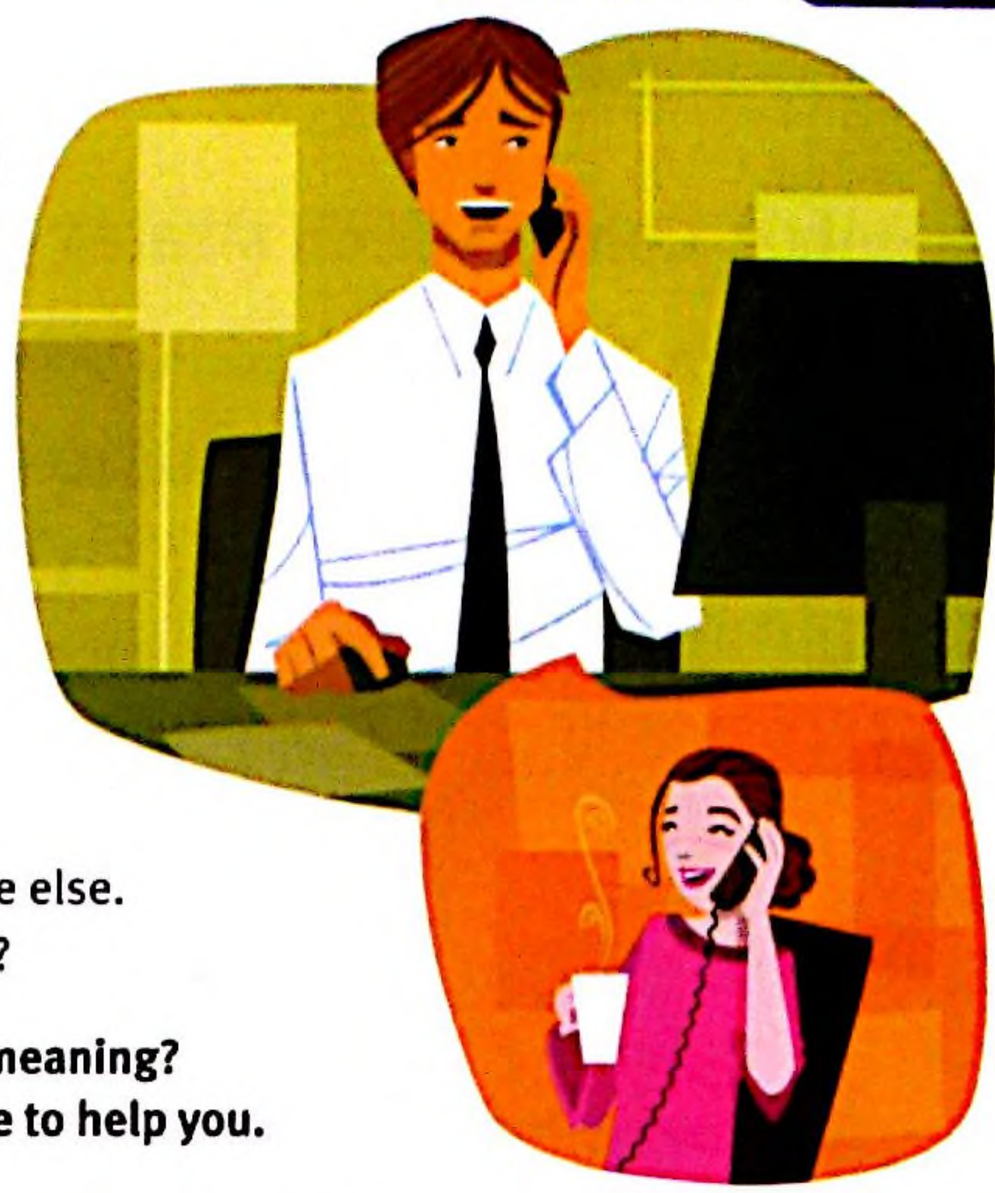
5

Angela Angela Bell.
Nathan Angela! Listen. My boss has some concert tickets for us. . . . Uh, Angela? Angela? Oh, no! **We got cut off.**

Word sort **B** **Find these expressions in the phone conversations, and write them in the chart. Then practice the conversations with a partner.**

What can you say when . . .	
you ask to speak to someone?	
you leave a voice-mail message?	
you want someone to return your call?	
you need to interrupt because you have another call?	
you call someone by mistake?	
you can't hear some of the other person's words?	
the phone call suddenly ends?	

2 Building language



A 4.06 **Listen to the conversation Nathan and Angela finally have. Why was Nathan calling?**

Nathan Finally! It's hard to get ahold of you.
Angela You're not that easy to reach, either.
Nathan You spend a lot more time on the phone than I do.
Angela That's because I get more calls.
Nathan You just talk more! Anyway, I was calling before 'cause my boss had free tickets to the Sting concert tonight.
Angela Oh, great! What time?
Nathan Well, it's too late now. He gave them to someone else.
Angela Oh, no! Why didn't you send me a text message?

Figure it out **B** **Can you rewrite these sentences and keep the same meaning? Start with the word given. Use the conversation above to help you.**

1. Angela You get fewer calls than I do. I _____.
2. Nathan I spend less time on the phone than you do. You _____.
3. Nathan I talk less than you do. You _____.

3 Grammar *More, less, fewer* 4.07

Extra practice p. 149

With countable nouns	With uncountable nouns	With verbs
I get **more** calls than you (do).	I spend **more** time on the phone.	She talks **more** than he does.
You get **fewer** calls than I do.	You spend **less** time on the phone.	He talks **less** than she does.

In conversation
Fewer is not very common. People use it more in writing.

About you **A** **Complete the sentences with *more*, *less*, or *fewer* so they are true for you. Rewrite them in a different way and keep the same meaning.**

1. My friends talk __*more*__ than I do. *I talk less than my friends do.*
2. On the phone, I listen _____ than I talk.
3. I send _____ emails than texts.
4. I spend _____ time on social networking sites than my parents.
5. I get _____ emails than I did two years ago.
6. I get _____ voice-mail messages than text messages.
7. My parents talk on the phone a lot _____ than I do.
8. I like texting _____ than calling.

B Pair work **Discuss the sentences above. Compare your styles of communication.**

A I think my friends talk more than I do. I'm pretty quiet.
B Really? I talk more than all my friends. They say I never stop talking!

Sounds right p. 139

What were you saying?

1 Conversation strategy Dealing with interruptions

A What kinds of things can interrupt phone conversations? Make a list.

B 4.08 **Listen. What does Maria want to tell Sarah?**

Sarah Hello?
Maria Hi, Sarah. It's Maria.
Sarah Hey. How are you doing?
Maria Great. Listen, I have some news. Juan and I went out to a fancy restaurant last night and . . .
Sarah Oh, just a minute. I've got another call. Hold on a second. . . . Sorry. So, what were you saying?
Maria Well, guess what? We're getting married.
Sarah That's wonderful! Congratulations!
Maria Thanks. So yeah, the wedding's going to be in . . .
Sarah Oh, sorry. Now there's someone's at the door. Hold on. . . . OK. So, you were saying?
Maria Well, I was just calling to ask – will you be my maid of honor?
Sarah Are you kidding? Of course!

C Notice how Sarah interrupts the conversation and then comes back to it with expressions like these. Find examples in the conversation.

Interrupting a conversation:	Restarting the conversation:
Just a minute / second.	*What were you saying?*
Excuse me just a second.	*You were saying?*
I'm sorry. Hold on (a second).	*Where were we?*
Could / Can you hold on a second?	*What were we talking about?*

D 4.09 **Listen. Complete these phone conversations with the expressions you hear. Then practice with a partner. Continue the conversations using your own ideas.**

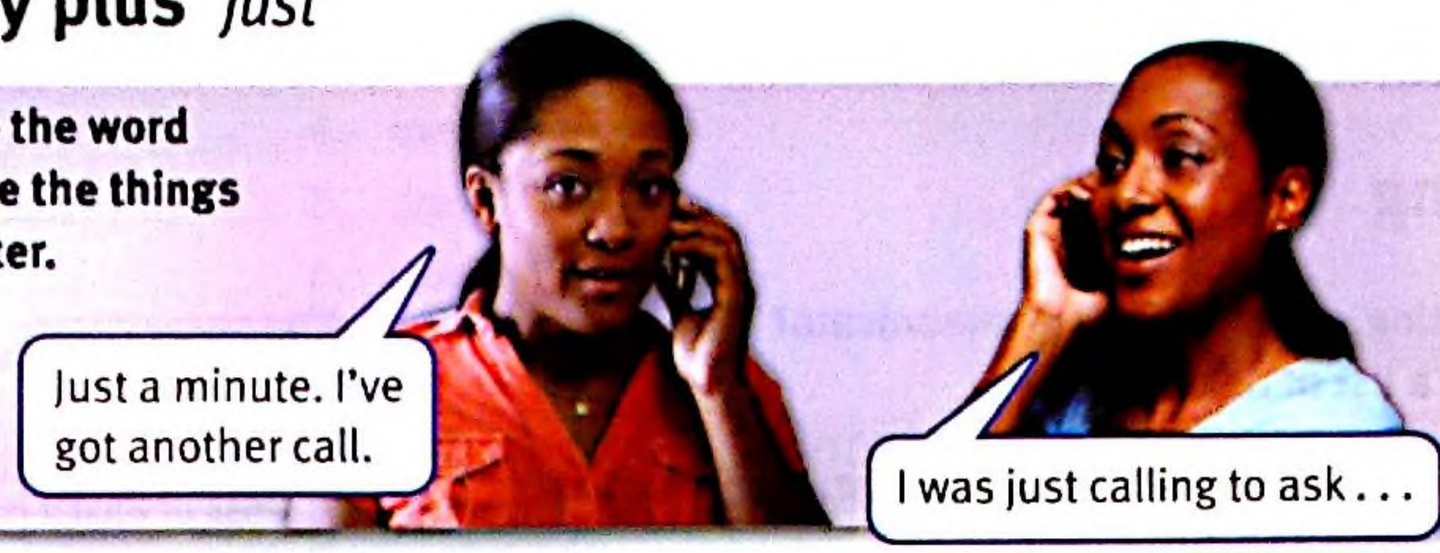
1. A So yeah. I just read on a friend's social networking page that . . .
   B Oh, _____ . . . . I need my charger. OK. Got it. So, _____ ?

2. A Anyway, my teacher told me . . .
   B Oh, _____ . My toast is burning. Let me just – gosh . . . OK. _____ .
   So, yeah. _____ ?

3. A Sorry about that. I dropped my phone. So, _____ ?
   B You said your social life is more important than your job. Oh, _____ .
   Um, a coffee, please. Sorry. I'm at a coffee shop. So, _____ ?

2 Strategy plus *just*

You can use the word *just* to make the things you say softer.



in conversation
Just is one of the top 30 words.

4.10 Listen to four phone conversations. Write *just* each time the speakers use it. Then practice the conversations with a partner.

1. A Hi there. Do you have a minute? I *just* want to tell you some good news.
   B Really? Hold on a second. I need to close the door.

2. A Hello?
   B Hi, Dad. It's me. Is Mom there?
   A Yeah. But hold on a second. She's upstairs. I need to call her.

3. A Is this a good time to talk?
   B Sure. Could you hold on a second? Let me turn down the TV. . . . So, what's up?
   A Well, I was calling to ask your advice about something.

4. A Hi, I'm calling to say hello.
   B Oh, hi. Listen, can I call you back? I have to finish something.

3 Listening and strategies Sorry about that!

A 4.11 Listen to the conversations. Why is each person calling? Write the reasons under the pictures.

_____ _____ _____

B 4.11 Listen again. Check (✓) the reasons for the two interruptions in each conversation.

1. ☐ She got another call.
   ☐ They lost the connection.
   ☐ Her battery ran out.
   ☐ She ordered a coffee.

2. ☐ The TV wasn't working.
   ☐ There was traffic noise.
   ☐ She dropped her phone.
   ☐ The pizza arrived.

3. ☐ He had to find his wallet.
   ☐ He met a friend.
   ☐ He went the store.
   ☐ She had to turn off the oven.

About you **C Pair work Student A: "Call" and tell your partner some interesting news. Student B: "Answer" your partner's call. Interrupt and restart the conversation twice. Then change roles.**

A Hey, Jake. How are you? Do you have a minute? I just want to tell you something.
B Hi. So, what's going on? Oh, hold on a second. I need to take this call. It's my mom.

Vocabulary notebook p. 106

Lesson D Texting

1 Reading

A Is texting a good way to communicate? Why or why not? Make a list of reasons.

B Read the article. What's one advantage of texting? What's one disadvantage?

Reading tip

Read the first and last paragraph of an article to get a general sense of what it is about.

15 Comments

Why all the interest in texting?

An article on the Internet recently caught my eye. It was about the Texting Championships in New York City. The 17-year-old winner texted 149 characters in 39 seconds and won $50,000. That is certainly impressive, and much, much faster than me – LOL :-). However, I started to wonder: Why is there still so much interest in texting? After all, texting is a commonplace activity these days.

It's clear that texting, with all its abbreviations and symbols, is now part of our lives. According to research, about 75% of Americans send text messages, and almost one third prefer to text rather than talk on their phone. It's just quicker to send a text than make a call. Typing SUP is faster than asking "How are you?" and listening to the answer. It's also more discreet because no one can overhear your conversation – and that's FBM.

ICYC*: Textese Today
(*In Case You're Curious)

- **LOL** – Laugh out loud
- **:-)** – Smile
- **SUP** – What's up?
- **FBM** – Fine by me
- **OTOH** – On the other hand
- **IMO** – In my opinion

OTOH, texting has its downsides, too, and perhaps it's these problems that create all the interest. Texters gripe that they are getting more spam texts than ever before. Teachers complain that students' test scores are getting worse because teens spend more time texting than they should. Some also say that texting encourages bad grammar and punctuation and IMO, that's true. Students don't realize they shouldn't write their essays in "textese," and they get low grades as a result. Many young people are sleeping less because they wake up in the night every time a text pops up on their phone. Others have injuries to their hands and thumbs from the constant texting.

There are also more serious problems with texting, however, such as the accidents that happen when people text and drive at the same time. Fortunately, many countries are passing laws that make it illegal to text when you're behind the wheel of a car. In addition, public service advertisements warn of the dangers of texting while driving. Perhaps, then, there is good reason for all the interest in texting.

C **Read the article again and answer the questions. Then compare with a partner.**

1. Why do so many people like texting better than talking on the phone? Find two reasons.
2. How many texting abbreviations does the author of the article use? What does each one mean?
3. What is "textese"? What kinds of problems does it cause?
4. What are some other downsides of texting? Find four problems in the article.
5. Do you have any advice for people who text all the time? Write four "Dos" and "Don'ts" for texters.

D **Find the expressions below in the article on page 104. What do they mean? Match each one to a definition. Write *a* to *f*.**

1. caught my eye ____
2. wonder ____
3. discreet ____
4. overhear ____
5. downsides ____
6. warn of ____

a. disadvantages
b. not noticeable
c. hear without intending to
d. got my attention
e. say there's a problem
f. ask myself

2 Speaking and listening It can be annoying . . .

About you **A** **Pair work** **Read the sentences below. Which ones do you agree with? What else can you say about texting?**

- ☐ Texting takes less time than calling.
- ☐ Texting your parents in public is less embarrassing than talking on the phone.
- ☐ Texting is useful when you ask a favor.
- ☐ It's annoying to get texts late at night.
- ☐ When you're with a friend, it's OK to text other friends.
- ☐ You shouldn't text friends during class.

