Connectivity



Student's Book and Interactive eBook

with Online Practice

Joan Saslow Allen Ascher







CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow Allen Ascher

Connectivity Foundations

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Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the Workplace Plus, Ready to Go, and Literacy Plus series, as well as of English in Context: Reading Comprehension for Science and Technology, Earlier, she was series director of True Colors and True Voices.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

*Top Notch and Summit are both recipients of the Association of Educational Publishers' Distinguished Achievement Award.

Additionally, Top Notch third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award.

Summit third edition is the winner of the same award.

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LEARNING OBJECTIVES

Connectivity Foundations is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
People and Occupations	Introduce people Identify people Spell names Describe people	Subject pronouns Occupations The alphabet VOCABULARY EXPANDER More occupations	Verb be: Singular and plural statements / Contractions Yes /na questions and short answers Proper nouns and common nouns
Personal Information	Describe relationships Ask for someone's contact information Find out where people are from Get to know people	First and last names Titles Contact information Relationships Numbers 0-20 Countries and nationalities VOCABULARY EXPANDER More titles	Possessive adjectives Possessive nouns Be: Information questions with What Be from / Questions with Where.
Neighborhoods	Ask about locations Suggest how to get places Talk about means of transportation Describe a neighborhood	Means of transportation Places in the neighborhood Locations Ways to get places: Imperative verbs Routine destinations VOCABULARY EXPANDER More places in the neighborhood	Be: Questions about location with <u>Where</u> Subject pronoun it The imperative_ B <u>y</u> + a means of transportation
Families page 42	Comment on family photos Ask about relatives Describe appearance Talk about someone's family	Family relationships Adjectives to describe people Numbers 21–101 Adjectives to describe hair The face VOCABULARY EXPANDER More adjectives to describe people	Be: Questions with Who. Be: With adjectives Be: Questions with How old Adverbs very, really, and so. Verb have / has: Affirmative statements Describing people with be and have
5 Time and Events page 54	Ask about the time of events Plan to attend an event Ask about birthdays Describe a time span	What time is it? Late, early, and on time Events Days of the week Ordinal numbers Months of the year VOCABULARY EXPANDER More events	Be: Questions with When, What time, What day, and What month Prepositions in, on, at

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
Use "Excuse me" to introduce a question Say "Thanks" to acknowledge requested information Say "Excuse me?" if you don't understand	Listening Tasks Identify the correct occupation Circle or write the correct letter Circle or write the correct name Pronunciation Syllables	Reading Texts A magazine feature introducing famous people and their occupations Simple forms and business cards Writing Task Write affirmative and negative statements about people in pictures GUIDED WRITING Write answers to questions about occupations
relationships Greet the person you're being introduced to Repeat part of a question to clarify Repeat information to confirm understanding Confirm information with "That's right." Say "Sure" to provide requested information	Listening Tasks Circle and underline the correct information Write the person's title Write the person's title Write the people's relationships Complete the contact information Choose correct information to complete statements Pronunciation Stress in two-word pairs	Reading Texts Personal information forms A contact page from a digital address book An article with simple descriptions of famous people, their occupations, countries, and nationalities Writing Task Write about yourself GUIDED WRITING Answer a series of questions about your personal information
"And what about?" Say "OK" to agree to follow directions Ask "What about you?" to show interest in another person	Listening Tasks Circle the vehicle you hear Write the place you hear Complete the questions Identify the instructions Identify the means of transportation and destinations Complete statements about the people, their neighborhoods, and relationships Pronunciation Folling intonation for questions with Where	Reading Texts Simple street maps An email describing places in a neighborhood Writing Task Write about your neighborhood GUIDED WRITING Answer questions about locations of places in your neighborhood
Say "Tell me about" to invite someone to talk about a topic Use "Well," to indicate you are deciding how to respond Show interest with "Really?" Soften a negative response with "Sorry"	Listening Tasks Identify the person described Complete statements about people Choose the correct photo Match the conversation to the correct family Pronunciation Clarifying numbers	Reading Texts Descriptions of famous actors and their families Writing Task Write about your relatives GUIDED WRITING Answer questions about two of your relatives
Use "Hey" to get someone's attention Use "Great!" to show enthusiasm for an idea	Listening Tasks Confirm if the people are late, early, or on time Identify events and circle the correct times Complete a chart with events, days, and times Complete statements about events and store hours Pronunciation Sentence rhythm	Reading Texts A party invitation and a community events website Announcements of neighborhood events Writing Task Write about events in your city or town GUIDED WRITING Write a list with time and place details about specific events.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Clothes	Give and accept a compliment Ask for sizes and colors Describe clothes Shop for clothes	Colors Clothes Verbs like, want, need, and have Clothing sizes Opposite adjectives to describe clothes VOCABULARY EXPANDER More clothes	The simple present tense: like, want, need, and have: Affirmative and negative statements Yes / na questions Information questions Demonstratives this, that, these, and those Adjective placement / Intensifier too
Free Time and Chores	Discuss who does household chores Talk about free time Make plans to get together Describe activities of a typical day	Activities at home Household chores Free-time activities VOCABULARY EXPANDER More household chores	The simple present tense: Spelling of third-person singular forms Questions with <u>Who</u> Questions with <u>How often</u> Other time expressions Frequency adverbs
Houses and Homes page 90	Ask about someone's home Agree and disagree about styles Talk about where you live, work, or study Compare people's tastes in housing	Rooms, furniture, and appliances Buildings Parts of a building Places in and around cities and towns VOCABULARY EXPANDER More house and apartment vocabulary	There is and There are Questions with How many The simple present tense: Questions with Where Prepositions of place
Activities and Plans	Offer to call back later Ask about future plans Catch up with an old friend Talk about activities and plans	Weather expressions Clothes for good and bad weather Time expressions Outdoor activities VOCABULARY EXPANDER More weather vocabulary The four seasons	The present continuous: Statements Yes / no questions For future plans Information questions
Foods and Drinks	Discuss ingredients for a recipe Offer and ask for foods and drinks Invite someone for a meal Describe the food in a restaurant	Foods and drinks Places to keep things in a kitchen Containers Describing taste VOCABULARY EXPANDER More vegetables and fruits	Any in questions, negative statements, and negative short answers Count nouns and non-count nouns How much / Is there any The simple present tense and the present continuous

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
Ask for confirmation with "Really?" Acknowledge a compliment with "Thanks!" Say "I'm sorry" when presenting disappointing information Express disappointment with "That's too bad." Ask "What about you?" to ask for someone's opinion Use "Well," to soften a strong opinion	Listening Tasks Identify the clothes you hear Answer questions about what people want, like, or need Pronunciation Plural nouns	Reading Texts Online clothing ads Writing Task Write sentences about the clothes you like, want, need, and have or don't have GUIDED WRITING Answer questions about your clothes and the reasons you want or need new clothes.
Introduce a conversation topic with "So," Begin a surprising statement with "Actually," Clarify a question with "I mean," Say "Me?" to give yourself time to think of a personal response Express enthusiasm with "Great idea!" Respond with "Perfect" to agree to a suggestion	Listening Tasks Identify chores each person does Answer questions about people's activities Pronunciation Third-person singular verb endings	Reading Texts Online product listings for housekeeping robots Writing Task Write about your typical week GUIDED WRITING Answer questions about your daily and weekly activities
Begin a question with "And" to indicate you want additional information Use "Well," to indicate you are deciding how to answer Soften a negative response with "Actually, no" Emphasize a positive response with "Actually, yes" Soften a contrary opinion with "No offense, but" Respond positively to a description with "Sounds nice!"	Listening Tasks Confirm whether information about rooms, furniture, and appliances is true or false Complete statements about people's housing preferences Correct the statements about people's homes Pronunciation Linking sounds	Reading Texts Descriptions of people and their homes Writing Task Write about where you live GUIDED WRITING Answer questions about your house or apartment
Answer the phone with "Hello?" Identify yourself on the phone with "This is" Use "Well, actually," to politely introduce an excuse Say "Oh, I'm sorry" to apologize for interrupting someone's activity End a phone conversation with "Talk to you later!" Show interest with "No kidding!" Say "Wow!" to indicate surprise	Listening Tasks Listen for weather and temperatures in a weather report Complete statements about people's activities Write people's future plans and when they will do them Choose the picture that matches what each person is doing right now Pronunciation Intonation of questions	Reading Texts A daily planner An interview with a marathon runner Writing Task Write about your weekend plans GUIDED WRITING Write a list of activities you plan for the weekend, using the present continuous and time expressions
Say "I'll check" to indicate you'll get information for someone Say "uh-oh" to indicate that there may be a problem Suggest an alternative with "How about?" Say "Yes, please" to accept an offer of food	Listening Tasks Check the foods and drinks you hear Complete sentences to describe restaurants and food Pronunciation Vowel sounds	Reading Texts Recipe ingredient lists A weekly chore list Restaurant reviews Writing Task Write about what you eat on a typical day GUIDED WRITING Answer a series of questions about your eating habits on weekdays and weekends

Countries and Nationalities / Numbers 100 to 1,000,000,000 / Pronunciation Table	page 127
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For the Teacher

Connectivity makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.

Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- · play all the audio files from the page.
- present all the Connectivity videos, including Keep Talking, the Grammar Coach, the Pronunciation Coach, and the hilarious Connect TV sitrom

The Presentation Tool is also available to download, enabling you to teach offline.



Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- · Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated Connectivity Methods Handbook which highlights Connectivity's course pedagogy and presents best practices for teaching a communicative course.
- Teaching with Connectivity videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- · ready-made achievement tests, with a test generator.

For the Student

A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

It gives students access anytime, anywhere to the complete Connectivity audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. Connectivity app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- · immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- · extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

Offers:

- · open-ended, personalized activities to increase student engagement.
- · full-color design with numerous illustrations and photos.
- additional exercises for Vocabulary Expander and Guided Writing.

KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the Pearson English Portal (the access code is provided on the inside front cover). Audio and video are also available in the Student's Interactive eBook and Pearson Practice English App.

CORE MATERIAL

Student's Book icon	What is it?	
1 11	Student's Book audio	
COACH	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit	
KEEP TALKING! ••• Watch the video for ideas!	Keep Talking videos that provide a dramatized model of how students can expand their Conversation Pair Work	

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES	An abundance of digital resources comes with every Connectivity Student's Book: Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
For more practice	End-of-unit review and extension material offered in several formats: Unit Review: Back-of-the-book exercises for extra listening comprehension and language practice Practi-Chant: Fun lyrics set to a beat Connect TV: A hilarious sitcom for language consolidation and fun Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

Connectivity is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.

Ideal for students who lack opportunities to observe or practice English outside of class, Connectivity creates a highly enriched blended language learning experience by ensuring:

- · repeated exposure to natural authentic spoken and written language models.
- · thorough coverage of form, meaning, and use.
- · dynamic integration, recycling, and activation of new language.
- · ongoing confirmation of progress and self-assessment.

With two alternative entry points—Connectivity Foundations for true beginners and Connectivity 1 for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of Connectivity provides 60-90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (Levels 1–3) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and Notice the Grammar activities increase learners' grammar awareness. Pronounce the Grammar activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, Connectivity offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, testtaking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and nonative accents. Connectivity's listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (Foundations) develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. The Keep Talking video increases aral production and fluency. Finally, Connect TV, a hilarious situation comedy, keeps students laughing and learning.

We hope that Connectivity maximizes your enjoyment and success! We wrote it for you.

Joan Saslow and Allen Ascher

Welcome to Connectivity!













1 read

2 listen

3 repeat

4 write

practice with a partner





- 6 a pen7 a pencil
- 8 a notebook





B | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.



Now let's introduce ourselves.

CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



A || CONVERSATION MODEL | GREET PEOPLE |
Read and listen.

A: Hi, John. How are you?

B: Fine, thanks. And you?

A: I'm fine.

- IB || || PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- VOCABULARY | More greetings | Read and listen. Then listen again and repeat.









Now let's greet people.





- A: Good-bye, Charlotte.
- B: Good-bye, Emily.
- A: See you later.
- B: OK. See you!







Now let's say good-bye.







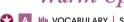
PROGRESS SELF-CHECK

NOWICAN

- Understand directions and classroom vocabulary.
- Introduce myself.
- Greet people.
- Say good-bye.

People and Occupations

Warm-Up



 $|||_{\text{II}} \text{ VOCABULARY }| \text{ Subject pronouns }\underline{\text{I, you, he, she, we, they}} \text{ }| \text{ Read and listen. Then listen again and repeat.}$

















VOCABULARY PRACTICE | Write I, you, he, she, we, or they.

















Lesson 1 Introduce people Lesson 2 Identify people : Lesson 3 Spell names : Lesson 4 Describe people

C III VOCABULARY | Occupations | Read and listen. Then listen again and repeat.













5 a chef

1 a teacher 2 a student

PAIR WORK | A: Say an occupation. 46 a chef !!

B: Point () to the photo.

E INTEGRATED PRACTICE | Read each statement. Write the letter.

-d....1 She is a chef.
 - 2 They are doctors.
 - 3 He is a student.
 -4 She is a musician.
 - 5 She is a doctor.
 - 6 He is a singer.
 -7 He is a teacher.
 -8 She is a student.
 -9 They are chefs.



















- LISTENING COMPREHENSION | Listen and write the occupations.
 - 1 She's a
- 3 We're
- 5 I'm a

- 2 They're
- 4 He's a
- 6 They're

Introduce people





a pilot 7 an actor an actor

> You are a pilot. / You're a pilot. He is a student. / He's a student.

Pam is a chef. / Pam's a chef.

She is a teacher. / She's a teacher.

Affirmative statements

I am Peter. / I'm Peter.

GRAMMAR | Verb be: Singular statements / Contractions

8 an athlete

Negative statements I am not Gary. / I'm not Gary.

You are not a singer. / You're not a singer. / You aren't a singer.

9 an artist

He is not a chef. / He's not a chef. / He isn't a chef. She is not a doctor. / She's not a doctor. / She isn't a doctor. Pam is not an actor, / Pam's not an actor, / Pam isn't an actor.

Contractions $am \rightarrow m$ are → 're is **→ 's** am not \rightarrow 'm not are not → 're not or aren't is not → 's not or isn't

10 an engineer

VOCABULARY EXPANDER p. 128

More occupations

I'm not a doctor. I'm a chef





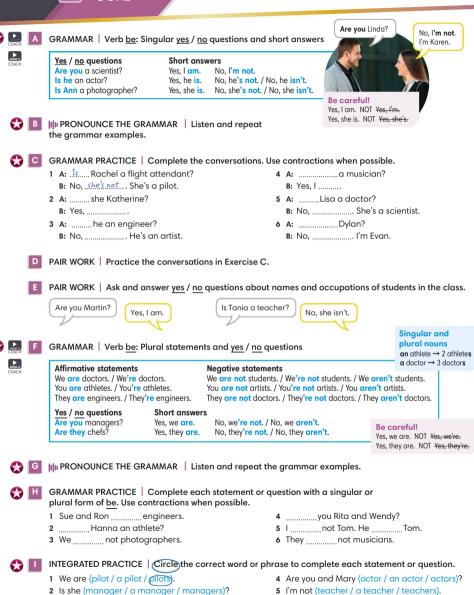


PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

Articles a / an

⇔	D	VOCABULARY / GRAMMAR PRACTI She is not a scientist. She's nat.a. She is a student. I am an actor. He is not a manager. You are a musician. I am not a photographer. She is not an athlete. You are not a pilot.	scientist.		
	E	PAIR WORK Point to the people in negative statements with contracti	n the photos on page 8. Mo	ike affirmative and	
		The 3 d hight attendant.	The isin t a pilot		
		COMMUNICATION NO NO	w let's introduce p	eople.	
	Ė	J. MOHVAIOR			
*	Α	CONVERSATION MODEL Read A: Zac, this is Eva. She's an engineer.	and listen.		
		B: Hi, Eva. Nice to meet you.	Social language Introduce people with		
		C: Nice to meet you, too, Zac! A: Zac's a teacher.	"This is"		
		C: A teacher?			
		B: Yes.			
*	В	PRONUNCIATION PRACTICE L practice the Conversation Model w		en	
	С	CONVERSATION GROUP WORK F	ersonalize the conversation	n.	8
		A:, this is's B: Hi, Nice to			(0)
		meet you.			
		C: Nice to meet you, too,!			
		A:'s	<u> </u>	@ @	
		C:?	S G		
		B: Yes.			
	D	CHANGE PARTNERS Personalize the conversation again.			
		Talk about other			
		classmates' occupations.			
		1			
		(0.3)	11/100		
		The		- 400	media de
			A HINDLAS	-	S. C. Charles
			FOR MORE	PRACTICE, GO TO YOUR DIGITAL RESOUR	RCES UNIT 1 9

Identify people



6 Are they (student / a student / students)?

3 Ted and Vicky are (writer / a writer / writers).

PAIR WORK | Complete the questions about the people. Then ask and answer the questions.