B 4.12 **Listen to Vanessa talk about texting. Check (✓) the sentences she agrees with.**

3 Writing The pros and cons

A **Pair work** **Choose one of these ways of communicating. Make a list of its advantages and disadvantages.**

- video calling
- texting
- social networking
- phone calls
- email

Advantages of video calling
- *It's fun to video call with a close friend.*
- *It's either very cheap or free.*
- *It's almost like you're in the same room.*

Disadvantages of video calling
- *Pe ple call me when I don't look very good. It's embarrassing!*
- *People talk longer on a video call. It's harder to say good-bye.*

B **The article below is divided into four sections. What is the purpose of each section? Read the Help note for an explanation. Then use your list from above to write a similar article.**

The Pros and Cons of Video Calling

Video calling is becoming more and more popular, and some of my friends now call me every day.

It's fun to video call with a close friend if you don't see him or her very often. It's almost like you're in the same room.

On the other hand, video calls can be a problem. Sometimes you don't want people to see you, and it can be embarrassing! Also, people talk longer on a video call than a phone call. For some reason, it's harder to say good-bye!

In my opinion, video calling is good for friends you don't see very often. However, for friends from class, a quick text message or call is much better.

Help note

Writing an article giving pros and cons
- Write an introduction to the topic.
- Write about the advantages.
- Write about the disadvantages.
  However, . . .
  On the other hand, . . .
- Write a conclusion, giving your views.
  I think . . .
  In my opinion, . . .

Free talk p. 134

About you **C** **Group work** **Read your classmates' articles. Whose opinions do you agree with?**

Vocabulary notebook Phone talk

Learning tip *Learning expressions*

One way to learn expressions is to make a note of the situations when you can use them.

In conversation

Hold on!

People mostly say ***Hold on*** to leave a phone conversation for a minute.

- *Hold on.*
- *Hang on.*
- *Just a minute.*

1 Match the expressions with the situations.

1. "I'm sorry. I have the wrong number." ____
2. "I have another call." ____
3. "You're breaking up." ____
4. "We got cut off." ____
5. "Where were we?" ____

a. You can't hear someone clearly.
b. You call the wrong number by mistake.
c. You come back to a conversation after an interruption.
d. You get a signal that a second person is calling you.
e. You suddenly can't hear the other person at all.

2 Make a chart of expressions you can use on the phone when . . .

- you have problems getting ahold of someone
- you have problems with the call while you're talking.
- you ask if it's a good time to talk.
- you need to interrupt the conversation.
- you ask to speak to someone.
- you explain why you're calling.
- you restart the conversation.
- you can't talk now, but you can talk later.

On your own

Make a phrase book for different situations – for example, making calls. Carry it with you, and learn the phrases.

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ talk about different ways of communicating.
- ☐ make comparisons.
- ☐ manage phone conversations.
- ☐ interrupt and restart phone conversations.
- ☐ use *just* to soften what I say.
- ☐ understand basic phone conversations.
- ☐ understand someone giving opinions about texting.
- ☐ read an article about the pros and cons of texting.
- ☐ write an article giving pros and cons.

UNIT 11

Appearances

Can Do! In this unit, you learn how to . . .

Lesson A
- Describe people's appearance using adjectives and *have* and *have got*

Lesson B
- Identify people by their appearance, actions, or location using verb + *-ing* and prepositions

Lesson C
- Use expressions like *What do you call . . . ?* if you can't remember a word
- Use expressions like *You mean . . . ?* to check or suggest words and names

Lesson D
- Read an article about fashion
- Write an article about fashion trends

Before you begin . . .

Look at the picture. Can you find someone who . . .

- is short?
- is tall?
- is young?
- is old?
- is thin?
- is heavy?
- has long hair?
- has short hair?
- has dark hair?
- has blond hair?

Lesson A Family traits

Alice What does your twin sister look like, Heather? Do you look alike? I mean, are you identical twins?

Heather No, we look totally different. Hayley's a lot taller than me. She takes after my dad.

Alice How tall is she?

Heather Six three.*

Alice Huh? . . . *How* tall is she?

Heather Six foot three. I'm serious.

Alice No kidding! So, does she have curly black hair like you?

Heather No, she's got straight blond hair and blue eyes. And she's thinner than me, too. I mean, she's really skinny.

Alice She sounds like a model.

Heather Actually, she is a model!

*six (foot) three = one meter ninety

1 Getting started

A **Describe the people in the picture above. Can you find someone with curly hair? With straight hair? Someone who is tall and skinny?**

B 4.13 **Listen. Alice and Heather are meeting Heather's twin sister, Hayley, at the airport. Can you find Hayley in the picture? Practice the conversation.**

Figure it out **C** **Use the conversation above to help you complete these questions and answers. Then practice with a partner.**

1. A _____ does your sister look like?
   B She's tall, and she's _____ blond hair.

2. A _____ tall is your sister?
   B Six foot three. We're different. We don't look _____.

2 Grammar Describing people; *have got* 4.14

Extra practice p. 150

Do Hayley and Heather **look alike?**
No, they look totally different.

What does Hayley **look like?**
She's tall and thin.

Who does she **look like?**
She looks like her father.

How tall is her father?
He's six (foot) seven.
He's over two meters tall.

What color is Hayley's hair?
It's blond.

What color are Hayley's eyes?
They're blue.

Saying heights
Her father is six (foot) seven. He's six foot seven inches (tall).
She's one meter ninety (tall).

have got* = *have
Does she **have** curly hair?
No, she**'s got** straight hair.
Who**'s got** curly hair?
I do. **I've got** curly hair.

Who's got = Who has got
I've got = I have got
He's got = He has got

Common errors

Don't confuse these questions:
What's she like?
= What kind of person is she?
What does she look like?
= Can you describe her?

A Choose the correct words to complete the questions. Compare with a partner.

1. (How) / What tall are you?
2. What color **have** / **are** your eyes?
3. **Who** / **What** do you look like – your mother or your father?
4. **What** / **How** color is your mother's hair? **Is it** / **Are they** long or short?
5. **What** / **How** does your father look like?
6. Does anyone in your family **have** / **got** blue eyes?
7. Who **'s got** / **got** short hair in your class? Does anyone **got** / **have** long hair?
8. Do any of your friends look **alike** / **like** someone famous?
9. Do you know any twins? Do they look exactly **like** / **alike?**

Common errors

Don't forget to use a form of *have*.
She's got long brown hair.
(NOT ~~*She got*~~ *long brown hair.*)

About you **B Pair work Ask and answer the questions above. Give your own information.**

3 Speaking naturally Checking information

Asking for information	*A What's his **name**?*	*A How **old** is he?*	*A What color is his **hair**?*
	B Joshua Murray.	*B Ninety-five.*	*B White.*
Checking information	*A **What's** his name?*	*A **How** old is he?*	*A **What** color is his hair?*

A 4.15 **Listen and repeat the questions and answers above. Notice how the stress and intonation are different in the checking questions.**

About you **B Pair work Ask your partner to describe a good friend. Ask information questions and checking questions to make sure your information is correct.**

A So, tell me about your friend. What's her name?
B Her name's Kat.
A What's her name?
B Kat. It's short for Katrina.

Lesson B Features

1 Building vocabulary

A 4.16 **Listen and say the sentences. Check (✓) the features you like. Tell the class.**

"I like mustaches." *"I like muscular people."*

1 ☐ He has **a beard** and **a mustache**.

2 ☐ She has **pierced ears.**

3 ☐ He has **a shaved head.** He's **bald.**

4 ☐ She wears **braces.**

5 ☐ She has **long fingernails.**

6 ☐ He wears his hair in **a ponytail.**

7 ☐ She's got **freckles.**

8 ☐ She wears her hair in **cornrows.**

9 ☐ She wears **glasses.**

10 ☐ He's very **muscular.**

11 ☐ She wears **braids.**

12 ☐ He's got **spiked hair.**

Word sort **B** **For each feature, think of someone you know, and write a sentence. Then compare with a partner.**

1. My boss has a beard and a mustache.
2. My mother's got pierced ears.

Vocabulary notebook p. 116

2 Building language

A 4.17 **Listen. Find Rosa's roommate and Rosa's brother in the picture. Practice the conversation.**

Jason So, is your new roommate here?
Rosa Ava? Yeah, she's right over there.
Jason Oh, which one is she?
Rosa She's the woman standing by the table.
Jason The one with the short hair?
Rosa No, the woman with the ponytail.
Jason Oh, she looks nice. And who's that guy talking to her? He looks kind of weird.
Rosa You mean the guy in the yellow pants? That's my brother Jimmy.

Figure it out **B** **Can you complete these sentences about Ava and Jimmy? Use the conversation above to help you.**

1. Ava is the woman _____ by the table.
   She's the one _____ the ponytail.
2. Jimmy is the guy _____ to Ava.
   He's the one _____ the yellow pants.

3 Grammar Phrases with verb + *-ing* and prepositions 4.18

Extra practice p. 150

Which one is your roommate?
She's the woman — **standing** by the table. / **wearing** (the) black pants.

She's the one — **by** the table. / **with** (the) long hair. / **in** the black shirt.

Who's the guy **talking** to Rosa's roommate?
The guy **wearing** (the) yellow pants? My brother.
The guy **standing** by the table is my brother.

Who's the guy **in** the blue shirt?
Which one? The one **with** (the) glasses? That's Jason.
The guy **with** / **in** (the) yellow pants is Rosa's brother.

A **Choose the correct words in the questions. Then look at the picture above, and match the questions and answers. Ask and answer the questions with a partner.**

1. Who's the tall man **in** / **in the** striped shirt? __c__
2. Who's the woman **talks** / **talking** to Jimmy? ____
3. Who's the guy **with** / **in** the shaved head? ____
4. Who's the woman **stand** / **standing** by Alex? ____
5. Who's the woman **in** / **with** the black curly hair? ____
6. Is Jason the one **is eating** / **eating** a cookie? ____

a. Yes. He's the one talking to Rosa.
b. In the white skirt and red top? That's Olivia.
c. In the yellow pants? That's Jimmy.
d. The muscular one? That's Alex.
e. The short blond one? That's Ava.
f. The one in the green blouse? That's Rosa.

About you **B** **Pair work** **Ask and answer questions about people in your class.**

A Who's the guy sitting next to Claudia?
B The one in the blue shirt? That's Marco.

Sounds right p. 139

What's his name?

1 Conversation strategy Trying to remember words

A Do you know what these things are? Match the words and the descriptions.

1. a goatee ____
2. a wig ____
3. cargo pants ____
4. platform shoes ____

a. shoes with thick soles
b. baggy pants with pockets
c. a little short beard
d. false hair

B 4.19 **Listen. What does Gabby tell Jin-ho about their old classmate?**

Gabby Do you remember that cool guy in our class last year? Oh, what's his name? You know . . . he always wore those baggy pants with all the pockets. What do you call them?

Jin-ho You mean cargo pants.

Gabby Yeah. And he had long hair and a funny little beard . . . what do you call that?

Jin-ho Do you mean a goatee? . . . Oh, I know. You mean Max!

Gabby That's right, Max. Well, don't look now, but he's sitting right behind you. And he's wearing a suit and tie and everything.

Jin-ho A suit and tie? No way!

Gabby Yeah, and he's got short hair. He looks different!

C Notice how Gabby uses expressions like these when she can't remember a name or a word. Find examples in the conversation.

What's his / her name?
What do you call it / them?
What do you call that . . . / those . . . ?

D Complete the conversations with expressions like the ones above. Then practice with a partner.

1. A Do you remember when everyone wore those shoes – _____ – the ones with really thick soles?
   B Oh, yeah. Platform shoes. Actually, people still wear them!

2. A A friend of mine wears her hair in those tiny braids – _____?
   B Cornrows? They're really cool.

3. A Who's that singer with all the amazing clothes? _____? You know, her hair always looks different because she wears those, uh – _____?
   B Do you mean wigs? Are you thinking of Lady Gaga?

2 Strategy plus *You mean . . .*

You can say *You mean . . .* or ask *Do you mean . . . ?* to check what someone is talking about or to suggest a word or name.

What words are these people trying to think of? Write a response using *You mean . . .* or *Do you mean . . . ?* Then practice with a partner.

1. A I'm going to buy a pair of those baggy pants with lots of pockets. What do you call them?
   B *You mean cargo pants.*

2. A My brother has long hair, and he pulls it back, you know, he wears it in a, um . . .
   B _____

3. A My best friends are twins. They look exactly alike. They're, uh, what do you call them?
   B _____

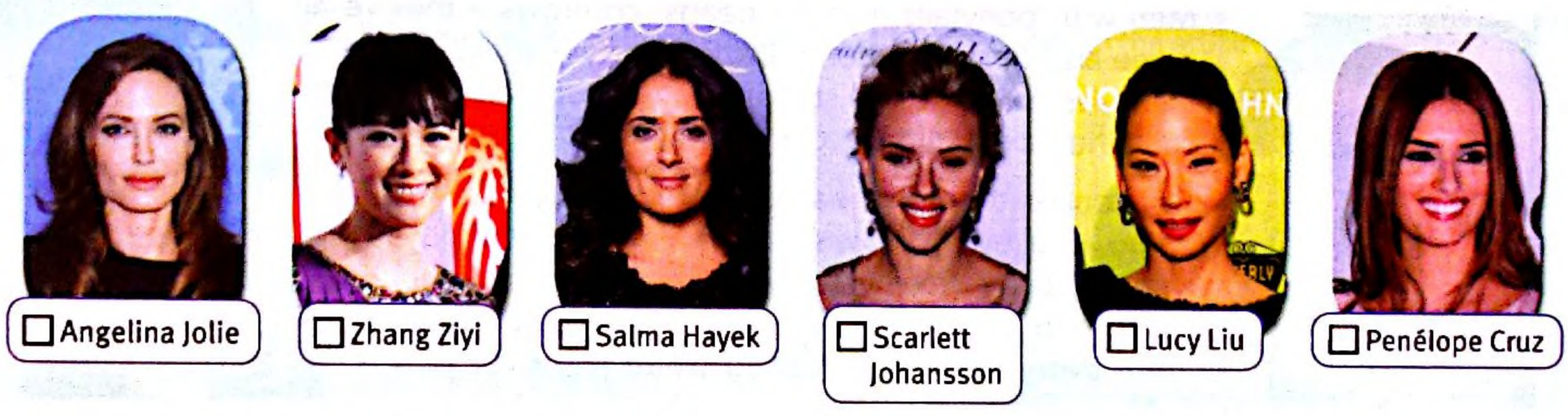
4. A My friend has these cute little spots on her nose. What do you call them?
   B _____

5. A My grandfather doesn't have any hair. He's, uh, what do you call that?
   B _____

6. A When I was a kid, I wore those, what do you call those things on your teeth. Um, . . .
   B _____

3 Listening and strategies Celebrities

A 4.20 **Listen. Two friends are watching an awards ceremony on TV, and they are talking about the celebrities. Who are they talking about? Number the pictures 1 to 6.**



B **Pair work Take turns talking about celebrities as if you can't remember their names. Can your partner guess who you are talking about?**

A I really like that singer from Colombia. What's her name? She sings in English, Spanish, and Arabic.
B Oh, do you mean Shakira? Yeah, her voice is amazing.

Free talk pp. 135 and 136

Lesson D Changing fashions

1 Reading

A What clothes and hairstyles are in fashion right now? When did they become fashionable?

B Read the blog. Which styles do you know about? Which do you like?

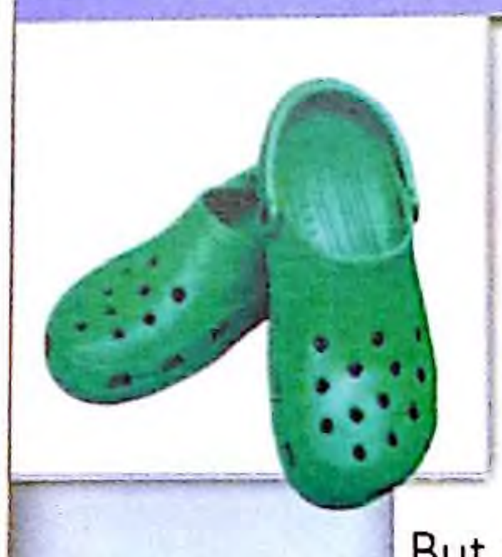
Reading tip

Practice skimming. Read the first sentence of each paragraph to get a general idea of what the article is about.

http://www.fashionstatement...