Are they actors?

No, they aren't. They're musicians.







actors?

.....flight attendant?

3doctors?







singers?

.....musician?

.....chefs?



Now let's identify people.



CONVERSATION MODEL | Read and listen.

A: Excuse me. Are you Paula?

B: No. I'm not, I'm Diane, That's Paula.

A: Where?

B: Right over there.

A: Oh. Thank you.

B: You're welcome.

Social language Introduce a question

with "Excuse me."

PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation with real names. Then change roles.

A: Excuse me. Are you?

B: No, I'm not. I'm That's

A: Where?

B: Right over there.

A: Oh. Thank you.

B: You're welcome.

CHANGE PARTNERS | Personalize the conversation again.





🚺 🔼 🕼 VOCABULARY | The alphabet | Read and listen. Then listen again and repeat.

B III LISTENING COMPREHENSION Listen and circle the correct letter.

- III LISTENING COMPREHENSION | Listen and write the letter.
 - 1 2
- 5
- 7 8

- 3
- 6
- 9

- PAIR WORK | Partner A: Say a letter. Partner B: Point to the letter in the alphabet.
- LISTENING COMPREHENSION | Listen and circle the correct name. Then practice spelling all the names aloud.
- ILLISTENING COMPREHENSION | Listen to each conversation. Write the name.

_			
1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine



1 l'm......



2 l'm



3 l'm

GRAMMAR | Proper nouns and common nouns

Proper nouns are names of people and places. Use a capital letter to begin a proper noun. Harry Potter New York Canada

Common nouns are nouns that are not names. occupation musician photo

Capital letters ABC Lowercase letters

-								
	Н	GRAMMAR PRACTIC			rline the common 5 Suki Mason	nouns.		
		2 China	3 alphabe 4 name	I	6 Buenos Aires			
		GRAMMAR PRACTIC	Chook (the e	ammon nounc	`anitaliza tha nra	nor noun		
W	٠.	T	ZE Check √ the co	ommon nouns. C		per noun:	5.	
		☐ 1 tony ✓ 2 chef			☐ 5 mexico ☐ 6 noun			
		3 paula keener			7 conversation	n		
		4 student			■ 8 san francise	00		
COACH	J	III PRONUNCIATION	I Syllables Read	d and listen. The	n listen again and	repeat.		
		1 syllable	2 syllables	3 syllables	4 syllables			
		chef	sing • er	en • gin • eer	pho • tog • ra	• pher		
^	V	III PRONUNCIATION	I DD A CTICE With					
W	K.	Write the number of				word.		
		a alphabet		c singer			musicians	
		b students		d vocabula	У	f	conversation	
	_	-						
		COMMUNICATIO ACTIVATOR		et's spell n	ames.			
	<u> </u>	ACTIVATOR						
•	B B C	CONVERSATION A: Hello. I'm Michael A B: Excuse me? A: Michael Aboud. B: How do you spell the A: A-B-O-U-D. B: Thanks. PRONUNCIATION and repeat. Then provided a partner. CONVERSATION PAI conversation. Use real at the conversation. B: Excuse me? A: B: How do you spell the conversation again.	Aboud. Social langue Say "Excuse me don't understar I PRACTICE Lister actice the Converse R WORK Persona real names. Then che hat? KEEP TALKING! Ask about occupe Are you a teacher Introduce people. This is my friend, E	age 7" if you d. a again ation Model lize the linge roles.				

Describe people

READING | Read about the people.



В	READING COMPREHENSION Answer the questions. Use short answers	s.
	1 Is Pablo Pérez an athlete? Yes, he is	

- 2 Is Nadia Santini a writer? 3 Are Ali Smith and Eunji actors?
- 4 Is Eunji a chef?
- 5 Is Ali Smith a writer?
- 6 Are Pablo Pérez and Leonardo Jara athletes?
- READING COMPREHENSION | Complete each sentence about the Reading. Use contractions when possible.
 - 1 Adam Driver _____ a singer. He ____ an actor.
 - 2 Pérez and Villa athletes. They writers.
 - 3 Smith and Jara _____ actors. She _____ a writer, and he ____ an athlete.
 - 4 Eunji _____a singer. Eunji _____a writer.
 - 5 Villaan actor. Villaan athlete.
 - 6 Pérez and Santini writers. Pérez and Santini achef.
- 😭 🔃 🛍 LISTENING COMPREHENSION | Listen to the conversations. Write the number of each conversation on the correct picture.









E III LISTENING COMPREHENSION | Listen to the conversations. Complete the information. Then listen again to check your answers.





F ABOUT YOU | Write your own responses with real information.

1 "Good morning! I'm Kate Portman."

YOU	7
- C	

2 "What's your occupation?"

VOIII.	
100	
1	

3 "Are you Norman?"

VOID	١
100 0	ı
\	J

4 "Thank you!"

CYCATTO (
A YOUR S	
7	



Now let's describe people.

PAIR WORK | Ask and answer questions about the pictures.







WRITING

Write affirmative and negative statements about the people in the pictures.

Ken isn't a scientist. He's a musician. GUIDED WRITING p. 135

Interactive Cool Down



Chat

Read the conversation. Then, with two partners, use the Chat Guides to create your own conversation. Cover your partners' Chat Guides with a sheet of paper.







Katya: Excuse me. Good evening. I'm Katya. Are you David?

Ed: Good evening. No, I'm not. I'm Ed. Are you a photographer?

Katya: Yes, I am.

Ed: Nice to meet you, Katya.

Katya: Nice to meet you, too, Ed. Are you a teacher?

Ed: No, I'm not. I'm a student.

 $\textbf{Katya:} \ \mathsf{Oh.} \ \mathsf{Is} \ \mathsf{that} \ \mathsf{David} \ \mathsf{over} \ \mathsf{there}?$

Ed: Yes

Katya: Is he a student, too?

Ed: Yes, he is.

Katya: Thanks. Take care!

Katya: Hello, David. I'm Katya.

David: Excuse me? Katya: Katya.

David: Oh. Hi, Katya. How are you?

Katya: I'm great, thanks.

David: How do you spell Katya?

Katya: K- A- T- Y- A.

Partner A's Chat Guide

- A Excuse me. Good I'm Are you?
- A Yes, I am.
- A Nice to meet you, too, Are you?
- A Oh. Is that over there?
- A Is, too?

Now chat with Partner C

- ⚠ Hello, I'm
- A
- / I'm, thanks.
- A

Partner B's Chat Guide

- B Good I'm Are you a photographer?
- B Nice to meet you,
- B
- B Yes.
- A
- A

Partner C's Chat Guide

- C Excuse me?
- C Oh. Hi, How are you?
- How do you spell?

2 THE OCCUPATION GAME

Work with a partner. Look at the pictures. Ask your partner a yes / no question about the people and the occupations. Answer your partner's question.



























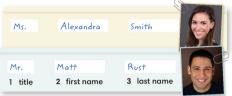




Personal Information

Warm-Up

| VOCABULARY | First and last names | Read and listen. Then listen again and repeat.



III LISTENING COMPREHENSION | Listen. Follow the instructions. Circle and underline. Then listen again to check your answers.







1 Ms. Abby Lane

2 Mr. Richard Li 3 Ms. Olivia Baker

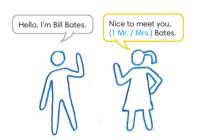
VOCABULARY | Titles | Read and listen. Then listen again and repeat.



Be carefull Mr. James Jackson OR Mr. Jackson NOT Mr. James James lackson lackson VOCABULARY EXPANDER p. 129 More titles Mr. and Mrs. Jackson

Mrs. Jackson Mrs. Anna Jackson OR Ms. Anna Jackson NOT Ms. Anna Ms. Jackson

VOCABULARY PRACTICE | Complete the greetings. Circle the correct title. Then practice the conversations with a partner.



Hello. I'm Mia Clark.







Lesson 1 Describe relationships Lesson 2 Ask for someone's contact information Lesson 3 Find out where people are from Lesson 4 Get to know people

- Listen and write the correct title.
 - 1 She's Ellen Greeley.
 - 2 They're Noah Tate and Rita Harris.
 - 3 The teacher is Robin Smith.
- 😭 📘 🕪 VOCABULARY | Contact information | Read and listen. Then listen again and repeat.











3 an email address

- VOCABULARY PRACTICE | Match the picture with the kind of contact information.
 Write the letter on the line.
 - a a phone number
 - **b** an email address
 - c an address



ABOUT YOU | Write your contact information.





3



SPEAKING

PAIR WORK | Greet a classmate. Use your title and your last name.



Describe relationships





2 a friend

1 a classmate



5 a boss

a neighbor a colleague

4 a teammate

GRAMMAR | Possessive adjectives



Melanie is my friend. She's your neighbor. Ms. Boyce is his colleague. Ann Blake is her teacher. He's our classmate. We're their teammates.



- PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.
- GRAMMAR PRACTICE | Circle the correct word to complete each sentence.
 - 1 Ms. Sands is (my / I) colleague. 2 Is Elaine (you / your) friend?
 - 3 Is Dr. Selden (she / her) doctor?

- 4 Are (they / their) Andrew and Carla?
- 5 Mr. Ellis is (we / our) neighbor.
- 6 I'm (his / he) classmate.
- LISTENING COMPREHENSION | Listen to the conversations. Complete the chart with the relationships.

Name	Relationship	Name	Relationship
1 Len	neighbor	4 Mr. Grant	
2 Bruce		5 Rob	
3 Shahana		6 Carlos	





GRAMMAR | Possessive nouns



Add 's with names and singular nouns.

loe is Ms. Brown's student. Sally is Ellen's neighbor. He is my friend's boss.

Add 'with plural nouns.

My classmates' names are Mark and Gillian.

Our neighbors' last name is Jones.

Be careful! Luke and Laura's friend NOT Luke's and Laura's friend

G IIIIIIIIIIIII PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR PRACTICE | Write the possessive noun.

1 Are they Don's (Don) neighbors? 2 He is(Isabel) classmate.

4 I'm your(neighbor) boss. 5 They're our(friends) teammates.

6 Peter is(Liz and Julie) teacher.



Now let's describe relationships.



CONVERSATION MODEL | Read and listen.

A: Eric, this is Sophia. Sophia's my classmate.

B: Hi. Sophia.

A: Eric's my neighbor's boss.

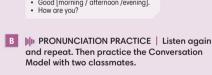
C: Hello, Eric. Nice to meet you.

B: Nice to meet you, too.

Social language

When you meet someone new, say...

- · Hi. / Hello.
- Good [morning / afternoon /evening].



C CONVERSATION GROUP WORK | Role-play the conversation with two classmates. Use other relationships. Then change roles.

A:, this is's my

B:

A:'s

C: Nice to meet you.

B: too.

KEEP TALKING! ••• 🛣

Introduce your partners to other classmates.

Watch the video for ideas!

CHANGE PARTNERS | Introduce other classmates.



RECYCLE THIS LANGUAGE

Are you ____?

[Glad to / It's a pleasure to] meet you.

How's it going?

How do you spell ____?

Ask for someone's contact information

🙀 🔼 🕪 VOCABULARY | Numbers 0-20 | Read and listen. Then listen again and repeat.

zero

seven

fourteen

one

eight

fifteen

nine

eleven

eighteen

twelve

nineteen

five

thirteen

twenty

PAIR WORK | Partner A: Say the numbers in your chart. Partner B: Listen and write the numbers. Then change roles.

Partner A

17 3 13 1

Partner B

7.L



GRAMMAR | Be: Information questions with What

What's her name? What's her last name?

What's Ethan's address? What's his email address?

What's your occupation? What's their phone number?

What are their first names?

(Maria Sanders. OR It's Maria Sanders.)

(Sanders. OR It's Sanders.) (15 Atlantic Street, OR It's 15 Atlantic Street.)

(ecooper@bmail.com. OR It's ecooper@bmail.com.)

(I'm a teacher.)

(914-555-0034. OR It's 914 555-0034.)

(Nina and Claire.)

What is → What's

How to say email addresses and phone numbers: Say "e cooper at b mail dot com."

Say "oh" for zero: 0034 = "oh-oh-three-four."

D | | PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR / VOCABULARY PRACTICE | Complete the questions. Begin each question with a capital letter.



1 A: What's her address

B: 12 Pacific Street.



2 A:his

B: 32-75-0456.



3 A:her B: It's lulu@slipnet.com.



B: It's 18 Mason Lane.

- PAIR WORK | Practice the conversations from Exercise E.
- G W LISTENING COMPREHENSION Listen to the conversations. In the chart. write the contact information you hear. Then listen again to check your answers.

Name	Phone number	Email address
1 Mimi Brinker		
2 Delia Potter		
3 Conrad Schmitt		
4 Elaine Ferris		





PRONUNCIATION | Stress in two-word pairs | Read and listen. Then listen again and repeat.

mail address first name one number



Now let's ask for someone's contact information.



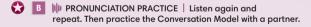
CONVERSATION MODEL | Read and listen.

- A: What's your last name, please?
- B: Davis.
- A: And your first name?
- B: My first name? Lucy.
- A: And what's your phone number?
- B: 287-4502.
- A: 287-4502?
- B: That's right.

Social language

Confirm information with "That's right."





- CONVERSATION PAIR WORK | Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.
 - A: What's your last name, please?

B:

A: And your first name?

B: My first name?

A: And what's your phone number?

B:

A:?

B: That's right.

CHANGE PARTNERS | Get other classmates' contact information.

KEEP TALKING! ●●●

Talk about another classmate. That's my classmate, Tom.

Ask about contact information.

What's [his / her last name / phone number]?

RECYCLE THIS LANGUAGE

Is [he / she] ____? Thank you. / You're welcome. Nice to meet you. Good [morning / evening]. Good-bye. / Good night.

Find out where people are from





GRAMMAR | Be from / Questions with Where

Where are you from? Where is he from? Are you from Korea? Is she from São Paulo? (We're from Manila.) (He's from Canada.) (Yes, I am. / No, I'm not.) (Yes, she is. / No, she's not. OR No, she isn't.)

contractions when possible. Begin new sentences with a capital letter.

Contractions Where is → Where's Where are NOT Where're

Where are you from? Are you from Japan?



B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.



- 1 A: Where are Silvia's colleagues from ? 5 A: your colleagues ? B: They Italy.
- 2 A:your neighbor? B: She Mexico City. 3 A: ______ Mr. Solomon _____ ?
- B: HeJohannesburg.
- B: _____from Seoul.
- B: Saint Petersburg.

Be careful!

6 A:you and your teammatesSanto Domingo? B: Yes,

Yes, I am. NOT Yes, I am from.

- 7 A: you the U. S.? B: No, Canada.
- PAIR WORK | Practice the conversations from Exercise C.
- PAIR WORK | Point to the pictures. Ask and answer questions about the people.



last name? |











INTEGRATED PRACTICE | Fill out the forms. Write the correct titles. Write the name of the city.