BLOG FASHION TRENDS PICTURES RUNWAY SHOWS SALES CONTRIBUTE

FASHION STATEMENTS



A few days ago, I pointed out my twelve-year-old niece to a friend. "She's the one wearing braces – the *pink* ones." I realized at that moment that *braces* are now a fashion statement. Can you imagine? But then, did you ever imagine that plastic shoes with holes in them would become so popular all those years ago? Or that you could buy little charms to wear on them?

But that's the great thing about fashion. You're never quite sure what's going to become the "in" thing.

Take glasses. Big glasses came and went, and then everyone wanted designer glasses with a logo. Men wore glasses with heavy, black frames for a time. Then colored frames were the "in" thing, and soon people didn't want frames at all. Glasses, too, became a fashion statement, and people wore them even if they didn't *need* glasses!

Hairstyles are another great way to make a fashion statement. Men with ponytails, shaved heads, cornrows – they've all come and gone and come back into style again. Women's hairstyles are long and straight one minute, and short and curly the next. Bangs are in. Oh wait, no . . . bangs are out.

Then of course, there are jeans. Straight-legged are the way to go, until everyone wears them flared. Some guys wear them baggy. *Really* baggy. Women, on the other hand, seem to prefer "skinny jeans." Black jeans are in, and then everyone starts wearing white jeans, or pink jeans, or . . . every other color.

One thing is for sure. It's a lot of work keeping up with the latest fashion trends – and *expensive*! Maybe the best way to make a fashion statement is to do your own thing and not follow fashions at all!

C Read the blog again. Answer the questions.

1. Why does the writer say that braces are now a "fashion statement"?
2. What shoe style became popular years ago?
3. What five styles of glasses does the writer mention? Do you know anyone who wears any of them?
4. How many hairstyles for men does the writer list? Do you have any friends with these styles?
5. What is the opposite of baggy jeans? straight-legged jeans? Which style do you prefer?
6. What advice does the writer give about keeping up with the latest fashion trends? Do you agree?

2 Listening What's in style?

A 4.21 **Listen to a fashion editor interview four people. What items are they talking about? Write the number of the conversations (1 to 4) next to the items. There is one extra item.**

shirts ____ shoes ____ skirts ____ dresses ____ pants ____

B 4.21 **Listen again. What specific fashion is each person talking about? How does the person feel about that style? Complete the chart. Do you agree with each person?**

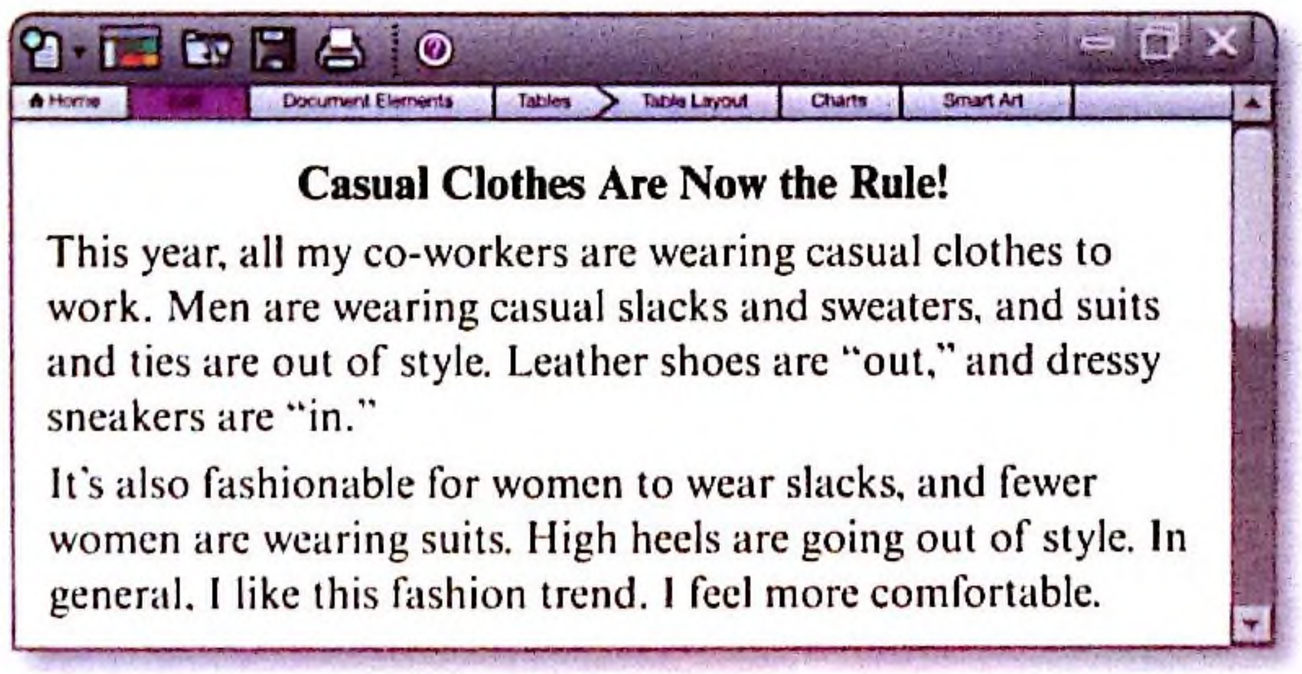
	Fashion	Does she / he like it? Why or why not?
1. Leslie		
2. Emery		
3. Kara		
4. Franz		

3 Speaking and writing Fashion trends

About you **A Group work Ask and answer the questions. Take notes on the different ideas.**

1. What clothes are "in" today among your friends?
2. What clothes are going out of style?
3. What styles of shoes are your friends wearing?
4. What do you like about today's "look"?
5. What don't you like about it?

B Read the article below and the Help note. Underline the expressions in the article that describe trends.



Casual Clothes Are Now the Rule!

This year, all my co-workers are wearing casual clothes to work. Men are wearing casual slacks and sweaters, and suits and ties are out of style. Leather shoes are "out," and dressy sneakers are "in."

It's also fashionable for women to wear slacks, and fewer women are wearing suits. High heels are going out of style. In general, I like this fashion trend. I feel more comfortable.

Help note

Describing new trends

*Short hair is **in style**.*
*Long hair is going **out of style**.*
*High heels are **dated / old-fashioned**.*
*Glasses are becoming **popular**.*
***It's fashionable** to wear . . .*

Less formal expressions
*Short hair is **"in"** or **"out."***
*Glasses are the **"in" thing**.*
*They're very **trendy**.*

C Write an article describing the current "look." Use at least four of the expressions in the Help note.

Vocabulary notebook

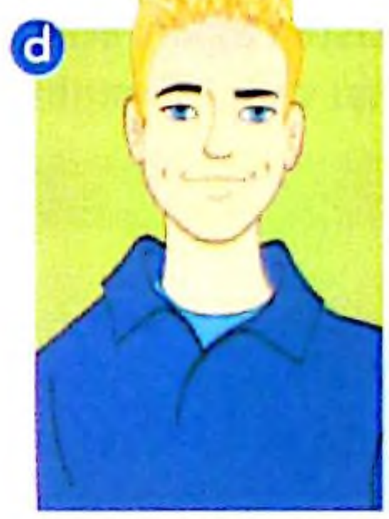
What do they look like?

Learning tip *Writing true sentences*

Use your new vocabulary in true sentences about yourself or people you know.

1 What do these people look like? Match the sentences and people.

1. He's tall, and he's got spiked hair. __d__
2. She has short hair. ____
3. He's bald, and he wears glasses. ____
4. She's wearing earrings. ____
5. She wears her hair in braids. ____
6. He's short and a little heavy. ____
7. She's got freckles. ____
8. She has long hair and big brown eyes. ____
9. He's got blue eyes and blond hair. ____
10. She has dark curly hair. ____



2 Write three sentences about each of these people. What do they look like?

- a family member
- a classmate
- a close friend
- yourself
- another person

On your own

Look at three different people this week.
Think of how to describe them.
Then write sentences.

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ describe people's appearance and features.
- ☐ identify people by saying what they are doing, how they look, or where they are.
- ☐ use expressions like *What do you call . . . ?* when I'm trying to remember a word.
- ☐ use *(Do) you mean. . . ?* to check or suggest a word.
- ☐ understand which person someone is describing.
- ☐ understand people's opinions about fashion.
- ☐ read an article about fashion trends.
- ☐ write an article about fashion trends.

UNIT 12

Looking ahead

Can Do! In this unit, you learn how to . . .

Lesson A
- Make predictions and discuss future plans with *will*, *may*, and *might*

Lesson B
- Talk about jobs
- Discuss future plans using the simple present in *if* and time clauses

Lesson C
- Make offers and promises with *will*
- Agree to something using *All right* and *OK*

Lesson D
- Read an article about the future
- Write an article about an invention using *first*, *second*, etc. to list ideas

Before you begin . . .

Which of these things do you think you are going to do in the next five years? How sure are you? Absolutely sure? Pretty sure? Not at all sure?

- get an interesting job
- find your own place
- move to a new city
- travel to another country

Lesson A What's next?

WHAT ARE YOUR PLANS FOR NEXT YEAR?

1 "Well, I'm graduating from college next June, so I guess I'll look for a job. I know it won't be easy to find one – so I may go on for a master's degree. We'll see."

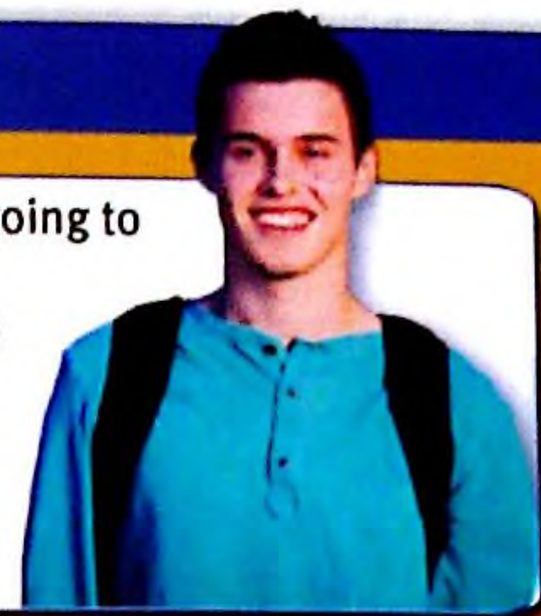
–Christy Lewis

2 "I'm not sure. I might look for a better job. Before that, though, I'm going to ask my boss for a promotion. But I probably won't get one, so . . ."

–Laura Chang

3 "Well, some of my friends are going to travel around Europe for two months. I hope I'll be able to go with them. But it'll be expensive, and I might not be able to afford it."

–Paul Reade



4 "We're going to have a baby in March, so both of us will probably take some time off from work. I'm sure the baby will keep us both very busy."

–Jim and Katie Conley

5 "I'm going to retire – I'll be 65 in June – and my wife's already retired. So we'll probably move to Florida in the fall, or maybe Arizona. We're not going to spend another winter here – that's for sure!"

–Joe Etta

1 Getting started

A 4.22 **Are you going to do any of these things next year? Tell the class. Then listen. What are the people above going to do? Check (✓) the boxes below.**

- ☐ have a baby
- ☐ ask for a promotion
- ☐ graduate from college
- ☐ go on for a master's degree
- ☐ buy a house
- ☐ go on a trip
- ☐ retire
- ☐ get married

Figure it out **B** **Complete the sentences using the interviews above to help you.**

1. Paul says it _____ be expensive to go to Europe. He's sure about that.
2. Laura thinks she probably _____ get a promotion. She's 95% certain her boss will say no.
3. Christy says she _____ study for a master's degree. She's not sure, though.
4. Laura says she _____ look for a better job. She says it's possible.
5. Joe says he _____ retire next June. He's already decided.

2 Grammar Future with *will, may,* and *might* 4.23

Extra practice p. 151

You can use *will* to give facts or predictions about the future.

I'll be 65 in June.
It'll be expensive to travel around Europe.
The baby **will** keep us busy!
It **won't** be easy to find a job.

I'll = I will *won't = will not*

To show you are not 100% sure about the future, you can use *may* and *might*.

I **may** go on for a master's degree.
I **might not** be able to afford it.

You can also use *will* with expressions like *I guess, I think, maybe,* and *probably*.

We'll **probably** take some time off from work.
Maybe we'll move to Arizona.

Avoid *will* to talk about plans or decisions already made. Use the present continuous or *be going to*.

I'm **going** to Europe next year. I'm **going to visit** Paris. (NOT ~~I will go to Europe next year. I will visit Paris.~~)

Common errors

Don't use *can* for predictions. Use *may* or *might*.

I may go away for vacation.
(NOT *I ~~can~~ go away for vacation.*)

A Circle the correct options in the conversations below. Compare and practice in groups of three.

1. A What are you going to do at the end of this course?
   B I'm not sure. I guess **I take** / **I'll take** another course.
   C I don't know. **I'm going to** / **I may** travel abroad with my brother. He thinks his classes **might** / **can** finish early this year, so we **might** / **will be able to** go in May.

2. A Are your friends going away for vacation next summer?
   B Well, they **'re all going to do** / **will all do** different things. One friend **is going** / **will go** to Istanbul. I'd love to go, too, but I don't know. **I won't** / **I might not** be able to afford it.
   C Four of my friends **will** / **may** be 21, so we **'re having** / **have** a big party. It's going to be fun.

3. A Are you going to look for a new job next year?
   B Actually, I just got a new job. **I'll** / **I'm going to** work for the local newspaper. How about you?
   C I don't know. I think **I'm studying** / **I'll study** for a certificate in nutrition. I mean, **I'll** / **I may** probably go back to school because I'm pretty sure **I won't** / **I might not** get a job.

About you **B Group work Ask and answer the questions. Give your own answers. Who has interesting plans?**

3 Speaking naturally Reduction of *will*

	*your best friend **will** always be your friend?*	*(friend'll)*
	*the teacher **will** be a millionaire someday?*	*(teacher'll)*
Do you think . . .	*your parents **will** ever move to another city?*	*(parents'll)*
	*all your friends **will** have children?*	*(friends'll)*
	*anyone in the class **will** be famous someday?*	*(class'll)*

A 4.24 **Listen and repeat the questions above. Practice the reduction of *will* to *'ll*.**

About you **B Pair work Ask and answer the questions. Think of more questions to ask about the future.**

A Do you think your best friend will always be your friend?
B Well, we might not always live near each other, but I think we'll always be friends.