1 About you	2 About a classmate	3 About your teacher
Title	Title	TITLE
First name	First name	FIRST NAME
Last name	Last name	LAST NAME
City	City	CITY



Now let's find out where people are from.

CONVERSATION MODEL | Read and listen.



- A: Your name, please?
- B: Sure. It's Richard Fisher.
- A: And where are you from, Mr. Fisher?
- B: I'm from Dallas....



- B: Oh. And that's my colleague, Tom Morgan. Right over there.
- A: Is Mr. Morgan from Dallas, too?
- B: No, he isn't. He's from Boston.
- A: Thanks.
- B: You're welcome.

Social language

Show appreciation with "Thanks." Respond with "You're welcome."

repeat. Then practice the Conversation Model with a partner.

PRONUNCIATION PRACTICE | Listen again and

- C CONVERSATION PAIR WORK | Role-play the conversation. Choose one of the people from the list, or use your relationships. Then change roles.
 - A: Your name, please?
 - B: Sure. It's
 - A: And where are you from,?
 - B: I'm from Oh. And that's
 - A: Is, from, too?
 - B:
 - A: Thanks.
 - B: You're welcome.
- CHANGE PARTNERS | Role-play the conversation again.

LAST NAME, FIRST NAME	TITLE	CITY	RELATIONSHIP TO YOU
Purdy, David	Mr.	New York	colleague
Clinton, Sally	Mrs.	Austin	classmate
Kendall, Amy	Ms.	Miami	teammate
Roth, Luis	Mr.	Santiago	friend

KEEP TALKING! ●●●

Ask more questions.

How do you spell that? What's your occupation? Is she [a student]? What's his [phone number]?

Get to know people



III VOCABULARY | Countries and nationalities | Read and listen. Then listen again and repeat.

COUNTRY NATIONALITY

Ana is from Brazil. He's from Canada She's from China. They're from Japan. We're from Mexico. Pete is from the U.K. I'm from the U.S.

She's Brazilian He's Canadian She's Chinese They're Japanese. We're Mexican. He's British. I'm American.

See page 127 for a more complete list.





Aída Román is an Olympic athlete. Where's she from? She's from Mexico City, Ms. Román is Mexican.



Mooking. What's his nationality? He's Canadian, and he's Trinidadian, too! He's originally from Trinidad. Mr. Mooking is a famous chef. But that's not all. He's also a writer and a singer!

This is Roger



Meet Brazilian-American Perla Haney-Jardine. What's her occupation? She's an actor.

Ms. Haney-Jardine is originally from Brazil. Where in Brazil is she from? She's from Niteroi.



Meet BTS, a famous pop band. Where are they from? The singers in BTS are from Seoul. They are South Korean. They are K-pop musicians.

PAIR WORK | Ask and answer questions about people in the Reading. Use the verb be.

What's Ms. Román's nationality?

44 Where are the BTS singers from? 🦷

L Is Mr. Mooking from Canada?



| III LISTENING COMPREHENSION | Listen to the conversations. Complete each statement with the correct word or phrase.

Conversation 1

- The teacher's name is (Robert Judd / Joseph Madison).
- 2 Joseph Madison is Robert Judd's (student / colleague).

Conversation 2

- 3 The doctor's first name is (Thomas / Jack).
- 4 His nationality is (Philadelphia / American).

Conversation 3

- 5 Irene Biss's (title / occupation) is Ms.
- 6 She's (Canadian / American).

Conversation 4

- 7 Mr. Solis is from (New York City / Riverside Drive).
- 8 He's (American / Mexican).

Conversation 5

- 9 Glenn and Amanda are (neighbors / friends).
- 10 Glenn's nationality is (American / British).

Conversation 6

- 11 David Harrison is from (Miami / Chicago).
- 12 Emily Caro is David Harrison's (colleague / boss).



Now let's get to know people.

ROLE PLAY $\,\mid\,\,$ Create a conversation for the people in the picture.

Ideas

name / first name / last name title nationality

occupation contact information

RECYCLE THIS LANGUAGE

Excuse me. I'm from ___ .

Where ___ ? Nice to meet you.

What's ___ ? How do you spell!

And your ___ ? That's right.

How do you spell that?



WRITING

Complete the form about yourself. Then, on a separate sheet of paper, use the information to write sentences about yourself. Begin each sentence with a capital letter. End with a period (.). For example:

My first name is Ana and my last name is Crane I'm from

,,	GUIDED WRITING	p.
PERSONAL INFORMATION		-
First Name Last Name		4
Nationality		
Occupation		
Address		
Phone Number		
Email Address		

Interactive Cool Down

Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Silvia: Hello. I'm Silvia. Nice to meet you.

Louise: Nice to meet you, too! I'm Louise.

Silvia: So where are you from, Louise?



Louise: Me? I'm from New York. And you?

Silvia: I'm from Puebla.



Silvia: Puebla. I'm Mexican.

Louise: What's your last name?

Silvia: It's Soto.



Louise: Soto? How do you spell that?

Silvia: S-O-T-O. And what's <u>your</u> last name?

Louise: Moore. That's M-O-O-R-E.

Partner A's Chat Guide

A Hello. I'm ___ . Nice to meet you.

A: So where are you from, __?

A I'm from ___.

__. I'm __.

A It's ___.

A ___ . What's your last name?

Partner B's Chat Guide

B Nice to meet you, too! I'm ___.

B Me? I'm from ___. And you?

B Excuse me?

B What's your last name?

B. __? How do you spell that?

B ___. That's ___.

2 Make a BUSINESS CARD

66 What's your last name? **??**

66 How do you spell that? 99

🛂 Ask your partner questions to get information for the card.

Look at the business card. Then make a business card for your partner.





3 Personal into game

Play with a partner. Flip a coin to decide who goes first.

To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.

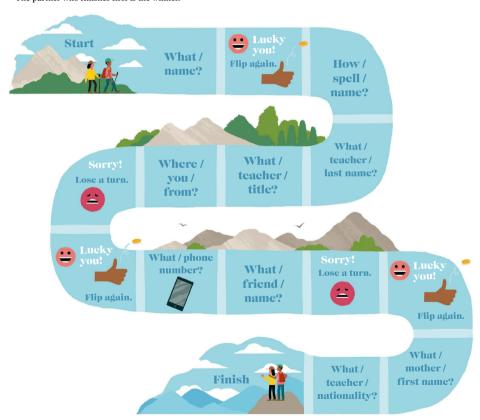
Use the cues to ask your partner a question. Your partner answers and goes next.

The partner who finishes first is the winner.











PROGRESS SELF-CHECK

NOW I CAN

For more practice . .

Unit Review, p. 141 / Practi-Chant, p. 158
Connect TV / Test-Taking Skills Booster

Describe relationships.

Ask for someone's contact information.

Find out where people are from. Get to know people.

LINI

Neighborhoods

Warm-Up

A III VOCABULARY | Means of transportation | Read and listen. Then listen again and repeat.



1 a car



2 a taxi



3 a train



4 a bus



6 a bicycle







7 a motorcycle

8 a moped



































PAIR WORK | Say one of the Vocabulary words. Your partner writes the word.







Lesson 1 Ask about locations Lesson 2 Suggest how to get places Lesson 3
Talk about means of transportation

Lesson 4
Describe a
neighborhood

 $\| \| \|$ VOCABULARY $\|$ Places in the neighborhood $\|$ Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 129 More places in the neighborhood







1 a bank

2 a restaurant

3 a pharmacy





4 a school

5 a gas station







6 a bus stop

7 a supermarket

8 a bookstore

	ı
-	

IIIII FISTEINIA

LISTENING COMPREHENSION | Listen. Write the place you hear.

1 <u>a bus stop</u> 3 _____ 5 ____

4 6 8

 •	
 •	

SPEAKING

PAIR WORK | Tell your partner the names of places you know.

The name of my school is Avon Avenue School.

the name of your school

the name of a restaurant in your neighborhood

the names of two banks

the name of a pharmacy

Ask about locations

| VOCABULARY | Locations | Read and listen. Then listen again and repeat.







down the street



around the corner



on the left

on the right



next to the bank



between the bookstore and the bank

Where's

the bank?

PAIR WORK | Make statements about the location of the places.













It's down the

street on the right.

GRAMMAR | Be: Questions about location with Where / Subject pronoun it

Ask questions with Where for locations. Where's the bookstore?

Use the subject pronoun it to replace the names of places. It's down the street. (It = the bookstore)

Contractions Where is → Where's It is → It's







PRONUNCIATION | Falling intonation for questions with Where | Read and listen. Then listen again and repeat.

1 Where's the bank?

3 Where's the bus stop?

2 Where's the school?

4 Where is it?



1 The restaurant is down the street.

A: Where's the restaurant ? B: It's down the street

2 The Harvey School is across the street.

B: ______.

3 The gas station is around the corner.

A: _______? B:

4	The bank is next to the pharmacy.	
	A:	?
	B:	
5	The supermarket is on the left.	
	A:	?
	B:	

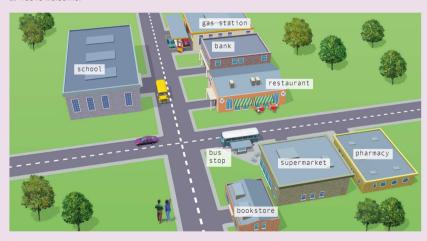
PAIR WORK | Practice the conversations from Exercise F.



Now let's ask about locations.

- - IN CONVERSATION MODEL | Read and listen.
 - A: Excuse me. Where's the bus stop?
 - B: The bus stop? It's around the corner.
 - A: Thanks! And where's the restaurant?
 - B: It's down the street. On the right.
 - A: Thanks again!
 - B: You're welcome.

Social language Repeat to confirm: "The bus stop?"



- PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
 - CONVERSATION PAIR WORK | Change the conversation. Use the places on the map. Then change roles.

A: Excuse me. Where's the ?

B: The _____? It's _____.

A: Thanks! And where's ____?

B: It's . . .

KEEP TALKING! ●●●

Ask about the location of other places.

RECYCLE THIS LANGUAGE And the bank? It's right over there. On the right? That's right. Bye!

CHANGE PARTNERS | Ask about other locations.









2 drive

3 take a taxi





1 walk

4 take the train / take the subway

5 take the bus

В	III LISTENING COMPREHENSION Listen. Complete each question. Then listen again to
	check your answers.

1 Can I ______ to the _____? 2 Can I ______to the _____? 3 Can I ______ to the _____? 4 Can I ______to the _____



GRAMMAR | The imperative

grammar examples.

Use imperatives to give instructions.

Affirmative imperatives Drive [to the pharmacy]. Take a taxi [to the restaurant]. **Negative imperatives** Don't walk. Don't take a taxi.

Don't = Do not

Can I drive

to the bank?

PRONOUNCE THE GRAMMAR | Listen and repeat the



😭 📘 🍿 LISTENING COMPREHENSION | Listen to six instructions. Write the number next to the correct instruction. Listen again if necessary.

>Take the bus. Walk.1 Don't drive. Drive. Don't walk. Take a taxi.Take the train.Don't take a taxi. Don't take the subway. Take the subway. Don't take the bus.



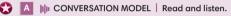
	F	ACTIVATE GRAMMAR AND VOCABULARY	Give instructions with negative and affirmative imperatives.
_		Begin each sentence with a capital letter.	End with a period.

		•		
1	A: Can I take the train to the B: Den't take the train. Take a	bookstore? a.taxi.	Ø	•••
2	A: Can I drive to the superma B:			
3	A: Can I walk to the pharmac B:	cy?		•
4	A: Can I take a taxi to the bar	ink?		0

G PAIR WORK | Practice the conversations from Exercise F.



Now let's suggest how to get places.



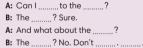
- A: Can I walk to the bookstore?
- **B:** The bookstore? Sure.
- A: And what about the supermarket?
- **B:** The supermarket? No. Don't walk. Take a taxi.
- A: OK. Thanks!

A: OK. Thanks!

Social language

Ask for additional information with "And what about ____?"

CONVERSATION PAIR WORK | Change the conversation.
Use the places below and the Vocabulary from page 34.
Then change roles.







KEEP TALKING! ●●●

Ask about locations. Where's the [bookstore]?

Is the [supermarket] on the right?

Describe locations.

It's [down the street / around the corner].

Watch the video for ideas!

CHANGE PARTNERS | Ask about more places.



Talk about means of transportation

How do you go

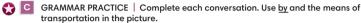


GRAMMAR | By + a means of transportation

Use by + a means of transportation to express your means of transportation to a place.

by bus by car by taxi

- III PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.
- to school? By bicycle. Be careful! Don't use the or a / an with a by phrase. by subway NOT by the subway



- 1 A: How do you go to the bank?
 - B: By bicycle



- 2 A: How do you go to the pharmacy?
 - B:



- 3 A: How do you go to the restaurant?
 - B: Me? And you? A:



- 4 A: How do you go to the supermarket? By bicycle or by bus?



- 5 A: How do you go to the gas station?
 - B: The gas station?



- PAIR WORK | Practice the conversations from Exercise C.
- | VOCABULARY | Routine destinations | Read and listen. Then listen again and repeat.

How do you ?



1 go to work



2 go home



3 go to school

Be careful! Don't use the or a / an with routine destinations. go to work NOT go to the work





LISTENING COMPREHENSION | Listen. Use a by phrase to write the means of transportation. Then check (1) the column for work, home, or school. Then listen again to check your answers.





Now let's talk about means of transportation.





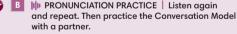
In CONVERSATION MODEL | Read and listen.

- A: Hey, Cara! How's it going?
- B: Fine, thanks. And you?
- A: Pretty good. Cara, how do you go to school?
- B: By subway. What about you?
- A: Me? I walk.

III Social language Respond positively to

- "How are you?" with:
- · Fine.
- Pretty good.
- Great.
- · Not bad.
- OK.





C CONVERSATION PAIR WORK | Personalize the conversation.

Ask about work, school, and home. Then change roles.

A: Hey,! How's it going?

B:, thanks. And you?

A:, how do you go?

B: By What about you?

A: Me? I walk.

KEEP TALKING! ●●●

Ask about means of transportation to other places.

CHANGE PARTNERS | Personalize the conversation again.

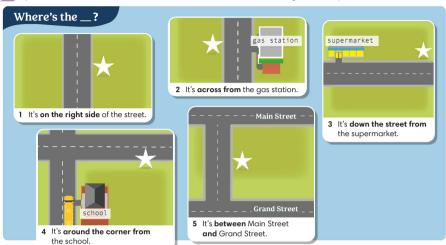
UNIT 3

Describe a neighborhood





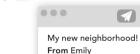
A III VOCABULARY | More locations | Read and listen. Then listen again and repeat.







IIII READING | Read the email message about a neighborhood. Who is Matt?





school. Not bad, right?

Hey, Marisol! How's it going? Danny and I are fine! Here's a photo of our new home in our new neighborhood. It's great! The bus stop's right around the corner, so I can take the bus to the supermarket or the pharmacy. And Danny's bookstore is right down the street, so he can walk home from work. In the morning, I take the bus to work—or I go by car with Matt. Matt's our neighbor from across the street. We're both teachers at the same school. Oh! And my bank's right next to the

Thanks again for the pictures, Marisol! You look great! What about you? How's work? Write! xo Your friend, Emily



- PAIR WORK | Ask and answer the questions about the reading.
 - 1 Is Emily a student or a teacher?
 - 2 Is Danny a student?
 - 3 Is Matt Emily's teacher?
 - 4 Is Danny Matt's colleague?
 - 5 Where's the bus stop?

- 6 Where's Emily's bank?
- 7 Where's the bookstore?
- 8 (Write a question about Emily for your partner.)



IIII LISTENING COMPREHENSION | Listen to Ken and Linda describe their neighborhoods and their relationships. Complete each statement. Then listen again to check your answers.