Jobs

1 Building vocabulary

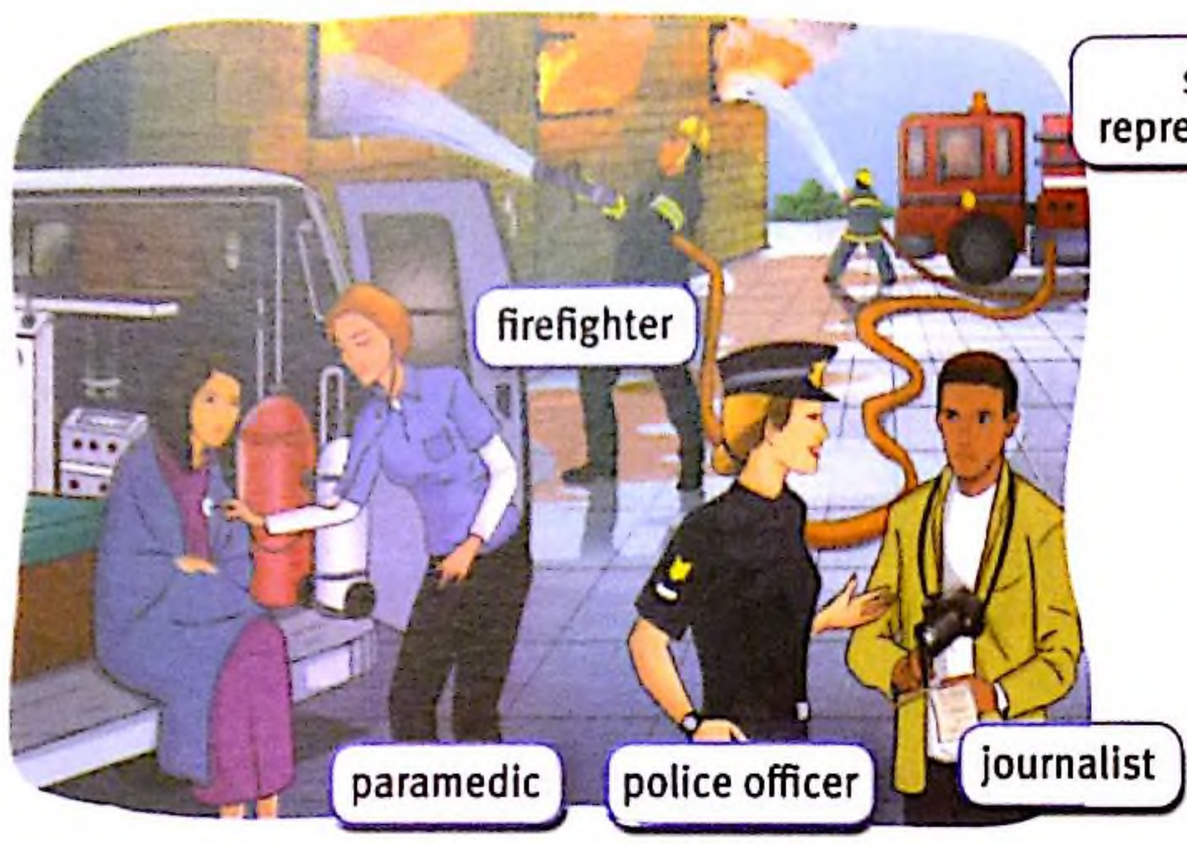
A 4.25 Listen and say the words. Then make a class list of other jobs and professions. Do you know anyone with these jobs?

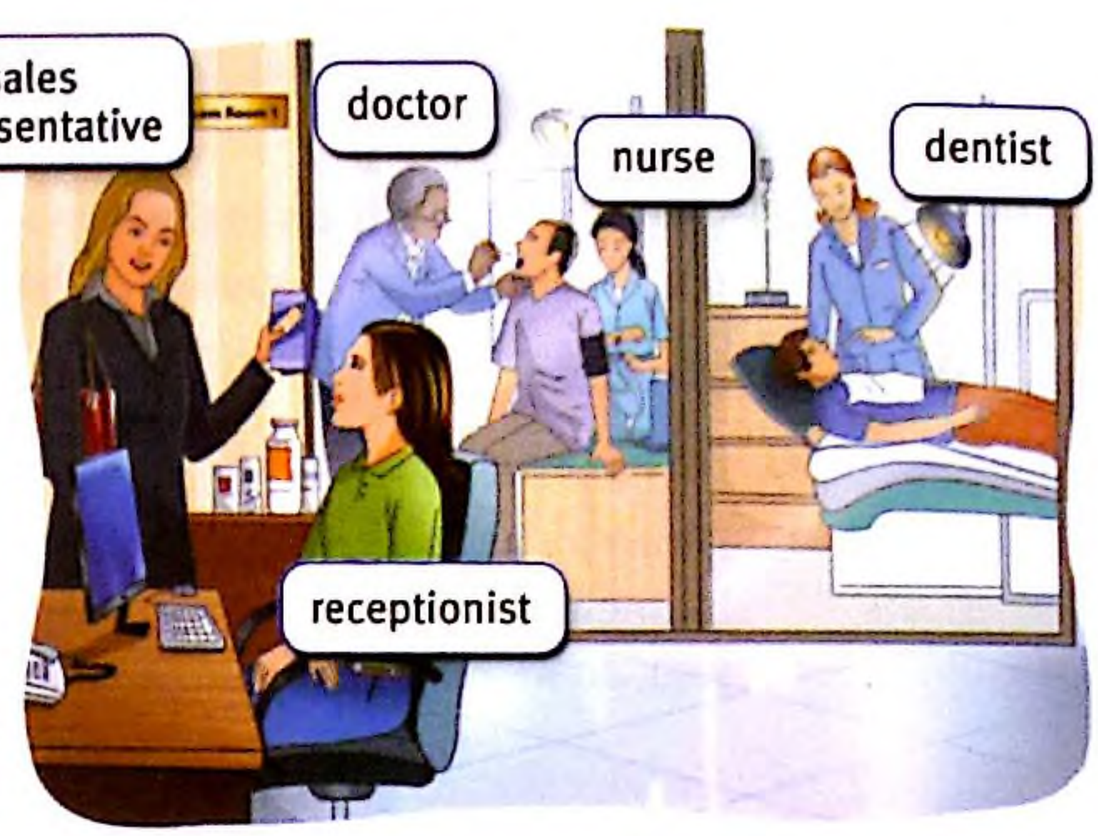
"My neighbor is a firefighter. She loves her job."

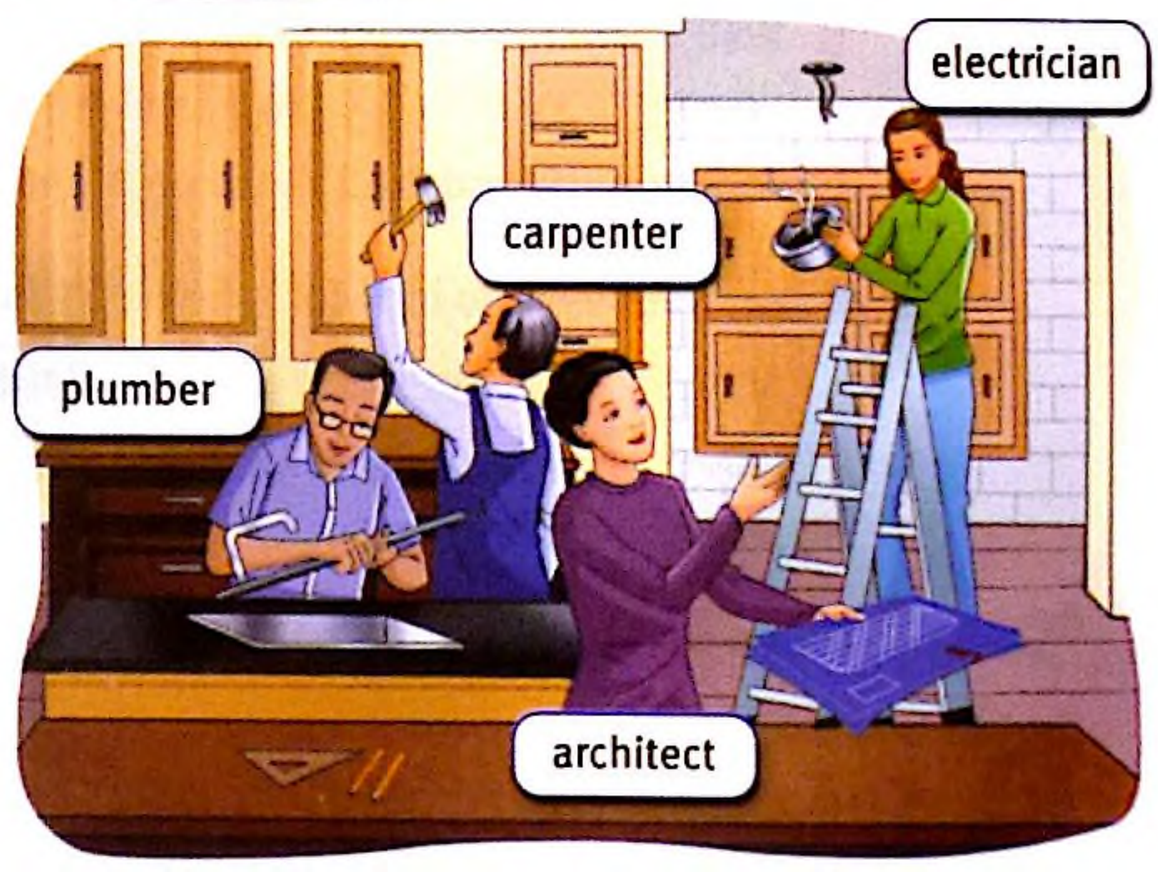
"My cousin may become a veterinarian at an animal hospital."

Note

You can also say:
She works for a (computer) company.
He works at a hospital / grocery store.







Word sort B Complete the chart with jobs from above. Add your own ideas. Then compare with a partner.

Who . . .			
has an interesting job?	has a rewarding job?	has a difficult job?	earns a lot of money?
journalists *interior designers*	*nurses*		

"I think journalists have an interesting job. They travel a lot, and . . ."

Vocabulary notebook p. 126

2 Building language

A 4.26 **Listen. What is Becca's problem? Practice the conversation.**

Drew I can't believe we just have one more year of college!
Becca I know.
Drew What are you going to do when you graduate?
Becca Well, I may go to law school if I get good grades next year.
Drew Oh, I'm sure you will.
Becca Well, you never know. My parents will be disappointed if I don't go into law. They're both lawyers.
Drew Wow. That's a lot of pressure.
Becca Yeah. And after I graduate, I'll be able to work in their firm.
Drew Uh-huh. Well, that's good.
Becca Yeah, but I don't really want to be a lawyer. . . . I want to be a journalist. I guess I need to decide before I go home for the summer.
Drew Well, good luck!

Figure it out **B** **Choose the correct words to complete these sentences about Becca.**

1. Becca may go to law school when she **graduates / will graduate** from college.
2. If Becca **doesn't / won't** go into law, her parents will be disappointed.
3. She needs to decide before she **will go / goes** home for the summer.

3 Grammar Present tense verbs with future meaning 4.27

Extra practice p. 151

In complex sentences about the future, use the simple present after *if*, *when*, *after*, and *before*.

What are you going to do **when** you **graduate**?
If I **get** good grades, I may go to law school.
My parents will be disappointed **if** I **don't go** into law.
After I **graduate**, I'll be able to work in their firm.
I need to decide **before** I **go** home for the summer.

About you **A** **Choose the correct verbs. Then complete the sentences with your own ideas.**

1. Before this semester **will be / is** over, I think I'll be able to _____ .
2. I'll probably _____ after I **finish / will finish** my studies.
3. If I **don't / won't** get a good job after I **will graduate / graduate**, I might _____ .
4. If I **earn / will earn** a lot of money in the next ten years, I may _____ .
5. I'd like to _____ when I **visit / will visit** my relatives again.
6. If I **become / will become** really fluent in English, I hope I'll be able to _____ .
7. I think I'll _____ after I **retire / will retire.**

B **Pair work** **Compare your sentences. Ask your partner questions for more information.**

A Before this semester is over, I think I'll be able to improve my grades.
B Good for you. Which subject do you need a better grade in?

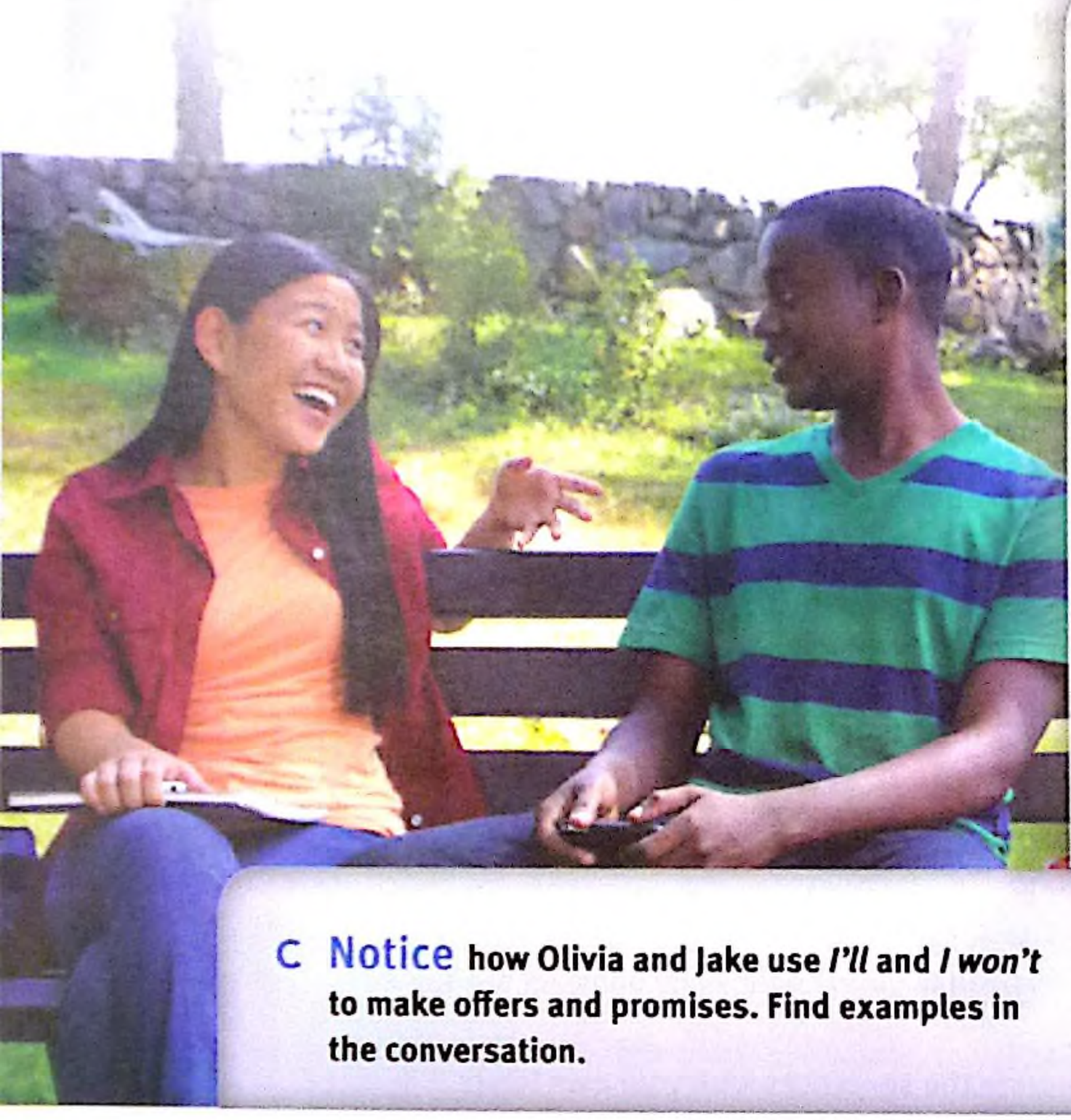
Sounds right p. 139

I'll drive.

1 Conversation strategy Making offers and promises

A Imagine you are planning a barbecue with friends. What things do you put on your "to-do" list?

B 4.28 Listen. What does Olivia offer to do? How about Jake?



Olivia I'm really looking forward to the barbecue this weekend.

Jake Me too. I'll get some steaks, if you like.

Olivia OK. That sounds good. And I'll bring some salad and stuff. Will you bring some chairs? Oh, and remind me to bring my beach umbrella.