A	About Ken	
1	Ken Tunney is a(n)at a bookstore.	0-6
2	2 Ken and hisgo to work by	8
3	B Emile is a(n)at a French	
4	Fmile and Ken are neighbors, and they are, too.	The state of the s
5	5 Ken'sisfrom the restaurant.	2
Ī	About Linda	A Marie
Ī	About Linda 6 Linda'sname is Sellers.	
Ī		4
	6 Linda'sname is Sellers.	
	6 Linda'sname is Sellers. 7 Linda and Michael areat a school.	8



Now let's describe a neighborhood.

TALKING POINTS | Make a map of the places near your school. Write the names of the places.

GROUP WORK | With your classmates, take turns describing the locations of the places on the map.

Write sentences about your neighborhood. Describe the locations of the places. Begin each sentence with a capital letter and end with a period.

The bus stop is across from the pharmacy. It's ...

GUIDED WRITING p. 135



UNIT 3

Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

First, take the survey. Check the places that are important in a perfect neighborhood.

Compare surveys with a partner.

Use your survey to design your perfect neighborhood. Draw the places on your map. Then point to places and describe your neighborhood. Ask questions about your partner's neighborhood.

SURVEY Your perfect neighb	orhood bus	stops schools
gas stations superm	narkets pharm	acies banks
bookstores restaura	ints other	

The restaurant is here. It's across the street from the bank.



IDEAS

- across the street
- down the street
- around the corner
- on the left
- on the right
- next to the [bank]
- between the [pharmacy] and the [gas station]
- on the right side of the street
- on the left side of the street
- across from the [bookstore]
- down the street from the [restaurant]
- around the corner from the [bus stop]
- between [Tenth Street] and [Elton Street]

2 ARE YOU AT THE BANK?

Play a guessing game. Take turns. Describe where you are. Your partner points to the place on the map. I'm across the street from the gas station.

Are you at the supermarket?

No. I'm not.

Are you at the bank?

Yes, I am!



Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use one of the maps from Unit 3 Interactive Cool Down. Cover your partner's Chat Guide with a sheet of paper.







Josh: Hey, Paul! How's it going?
Paul: I'm fine, thanks, And you?

Josh: Pretty good. Paul, can I walk to the pharmacy?

Paul: Sure! It's around the corner and down the street.

Josh: On the right or on the left?

Paul: On the left. Across the street from the supermarket.

Josh: And where's the bus stop?

Paul: The bus stop? It's across from the supermarket too. Next to the pharmacy.

Josh: Oh, and what about the bank?

Paul: The bank? It's down the street, on the right.

Josh: Thanks for the directions, Paul.

Paul: Anvtime!

Josh: Oh. One more question: How do you go to school?

Paul: Me? I go by bicycle. And what about you?

Josh: I walk.

Paul: Bye! See you later, Josh.

Josh: Take care.

Partner A's Chat Guide

- A Hey, __! How's it going?
- A Pretty good. ___, can I walk to the ___?
- On the right or on the left?
- And where's the ___?
- Oh, and what about the __?
- A Thanks for the directions, ___.
- A Oh. One more question: How do you go to __?
- A |_
- **A** _.

Partner B's Chat Guide

- B I'm fine, thanks. And you?
- B Sure! It's ___.
- B On the ___. ___.
- B The __? It's __.
- B The __? It's __.
- B Anytime!
- B Me? I ___. And what about you?
- Bye! See you later, ___.



For more practice...

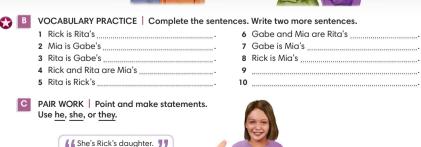
- Ask about locations.
- Suggest how to get places.
- Talk about means of transportation.
- Describe a neighborhood.

Families

Warm-Up

🖍 🔼 🕪 VOCABULARY | Family relationships | Read and listen. Then listen again and repeat.







Lesson 1 Comment on family photos Ask about relatives

Lesson 3 Describe appearance

5 He's my grandson.

Lesson 4
Talk about someone's family

VOCABULARY | More family relationships | Read and listen. Then listen again and repeat.





2 They're our grandchildren.*

*one grandchild / two grandchildren

3 She's my granddaughter.

4 He's my grandfather.



She's my grandmother.

- VOCABULARY PRACTICE | Complete each statement. Write the letter.
 - 1 Joe is
 - 2 Faye is b Mia's grandmother
 - 3 Gabe is
- c Faye's granddaughter
- 4 Mia is......
- d Faye's husband

a Joe's grandson

LISTENING COMPREHENSION | Listen to a woman talk about her relatives. Check the correct photos.

























SPEAKING

PAIR WORK | Write the names of your relatives on a separate sheet of paper. Then tell your partner about your family relationships.



66 Sam is my brother.

Comment on family photos



*mom and dad = informal for mother and father

Who's she? (She's my mom.*) Who are they? Who's Nick? (He's my dad.*) Who are Ting and Joy? (They're my sisters.)

> Re carefull Who are NOT Who're

PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR PRACTICE | Write questions with Who's or Who are. Use he, she, or they.

1 A: Who's she ? B: She's my grandmother.

2 A:? B: He's my father.

3 A:?

B: They're my mom and dad.

4 A:?

B: She's Mrs. Bell's granddaughter. 5 A:?

B: He's Lucille's husband.

6 A:? B: They're my friend's sisters.

PAIR WORK | Practice the conversations from Exercise C.

VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130 More adjectives to describe people



1 He's short. 2 He's tall.



3 He's young. 4 He's old.



5 They're good-looking.

6 She's pretty / beautiful. 7 He's handsome.



8 She's cute.



GRAMMAR | Be with adjectives / Adverbs very, really, and so

Describe people with a form of be and an adjective. The adverbs very, really, and so make adjectives stronger.

Your sister is **pretty!** Their children are very cute! Bob's son is tall! Your brothers are so good-looking!

ne's tall, but her nusband is really tall!

Be careful!

Adjectives don't have plural forms.

They're cute. NOT They're cutes.



PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.



Contractions Who is → Who's (They're my grandparents.)







Н	III Her husbandso Her daughterreal His brothers and sisters	у	4 He 5 Hi	er sons sisters	e statement. reallysosoand	
1	PAIR WORK Use the Vocabula		assmate	s.		
J	INTEGRATED PRACTICE Write the adverbs very, really, and so 1 My parents are very 1 2 3	, and the Vocabulary.	ut people	e in your family.	Use <u>be</u> ,	
<u></u>	COMMUNICATION ACTIVATOR	Now let's com	nent o	on family pl	iotos.	
A	Jijin CONVERSATION MODEL I A: Who's that? B: Oh, that's my father. He's a tea A: He's very tall! B: Yes, he is. A: And is she your mother? B: Yes. She's a doctor. A: She's so pretty!					
В	III PRONUNCIATION PRACTICE Listen again and repeat. Then the Conversation Model with a	oractice				
С	conversation, using photos of y (Option: Use the photos in Exer page 44 as "your family.") Ther A: Who's that? B: Oh, that's my's B: Yes,is. A: And? B: KEEP TALKING! ••• Ask about other people in your partre	our own relatives. cise E on I change roles. 				
	Who's [he / she]? Who are they? What's [his / her] [name / occupation]?					

D CHANGE PARTNERS | Comment on your partner's family photos.

Ask about relatives



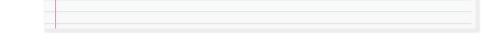
GRAMMAR | Verb have / has: Affirmative statements

l You We Thev	have two sisters.	He She	has a brother.
------------------------	-------------------	-----------	----------------



B GRAMMAR PRACTICE | Complete the statements. Use have or has.

- 1 Shetwo brothers.
- 2 Theya cute granddaughter.
- 3 Our neighborstwo kids.
- 4 Betty five brothers and sisters.
- 5 My wife and Ithree grandchildren.
- 6 Ino brothers or sisters.
- 7 Our bosstwo boys.
- 8 Youa handsome son!
- IN PRONOUNCE THE GRAMMAR | Now listen and practice the statements in Exercise B.
 - ABOUT YOU Write two sentences about your family. Use have and has.



😭 📘 ի VOCABULARY | Numbers 21–101 | Read and listen. Then listen again and repeat.

twenty-one

twenty-four

twenty-six

twenty-three

twenty-seven

twenty-eight

seventy

eighty

twenty-five

ninety

thirty-two

one hundred

one hundred one

PRONUNCIATION | Clarifying numbers | Listen and repeat. Then practice the

twenty-nine

numbers on your own.

13/30 14/40 15/50 16/60 17/70 18/80 19/90

PAIR WORK | Take turns saying a number from the chart. Your partner writes the word on a separate sheet of paper.

23	45	40	18	94	21	20	14	58	102
43	89	90	44	53	13	30	19	60	99
22	50	52	100	15	47	33	54	17	66
77	70	64	78	95	80	87	101	1	31



4
Į



GRAMMAR | Be: Questions with How old

How old is he? (He's 30 years old.) How old is Olivia? (She's 23.) How old is your grandfather? (Sixty-five.) How old are they? (They're 52.)



PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

(Four and six.)

J	GRAMMAR PRACTICE Complete the quest	ions with <u>How old is</u> or <u>How old are.</u>
	1your dad?	4Janet's mom?

1	your dad? 4	ŀ	Janet's mom?
2	her grandkids? 5	5	your children?
3	Lou's brothers? 6	5	his aranddau

	COMMUNICATION
V >	ACTIVATOR

How old are your girls?

Now let's ask about relatives.

IN CONVERSATION MODEL | Read and listen.

- A: So, tell me about your family.
- B: Well, I have two sisters and one brother.
- A: Really? How old are your sisters?
- B: Eighteen and twenty-one.
- A: And your brother?
- B: He's 20.

Social language Show interest with "Really?"

IIII PRONUNCIATION PRACTICE Listen again and repeat. Then practice the Conversation Model with a partner.

> Personalize the conversation with information about your family. Then change roles.

C CONVERSATION PAIR WORK

A: So, tell me about your family.

B: Well, I have

A: Really? How old?

B:

A: And your?

B:

CHANGE PARTNERS Personalize the conversation again.



.....his granddaughter?

Ask for more information.

What ['s her] name? What [are their] occupations?

Tell me about your [parents]. What about you?

Watch the video for ideas!

Describe appearance



GRAMMAR | Describing people with be and have

With be Her eyes are pretty. Brad's hair is curly. My sons' beards are short. With have She has pretty eyes. Brad has curly hair. My sons have short beards. Be careful! She has red hair NOT She has hair red. NOT She has red hairs.

PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR PRACTICE | Complete each sentence with the correct form of <u>be</u> or <u>have</u>.

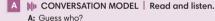
- 1 A: So, tell me about your mother.
 - B: Her hair curly and black.
- 2 A: Is her son good-looking?
 - B: Yes. He wavy blond hair, and he a lona mustache.
- 3 A: That's my sister Sally in the photo.
 - B: Wow, her eyes really beautiful.

- 4 A: Tell me about your daughter.
 - B: My daughter? Shevery tall, and her hairlong and pretty.
- 5 A: Is that your grandfather?
 - B: No. My grandfather curly gray hair.
- 6 A: Tell me about your father.
- B: Well, he a beard, and hebald.
- PAIR WORK | Practice the conversations from Exercise G.
- PAIR WORK | Describe your relatives. Use be and have.

My sister Maya has long black hair. She's really pretty.



Now let's describe appearance.

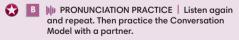


- B: OK!
- A: His hair is curly and gray, and he has a mustache and a beard. Who is it?
- B: I know! It's Sam Elliot.
- A: Sorry. That's wrong. It's Morgan Freeman. My turn!

Social lanauaae

Sorry. That's wrong. (2)





CONVERSATION PAIR WORK | Play your own guessing game. Use the photos, or describe a classmate.

A: Guess who?

B: OK!

B: I know! It's

A: My turn!

KEEP TALKING! ●●●

Ask questions.

Is his hair black? Is she pretty?

Is he old?

CHANGE PARTNERS | Change the conversation again.



Sam Elliot, actor (U.S.)



Beyoncé Knowles, singer (U.S.)





Prince Harry (U.K.)





Talk about someone's family



- READING COMPREHENSION | Correct these statements.
 - 1 Ramona is Maggie Gyllenhaal's son
 - 2 Chris Hemsworth's father is a teacher.
 - 3 Jake Gyllenhaal is a movie director and writer.

 - 4 Lupita Nyong'o's father is a student.

- 5 Maggie Gyllenhaal's brother's name is Peter.
- 6 Dorothy and Peter Nyong'o have five children.
- 7 Chris Hemsworth and his wife have no children.
- READING COMPREHENSION | Complete each sentence about the reading. Write the letter. 1 Peter's sister's name is

 - 2 Peter's wife's name is
 - 3 Elsa's husband's name is . .
 - 4 Gloria Ray's grandfather's name is
 - 5 Liam's mother's name is
 - 6 Dorothy's husband's name is
 - 7 Naomi's son's name is

- a Stephen
- **b** Jake
- c Lupita
- d Leonie
- e Peter
- f Maggie
- g Chris

LISTENING COMPREHENSION | Listen to two conversations. Write the number of each conversation next to the family photo. Then listen again to check your answers.











Now let's talk about someone's family.

PAIR WORK | Interview your partner. Complete the notepad with information about your partner's family.

■ So tell me about your relatives ...

Relative's name	Relationship	Age	Occupation	Desc	cription	
Doug	brother	14	student	He's v	very tall. He has short black hair.	
Relative's name	Relationship	Age	e Occupa	tion	Description	

GROUP WORK | Now tell your classmates about your partner's family.

Nicole's brother Doug is 14. He's . . . ,

WRITING

Choose two of your relatives. Write a description of each person.

My sister Tahlia is 24 years old. She's a student. She's tall and good-looking. She has wavy brown hair and ...

GUIDED WRITING p. 136

Interactive Cool Down



Remember: That's right! Sorry. That's wrong.

Choose one of the math problems. Ask your partner to add the numbers.

What is twelve plus twenty? It's thirty-two.

12 + 20 =	75 + 21 =	101 + 26 =	88 + 3 =
24 + 38 =	96 + 13 =	53 + 42 =	11 + 102 =
9 + 49 =	14 + 64 =	67 + 18 =	14 + 33 =

Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use your own photos. Cover your partner's Chat Guide with a sheet of paper.







Carrie: Who's that?

Cody: Oh, that's my brother, Adam. Carrie: Your brother? He's so tall!

Cody: And that's his daughter, Maureen.

Carrie: She's really cute! Cody: Yes, she is! She's 6 years old.

Carrie: And is that his wife?

Cody: Yes, Her name's Pam, She's a bank manager.

Carrie: She has beautiful eyes. What about Adam? What's his occupation?

Cody: My brother? He's a chef.

Carrie: A chef?

Cody: That's right. What about you? Tell me about your family, Carrie. Carrie: Well, I have one sister, Here's a photo.

Cody: Oh, great! How old is she?

Carrie: Twenty-six. And that's her husband. Bob. He's a teacher.

Cody: And is that you on the right?

Carrie: Yes. My hair's so short!

Partner A's Chat Guide

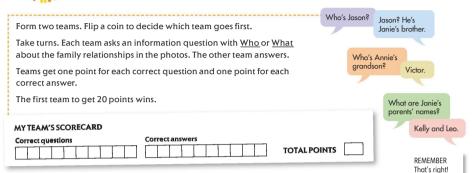
- Who's that?
- A Your ___? ___'s so ___!
- ___'s really ___!
- And is that ___?
- __ has __ . What about __ ? What's __ occupation?
- A (n) ___?
- Well, I have ___ . Here's a photo.
- ___ . And that's ___ . __'s a(n) ___ .
- Yes. My ___ so ___!

Partner B's Chat Guide

- Oh, that's ___.
- 🔼 And that's 🔔.
- 📐 Yes, ___is! ___'s ___years old.
- Yes. ___ name's ___ . __'s a(n) ___ .
- ___? ___'s a(n) ____.
- That's right. What about you? Tell me about your family, ___.
- Oh, __! How old __?
- And is that you on the ___?