Jake All right. And I won't forget the drinks this time, either.

Olivia Good. Uh, do you want me to drive?

Jake No, I'll drive. You can't afford any more speeding tickets.

Olivia OK. Then make sure you go to the gas station before you pick me up. We don't want to run out of gas again.

Jake All right. I will. But hey, we only ran out of gas that one time!

C Notice how Olivia and Jake use *I'll* and *I won't* to make offers and promises. Find examples in the conversation.

"I'll get some steaks." (an offer)
"I won't forget the drinks." (a promise)

D Some friends are planning a hiking trip for Saturday. For each comment, find and complete an offer or a promise with *I'll* or *I won't*. Then practice with a partner.

1. How are we going to get there? b
2. Do we have to leave early? I might oversleep. ____
3. What food should we take? ____
4. How about something to drink, too? ____
5. Will you remember to bring your GPS? ____
6. Should we check the weather before we go? ____
7. Do we have a trail map? ____

a. Don't worry, ____ call you.
b. I can borrow my parents' car. *I'll* drive.
c. No, we don't. ____ get one.
d. Just some sandwiches. ____ make them.
e. Probably. ____ look at the forecast.
f. Sure. ____ forget. ____ bring a camera, too.
g. Yeah. ____ buy some bottles of water later.

About you E Pair work Imagine you are going on a day trip. Choose a place to go. Then take turns asking and answering the questions above. Make offers and promises with *I'll* and *I won't*.

2 Strategy plus *All right* and *OK*

Respond to the questions with *All right* or *OK*, and make an offer with *I'll*. Then practice with a partner.

1. A Could you help me with my computer? I think it has a virus.
   B _____. I'll _____.
2. A I have a favor to ask. Can you give me a ride to class tomorrow?
   B _____. I'll _____.
3. A I might get a new tablet this weekend. Can you help me choose one?
   B _____. I'll _____.
4. A I'm going to paint my apartment next weekend. Could you help me?
   B _____. I'll _____.

A Could you help me with my computer? I think it has a virus.
B All right. I'll take a look this afternoon. Is that OK?

3 Listening and strategies I'll do it!

A 4.29 **Listen to Jack and Helen's conversation. What kind of event are they planning? Where will it take place? When?**

B 4.29 **Listen again. Complete the sentences. Write *a* to *h*. There is one extra item.**

1. Their mother promises she'll ____ and ____.
2. Jack says he'll ____. He says he won't ____.
3. Helen says she'll ____. She won't ____. Helen will also ____.

a. burn the food	d. send invitations online	g. shop and do the cooking
b. buy a gift and a card	e. get the date wrong	h. pay for everything
c. send a guest list	f. choose the music	

C Group work **Plan an end-of-the-year event for your class. Make a list of things to do. Offer and agree to do the different tasks.**

A We should reserve a room at the school.
B OK, I'll call and do that.
C And we need to buy some snacks. . . .

TO DO
Reserve a room at the school.
Buy some snacks.

In the future . . .

1 Reading

A Look at the pictures in the article. **Can you guess what inventions the article will describe?** Tell the class.

"I think people will use special glasses to get directions."

B Read the article. **Which inventions did you already know about? Which were new?**

Reading tip

As you read, look for words like *however*, which shows a contrasting idea, and *so*, which sometimes introduces a consequence.

http://www.lifeinthefuture...

WHAT WILL LIFE BE LIKE IN THE FUTURE?

Our analyst says that some weird and wonderful ideas of the future might not be that far away.

1 Smartphones, tablets, and laptops are getting thinner and lighter than ever before. However, in the future, you might not need to carry any gadgets around with you. If designers have their way, you may just need to wear a pair of "virtual goggles" instead. Scientists are testing prototypes at the moment, though it may be some time before they're actually on store shelves. These goggles will act like a computer screen and display information and entertainment from the Internet.

So, when you are sightseeing, you'll be able to see information about a famous building in front of you. Or you'll be able to get a review of the restaurant menu you're looking at. The goggles will have GPS, so you'll be able to stream directions to a party or locate a nearby coffee shop. They will also have a camera to take photos, and you won't need a cell phone anymore. The goggles will have that built in, too.

2 You might not be able to take a trip into space right now, but in the near future, we may all have access to the outer atmosphere. Private spaceships are taking reservations – at a cost – for flights into space. In the meantime, a Japanese company says it is developing a space elevator. The elevator, which will carry 30 passengers, will stretch from a base on the ground up to a space station 36,000 kilometers (22,000 miles) above the earth. It will take eight days to reach the space station. Luckily, the elevator will have beds and entertainment on board. The company says it may be ready by 2050.

3 You can already buy mirrors with TVs in them, so you can watch the morning news while you brush your teeth. However, in the future, mirrors will be able to do much, much more. What would you look like with long blond hair? Or with a beard? In the future, you will be able to simply tap your mirror if you want to see yourself with different features. Your mirror will also monitor your health, and it'll be able to tell you when you need a visit to the doctor's office. And before you go to work, you'll be able to set the time for a nice, relaxing bath. Now how hot do you want the water?

C Read the article again. Check (✓) the predictions the article makes.

1. ☐ With "virtual goggles" you'll be able to go online.
2. ☐ These goggles will make it unnecessary for tourists to go sightseeing.
3. ☐ Virtual goggles will have built-in cell phones.
4. ☐ Only trained astronauts will be able to travel on the space elevator.
5. ☐ The space elevator will carry people 22,000 miles above the earth.
6. ☐ The space elevator will probably be ready in the next ten years.
7. ☐ A "smart mirror" will show us what we look like with different hair or features.
8. ☐ With smart mirrors to monitor health, we won't need to go to the doctor.

About you **D Pair work If the predictions are correct, will our lives be better or worse? Discuss with a partner.**

A Our lives will be worse with virtual goggles. We'll stop looking at things around us.

B I don't really agree. People won't wear the goggles all the time. Just when they need them.

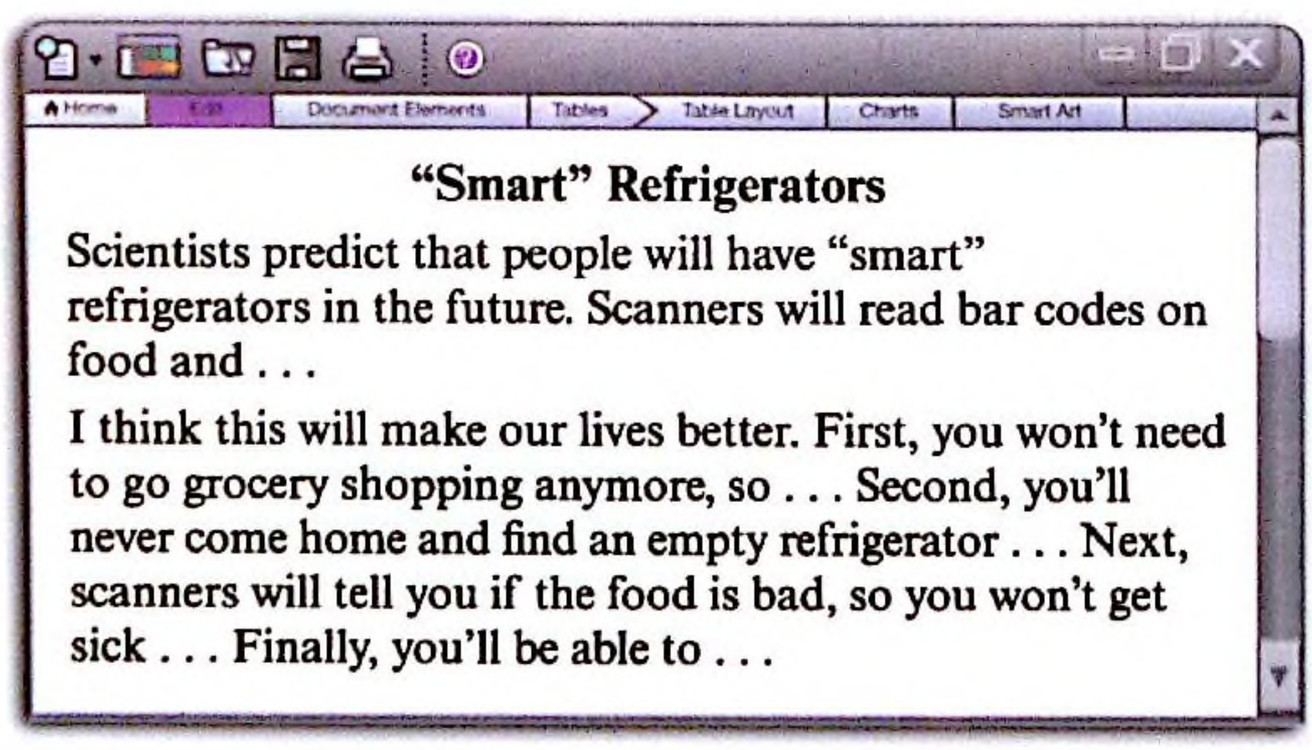
2 Listening and writing A good idea?

A 4.30 **Listen to Sophia and Alan discuss the inventions from the article on page 124. For each invention, who says it's a good idea? Check (✓) Sophia or Alan.**

Invention	Who says it's a good idea? Sophia	Who says it's a good idea? Alan	Why?
1. virtual goggles	☐	☐	_____
2. a space elevator	☐	☐	_____
3. a smart mirror	☐	☐	_____

About you **B** 4.30 **Listen again. Write *one* reason why Sophia or Alan thinks the invention is a good idea. Do you agree? Discuss with a partner.**

C Read the article below and the Help note. Underline the words that list ideas.



"Smart" Refrigerators

Scientists predict that people will have "smart" refrigerators in the future. Scanners will read bar codes on food and . . .

I think this will make our lives better. First, you won't need to go grocery shopping anymore, so . . . Second, you'll never come home and find an empty refrigerator . . . Next, scanners will tell you if the food is bad, so you won't get sick . . . Finally, you'll be able to . . .

Help note

Listing ideas

First, you won't need to . . .
Second, you'll never . . .
Next, scanners will . . .
Finally, you'll be able to . . .

About you **D Write a short article about a future invention. Will it make life better or worse? Why? Give four reasons.**

Free talk p. 135

C Read the article again. Check (✓) the predictions the article makes.

1. ☐ With "virtual goggles" you'll be able to go online.
2. ☐ These goggles will make it unnecessary for tourists to go sightseeing.
3. ☐ Virtual goggles will have built-in cell phones.
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Invention	Who says it's a good idea? Sophia	Who says it's a good idea? Alan	Why?
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2. a space elevator	☐	☐	_____
3. a smart mirror	☐	☐	_____

About you **B** 4.30 **Listen again. Write *one* reason why Sophia or Alan thinks the invention is a good idea. Do you agree? Discuss with a partner.**

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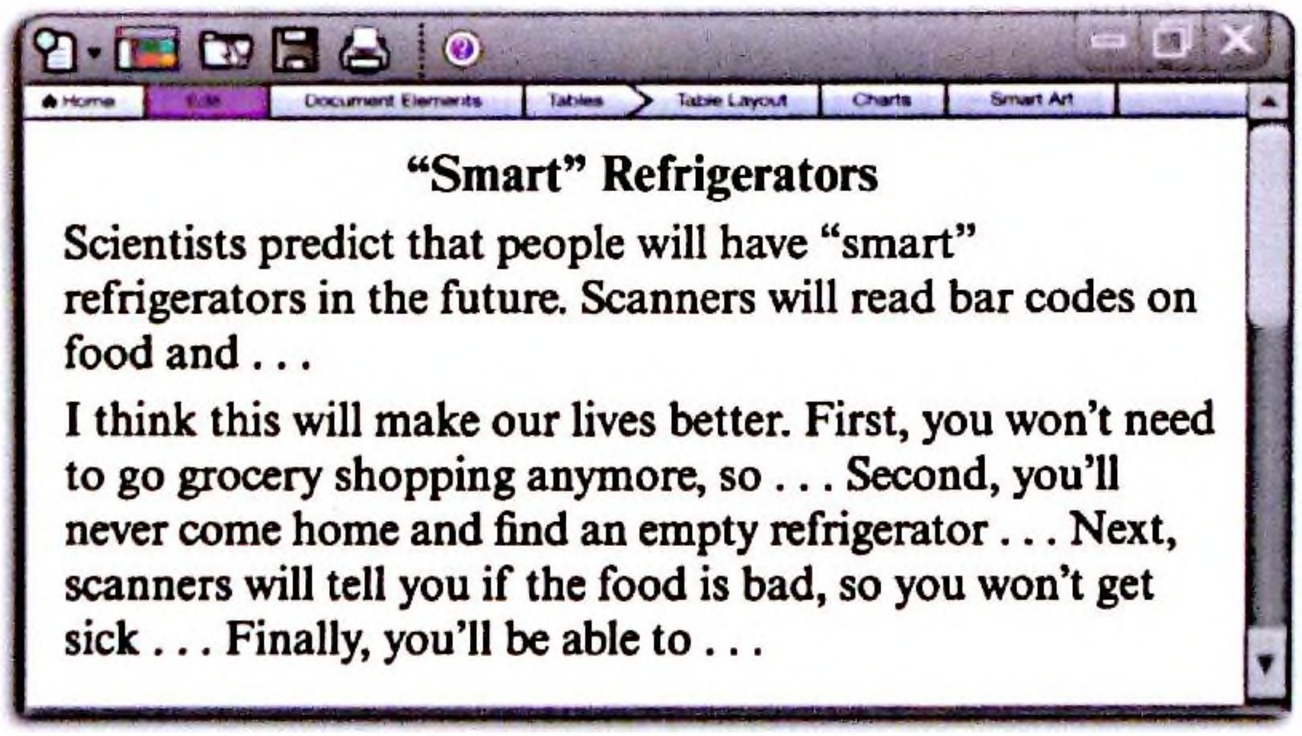

"Smart" Refrigerators

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I think this will make our lives better. First, you won't need to go grocery shopping anymore, so . . . Second, you'll never come home and find an empty refrigerator . . . Next, scanners will tell you if the food is bad, so you won't get sick . . . Finally, you'll be able to . . .

Help note

Listing ideas

First, you won't need to . . .
Second, you'll never . . .
Next, scanners will . . .
Finally, you'll be able to . . .

About you **D Write a short article about a future invention. Will it make life better or worse? Why? Give four reasons.**

Free talk p. 135

Vocabulary notebook

Writers, actors, and artists

Learning tip *Grouping vocabulary*

Write new vocabulary in groups. You can group words by their endings or by their meanings. You can group expressions by different topic areas.

In conversation

Talk about jobs

The jobs people mention most in conversation are ***lawyer***, ***teacher***, and ***doctor***.

1 **Look at these jobs. Group them by their endings. How many other jobs can you add to each list?**

✓actor	assistant	doctor	journalist	musician	police officer
architect	consultant	electrician	letter carrier	nurse	receptionist
artist	dentist	firefighter	librarian	paramedic	writer

-er / -or	-ant / -ent	-ist	-ian	other
actor				

2 **Make a chart like the one below. How many expressions can you write in the chart?**

Work	Home and family	Education
get a promotion	*have a baby*	*take an exam*

On your own

Make a list of 20 people you know. What jobs do they do? Write their jobs in English. How many new words do you learn?

Can Do! Now I can . . .

✓ I can . . . ? I need to review how to . . .

- ☐ discuss my plans and make predictions.
- ☐ talk about jobs.
- ☐ make offers and promises.
- ☐ agree to offers, requests, and suggestions.
- ☐ understand a conversation about planning events.
- ☐ understand a conversation about inventions.
- ☐ read an article about the future.
- ☐ write an article about a future invention.