That's wrong

3 FAMILY RELATIONSHIP GAME







4 Describe-athon

Take turns. Describe people in the Family Relationship Game photos. Your partner guesses who.

Guess who! She has blond hair, and she's really cute.

Linda?

Guess who! He's tall and he has gray hair, and she has straight blond hair.

Barry and Diana?



For more practice...

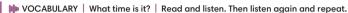
Unit Review, p. 145 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

- Comment on family photos.
- Ask about relatives.
- Describe appearance.
- Talk about someone's family.

Time and Events

Warm-Up







1 It's nine o'clock.



2 It's nine fifteen. OR It's a quarter after nine.



3 It's nine twenty. OR It's twenty after nine.



4 It's nine thirty. OR It's half past nine.



5 It's nine forty. OR It's twenty to ten.



6 It's nine forty-five, OR It's a quarter to ten.



7 It's noon.



8 It's midnight.







Im PRONUNCIATION | Sentence rhythm | Read and listen. Then listen

It's TEN after FIVE.

2 It's TWENty to ONE.

3 It's a QUARter to TWO.

PAIR WORK | Take turns, Ask your partner what time it is. Pay attention to sentence rhythm.



- 1 It's a quarter after three.
- 2 It's ten to five.

- 3 It's twenty after six.
- 4 It's five to ten.



wocabulary | Late, early, and on time | Read and listen. Then listen again and repeat.



1 She's late.



2 He's early.



3 They're on time.



Lesson 1 Ask about the time of events Lesson 2 Plan to attend an event Lesson 3 Ask about birthdays

Lesson 4 Describe a time span

VOCABULARY PRACTICE | Look at the pictures. Complete the conversations with <u>late</u>, <u>early</u>, or <u>on time</u>.



- 1 A: What time is it?
 - B: It's 1:50.
 - A: Whew! The bus is at 2:00.



- 2 A: What time is it?
 - B: Now? It's a quarter after two.
 - A: It is? That's great.

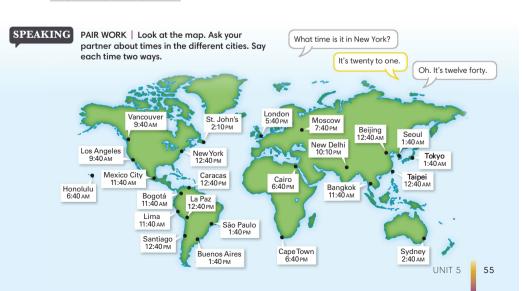


- 3 A: Is it 2:30?
 - B: No, it isn't. It's 2:35.
 - A: No way! I'm

- PAIR WORK | Practice the conversations from Exercise E.
- | || LISTENING COMPREHENSION | Listen to the conversations. Check <u>late</u>, <u>early</u>, or <u>on time</u>.

	late	early	on time
1			
2			
3			
4			

- H ACTIVATE VOCABULARY | Ask and answer the questions with a partner.
 - 1 What time is it?
 - 2 Are your classmates on time to English class?
 - 3 Are you on time to English class?



Ask about the time of events



IN VOCABULARY | Events | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130 More events









1 a party

2 a game

3 a meeting

4 a concert









5 a movie

6 a play

7 a talk



LISTENING COMPREHENSION | Listen to the conversations. Write the kind of event and circle the time of the event. Then listen again to check your answers. 8 an exhibit

What time's the talk?

It's at 12:30.

1	(6:00 / 6:30)
2	(4:15 / 4:45)
3	(7:15 / 7:45)
4	(8:30 / 9:00)
5	(9:45 / 10:15)
6	(8:10 / 7:50)
7	(12:00 A.M. / 12:00 P.M.)
8	(1:30 / 12:45)





GRAMMAR | Be: Questions with When and What time / Preposition at

Use When or What time to ask about the time of events. Use the preposition at with times. Look at three ways to answer.

When's the movie? What time's the movie? It's at eight o'clock. At eight o'clock. Eight o'clock.

Remember: At is also used for places.

He's a chef at a French restaurant.

Contractions

What time is → What time's When is → When's

Be careful!

When is it? NOT When's it? What time is it? NOT What time's it?







PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

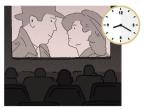
INTEGRATED PRACTICE | Look at the pictures. Complete the conversations. Use contractions when possible.



1 A: When? B: It'so'clock.



3 A: When the? B: It's



2 A: Whatthe? B: It's



4 A: Olivia, whatthe? B: It'shalf past

PAIR WORK | Practice the conversations from Exercise E.



Now let's ask about the time of events.



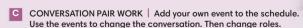
- CONVERSATION MODEL | Read and listen.
 - A: Harry, what time's the meeting?
 - B: Ten thirty.
 - A: Uh-oh, are we late?
 - B: No, we're not. It's ten twenty-five.

 - A: Ten twenty-five?
 - B: That's right. We're early.

Social language Express worry with

"Uh-oh."

B | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.



A:, what time's the?

B:

A: Uh-oh, late?

A:?

B: That's right.

Game 4:00 time now: 3:45 9:30 time now: 9:30 Party Talk 2:15 time now: 2:30

time now: [Your event] [time]

CHANGE PARTNERS | Change the conversation again.



Plan to attend an event

VOCABULARY | Days of the week | Read and listen. Then listen again and repeat.



weekdays Monday-Friday the weekend Saturday-Sunday



GRAMMAR | Be: Questions with When and What day / Preposition on

Ask questions about days of the week with When or What day. Use the preposition on with the names of days and the weekend.

When's the game?

It's on Sunday. What day's the party? The party's on Saturday.

It's on Saturday and Sunday. [OR It's on the weekend.] When's the exhibit?

> Contractions What day is → What day's



PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

PAIR WORK | Invent a day and time for each event. Write the events and times in the calendar in Exercise A. Then take turns asking and answering questions about the events.

EVENTS party game meeting concert play talk exhibit movie



- INTEGRATED PRACTICE | Circle the correct prepositions to complete the statements.
 - 1 The photo exhibit is (on / at) Tuesday at Charles's Restaurant.
 - 2 The concert is (on / at) 7:00 at the bookstore.
 - 3 Our meeting's (on / at) Friday (on / at) 10:00.
 - 4 The game is (on / at) 3:15 P.M. (on / at) Saturday.
 - 5 Professor Clark's talk is (at / on) Sunday (at / on) half past five.



GRAMMAR | Expressing parts of a day: Prepositions in and at

Use in with the morning, the afternoon, and the evening. The exhibit is in the morning / in the afternoon / in the evening.

BUT Use at with night, midnight, and noon.

The talk is at night.

The movie's at midnight.

The game's at noon.

Be careful!

It's on Tuesday morning. NOT It's in the Tuesday morning.

It's on Sunday night. NOT It's at Sunday night.



Oh, and look! The talk's in the evening at 7:00.

- PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.
- H | | LISTENING COMPREHENSION | Listen to the conversations. Complete the chart. With a partner, make statements about each event.

	kind of event	day of the event	part of the day
1	concert	Friday	evening
2			
3			
4			
5			

The concert's on Friday evening.



A: On At **B:** Great. Let's meet at

A: OK. Don't be late.

Where's ____ ?

Is it ___ ?

KEEP TALKING! •••

Decide where to meet.

Let's meet at [the school / the corner of Main and First].

Watch the video for ideas!

Ask more about the location.





D CHANGE PARTNERS | Plan to attend a different event.

Soccer Game Chicago vs. New York The Town School

UNIT 5

Ask about birthdays

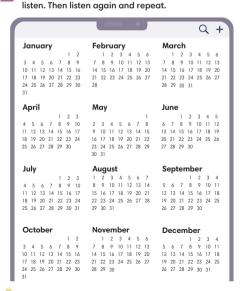
😭 🔼 🕪 VOCABULARY | Ordinal numbers | Read and listen. Then listen again and repeat.



B PAIR WORK | Say a number. Your partner says the ordinal number. Then change roles.

twenty-two twenty-second

OCABULARY | Months of the year | Read and



VOCABULARY PRACTICE | Say one of the dates, using the month and the ordinal number. Your partner writes the date.







GRAMMAR | Be: Questions with When or What month / Prepositions in and on

Use When or What month to ask questions about months. Use the preposition in with the names of months.

A: When (or What month) is your talk?

B: It's in March.

Use the preposition on with dates.

The meeting's on January 15th.

It's on Wednesday, September 3rd.

Use the when you don't say the name of the month.

The party's on the 15th.

Remember: on Wednesday on Tuesday evening

at 5:00

at night / midnight / noon in the [morning /

afternoon / eveninal



IN PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

0

GRAMMAR PRACTICE | Complete the sentences. Use on, at, in, or the. 1 The play is June 6th 5:30 the

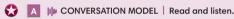
> afternoon 2 The movie is midnight Friday.

3 January, our meeting is 10th.

- 4 The game isMonday, August 15th,noon.
- 6 The talk is at the Movie Club9:00the morning October 21st.



Now let's ask about birthdays.



- A: Can I ask you a question?
- B: Sure!
- A: When's your birthday?
- B: On June 24th. When's your birthday?
- A: My birthday's in October. On the 16th.

Social language

Express willingness to respond with "Sure!"







CONVERSATION PAIR WORK | Personalize the conversation. Use your own birthdays.

A: Can I ask you a question?

B: Sure!

A: When's your birthday?

B: When's your birthday?

A: My birthday's in On

CHANGE PARTNERS | Ask about other people's birthdays.

KEEP TALKING! ●●●

Ask your partner about more birthdays. Complete the chart.

brother's birthday: sister's birthday: mother's birthday: father's birthday:

grandmother's birthday: grandfather's birthday:

On someone's birthday, say: Happy birthday! Thank you!







| I | READING | Read the invitation and the events page. When is Melanie's birthday party?

Week of May 8th

newsletter

Event Schedule

Student Photo Exhibit



HOURS: Sunday 12:30–6:00

Fifth Avenue Gallery
20 Fifth Avenue
First floor





IT'S MELANIE'S 21ST BIRTHDAY!

DATE: SATURDAY, MAY 13TH

TIME: FROM 9:00 TO MIDNIGHT

PLACE: SOFIA'S CAFÉ 18 THIRD STREET SECOND FLOOR

SHHHH! lt's a surprise!



A talk for seniors between 50 and 70 years old.



May 12th



City Center fourth floor

Dr. Lenny Youngman

"Be young!
Don't be old!"

Meet new friends and neighbors!







В	READING COMPREHENSION	Correct these statements.

- Melanie's

 1 Saturday is Sofia's 21st birthday.
- 2 There's a party at Theo's Restaurant.
- 3 The party is in the afternoon.
- 4 Sunday is May 15th.
- 5 Pharmacy 24/7 is down the street from Sofia's Café

- 6 The pharmacy isn't open at night.
- 7 Dr. Youngman's talk is for young people.
- 8 The talk is at 4:30.
- 9 The talk is on Thursday.
- 10 The photo exhibit is on weekdays from 12:30 to 6:00.

IN LISTENING COMPREHENSION	Listen to each conversation. Complete the
statements. Use the correct prepa	sitions.

Conversation 1 There's a(n) 2 Alicia Remy is one of the 3 The Main Street.

- 5 The restaurant is acrossa(n)

Conversation 2

- 6 Thes onStreet.
- at
- 8 The hours are the same on weekdays and
- 9 The supermarket isn't open from at night toin the morning.



Now let's describe a time span.

TALKING POINTS | Think about places you know. Complete the chart with time spans.

	Place	Days open	Hours open
	Our school	Monday to Saturday	9:00 to 6:00
Plo	ice	Days open	Hours open
Οι	ır school		
Му	supermarket		
Му	bookstore		
Му	gas station		
An	other place:		

PAIR WORK | Compare charts.

Our school is open from Monday to Saturday, from eight A.M. to eight P.M.

WRITING

Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location.

There's an exhibit at the art gallery on Friday, September 10th at ...

GUIDED WRITING p. 136





Form two teams.

MY TEAM'S SCORECARD							
						Γ	
							_

TOTAL SCORE

Preparation (5 minutes)

- Team A: Study the Milton Bulletin Board.
- ◆ Team B: Write 10 questions for Team A about the events on the Milton Bulletin Board.

Game: Team A covers the Milton Bulletin Board with a sheet of paper. Team B asks Team A their questions. Team A writes a checkmark on their scorecard for each correct answer. Total the score. Where's the movie?

It's at Milton Hall.

NOVEMBER

Preparation

- Team B: Study the Bilton Bulletin Board.
- (5 minutes) Team A: Write 10 questions for Team B about the events on the Bilton Bulletin Board.

Game: Team B covers the Bilton Bulletin Board with a sheet of paper. Team A asks Team B their questions. Team B writes a checkmark on their scorecard for each correct answer. Total the score.



November 10 4:00 and 6:30 p.m.

At Milton Hall

6702 Milton Avenue (next to The Downtown Club)

THE BILTON BULLETIN BOARD

8–10

BILTON EVENT CALENDAR

Bilton Town Birthday Party

Happy 50th birthday, Bilton!

At Bilton Books | Saturday, November 9 | 10 a.m.to 2 p.m.

ENGINEERS' CLUB MEETING

SUNDAY, NOVEMBER 10 7:00 P.M.

AT FISKE RESTAURANT

456 POWELL ROAD (ACROSS FROM BILTON BOOKS)



STUDENT ART EXHIBIT

At The Central School 990 Central Avenue Friday, November 8 4:00 to 6:00 p.m.



2 (--

Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use information from the bulletin boards in the Events Showdown. Cover your partner's Chat Guide with a sheet of paper.





Scott: Vicki, can I ask you a question?

Vicki: Sure!

Scott: When's your birthday? **Vicki:** It's in January. On the 12th.

Scott: Excuse me?

Vicki: It's on January 12th.

Scott: Oh! Vicki—there's a party at the Film Club today.

Vicki: At the Film Club? When is it?

Scott: It's from 8:00 to 11:00.

Vicki: Great! What time is it now?

Scott: It's 6:30.

Vicki: OK. Let's meet at the Film

Club.

Scott: Sure. What time?

Vicki: Nine fifteen. Don't be late,

OK?

Scott: OK. See you later!

Partner A's Chat Guide

- ___, can I ask you a question?
- A When's your birthday?
- A Excuse me?
- Oh! ___there's __at __.
- It's __.
- **A** It's __.
- A Sure. What time?
- A OK. See you later!

Partner B's Chat Guide

- B Sure!
- B It's in ___. On the ___.
- B It's ___.
- B At __? When is it?
- B Great! What time is it now?
- B OK. Let's meet ___.
- B. __. Don't be late, OK?

- Ask about the time of events.
- Plan to attend an event.
- Ask about birthdays.
- Describe a time span.

Clothes

Warm-Up





VOCABULARY EXPANDER p. 131

More clothes

* Pants is a plural noun.



Lesson 1 Give and accept a compliment Lesson 2 Ask for sizes and colors Lesson 3 Describe clothes Lesson 4 Shop for clothes

PAIR WORK | Ask and answer questions about the colors of the clothes in Exercise C.

What color are the pants?
The pants?
They're black.

What color is the sweater?

The sweater is red.

LISTENING COMPREHENSION | Listen to the statements. Circle the letter of the clothes you hear.







a b b



S	P	EA	K	IN	\mathbf{G}
					_

PAIR WORK \mid First complete each statement with a color. Then ask about your partner's clothes and shoes.

- 1 My shoes are
- 2 My shirt is
- 3 My jacket is
- 4 My pants are
- 5 My favorite color is

What color are your shoes?

My shoes are black.



Give and accept a compliment





1 Ting likes the shoes.



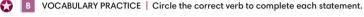
2 She wants the shirt.



3 Rob needs a book.



4 Now he has a book.





1 I (want / have) a blue suit for the office



2 I (like / need) black pants for parties.



3 They (want / have) green sweaters.



4 We (need / want) white blouses for school.





black pants. need

He likes She wants Cassie needs lvan has

brown shoes.

For he, she, and it, add -s to the base form of the verb. like → likes BUT: have → has



He likes black sweaters.

PAIR WORK | Talk about clothes and shoes with like, want, need, and have.

I need a black dress

I like black dresses!

GRAMMAR PRACTICE | Circle the correct form of the verb to complete each statement. Then read the statements aloud.

- 1 My friends (want / wants) blue suits.
- 2 Kate (need / needs) a skirt for work.
- 3 Ray (have / has) a new jacket.
- 4 We (like / likes) our dresses.





this sweater



that sweater



these ties





- G III PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.
- GRAMMAR PRACTICE | Look at the pictures. Write statements, using the cues, this / that / these / those, and the clothes.



🕽 💹 📗 || PRONUNCIATION | Plural nouns | Read and listen. Then listen again and repeat.

(I / have)

1 (s) shirts = shirt/s/ jackets = jacket/s/ 2 (Z) shoes = shoe/z/ sweaters = sweater/z/

3 (IZ)blouses = blouse/IZ/ dresses = dress/IZ/

(I / like)



Now let's give and accept a compliment.

(Gary / want)

- A | | CONVERSATION MODEL | Read and listen.
 - A: I really like that jacket.

(Bill / like)

- B: Really?
- A: Yes. And I like those shoes, too.
- B: Thanks!
- A: You're welcome.

Social language

Acknowledge a compliment with "Thanks!"

- ||||| PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION PAIR WORK | Personalize the conversation.
 Compliment your partner on his or her clothes and shoes.
 Then change roles.
 - A: I really like
 - B: Really?
 - A: Yes. And I like, too.
 - B:!
 - A: You're welcome.

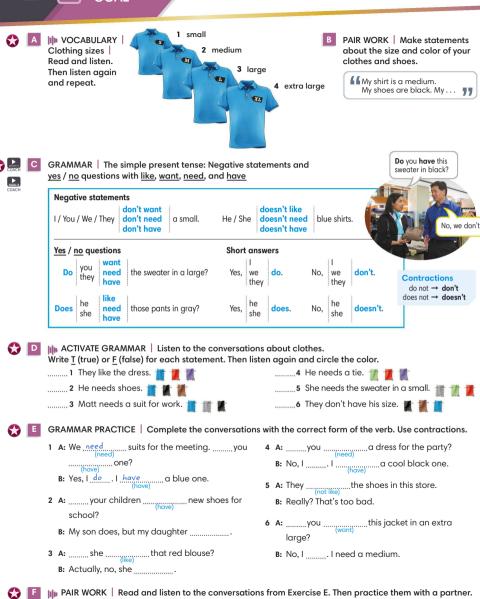
KEEP TALKING! ●●●

Talk about other clothes.

CHANGE PARTNERS | Compliment other classmates on their clothes and shoes.



Ask for sizes and colors



PAIR WORK | Ask your partner about what he or she likes, needs, or wants.



No, I don't.



Now let's ask for sizes and colors.



CHANGE PARTNERS | Change the conversation again. Ask about other clothes.

Describe clothes



VOCABULARY | Opposite adjectives to describe clothes | Read and listen. Then listen again and repeat.









2 old

3 dirty

4 clean







5 loose

6 tight

7 cheap

expensive

9 Iona

10 short





GRAMMAR | Adjective placement / Intensifier too

Place an adjective after the verb be or before a noun. This shirt is expensive. This is an expensive shirt.

Adjectives don't have plural forms.

an expensive sweater / expensive sweaters NOT expensives sweaters.

Use the intensifier too to express a negative meaning.

That skirt is too short. (= The skirt is very short. I don't like or want that skirt.)

Be careful!

Don't place an adjective after a noun. Don't say: It's a shirt expensive.

Use very or so, not too, to express a

positive meaning. Say: It's very clean. NOT It's too clean

> What size do you need?

> > Medium.

PAIR WORK | Look at your classmates. Take turns describing their clothes and shoes.

Rose's shoes are very new. She doesn't need new shoes.

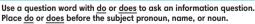








GRAMMAR | The simple present tense: Information questions



What color do you like? (Blue.)



What does she want? (A long dress.) Answer Why questions with because in speaking.

What do they need? (Black jackets.)

Why do you like that jacket? (Because it's cheap!) Why doesn't she want that blouse? (Because it's too tight.)

What size does Ken need? (Small.)

Answer Which questions with one or ones. Which sweater does Bill want? (The gray one.) Which shoes do they like? (The black ones.)







PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

- GRAMMAR PRACTICE | Circle the correct word or phrase to complete the conversations.
 - 1 A: Which blouse (she wants / does she want)? B: The white (one / ones).
 - 2 A: Which shirts (does he like / likes he)?
 - B: Those expensive (one / ones)!

- 3 A: What size sweater (do you / you do) need?
 - B: Small, please.
- 4 A: Why (you do / do you) need new shoes?
 - B: Because my old (one / ones) are too tight.
- INTEGRATED PRACTICE | Use the pictures to complete each conversation. Use a question mark (?) at the end of each question. Use too in each answer. Then practice the conversations with a partner.



- 1 A: (Why / he / not want / those shoes) Why doesn't he want those shoes?
 - B: Because they're too expensive......



- 2 A: (Why / he / not like / that shirt)
 - B: Because it's

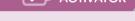




- 3 A: (Why / she / not want / these shoes)
 - B: Because they're
- 4 A: (Why / she / not like / that sweater)
 - B: Because it's



Now let's describe clothes.



- CONVERSATION MODEL | Read and listen.
- A: Maggie, what do you think of these shoes?
- B: I think they're awesome. What about you?
- A: Well, they are awesome, but they're too expensive.
- B: You're right. Let's keep looking.
- A: OK!

Social language

Agree to a suggestion with "OK!"

Mn Positive adjectives

awesome / cool / cute / good-looking / nice

- - IM PRONUNCIATION PRACTICE Listen again and repeat. Then practice the Conversation Model with a partner.
 - CONVERSATION PAIR WORK | Change the conversation.

A: Well, , but too expensive.

B: You're right. Let's keep looking.

A: OK!

Use different clothes and shoes. Then change roles. A: _____, what do you think of _____?



Express likes and dislikes. I [like / don't like] ____.

Describe problems. [This skirt is / Those shoes are] ____,

CHANGE PARTNERS | Talk about different clothes and problems.





Shop for clothes

READING | Read the ads for clothes from Clothes Online. Which clothes do you like? Which ones do you want? Which ones do you need?

■ CLOTHES ONLINE The store that's always open!	Sign In Your Account V
SWEATERS Available colors Women's sizes SML Men's sizes ML XL	MEN'S AND WOMEN'S SUITS
MEN'S SHOES AND WOMEN'S SHOES	nese colors are available

_			
	В	READING COMPREHENSION	Read the statements about Clothes Online. Check True or False

1	Clothes Online has jackets in yellow and blue only.	
2	They have blue jackets for men.	
3	They have women's sweaters in XL.	
4	The man's suit is not available in blue.	
5	They only have shoes for women.	
6	They don't have the women's red shoes in size 40.	

Listening COMPREHENSION | Listen to the conversations. Circle the correct answers. Then listen again to check your answers.

Conversation 1

- 1 What does the man need?
 - a medium shirts
 - **b** extra large shirts
- 2 Why doesn't the man want the first shirts?
 - a because they aren't nice
 - **b** because they're expensive
- 3 What does he think of the second shirts?
 - a He thinks they're nice.
 - **b** He thinks they're too expensive.

Conversation 2

4 What does the woman think of the skirt?

True

False

- a She likes the skirt.
- **b** She doesn't like the skirt.
- 5 Why doesn't she want the skirt?
 - a because it's too expensive
 - **b** because it's short and tight
- 6 What size does she need?
- a a medium
 - **b** a small
- 7 What does she think of the other black skirts?
 - a They're too long.
 - b They're nice.

Conversation 3

- 8 Who wants a new jacket?
 - a the first woman
 - b the second woman
- 9 What color is the jacket?
 - a red
 - **b** black
- 10 What color does the woman's husband not like?
 - a red
 - **b** black



Now let's shop for clothes.

PAIR WORK | Make statements about the Mat dress is expensive. 77 **11** That man has two ties. people and the clothes in the picture.

PAIR WORK | Role-play a conversation between the two women or between the two men.

What do you think of this red dress? >>>

WRITING

Write about clothes you need, clothes you want, and clothes you like, and about clothes you have or don't have.

I need new clothes for a party. My clothes are not cool. I want a good-looking black shirt and a white tie. White ties are awesome....

GUIDED WRITING p. 136



Interactive Cool Down

THES-talk

- O Play with a partner. Flip a coin to decide who goes first.
- O To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.
- O Your partner points to a color. Use the color, the picture, and the cues to make a statement. Then it's your partner's turn.
- O The partner who finishes first wins.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Customer: Good morning. I need a new jacket for work. In a medium.

Salesperson: Sure.... What do you think of this jacket?

Customer: I think it's nice. . . . But I don't want that color.

Salesperson: No problem. What color do you want?

Customer: Black, please.

Salesperson: Do you like the jacket over there? I have that jacket in your size.

Customer: Yes, I do. It's very nice.

Customer: Uh-oh. This jacket is too small. Do you have a large?

Salesperson: No, I'm sorry. We don't have a large in black.

Customer: That's too bad.

Salesperson: But we have a large in brown.

Customer: That's great. Thanks! **Salesperson:** You're welcome.

Partner A's Chat Guide

- ____. I need ___ for ___. In a(n) ___.
- A I think ___. ... But I don't want that color.
- ___, please.
- Yes, I do. ___ very __....
 Uh-oh. ___ too ___. Do you have a(n) ___?
- A That's too bad.
- That's great. Thanks!

Partner B's Chat Guide

- B Sure.... What do you think of ___?
- B No problem. What color do you want?
 - B Do you like __over there? I have __in your size.
- B No, I'm sorry. We don't have __in __.
- But we have a(n) __in __.
- You're welcome.

For more practice . . .

Unit Review, p. 148 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

- Give and accept a compliment.
- Ask for sizes and colors.
- Describe clothes.

NOW I CAN

Shop for clothes.

Free Time and Chores

Warm-Up



 $|\mathbf{i}|_{\mathbf{P}}$ VOCABULARY | Activities at home | Read and listen. Then listen again and repeat.

















B PAIR WORK | Tell your partner about your activities at home. Say when you do each activity.

Remember: go to school go to work



I don't take a bath in the morning.
I take a bath at night.

I brush my teeth in the morning and at night.



O No VOCABULARY | More activities at home | Read and listen. Then listen again and repeat.







Meals breakfast lunch dinner









Lesson 1

Discuss who does household chores Lesson 2 Talk about free time Lesson 3 Make plans to get together Lesson 4
Describe activities of a typical day

D III LISTEN TO IDENTIFY ACTIVITIES | Listen to the conversations. Write the number of each conversation on the correct picture.









PAIR WORK | Ask your partner questions with When do you...? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.









SPEAKING

PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth. What about you?

I eat breakfast. What do you do next? . . .



Discuss who does household chores



VOCABULARY | Household chores | Read and listen. Then listen again and repeat.







2 clean the house

3 do the laundry





4 wash the dishes

5 take out the garbage





IIII LISTENING COMPREHENSION | Listen to the conversations. Check the chores each person does.







The woman . . . Her husband . . . Her son ... Her daughter . . . The woman ... Her husband . . . The man... His wife . . . His son . . .





GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with Who



For the third-person singular (he, she, and it), add -s to the base form of most verbs. base form third-person singular form

clean cleans take takes

Add -es to verbs that end in -s, -sh, -ch, or -x.

wash washes brush brushes

When Who is the subject of a question, use a third-person singular form of the verb.

Who does the laundry in your family? Who goes shopping?

(I do. / My dad does.) (We all do. / My parents do.)

Be careful!

But notice: do → does

go → goes

Don't use do or does when who is the subject. Who washes the dishes? NOT Who does wash the dishes?

have → has

study → studies

GRAMMAR PRACTICE | Complete the statements about Diane and Peter.
Use the simple present tense.



On the weekend, Peter and Dianeturns with the chores. If Dianethe house,
Peterthe laundry.

PAIR WORK Write five questions about Diane and Peter. Take turns asking and answering your questions.



She goes shopping after work.



Now let's discuss who does household chores.

- A In CONVERSATION MODEL | Read and listen.
 - A: So, who makes dinner in your house?
 - B: Actually, I do.
 - A: And who does the dishes?
 - **B:** That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
 - A: And who cleans the house?
 - B: Oh, that's my brother's job. But I take out the garbage.
- B || |• PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the conversation with a partner.
 - C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures. Then change roles.

A: So, whoin your house?

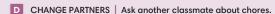
B:

A: And who?

B:

KEEP TALKING! •••

Talk about other chores.



E GROUP WORK | Tell your classmates about your partner's household chores.



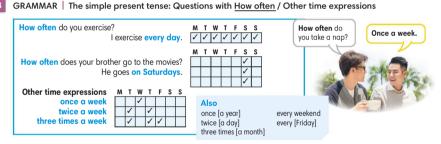






UNIT 7





- PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.
 - VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use <u>How often</u>, <u>When</u>, <u>What time</u>, or <u>What day</u> and the simple present tense. Answer your partner's questions.





 $|I|\!| n$ PRONUNCIATION | Third-person singular verb endings | Read and listen. Then listen again and repeat.

1 /s/	2 /z/	3 /IZ/
take <mark>s</mark> = take/s/	clean <mark>s</mark> = clean/z/	wash <mark>es</mark> = wash/IZ/
check <mark>s</mark> = check/s/	doe <mark>s</mark> = doe/z/	practices = practice/IZ/
eat <mark>s</mark> = eat/s/	read <mark>s</mark> = read/z/	exercises = exercise/IZ/

GROUP WORK | Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

Isabella visits friends twice a week.



Now let's talk about free time.



MIN CONVERSATION MODEL | Read and listen.

- A: So, Ken, what do you do in your free time?
- B: My free time?
- A: I mean, do you go to the movies? Exercise?
- B: Actually, I listen to music. What about you?
- **A:** Me? I go out for dinner with my family.
- B: Really? How often do you do that?
- A: Once or twice a week.

Social language Clarify a question with "I mean,..."



- B ||| PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- C CONVERSATION PAIR WORK | Personalize the conversation. Use your own favorite free-time activities. Use time expressions.
 - A: So,, what do you do in your free time?
 - B: My free time?
 - **A:** I mean, do you??
 - B: Actually, I What about you?
 - A: Me? I
 - B: Really? How often do you do that?

A:

KEEP TALKING! ●●●

Ask more questions.

Where do you ____?

When do you ____?

RECYCLE THIS LANGUAGE

on [Sundays] in the morning

in the afternoon

in the evening

at night

D CHANGE PARTNERS | Personalize the conversation with another partner.



UNIT 7

Make plans to get together



GRAMMAR | The simple present tense: Frequency adverbs

Use frequency adverbs to describe how often you do something.

100% A Lalways visit friends on Saturday.

I usually go to the movies on the weekend.

I sometimes take a nap in the afternoon.

I never take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

We never go out for dinner on Fridays.

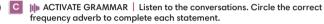
Do you usually take a walk with your children?

What do you always do in the morning?





PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.



- 1 She (never / sometimes) takes a walk with her husband.
- 2 They (never / always) go out for dinner on Saturdays.
- 3 She (never / sometimes) takes out the garbage.
- 4 Her children (always / sometimes) do the laundry.
- GRAMMAR PRACTICE | On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.







Now let's make plans to get together.



- | | | | CONVERSATION MODEL | Read and listen.
 - A: Hey, let's get together sometime.
 - B: Great idea!
 - A: Are you busy on Saturday morning?
 - **B:** I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.
 - A: Perfect.