1 Who's who?

Austin and Tyler are brothers, but they look very different. Complete the questions for items 1 to 5. Complete items 6 to 9 with comparatives and prepositions. Compare with a partner. Then ask and answer the questions.

1. A _____ alike?
   B No, they look totally different.
2. A _____ like?
   B He's short and heavy, and he's got a mustache.
3. A _____ like – his mother or his father?
   B Austin looks like his mother. She's short, too.
4. A _____?
   B He's six feet tall. He's a lot taller than Austin.
5. A _____?
   B His eyes are blue.
6. A Do they both have brown hair?
   B Yes, but Tyler's hair is _____ and _____ than Austin's.
7. A Are they both muscular?
   B No, Austin is _____ than Tyler. He works out _____ than Tyler.
8. A Do they both have freckles?
   B Yes, but Tyler has _____ freckles than Austin. Austin probably spends _____ time in the sun.
9. A Is Tyler the one _____ the spiked hair?
   B No, that's Austin. Tyler's the one _____ the ponytail – the one _____ the striped shirt.

2 Can you guess what I mean?

A How many words and expressions can you add to the chart? Compare charts with a partner.

Describing faces	Describing hairstyles	Ways of communicating	Jobs
have freckles	*have a ponytail*	*text someone*	*electrician*

B Pair work Student A: Explain a word or expression to a partner. Student B: Guess the word.

A You can do this with your phone or computer.
B Do you mean text someone?

3 Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary. Practice with a partner. Then role-play the conversation using your own ideas.

all right	I'll	just	wearing	where were we
breaking up	I'll call you back	let's see	what do you call it	with
hold on a second	I've got	✓ this is	what was I saying	you mean

Greg Greg Waters.

Kenji Hello, Greg. ___*This is*___ Kenji from the office in Tokyo. I was _____ calling to ask . . . What time are you arriving on Monday?

Greg Well, I have my ticket here. _____, I arrive at, um, 3:30 p.m.

Kenji OK, _____ come to the airport to meet you. Oh, _____ – I've got another call.

Greg _____ . . .

Kenji Hi. Sorry about that. So, _____? Oh, yes, I'll meet you. So, how will I recognize you?

Greg Well, I'm tall and _____ blond hair and –

Kenji Sorry, Greg, I can't hear you. You're _____.

Greg OK. Listen, _____ . . .

Kenji Hi. That's better. So, _____?

Greg I was describing myself. So, um, I'll be the blond guy _____ the sunglasses, _____ a USA T-shirt.

Kenji Um, OK. Maybe I should wear a – _____? A thing with my name on it so you can find me?

Greg Oh, _____ a badge. Good idea!

4 Future plans and dreams

A Circle the correct options, and then complete the sentences with true information.

1. When **I'll get / I get** home tonight, I'm going to _____, and I might _____, but I probably won't _____.
2. If **you'll want / you want** help with your homework this weekend, **I'll help / I help** you. I'm not _____ on Saturday, but I may _____ on Sunday.
3. If **I'll win / I win** the lottery this year, I promise **I'll buy / I buy** all my classmates dinner. I'll also _____, and I might _____, too.
4. If I ever **will become / become** famous, I **won't / don't** change. **I'll still be / I'm still** myself, and I won't _____.

B Pair work Tell each other your sentences. Can you continue the conversations?

UNIT 1 Find out about me!

1 **Think of an interesting question you'd like to ask someone to get to know them better. Write your question on a small piece of paper, fold it, and put it in a pile.**

Which do you prefer – hot weather or cold weather?

2 **Class activity** **Take a piece of paper from the pile. Ask your classmates the question on your piece of paper. Find out one more piece of information from each classmate.**

A *So, which do you prefer – hot weather or cold weather?*
B *Actually, I like cold weather. I like snow.*
A *Oh, I do too. So, do you ski?*

UNIT 2 Common interests

1 **Complete the sentences below about your interests.**

1. I enjoy *watching baseball.*
2. I'm good at _____
3. I can't _____
4. I'm interested in _____
5. I would like _____
6. I like _____
7. I can _____
8. I think everybody _____

2 **Group work** **Change the statements you made into questions to ask your group. Who is the same as you?**

Questions	Names
1. Do you enjoy watching baseball?	Ichiro

A *Do you enjoy watching baseball?*
B *No, not really. I don't really understand the rules.*
C *Really? I love it. Baseball is my favorite sport.*

Free talk

UNIT 3 True or false?

1 **Complete the sentences with your own ideas. Write three true sentences and three false sentences.**

1. I'm _____ these days.
2. If I _____, I usually _____.
3. I never _____.
4. I love to _____.
5. I _____ every day.
6. This week I'm not _____.

2 **Pair work** **Take turns telling your ideas. Ask your partner follow-up questions. Can you guess which ideas are *not* true?**

A I'm getting up at 4:30 every morning these days.
B Are you serious? Why? Are you training for a race?

UNIT 4 A new celebration

1 **Group work** **Create a new special day or festival. You can use the ideas given or make up anything you want! Complete these sentences or write new ones about your new event.**

1. Our new special day or festival is called _____. (*name*)
2. It's going to be on _____. (*date*)
3. There's going to be _____ and _____. (*events*)
4. Everyone is going to _____. (*activity*)
5. Everyone is going to eat _____. (*food*)
6. People are going to buy _____. (*items*)
7. Nobody is going to _____. (*activity*)
8. It's going to be _____. (*"fun," "interesting,"* . . .)

Grandma's Day

Chocolate Festival

No-Homework Day!

Get-Up-Late Week

2 **Class activity** **Ask three classmates from other groups questions about their new festivals and special days. Take notes.**

A What's your new festival called?
B It's called "Laugh-a-Lot Day," and it's going to be on March 8th.

3 **Choose one festival that you'd like to celebrate. Tell the class why.**

"I'd like to celebrate Laugh-a-Lot Day because people are going to tell jokes all day."

UNIT 5 In the past

Class activity Ask your classmates questions about their childhood. Write notes about each person.

Find someone who . . .	Name	Notes
1. was born at home.		
2. didn't like playing outside.		
3. wasn't good at music.		
4. liked to play board games.		
5. always had bruised knees.		
6. was on a sports or athletics team.		
7. changed schools two or three times.		
8. collected something.		
9. got into trouble a lot.		
10. liked to eat vegetables.		

"Were you born at home?"

UNIT 6A Apartment hunting

Pair work Student A: Read about the apartment below. Student B: Read about the apartment on page 133. Take turns asking questions about the two apartments. Which one would you like to rent?

A Is there a washer and dryer in the apartment?

B Is there a what? A washer and dryer? No, there isn't, but there's a . . .

http://www.findyournewhome...

Apartment for rent – 3812 Beacon Street

Apartment features
2 bedrooms and 2 bathrooms, living room,
big kitchen, small balcony
3rd floor, no elevator
Parking lot next to the apartment building

Amenities
Washer and dryer in each apartment
Free gym in the building
Rooftop garden
Valet parking

Neighborhood
In a quiet neighborhood. Supermarket only a 15-minute walk away. 20-minute walk to the nearest subway station.

Free talk

UNIT 7 Travel smart!

1 Look at the pictures. What advice do you have for Traveler B in each situation? Make a list.

2 **Role play** Now imagine you and your partner are in the situations above. Take turns giving and responding to advice.

A You know, maybe you shouldn't leave your money in your pocket like that.

B Oh, yeah, I guess. But I don't have a wallet.

A Why don't you go to that shop to look for a new wallet?

UNIT 8 All about home

1 **Pair work** **Discuss the questions. Find three ways you're alike. Find three ways you're different.**

1. What's your room like at home?
   - What do you have on your walls?
   - Do you have a TV in your room?
   - Would you like to change your room? What would you change?
2. Are you neat or messy at home?
   - Do you make your bed every morning?
   - Do you leave things on top of dressers, tables, and chairs? Or do you put everything in drawers or a closet?
   - Is there a lot of clutter in your house? Whose clutter is it?
3. Do you prefer a quiet or a noisy home?
   - When you listen to music, do you use headphones or speakers?
   - Do you sing along with the music?
   - Do you leave the TV on when you're not watching?
4. Do you or your family do a "spring cleaning" every year?
   - Who does most of the work?
   - What do you do?
5. Do you have any unusual habits at home?

2 **Group work** **Join another pair. Tell them about yourself and your partner.**

"Mario and I both have small rooms, but he has posters of his favorite rock band on the wall. I just have some pictures of my friends and family on my desk."

UNIT 6B Apartment hunting

Pair work **Student B: Read about the apartment below. Student A: Read about the apartment on page 131. Take turns asking questions about the two apartments. Which one would you like to rent?**

B Are there any stores nearby?

A I'm sorry, are there any what? Stores? Let's see . . . um . . . well, there are . . .

http://www.findyournewhome...

Apartment for rent – 1525 12th Avenue

Apartment features
2 bedrooms, 1 bathroom, living room with small kitchen
11th floor, elevator in building

Amenities
Laundromat on the corner of 12th Avenue and 15th Street
Pet-care service in building
24-hour security
Party room
Rooftop pool

Neighborhood
Convenient location. Within walking distance to a large shopping mall. Many restaurants and shops nearby. Convenience store across the street from the building. 5-minute walk to the nearest subway station.

Free talk

UNIT 9A What was happening?

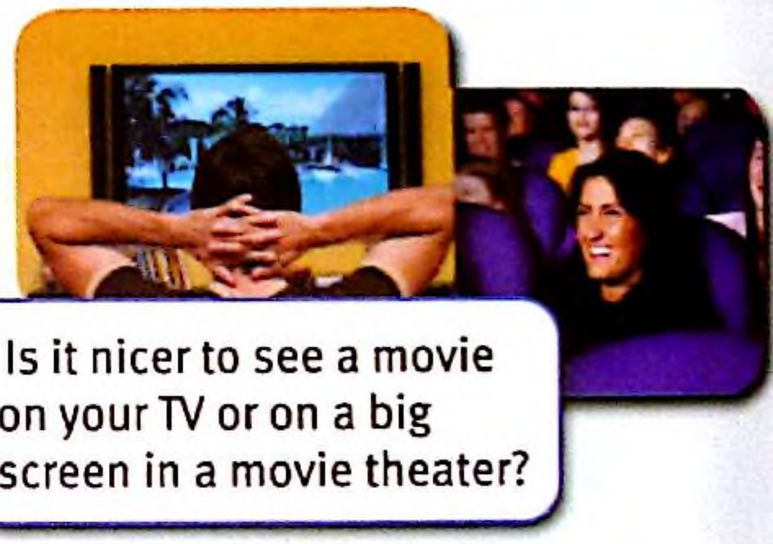
Pair work **Look at the picture. Bob just crashed into a lamppost. Some other people saw the accident. What were they doing when it happened? What was Bob doing? Study the picture and try to remember as many details as possible. Then turn to Free talk 9B on page 136.**

UNIT 10 Which is better?

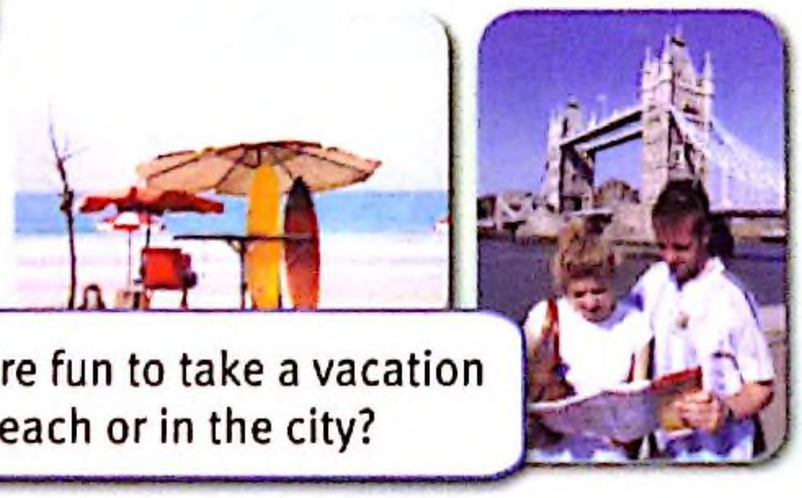
Pair work **What are the advantages and disadvantages of the choices below? Which is better? Give at least three reasons for each choice. Discuss with your partner.**

1 Is it better to own a motorcycle or a car?

2 Is it better to live in a small house or a big apartment?



3 Is it nicer to see a movie on your TV or on a big screen in a movie theater?



4 Is it more fun to take a vacation at the beach or in the city?

5 Which is worse – to have no Internet access or to have no TV?

A Well, I think it's better to own a motorcycle than a car – and it's more fun.

B Actually, I agree. It's also easier to find parking spaces when you have a motorcycle.

A And it's just cheaper. Cars use more gas.

UNIT 11A What's different?

Pair work **Student A: These people are at the mall on Saturday morning. Your partner has a picture of the same people on Saturday afternoon. In that picture, each person is different in two ways. Ask questions to find out what's different. Where did each person go?**

A Do you see the woman with the dark hair?
B Yes. Is she wearing a blue dress in your picture?
A Yes, she is. So that's the same. Does she have a ponytail in your picture?
B No, she doesn't. Her hair is short. So that's different.
A I guess she went to the hair salon.

UNIT 12 I might do that.

Pair work **Write your answers to the questions in the chart. Then compare answers with a partner. Ask questions to find out more information and continue the conversations.**

Can you think of . . .	My answers
1. something you may do when you get home tonight?	
2. someone you'll probably see next week?	
3. something you might do next year?	
4. something new you'd like to try?	
5. a place you might visit in the next five years?	
6. something you think you'll do if you earn a lot of money?	
7. something you might do when you retire?	
8. something you'll probably never do in your life?	

A OK. So, I may cook myself a nice dinner tonight if I'm not too tired.
B Nice. What do you think you'll cook?
A Oh, maybe some pasta or something.
B I have a great recipe for pasta. I'll find it for you.
A All right. Thanks.

Free talk

UNIT 9B What was happening?

1 Pair work **How much do you remember about the picture in Free talk 9A on page 134? Discuss the questions with a partner. Do you agree on the answers?**

1. What was Bob doing when he crashed? What did he crash into?
2. What else was he doing?
3. What color were his sneakers?
4. What else was he wearing?
5. Was he wearing a helmet?
6. How many people saw the accident?
7. What was the young boy holding in his hand?
8. What happened when the boy saw the accident?
9. What was the man at the flower shop doing?
10. What was the man wearing? What did he shout?
11. What were the girls in the café doing when Bob hit the lamppost?
12. What were the girls wearing?
13. What was the woman in front of the grocery store carrying?
14. What did she do when Bob passed her?
15. How many other details can you remember?

A I think he was riding a scooter.

B Actually, I'm pretty sure he was riding a skateboard. OK. What did he crash into?

2 Pair work **Now look at the picture in Free talk 9A again to check your answers. How many did you get right?**

UNIT 11B What's different?

Pair work **Student B: These people are at the mall on Saturday afternoon. Your partner has a picture of the same people on Saturday morning. In that picture, each person is different in two ways. Ask questions to find out what's different. Where did each person go?**

A Do you see the woman with the dark hair?

B Yes. Is she wearing a blue dress in your picture?

A Yes, she is. So that's the same. Does she have a ponytail in your picture?

B No, she doesn't. Her hair is short. So that's different.

A I guess she went to the hair salon.

Sounds right

UNIT 1 **4.31 Listen and repeat the pairs of words. Notice the underlined sounds. Are the underlined sounds the same (S) or different (D)? Write *S* or *D*.**

1. fan / afford __S__
2. stranger / major ____
3. of / have ____
4. delicious / shirt ____
5. dog / allergic ____
6. broke / cat ____
7. health / weather ____
8. listen / salary ____
9. question / quotation ____

UNIT 2 **4.32 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *join*, *sound*, *know*, *puzzle*, or *rock*? Write the words from the box in the correct columns below.**

1. about	3. country	5. folk	7. now	9. program
2. coin	4. enjoy	6. novel	8. pop	10. something

join	sound	know	puzzle	rock
	about			

UNIT 3 **4.33 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *often*, *sneeze*, *food*, or *stay*? Write the words from the box in the correct columns below.**

1. awful	3. fever	5. headache	7. meat
2. cough	4. flu	6. lose	8. weight

often	sneeze	food	stay
awful			

UNIT 4 **4.34 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.**

1. cap	happy	graduate	celebration
2. year	wear	careful	there
3. birthday	party	fireworks	anniversary
4. stuff	January	music	reunion

Sounds right

UNIT 5 4.35 **Listen and repeat the pairs of words. Notice the underlined sounds. Then circle the word with the same sound.**

	Which word has the same sound?
1. geography and physics	pen or fan
2. biology and geometry	girl or joke
3. chemistry and orchestra	key or chair
4. actually and literature	chair or tie
5. grade and degree	job or gift

UNIT 6 4.36 **Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *across*, *cash*, *go*, or *shopping*? Write the words from the box in the correct columns below.**

1. aquarium	3. block	5. electronics	7. over
2. bank	4. café	6. machine	8. video

across	cash	go	shopping
aquarium			

UNIT 7 4.37 **Listen and repeat the words. Check (✓) the words that have a silent letter *l*.**

1. ☑ could	3. ☐ milk	5. ☐ salmon	7. ☐ silk	9. ☐ walk
2. ☐ help	4. ☐ old	6. ☐ should	8. ☐ talk	10. ☐ would

UNIT 8 4.38 **Listen and repeat the words. Notice the underlined sounds. Match the words with the same underlined sounds.**

1. jewelry *e*	a. microwave
2. nightstand ____	b. round
3. oven ____	c. stove
4. shower ____	d. stuff
5. sofa ____	e. suit

Sounds right

UNIT 9 **4.39 Listen and repeat the sentences. Notice the underlined sounds. Check (✓) the verbs that have an extra syllable and end in /ɪd/.**

1. ☐ I called for help.
2. ☐ I sprained my wrist.
3. ☐ I deleted my photos.
4. ☐ I damaged the car.
5. ☐ It happened last week.
6. ☐ I waited an hour.

UNIT 10 **4.40 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sound in *see* or *zero*? Write *s* or *z*.**

1. always __z__
2. busy ____
3. business ____
4. calls ____
5. concert ____
6. easier ____
7. expensive ____
8. less ____
9. message ____
10. nicer ____
11. spam ____
12. worse ____

UNIT 11 **4.41 Listen and repeat the words. Notice the underlined sounds. Match the words with the same underlined sounds.**

1. cornrows ____
2. freckles ____
3. mustache ____
4. shaved ____
5. pierced ____
6. wear ____
7. blouse ____

a. beard
b. braids
c. hair
d. brown
e. head
f. muscular
g. short

UNIT 12 **4.42 Listen and repeat the words. Notice that some syllables are weak like the /ə/ sound in *away* or the /ər/ sound in *dinner*. Other syllables are strong, like the syllable *sis* in *assistant*. Circle the stressed (strongest) syllable.**

1. assistant
2. carrier
3. doctor
4. journalist
5. letter
6. officer
7. paramedic
8. promotion
9. police
10. representative

Extra practice

UNIT 1 Lesson A Present of *be* and simple present (review)

A Complete the questions using the verbs given. Then write true answers.

1. ___Are___ (be) you a full-time student?
   Or _____ you _____ (have) a part-time job?
2. How many brothers and sisters _____ you _____ (have)?
3. What _____ (be) your mother's first name?
4. Where _____ your best friend _____ (live)? _____ he or she _____ (live) near you?
5. What _____ your best friend _____ (do)? _____ (be) he or she a full-time student?
6. What _____ (be) your neighbors like? _____ (be) they friendly?
7. How often _____ you _____ (get) English homework?
   How long _____ it _____ (take)?
8. _____ you and your friends _____ (go out) on Saturday nights?
   What _____ you _____ (do)?
9. How _____ your family _____ (spend) Sundays?
   _____ you _____ (get together) for lunch?
10. _____ your neighborhood _____ (have) a nice park?

Common errors

Remember: simple present verbs with *he*, *she*, and *it* end in *-s*.

My brother works part time. He studies at night.
(NOT *My brother ~~work~~ part time. He ~~study~~ at night.*)

About you **B** Pair work **Ask and answer the questions above. Ask follow-up questions to keep your conversation going.**

UNIT 1 Lesson B Responses with *too* and *either*

A Write responses with *too* or *either* to agree with these statements.

1. I sleep late on the weekends. _____
2. I don't live near a subway. _____
3. I'm an only child. _____
4. I'm not a baseball fan. _____
5. I have two brothers. _____
6. I can't stand soap operas. _____
7. I love reality shows. _____
8. I can stand on my head. _____

About you **B** Pair work **Student A: Make the statements above true for you. Student B: Give your own responses. Then change roles. What do you have in common?**

A I don't sleep late on the weekends.
B I don't either. I work on Saturdays.
A Me too. So that's one thing we have in common.

C Group work **Find three things that you all have in common.**

Common errors

Don't use *too* to respond to negative statements.

A I don't have much money.
B I don't either.
(NOT *~~I don't too~~.*)

UNIT 2 Lesson A Verb forms

A Complete the sentences with the correct forms of the verbs given. Sometimes there is more than one correct answer.

1. A Do you like _____ (perform) on stage?
   B Yes. I enjoy _____ (act).
   C No, I don't. I hate _____ (do) anything like that in public.

2. A Are you interested in _____ (learn) to ski?
   B Oh, yeah. I'd like _____ (take) ski lessons.
   C No, not really. I prefer _____ (stay) indoors in the winter.

3. A Can you _____ (dance)?
   B Yes, I can. But I hate _____ (go) to discos and dance clubs.
   C No, I can't _____ (dance) at all. But I like _____ (watch) dance shows on TV.

4. A Do you enjoy _____ (go) to the movies?
   B Yes, I really like _____ (watch) movies on the big screen.
   C Yeah? I prefer _____ (watch) movies at home.

About you **B Write your own responses to the questions above. Then ask and answer the questions with a partner.**

UNIT 2 Lesson B Object pronouns; *everybody, nobody*

A Write object pronouns where they are necessary in the conversations. Then compare and practice with a partner.

1. A Do you like jazz?
   B Yeah, but I don't listen to *it* very much. Nobody in my family likes.

2. A I really love Miles Davis. He's my favorite trumpet player. Do you know?
   B Yeah. My whole family likes. He has so many albums.
   A Yeah, he does. They're all good, too. I like.

3. A I have two tickets for the Adele concert. She's my favorite singer. Do you want to go with?
   B Sure, I'd love to go. I love, too.

4. A I didn't know you play the banjo. I'd like to hear sometime.
   B Well, I have a band. We play in a coffee shop. Come and see on Friday.

Common errors

Use an object after *like, love*, etc.

Adele is my favorite singer. I like her very much. (NOT ~~*I like very much.*~~)

About you **B Group work Make guesses about your group's interests and complete the sentences. Then read your sentences to the group. Are they true?**

1. Everyone _____
2. Everyone _____
3. Nobody _____
4. No one _____

A I wrote, "Everybody in my group listens to jazz." *B I don't like to listen to it, so that's not true.*

Extra practice

UNIT 3 Lesson A Simple present and present continuous

A Complete the things someone says about getting in shape. Use simple present or present continuous form of the verbs.

1. My friend and I *are training* (train) for a marathon. I normally *take* (take) the bus to work, but these days I _____ (walk) all the way. And my friend _____ (spend) a lot of time at the gym these days.
2. I usually _____ (drink) a lot of soda, but right now, I _____ (drink) water instead.
3. This month, we _____ (get up) early, and I _____ (go) running. But generally we both _____ (sleep) late on the weekends.
4. My friend _____ usually _____ (not eat) breakfast, but now he _____ (have) eggs every morning.
5. I _____ (love) cheesecake, but this month I _____ (not eat) desserts. Our friends _____ (complain) because we _____ (not take) cookies to school right now.

Common errors

Don't confuse the simple present and present continuous.

Normally I walk to school.
(NOT *Normally ~~I'm walking~~ to school.*)

I'm eating a special diet this week.
(NOT *I ~~eat~~ a special diet this week.*)

About you **B** Pair work **Are any of the sentences above true for you? What else are you doing differently these days from what you usually do?**

"Actually, I normally take the subway to school. But this week I'm walking some of the way."

UNIT 3 Lesson B Joining clauses with *if* and *when*

About you **A Join the phrases with *when* or *if* to write true sentences about yourself.**

1. have a fever / take medicine
   When I have a fever, I usually take medicine.
2. lie down for a while / feel sick
   _____
3. get a stomachache / stay in bed
   _____
4. have a sore throat / drink hot tea with honey
   _____
5. go to the doctor / have a cough
   _____
6. take aspirin / have a headache
   _____

B Pair work **What does your partner do in the situations above? Ask and answer questions.**

A What do you do if you have a fever?
B If I feel really hot, I put a cold towel on my head.

Common errors

Remember the correct word order in questions.

What are you going to do?
(NOT *What ~~you are~~ going to do?*)

UNIT 4 Lesson A Future with *be going to*; indirect objects

About you **A** **Write questions (Q) with *be going to*. Then write your own answers (A), using indirect object pronouns where necessary.**

1. what / you / give your mother for Mother's Day **Q** _____
   A _____
2. you / get your parents / something for their anniversary **Q** _____
   A _____
3. you / give your teacher / a thank-you card at the end of the year **Q** _____
   A _____
4. how / you / celebrate your birthday this year **Q** _____
   A _____
5. how old / your best friends / be on their next birthdays **Q** _____
   A _____
6. you / give someone a birthday present this month **Q** _____
   A _____

About you **B** **Pair work** **Ask and answer the questions.**

A What are you going to give your mother for Mother's Day?
B I'm probably going to buy her some flowers and get her a card.

UNIT 4 Lesson B Present continuous for the future; *be going to*

A **Complete the conversations with the correct forms of the verbs. Use the present continuous when possible. Use *be going to* when you can't use the present continuous.**

1. A _____ you _____ (go out) tonight?
   B Yeah, I _____ (take) my girlfriend to the Harbor Grill for dinner tonight for her birthday. I _____ (pick) her up in 30 minutes.
   A Wow. That place is fancy. It _____ (be) expensive.
   B Yeah, but she _____ (love) it.
2. A _____ you _____ (do) anything interesting tomorrow tonight?
   B Actually, yes. I _____ (meet) some friends at 8:00 to go to a concert. It _____ (be) so much fun.
3. A We _____ (play) softball tomorrow. Do you want to join us?
   B Sure. That sounds like fun. What time _____ you _____ (get together)?
   A We _____ (meet) at 11:00, but I heard it _____ (rain).
4. A Some of my classmates _____ (have) a party tomorrow night. Do you want to come?
   B Actually, I probably can't make it. I _____ (work) tomorrow from 5:00 to 10:00, and after that I think I _____ (be) too tired.

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

Extra practice

UNIT 5 Lesson A *be born*; simple past (review); time expressions

A Complete the conversations. Use the simple past form of the verbs given and complete the time expressions.

1. A Where _____ you _____ (grow up)?
   B I _____ (grow up) in the Boston area. I _____ (live) there _____ 1990 _____ 1999. But I _____ (not / be born) there.
   A Oh, really? Where _____ you _____ (be born)?
   B Actually, I _____ (be born) in Atlanta. I _____ (go) to school there _____ five or six years.

2. A _____ you _____ (take) any music lessons when you were a kid?
   B Yeah, I _____ (take) piano lessons _____ seven years, _____ I was fifteen.
   A Really? So, do you still play?
   B Yeah. Actually, I _____ (play) in a concert a few months _____ . And I _____ (give) a concert _____ May, too.

3. A _____ you _____ (enjoy) school when you were young?
   B Yeah. Well, I _____ (like) it _____ I was about eleven. _____ the work _____ (get) difficult. So I _____ (have) a tutor _____ I _____ (start) middle school. She _____ (be) nice.

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

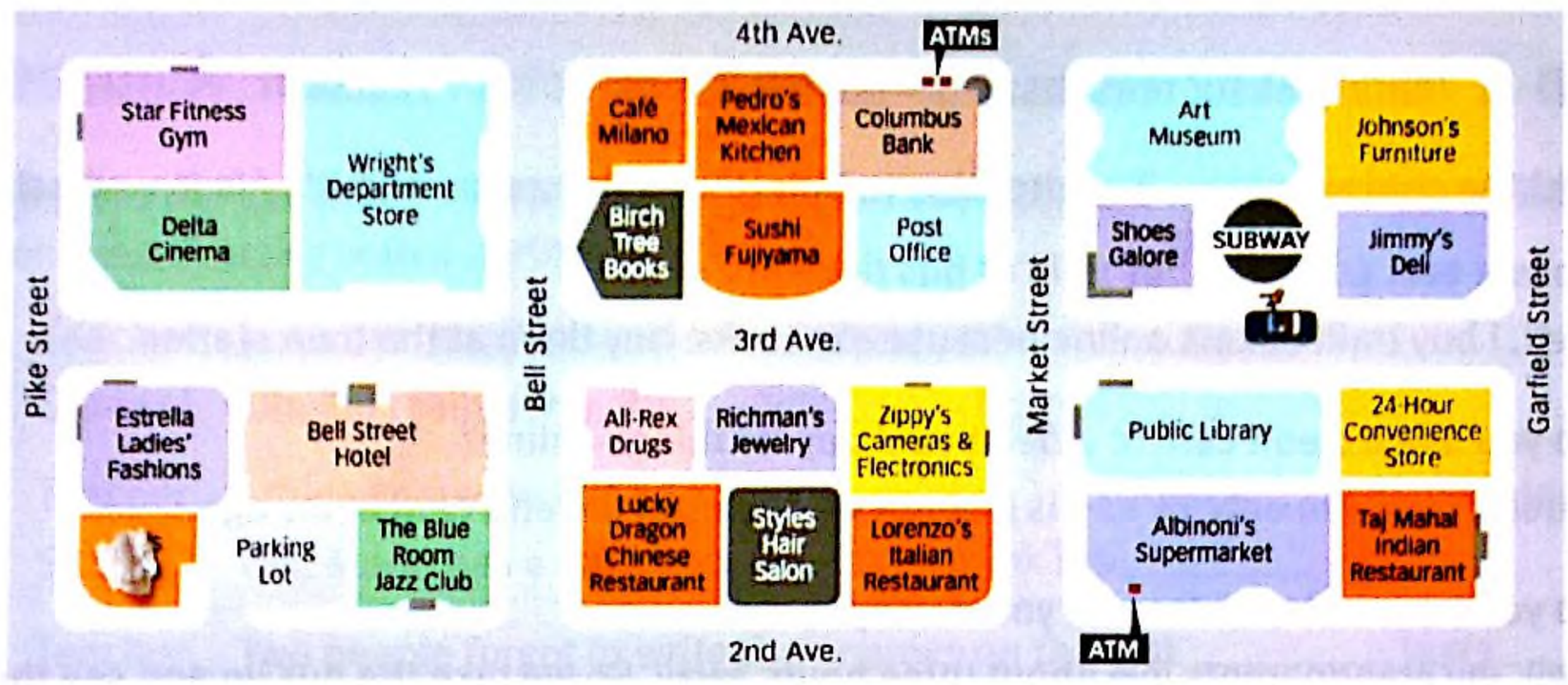
UNIT 5 Lesson B Determiners

A Maria is studying English in a college in the United States. She compared the high school experiences of her current classmates with the experiences of students in her home country. Circle the correct determiners.