Social language Express enthusiasm with:

- Great idea!
- · Good idea!
- Sure!
- OK!



- B | | | | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION PAIR WORK | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

A: Hey, let's together sometime.

B:!

A: Are you busy?

B: I'm sorry.then. But I'm free

A: Perfect.





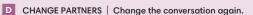
Suggest a time and a place to meet.

Watch the video for ideas!











- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon /
- evening]
- at night
- · before / after [work]
- · go [to work / to school / home]





Describe activities of a typical day



😭 🔼 🕪 READING | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.

"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends," Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"





Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, you don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart Customer reviews **** 168 customer ratings

And for people who are super busy, there's Chefbot, the robot that makes your meals for you - once a week or every day. So, if you want breakfast right after you get up, don't make breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart Customer reviews Be the first to review



Chorie and Chefbot: your household partners every day of the week!





- READING COMPREHENSION | Circle the correct word or phrase to complete each statement.
 - 1 From Monday to Friday, Carl and Jane Olcott (don't have time for / do) household chores.
 - 2 On weekdays, they (work and exercise / visit friends).
 - 3 On Saturday and Sunday, they (do / don't want to do) the chores.
 - 4 On the weekend, they (sometimes / never) go out for dinner.
 - 5 Chorie (goes shopping / does the laundry) for you.
- 6 Chefbot makes dinner (before / after) you come home.



- C III LISTENING COMPREHENSION | Listen to the interview. Then circle the correct answer to each question.
 - 1 Who's a morning person?
 - a Sam
 - **b** Ann
 - 2 What's Ann's occupation?
 - a She's a teacher.
 - **b** She's a pharmacy manager.
 - 3 Where does she work?
 - a at a school
 - **b** at a pharmacy

- 4 Which days of the week does she work?
 - a Saturday and Sunday
 - **b** Monday to Friday
- 5 When does she work?
- a at night
- **b** in the afternoon

- 6 When does Ann's family do the household chores?
 - a on the weekend
 - **b** Monday to Friday
- 7 On the weekend, who takes a nap in the afternoon?
 - a the kids
 - **b** Ann

Now let's describe activities of a typical day.

ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person" An "evening person" Name. Name Occupation. Occupation RECYCLE THIS LANGUAGE Activities Questions every [Friday] brush [your] teeth How often ___? in the [evening] put on makeup When ____? at night shave What time ___? [before / after] work watch TV go [to work] Time expressions usually / sometimes / study [once / twice] a [day /

WRITING

eat lunch

take a nap

visit friends

read

Write about your typical week. Use frequency adverbs and time expressions.

always / never

On weekday mornings, I usually get up early, at 6:00. Then I . . .

week]

year]

every weekend

[three] times a [month /

GUIDED WRITING p. 137



Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

Find someone who . . .

"When do you ...?" "How often do you ...?"





















2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.

Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in vour house?

Anne: I do! We have a small house.

Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

So, ___, you're really busy, right?

Wow, you're super busy! Who does the chores in your house?

And who ___?

I ___ . Hey! Let's get together sometime.

A __! I'm free ___. Let's ___.

PROGRESS SELF-CHECK

Partner B's Chat Guide

Yes, I am. I ___, and I ___.

Actually, that's __job. I __. Who does the chores in your house?

So what do you do in your free time?

📭 ___! What about ___?

For more practice . . . **Connect TV / Test-Taking Skills Booster

Unit Review, p. 150 / Practi-Chant, p. 161

Discuss who does household chores. Talk about free time.

Make plans to get together.

NOW I CAN

Describe activities of a typical day.

Houses and Homes

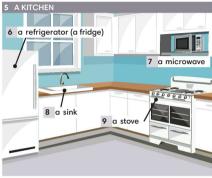
Warm-Up





IIII VOCABULARY | Rooms, furniture, and appliances | Read and listen. Then listen again and repeat.













ACTIVATE VOCABULARY | Listen to the five conversations. Then complete the statement about each conversation. Circle the correct words.

- 1 They're in the ______is new, but the (fridge / stove) isn't.
- 2 She doesn't have a _____at (home / work). She has one in the (kitchen / living room) at work.
- 3 The two people are in the _____. The (furniture / house) is new. The man loves the _____, but he doesn't like the color of the _____.
- 4 There's a ______in the _____. The room is too dark, but there's a _____next to the (bed / dresser).
- that's not expensive. And it has a , too!



Lesson 1 Ask about someone's home about styles

Lesson 2 Agree and disagree

Lesson 3 Talk about where you live, work, or study

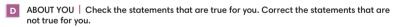
Lesson 4 Compare people's tastes in housing

VOCABULARY | Buildings | Read and listen. Then listen again and repeat.









- 1 llive in a house.
- 2 I live in a house.
- 3 I live in a large apartment.
- ☐ 4 My apartment has two bedrooms.
- GROUP WORK | Read your partner's statements from Exercise D. Tell the class about your partner.



- 5 I have one bed in my bedroom.
- 6 I work and study in my living room.
- 7 I work in an office building.

PRONUNCIATION | Linking sounds | Read and listen. Then listen again and repeat.

- 1 It's in the kitchen.
- 2 She works in an office.
- 3 He lives in an apartment.
- 4 My bedroom has a dresser.



PAIR WORK | Describe a house or an apartment. It can be your home or another person's home. Talk about the rooms and the furniture.

My sister's apartment has three



Ask about someone's home







PAIR WORK | Tell your partner about your house or apartment building. Use the vocabulary.







GRAMMAR | There is and There are / Questions with How many

How many bathrooms

Use There is with singular nouns. Use There are with plural nouns. There's a small bedroom downstairs.

There are three large bedrooms upstairs. There's a large kitchen and two bathrooms. There are two bathrooms and a large kitchen. There are no elevators. There's no microwave.

Is there a balcony?

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

Are there stairs?

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

How many

Ask questions about quantity with How many. Always use a plural noun with How many.

How many bathrooms are there? (There are two.)

Be careful! DON'T SAY Yes, there's. DON'T SAY There're two gates.

There are two.







GRAMMAR PRACTICE | Complete the sentences with forms of there is and there are. Use contractions when possible.

- 1 _____three large rooms and one small one. 2 _____stairs, too?
- 3 _____no garage next to the building.
- 4 How many rooms _____in your apartment?
- 5 How many elevators _____in your apartment building?

- 6 ____a large kitchen or a small one?
- 7 How many windows _____in your
- 8 ____a lamp next to the bed?
- a small balcony.

F	PAIR WORK Ask and answer questing Use Is there, Are there, and How man		Ideas • number of rooms
		w many rooms are re in your house?"	size of the roomslocation of the rooms
G	$\begin{array}{ll} & \text{III} & \text{LISTENING COMPREHENSION} & \text{Li} \\ & \underline{F} \text{ (false), or } & \underline{\text{NI}} \text{ (no information).} \end{array}$	sten to the conversation. Check <u>T</u> (tru T	ie), F NI
	 In the first apartment, there are two There's a balcony in the first apartment There's a bathtub and a shower in the In the second apartment, there's a 	he second apartment.	
Н	5 There's a large table in the kitchen of line LISTENING COMPREHENSION Li to complete each statement.		r phrase
	1 Tom and Mara (have / don't have) of 2 They think the balcony is (OK / not C		n't need) an elevator. n't want) the second apartment.
V	COMMUNICATION NOW NOW	v let's ask about someone's	s home.
A	A: Do you live in an apartment? B: Actually, no I don't. I live in a house. A: What's it like? B: Well, there are two bedrooms, a living and a large kitchen. A: And how many bothrooms are there B: Two. What about you? Do you live in a house or an apartment? A: A house.	ng room,	
	B: Is it small or large? A: It's pretty small.	Emphasize a positive response with "Actually, yes "	
В	PRONUNCIATION PRACTICE List Then practice the Conversation Mode		
С	CONVERSATION PAIR WORK Person A: Do you live in? B: Actually, A: What's it like?	nalize the conversation. Use true infor	mation.
	B: Well, there are there? A: And how many are there? B: What about you? Do you live A: B: Is it small or large? A: It's	in a house or an apartment?	Ask more questions. Is there [a balcony]? Are there [stairs]? How many [floors] are there? Does your [house] have [a garage]? Is it [large]? Is it on the [first] floor?
D	CHANGE PARTNERS Personalize the	e conversation again.	Watch the video for ideas!

Agree and disagree about styles

🚺 🔼 🕪 VOCABULARY | More rooms and furniture | Read and listen. Then listen again and repeat.





B PAIR WORK | Look at the rooms. Ask and answer questions about the furniture in each room.

44 How many chairs are there in the dining room?

Is there a lamp in the home office?

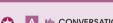




- Circle the room he or she is in.
 - 1 He's in his (living room / home office / bedroom).
 - 2 He's in his (kitchen / home office / bathroom).
 - 3 She's in the (bedroom / living room / bathroom).
 - 4 He's in the (kitchen / home office / living room).
 - 5 She's in her (dining room / bedroom / kitchen).
 - 6 She's in her (kitchen / dining room / home office).



Now let's agree and disagree about styles.



CONVERSATION MODEL | Read and listen.

A: This is a nice rug. What do you think?

B: Actually, I think it's beautiful.

A: And what about this lamp? I think it's great, too.

B: No offense, Lisa, but I think it's awful.

A: No way!

Social language Soften a contrary opinion with "No offense, but. . ."

- B NI PRONUNCIATION PRACTICE |
 Listen again and repeat. Then practice
 the Conversation Model with a partner.
- CONVERSATION PAIR WORK | Change the conversation. Talk about the furniture and appliances in the pictures. Use different adjectives. Then change roles.

B: Actually, I think it's

A: And what about this? I think it's

B:

Positive and negative adjectives

- beautiful / gorgeous
- gly / awful
- ridiculous / weird

KEEP TALKING! ●●●

Talk about furniture you have, need, want, or like.

I have a gray sofa.
I need a new rug.

I want that lamp for my bedroom. I love that mirror.



RECYCLE THIS LANGUAGE Really? pretty

Why? cute

Because it's ____. good-looking





D CHANGE PARTNERS | Talk about a different picture.

Talk about where you live, work, or study



GRAMMAR | The simple present tense: Questions with Where / Prepositions of place

Questions with Where

Where do they live? Where do your children study?

Prepositions of place

She lives in an apartment. I study in my kitchen.

Where does she work? Where does your dad live?

Tom lives at 100 Weaver Street. She works at a restaurant. There's a bank in the neighborhood. Do you study at the Town School?



My apartment is on Atlantic Avenue. She goes to school on Penn Street. My son works on the eighth floor.



PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR PRACTICE | Complete the conversations. Use the simple present tense



and the correct prepositions of place. 1 A: Whereyour children?

- B: They live 45 Jason Place.
- 2 A: WheresheEnglish?
 - **B:** She studiesthe school across the
- 3 A: Whereyour grandparents? B: They livean apartmentSmith
- 4 A: Whereyour neighbor?
 - B: He worksa bank.
- PAIR WORK | Practice the conversations from Exercise C.



VOCABULARY | Places in and around cities and towns | Read and listen. Then listen again and repeat.



1 a park



2 a mall



3 a museum

7 an airport



4 a bus station



5 a train station





8 a stadium

VOCABULARY AND GRAMMAR PRACTICE | Complete the notepad about places in your city. Use in, at, or on and other expressions of location.

	Name	Where is it?	
a museum	The Museum of Art	It's on Green Avenue.	
	Name	Where is it?	
a museum			
a mall			
a park			
a bus or train sta	tion		
a hospital			
an airport			
a stadium			

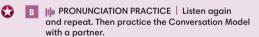
RECYCLE THIS LANGUAGE next to . between ___and _ on the right / left across from ____ down the street from ___ around the corner from ____

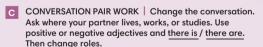


Now let's talk about where we live, work, or study.

- CONVERSATION MODEL | Read and listen.
 - A: Where do you live? Far from here?
 - B: No. I live on North Street, Near the train station
 - A: What's the neighborhood like?
 - B: It's awesome. There's a park and a mall nearby. I take a walk in the park every weekend.
 - A: Sounds nice!

Social language Respond positively to a description with "Sounds nice!"





A: Where do you ____? Far from here?

B: Near

A: What's the neighborhood like?

RECYCLE THIS LANGUAGE

ground the corner gorgeous down the street ugly across the street next to [a mall] weird nice beautiful

ridiculous That's too bad. Sounds [awful].



KEEP TALKING! •••

Ask more questions.

- · Are there [restaurants] in the neighborhood?
- · Where do you [go shopping / go to the movies]?

CHANGE PARTNERS | Ask about where another classmate lives, works, or studies.





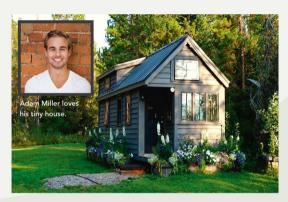
A IN READING | Read about the people's houses. Which house do you like?

Small House or Large House?

Some people like small houses. Other people prefer large houses. Read about a brother and sister who have very different tastes in housing.

eet Adam Miller. Adam is 27 years old, and he lives in a tiny one-room house. He doesn't have a wife or children so he doesn't need a large house. Adam's one room is his "kitchen-living-dining-bedroom-office." He has two chairs and one table, where he eats and works. There's also a very small fridge and a small stove. The house is too small for both a sofa and a bed. So he has a sofa bed! Outside, next. to the house, there's a small bathroom. But there's no garage because Adam has no car. Adam's house is really small, but he thinks it's awesome.

GOAL





ut not all people like or need the same kind of house. Adam's sister, Clare, has four children-from ages 4 to 17. Clare and her husband. Jack, work at home. They need a very large house because they have a home office. Clare and Jack work in that office. The office has two desks and a large sofa. Jack sometimes works on the sofa when he doesn't need a desk. Their house has three floors, and there are five bedrooms-three on the second floor and two on the third. The house has four bathrooms and two garages: one for one car and another one for two cars. In the kitchen, there are two large refrigerators and a large, restaurant-size stove. Clare says, "We love our house. It's large, but it's not too large for our family!"

READING COMPREHENSION | Compare Adam's and Clare's houses. Write checkmarks in the correct columns

	Adam's house	Clare's house	Both houses	No information
a balcony				✓
a garage				
five bedrooms				
a desk				
rugs				
a sofa				
a small refrigerator				
a stove				
a microwave				
only one floor				

DAID WORK	Compare your house or apartment with Adam's house and Clare's house
PAIK WORK	Compare your mouse or apartment with Addin's mouse and Clare's mouse

There's a sofa bed in Adam's house, I have a sofa bed, too,

Clare's house is large, but my house isn't.

- IN LISTENING COMPREHENSION | Listen to a conversation between Kate and a friend. Then correct the false statements. Use information from the conversation.

large

- Kate lives in a tiny house.
- 2 She and her husband have six children.
- 3 Her parents live in the house with her family.
- 4 The Russian student, Igor, sleeps in the house, too.
- 5 Kate and her husband work in their home office.
- 6 The children's grandparents make dinner only on the weekends.
- 7 In Kate's neighborhood there's a supermarket right around the corner.
- 8 Kate's children go to the supermarket with their grandparents two or three days a week.



Now let's compare people's tastes in housing.

PAIR WORK | Describe your dream house, according to your own tastes. Say as much as you can.

> My dream house is small, but it's not too small. It has one floor, so there are no stairs. There are two bedrooms, a living room, and a nice kitchen with a very large table, a new fridge, and a good stove . . .



PRESENTATION | Tell your classmates about your partner's dream house.

WRITING

Write about where you live. Write as much as you can.

My partner's dream house has one floor ... "

I live in a large house in a nice neighborhood.

It has three bedrooms ...

GUIDED WRITING p. 137

Interactive Cool Down

1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

GAME 1

Partner B: Look at the house on page 126.

Partner A: Look at the house on this page. You have 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list of statements to Partner B. Partner B looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

There's no shower in

the bathroom.