1. In Maria's home country, **all / all of / none** high school students take English. In her current class, **all of / some / a few** the students took English in high school.
2. **No / Most / Some of** Maria's current classmates were interested in English in high school. In her home country, **a few of / most / none of** students are interested in English, and **a few of / most of / some** students are not.
3. **Some / Some of / Most** her classmates in the U.S. got good grades in English in high school, but **a few / most / some of** them didn't. In her home country, **most / some of / a lot** students get good grades in English.
4. In her home country, **a few / some of / none of** students study languages other than English, but **no / none of / none** her classmates did.

B Write four sentences about language learning in your country. Write about people in general and your own classmates. Then compare with a partner.

All students in high school take English here.
I think most of the students in my class are interested in English because . . .



UNIT 6 Lesson A *Is there? Are there?*; location expressions

A Look at the map. Circle the correct expressions to complete the sentences.

A Excuse me. **Are there any / Is there an** ATMs around here?

B Hmm . . . there aren't **any / one / some** on this street, but there are **any / one / some** on 4th Avenue, **across from / in front of** the bank. There's also **any / one / some** just **inside / on** Albinoni's Supermarket.

A And **are there any / is there a** good restaurants around here?

B Oh, yeah. There are **any / one / some** on 2nd Avenue. And there's a good sushi place **between / on the corner of** Bell Street and Market Street. It's right **across from / behind** Richman's Jewelry.

A OK, thanks. Oh, and **are there any / is there a** parking lot there?

B , no. There isn't **any / one / some** there, but there is **any / one / some** right **behind / next to** the Bell Street Hotel. The entrance is **next to / on** 2nd Avenue.

About you **B Pair work Now ask and answer questions about these places in your neighborhoods.**

a bank good bookstores nice cafés a movie theater a post office

UNIT 6 Lesson B Offers and requests with *Can* and *Could*

A Look at the map again. Some people are asking the concierge at the Bell Street Hotel for directions. Complete the questions with *Can* or *Could*, and write directions for each person.

1. A *Can / Could* you give me directions to the art museum?
   B Sure. Just go out of the hotel, and _____.

2. A _____ I help you?
   B Yes. _____ you tell me how to get to the subway station? Is it far from here?
   A Uh, it's not far. Walk _____.

3. A _____ you recommend a good restaurant near here?
   B Well, there's a good Indian restaurant on Garfield Street. Go _____.

About you **B Pair work Take turns asking for and giving directions to places in the neighborhood you are in.**

Extra practice

UNIT 7 Lesson A Infinitives for reasons; *It's* + adjective + *to* . . .

A Correct the conversations. Pay attention to infinitives for reasons and *It's / Is it* + adjective + *to*.

1. A Do you ever go online to buy train or bus tickets?
   B Well, I buy train tickets online because expensive buy them at the train station.

2. A Do you use a credit card or a debit card pay for things online?
   B A debit card. I'm only 17, and is just not possible get a credit card at my age.

3. A Do you have to travel far visit your family?
   B Well, my grandparents live about three hours away. So we take the bus go and see them. It's a long trip, but that's OK. I think is important see your family.

4. A Do you think it's fun travel alone?
   B It depends. I guess it nice have a friend with you when you go sightseeing.

5. A Is easy to get around in your town?
   B It's pretty easy. You can take the subway get to most places. It's fast and cheap.

6. A What do you do on the weekends relax?
   B I like to go to the beach go windsurfing.

About you **B Write your own answers to the questions. Then ask and answer the questions with a partner.**

UNIT 7 Lesson B Advice and suggestions

Common errors

Do not leave out *to* after *need*.

You need to take a toothbrush.
(NOT *You ~~need take a . . .~~*)

A Circle the correct words to complete the conversations. Then compare with a partner. Do you agree with the advice?

1. A I have to fly on Friday, but I have a cold. What **I should / should I** do?
   B Well, you probably shouldn't **go / to go** to work. Just **stay / staying** home and don't **go / to go** out. And don't forget **take / to take** some cold medicine on the plane with you.

2. A I'm going camping next weekend. Should I **take / to take** insect repellent?
   B Oh, you definitely need **have / to have** some this time of year. It's probably **good idea / a good idea** to take some shirts with long sleeves, too. And why **don't you / you don't** take something for bites in your first-aid kit?

3. A We're going to the beach next weekend. What **need / should** I take with me?
   B Well, you should **take / taking** an umbrella. It gets hot. And you probably need **pack / to pack** a picnic. The cafés are expensive. And **do you want / do you want to** take a volleyball? It's fun to play volleyball on the beach.

About you **B** Pair work **Write two of your own suggestions for each question above. Take turns asking the questions and making suggestions.**

UNIT 8 Lesson A *Whose . . . ?*; Possessive pronouns

Complete the questions with *whose* and a verb. Then complete the conversation with possessive pronouns. Practice with a partner.

1. Teacher I can hear a cell phone! Uh, *whose* phone *is* it?
   Student Oh, I'm really sorry. It's *mine* . . . . Sorry. I just turned it off.

2. Teacher I think someone left a backpack. _____ backpack _____ under that chair?
   Student Um, Mario has a backpack like that. I think it's _____ .

3. Teacher Two people forgot to write their names on the test. _____ tests _____ these?
   Student Let's see. That looks like Angela's handwriting. It's probably _____ . Oh, and that's _____ . Sorry I forgot to put my name on it.

4. Teacher I found these glasses last week after class. _____ glasses _____ they?
   Student Well, Manuel usually wears glasses in class. Maybe they're _____ .
   Teacher Excuse me, Manuel. I think these are _____ .

5. Teacher _____ science project _____ this? Does anyone know?
   Student Oh, it's Dana and Pam's. Well, I *think* it's _____ .

Common errors

Use *one* for a singular noun and *ones* for a plural noun.

I want to buy a new cell phone. Which one should I get?
(NOT *Which ~~ones~~ should I get?*)

UNIT 8 Lesson B Order of adjectives; pronouns *one* and *ones*

Complete these conversations with the pronouns *one* or *ones*. Unscramble the last sentences. Then practice with a partner.

1. A I need to buy a new water bottle. Should I buy a plastic _____ or a metal _____ ?
   B You can get some really cool _____ . get / You / metal / nice / should / a / one
   _____ .

2. A I think shoes are expensive. Maybe because I always buy expensive leather _____ .
   B I know a great discount store. shoes / leather / buy / inexpensive / You / can / there
   _____ .

3. A You needed a new tablet cover, right? Did you find a nice _____ ?
   B Uh-huh. red / one / found / plastic / I / a / pretty
   _____ .

4. A I need new pants for the winter. Which _____ should I buy? Some wool pants or those cotton _____ ?
   B Well, wool is nice. get / You / some / pants / should / wool / black
   _____ .

5. A What kind of rug did you buy for your bedroom? A Turkish _____ ?
   B Actually, I decided to buy something different. beautiful / I / a / Indian / rug / bought / little
   _____ .

Extra practice

UNIT 9 Lesson A Past continuous statements

A Complete the sentences with the past continuous or the simple past. Compare with a partner.

1. I was in class last week, and the teacher *was explaining* (explain) something, and I just *fell* (fall) asleep. When I _____ (wake up), I realized that everyone _____ (look) at me.
2. Yesterday I _____ (walk) down the street, and I _____ (text) a friend when I _____ (walk) right into a lamppost. I guess I _____ (not pay) attention.
3. My sister and her husband _____ (carry) some dishes into the kitchen when they both _____ (trip) over a rug. They _____ (drop) and _____ (break) all their new dishes!
4. Last week a friend of mine _____ (invite) me over for dinner. In the afternoon, when she _____ (cook), she _____ (pick up) a heavy pot and _____ (hurt) her back. When I _____ (arrive), she _____ (lie) on the sofa, so I _____ (make) dinner for us!
5. The other day, a friend and I were at my house. We _____ (not / do) anything special, so I _____ (say), "Come on. Let's go out for coffee. It's on me." While I _____ (wait) in line to order, I _____ (realize) I didn't have my wallet. So my friend _____ (pay) for everything. I was really embarrassed.

About you **B Choose two of the situations above and rewrite them with your own information.**

I was in class last week, and my friend was sending a text when the teacher asked him a question.

UNIT 9 Lesson B Past continuous questions; reflexive pronouns

Common errors

Use the past continuous, not the simple past, for longer actions.

*When I **was making** dinner, a friend called.*
(NOT *When I ~~made~~ dinner, a friend called.*)

A Complete the questions in the conversations and add reflexive pronouns. Practice with a partner.

1. A I accidentally burned *myself* when I was cooking dinner.
   B Oh, no! What *were you making* (make)?
   A I was making a vegetable curry.
2. A My sister hurt _____ at the gym last night. She sprained her ankle.
   B That's too bad. _____ (do) aerobics?
   A No, she was doing yoga. I guess you can hurt _____ if you're not careful.
3. A Was there anyone fun at the party last night? I mean, who _____ (talk) to?
   B Oh, this really boring guy. He talked about _____ the whole time. I didn't talk about _____ once!
4. A When I got home last night, my kids were arguing.
   B Really? What _____ (fight) about?
   A Who should do the dishes. I just can't leave them by _____.
5. A There was a lot of noise when I called you last night. What _____ (do)?
   B Last night? I was having dinner with some friends at a restaurant. We were really enjoying _____.

About you **B Pair work Think of situations like the ones above. Tell a partner what happened.**

"I accidentally burned myself when I was camping last summer."

UNIT 10 Lesson A Comparative adjectives

A **Complete these questions with the comparative forms of the adjectives (↑ = more; ↓ = less). Compare with a partner. Then write an answer for each question.**

In your opinion . . .

1. Which is *less expensive* (expensive ↓), an e-reader or a tablet?
   An e-reader is less expensive than a tablet, but a tablet is more useful.
2. Is it _____ (easy ↑) to read an e-book or a regular book outside?
   _____
3. Which is _____ (useful ↑), a cell phone or a tablet?
   _____
4. Is it _____ (difficult ↓) to write an email on a laptop or on a smartphone?
   _____
5. Which is _____ (nice ↑) for personal messages, email or a social network?
   _____
6. Is it _____ (bad ↑) to lose your laptop or your phone?
   _____
7. Is it _____ (good ↑) to hold your cell phone or use an earpiece when you call someone?
   _____
8. Why are phone calls becoming _____ (popular ↓) than text messages?
   _____

About you **B** **Pair work** **Take turns asking and answering the questions. Give reasons for your opinions.**

UNIT 10 Lesson B *More, less, fewer*

Common errors

Use *than* after a comparative, not *that* or *then*.

Texting is quicker than calling.
(NOT *Texting is quicker ~~that~~ calling.*)

A **Complete the sentences with *more*, *less*, or *fewer*. Then compare with a partner.**

1. I'm spending *less* time on my social network these days because I'm very busy at work.
2. I'm getting _____ exercise now because I'm walking home from work every day.
3. My friends and I text each other very late at night, so I'm sleeping _____ than I should.
4. My friends prefer texting to email, so they're sending me _____ email messages these days.
5. I don't have much time to cook, so I'm eating out _____ than I did before.
6. I don't like big groups. I enjoy myself _____ when I have dinner with just one or two close friends.
7. I feel a bit shy in groups. I usually talk _____ than other people.
8. In my family, we're watching TV _____ together because we're all spending more and more time on our laptops.
9. I'm buying _____ newspapers now because I'm getting my news online.

About you **B** **Pair work** **Are the sentences above true for you? Discuss with your partner.**

"I think I'm spending more time on my social network these days. I have more and more friends – around 500 now."

Extra practice

UNIT 11 Lesson A Describing people; *have got*

Common errors

Do not use *look like* before an adjective.

He looks tired.
(NOT *He ~~looks like~~ tired.*)

About you **Write questions for the answers. Practice with a partner. Then ask and answer the questions, giving your own information.**

1. A _____, your mother or your father?
   B I think I look more like my mother.
2. A _____?
   B My father's hair is dark brown.
3. A _____?
   B No, she doesn't. She's got very straight hair.
4. A _____?
   B My mother? She's about one meter seventy-five (five foot seven).
5. A _____?
   B My best friend? He's tall and thin, and he's got curly black hair.
6. A _____?
   B No, we don't look alike. My friend is a lot taller than I am.

UNIT 11 Lesson B Phrases with the verb + *-ing* and prepositions

A **Someone is asking questions about the people in the photo. Unscramble the sentences. Label the people. Then practice with a partner.**

1. A the / with / the / blond hair / tall / who's / guy
   _____?
   B That's Adrian. He's about six foot four.
2. A woman / who's / standing / the / him / next to
   _____?
   B Angela. She's in my math class.
3. A wearing / the / woman / yellow / the / top / blond / who's
   _____?
   B That's Abby. She's a good friend of Daniel's.
4. A Daniel? Is he in the picture?
   B Yeah. the / he's / shaved head / guy / with / the
   _____?
5. A Is your friend Gina in the picture? Which one is she?
   B top / the / in / she's / orange / woman / the
   _____?

___ ___ ___ ___ ___

B Pair work **Ask and answer questions about the people in the photo.**

"Which one is Adrian?" *"Who's the woman wearing the orange top?"*

UNIT 12 Lesson A Future with *will*, *may*, and *might*

Common errors

Don't use the simple present instead of *will* + verb for predictions.

I don't think it ***will rain.***
(NOT *I don't think it* ~~*rains*~~.)

A Read the questions about future plans and choose the best options in the answers. Then practice with a partner.

1. A Are you going to the beach on Saturday?
   B Probably not. It looks like **it'll rain** / **it rains** all weekend.
2. A Do you have plans to move to a new apartment?
   B Actually, **I'll move** / **I'm moving** next week – I just found a new place!
3. A Are you going to take another English course next semester?
   B I'm not sure. **I might not** / **I won't** have enough time.
4. A How are you going to celebrate your next birthday?
   B Well, **I'll be** / **I may be** 30 on my next birthday, but I don't think **I'll** / **I may** do anything special.
5. A Do you think you'll travel abroad in the next couple of years?
   B I don't know. Maybe **I'll go** / **I go** to Spain to learn Spanish.
6. A Do you think you'll be rich someday?
   B No. I know **I won't** / **I may not** be rich because I'm not very good with money.

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

UNIT 12 Lesson B Present tense verbs with future meaning

Common errors

Don't use *will* after *if*, *when*, *before*, and *after* to refer to the future.

When I graduate, I'll look for a job.
(NOT *When I* ~~*will graduate*~~*, I'll look for a job.*)

A Choose the best expressions to complete these questions. Then compare with a partner.

1. Are you going to do anything interesting after class **will be** / **is** over today?
2. After you **will eat** / **eat** dinner tonight, are you going to do any work?
3. What do you think **you'll do** / **you do** before you go to bed tonight?
4. If you **don't** / **won't** fall asleep right away, do you think you'll read for a while?
5. What's the first thing you're going to do when **you'll get up** / **you get up** tomorrow morning?
6. Are you going to exercise tomorrow before **you'll have** / **you have** breakfast?
7. If it **doesn't** / **won't** rain tomorrow, do you think you'll go running or go for a walk?
8. Are you going to meet your friends tomorrow when you **get out** / **will get out** of class?
9. If you **don't** / **won't** have time to eat breakfast at home tomorrow, will you have an early lunch?
10. If you **will go out** / **go out** this weekend, where will you go?

About you **B** Pair work **Ask and answer the questions. What do you have in common?**

Irregular verbs

Base form	Simple past
be	was / were
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
leave	left
lend	lent

Base form	Simple past
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wear	wore
win	won
write	wrote

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High Beginning

Low Intermediate

Intermediate

High Intermediate

Advanced

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	Touchstone 3
B1	Touchstone 4
B2	Viewpoint 1
C1	Viewpoint 2

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