GAME 2

Partner A: Look at Partner B's house on page 126 and ask eight questions with How many, Where, Is there... and Are there... about the house. Partner B gets one point for each correct answer.

Then, close your book and answer Partner B's questions about your house. You get one point for each correct answer. The partner with more points wins.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Andy: So, Tina, do you live nearby?
Tina: Yes, I do. I live on Metropolitan
Avenue.

Andy: In a house or in an apartment?

Tina: In an apartment, actually. A small apartment.



Andy: And what's the neighborhood like?

Tina: It's nice. There's a gorgeous park across the street from my apartment. I go there after work.

Andy: Are there restaurants in your neighborhood?

Tina: Actually, there are three restaurants nearby.



Andy: That's great.

Tina: And what about you? Do you live far from here?

Andy: Yes, I do. My house is in a cool neighborhood.

Tina: That's nice. Is your house large or small?

Andy: Actually, it's pretty large.
I have three bedrooms and a agrage.

Tina: No way! That's awesome.

Partner A's Chat Guide

- So, , do you live nearby?
- In a house or in an apartment?
- And what's the neighborhood like?
- Are there __ in your neighborhood?
- A That's
- ___ . My___ is in a ___ neighborhood.
- It's __ . __ have __ .

PROGRESS SELF-CHECK

Partner B's Chat Guide

- B ___ . I live on ___ .
- B In, actually. A
- B It's . There's a my . I go there .
- B Actually, nearby.
- B And what about you? Do you live far from here?
- That's ___. Is your ___large or small?
- B __

For more practice . .

Unit Review, p. 152 / Practi-Chant, p. 162 Connect TV / Test-Taking Skills Booster

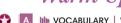
- Ask about someone's home.
- Agree and disagree about styles.
- Talk about where I live, work, or study.

NOW I CAN

Compare people's tastes in housing.

Activities and Plans

Warm-Up



| VOCABULARY | Weather expressions | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 133 More weather vocabulary

HOW'S THE WEATHER?





2 It's cold.





4 It's cool.



1 It's hot.



5 It's sunny.













9 It's snowing.



LISTENING COMPREHENSION | Listen to the weather reports and check the correct adjective for each city. Listen again and write the temperatures. Finally, listen again and describe the weather.

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Busan				1	2°	It's snowing and cold.
2 Cairo						
3 Toronto						
4 Cuzco						
5 Taipei						

PAIR WORK | Take turns describing the weather in the cities in the chart in Exercise B.

Today it's cold in Busan.



Lesson 1 Offer to call back later

Lesson 2 Ask about future plans

Lesson 3 Catch up with an old friend

Lesson 4 Talk about activities and plans

VOCABULARY | Clothes for good and bad weather | Read and listen. Then listen again and repeat.



1 "It's so sunny! I'm wearing sunglasses."



2 "I'm wearing a T-shirt."



4 "It's very cold! I'm wearing a coat."





5 "It's rainy, so I'm wearing a raincoat."



"I'm wearing a hat." 7 "And I'm wearing a scarf."



"I'm wearing gloves."

- 9 "And I'm wearing boots."
- VOCABULARY PRACTICE | Circle the correct word or phrase to complete each statement.
 - 1 It's so cold! I want a nice warm (T-shirt / coat).
 - 2 You don't need (a raincoat / sunglasses) when it's sunny and warm.
 - 3 When it's cloudy and cold, wear (shorts / a coat).
 - 4 It's so sunny! I definitely need (boots / a hat) today.
 - 5 Where's my (scarf / raincoat)? It's nice and sunny, but it's cold.
 - 6 Is it snowing? You need (a raincoat / gloves) when you take a walk.
 - GROUP WORK | Tell your class what you're wearing right now.

[[I'm wearing black pants and a blue shirt.



a jacket

SPEAKING

PAIR WORK | Ask and answer questions about the weather and the temperatures on the map.



How's the weather in Atlanta today?

> Not great. It's 11 degrees and cloudy. Wear a coat!



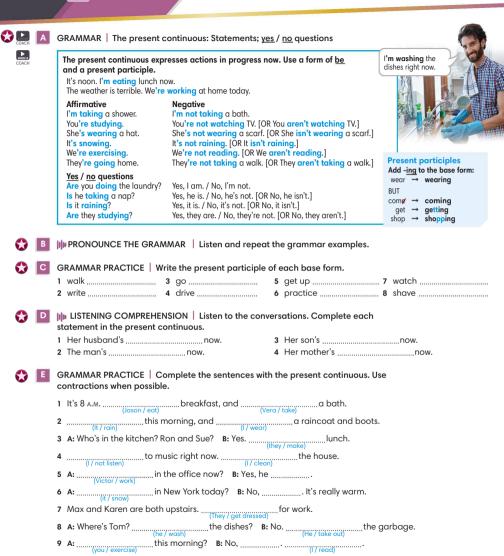
Not areat! Ugly! Weird!

Nice! Great! Beautiful! Gorgeous! Awesome!

a dress

a tie

Offer to call back later





Now let's offer to call back later.



- IN CONVERSATION MODEL | Read and listen.
 - A: Hello?
 - B: Hi, Ron. This is Martin. Are you busy?
- A: Well, actually, I'm making lunch right now.
- B: Oh, I'm sorry. Can I call you back later today?
- A: Yes, thanks! How's three o'clock?
- B: Perfect, Talk to you later! Bye.
- A: Bye.

Social language

- · Answer the phone with "Hello?"
- · Identify yourself with "This is ____."



- B | | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures or your own activities. Then change roles.
 - A: Hello?
 - B: Hi, This is Are you busy?
 - A: Well, actually, I'mright now.
 - B: Oh, I'm sorry. Can I call you back later today?
 - A: Yes, thanks! How's?
 - B:



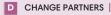




Are you [in your car]?

Remember also: clean the [kitchen] take a nap make [lunch] take a shower take a bath

get dressed shave watch a movie



CHANGE PARTNERS | Personalize the conversation again.



Ask about future plans







GRAMMAR | The present continuous for future plans

Describe future plans with the present continuous. Use time expressions to say when.

I'm getting up at 6:00 tomorrow morning.

I'm meeting my girlfriend for dinner in twenty minutes.

Next week, we're going to work by bus. My sister's coming home late tonight.

- GRAMMAR PRACTICE | Complete each statement about your future plans, using the present continuous.
 - 1 Next week, 2 _____tomorrow.
 - in thirty minutes.

PAIR WORK | Ask your partner about his or her future plans.

Are you going out for dinner tonight?

No, I'm not. I'm eating at home.

VOCABULARY | Outdoor activities | Read and listen. Then listen again and repeat.



1 go to the beach



2 go running



4 go on a picnic





5 go for a drive



go bike riding



6 go hiking

	1 They're geing hiking		3 They're 4 They're		
V	COMMUNICATION ACTIVATOR	Now let's ask a	bout future plan	ıs.	
Α	A: What great weather this morn B: I know. It's so sunny! A: So are you doing anything spethis weekend? B: Well, on Saturday, if it's not too we're going on a picnic. A: That sounds nice! Any plans for Sunday? B: Nothing special. A: Well, have a nice weekend! B: Thanks!	ing! ecial	ne with:		
В	PRONUNCIATION PRACTIC	E Listen again and			
С	repeat. Then practice the Con TALKING POINTS Complete a activities for this week. Use the	versation Model with a	partner.		
С	TALKING POINTS Complete activities for this week. Use the	versation Model with a the notepad with your vocabulary.	57	evening	
С	TALKING POINTS Complete activities for this week. Use the	versation Model with a the notepad with your vocabulary.	57	evening	
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D	TALKING POINTS Complete activities for this week. Use the in the Monday Tuesday Wednesday Thursday Friday Saturday Sunday CONVERSATION PAIR WORK from your notepad. Then chan A: What weather ! B: I know. It's so! A: So are you doing anything spe B: Well, on if it's	versation Model with a the notepad with your vocabulary. e morning in the Personalize the converge roles.	afternoon in the	nation GUAGE IT	go to the movies do household chores exercise take a nap visit friends
D	TALKING POINTS Complete activities for this week. Use the activities for this week. Use the week.	versation Model with a the notepad with your vocabulary. e morning in the Personalize the converge roles.	afternoon in the	nation	go to the movies do household chores exercise toke a nap visit friends y / sunny

UNIT 9

Catch up with an old friend



Α

GRAMMAR | The present continuous: Information questions

Where are we meeting your sister? What's Tracey wearing tonight? When's Mark going running? Why's your dad taking a nap? What are they studying this year? Who are you calling? (At Pat's Restaurant.)
(A black dress.)
(After lunch.)
(Because he works late.)
(Japanese.)
(I'm calling my mom.)

BUT: Note the different word order when who is the subject.
Who's calling right now? (My mom's calling, I think.)









GRAMMAR PRACTICE | Write an information question to complete each conversation. Use the present continuous and use contractions when possible. Begin each question with a capital letter.



(who / go hiking / with you today)

One of my classmates.

(why/you/wear/a scarf and boots)

Look out the window. It's snowing!

(what day/we/go for a drive)

What about on Wednesday?

D PAIR WORK | Practice the conversations from Exercise C.





||||| PRONUNCIATION | Intonation of questions | Use rising intonation for <u>yes / no</u> questions.

Use falling intonation for information questions. Read and listen. Then listen again and repeat.

Yes / no questions

- 1 Are you studying English this year?
- 2 Is she wearing a scarf?
- 3 Are they working in the office today?
- 4 Is it usually windy in January?
- 5 Are there any T-shirts in the laundry?

Information questions

Where are you studying?

What's he wearing this morning?

Who's working in the office this week?

When is it usually windy?

How many T-shirts are there?

PAIR WORK | Ask and answer three yes / no questions and three information questions about Brad and Jen. Use the present continuous and pay attention to correct intonation.

It's 7:30. Is Jen making breakfast? Li's 8:00. Who's exercising?











Now let's catch up with an old friend.

- - | | CONVERSATION MODEL | Read and listen.
 - A: Paul! Long time no see!
 - B: Trevor! Good to see you! What are you doing around here?
 - A: I'm working at the State Bank now. On Pacific Street.
 - B: No kidding! That's great.
 - A: And what about you? What are you up to?
 - B: Actually, I'm studying French. I'm working in France next year.
 - A: Wow! That's great! Well, got to run. Great seeing you, Paul!
 - B: Same here!

- IIII Social language
- Show interest with:
- · No kidding!
- Really?
- Wow!
- · That's great!
- | | | | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION PAIR WORK | Role-play a similar conversation.
 - A: ! Long time no see!
 - B:! Good to see you! What are you doing around here?
 - A: I'm
 - B: No kidding! That's
 - A: And what about you? What are you up to?
 - B: Actually, I'm
 - A: ! Well, got to run. Great seeing you, !
 - B: Same here!

- KEEP TALKING! •••
- Tell your partner more about your activities.
- Talk about where you live.
- Talk about your family. · Talk about the weather.
- Watch the video for ideas!

RECYCLE THIS LANGUAGE I'm visiting [friends].

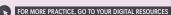
We're [neighbors] now! I go to [work] by subway.

I live [across the street from] _ So tell me about your [apartment].

I have [a daughter]! What gorgeous weather!

CHANGE PARTNERS | Role-play another conversation.





Talk about activities and plans





🚷 🛮 🗚 🕪 READING | Read about an athlete. How is she preparing for the New York City Marathon?

RUNNER CHAT



I AUDIO I TRAINING I SUBSCRIBE

Every year, Runner Chat interviews some of the athletes preparing for the New York City Marathon. Read the interview with runner Celina Salamanca.



Marathon each year.

- RC: I'm talking today with Celina Salamanca. Celina is running in the New York City Marathon this Sunday, Celina, where are vou from?
- CS: I'm from Lima, Peru.
- RC: Really! Welcome! So, you're visiting New York this week just for the Marathon?
- CS: Well, that's the main reason. But I'm also going shopping and visiting all the famous tourist places. I love New York!
- RC: That's great! So tell me . . . how are you preparing for
- CS: Well, for one thing, sleep is very important. So I'm going to bed early every night this week. That's not so easy in New York!
- RC: That's true!
- CS: And, you know, at home I usually sleep late, but this week in New York I'm getting up at 6:00 every morning. I eat a good breakfast, and then I go running in Central Park.
- RC: So are you eating a lot?
- CS: Well, at home, I usually eat a lot. But this week I'm eating just a little in the evening-so I get a good night's sleep. That works for me.
- RC: Are you doing any other kinds of exercise?
- CS: Not this week. I'm just running. And when I'm not running ... or shopping or visiting places ... I'm reading or taking
- RC: Well, the weather sure is nice this week. That's good for the Marathon.
- CS: Perfect! Nice and sunny, but not too hot or cold.
- RC: Celina, we wish you the best of luck this Sunday!
- CS: Thank you so much!



READING COMPREHENSION | Read each statement. Circle T (true), F (false), or NI (no information), according to the interview.

1	Celina Salamanca is visiting Lima, Peru.	T	F	NI
2	Celina is an athlete.	T	F	NI
3	In New York she eats a large dinner.	T	F	NI
4	The main reason she's visiting New York is to go shopping.	T	F	NI
5	In Peru, she usually doesn't get up early.	Т	F	NI
6	At home, she often takes walks and goes bike riding.	T	F	NI
7	She isn't exercising in New York.	T	F	NI
8	Celina loves the weather in New York this week.	T	F	NI

IIII LISTENING COMPREHENSION | Listen to four conversations. What's he or she doing right now? Write the number of each conversation on the correct picture. COMMUNICATION



Now let's talk about activities and plans.

Are you talking GROUP WORK | Take turns. Team A acts out an activity I know! You're on the phone? from the list. Team B auesses the activity. putting on makeup! read a book wash the dishes talk on the phone comb your hair clean the house shave take a nap exercise do the laundry take out the garbage get dressed go to the beach watch a movie listen to music go bike riding go for a drive go to bed put on makeup take a shower make breakfast brush your teeth go shopping get up go running take a walk go on a picnic TALKING POINTS | Interview three classmates about their **66** What are you doing this weekend? **77** weekend plans. Take notes in the chart. CLASSMATE'S NAME: 2 SATURDAY morning afternoon evening SUNDAY morning afternoon evening PRESENTATION | Choose one of the classmates from your chart. Tell the class about your classmate's plans.

On Saturday, Olivia's going on a picnic with her brother.

WRITING Write about your weekend plans. Use the present continuous and time expressions.

What are my plans for this weekend! On Friday,		
I'm going to bed early because	GUIDED WRITING	p. 13

UNIT 9

Interactive Cool Down

Hi. Beth. This is Tom. So, I'm wearing a raincoat and a sweater.

Yes, it is. The weather

is awful today!

A raincoat and a sweater? Is it cold and rainy?

Guess the WEATHER

Imagine you and your partner are in two different cities and you're talking on the phone. Tell your partner what you're wearing. Your partner guesses the weather.

Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Chad: Hi, Tom. Are you busy?

Tom: No. I'm not. How are you?

Chad: Fine, thanks. What crazy weather today! It's so windy and cold.

Tom: You're right. It's awful.

Chad: So, what are you up to this weekend? Are you doing anything special?

Tom: Well, on Saturday, my wife and I are going to the movies. We always go to the movies on Saturdays.

Tom: And if the weather's good on Sunday, we're taking a walk in the park.

Chad: That sounds great.

Tom: And you? What are your plans?

Chad: Actually, my girlfriend and I are going shopping at the mall. I need new shoes.

Tom: That's nice.

Chad: Well, gotta run now. Have a great weekend!

Tom: Thanks. You too!

Partner A's Chat Guide

Hi, ___ . Are you busy?

___, thanks. What ___ weather today! It's so _

So, what are you up to this weekend? Are you doing anything special?

That sounds .

Actually, ___.

Well, gotta run now. Have a great weekend!

No, I'm not. How are you?

You're right. It's ___.

Well, on Saturday, ___.

And if the weather's ___on Sunday, ___.

And you? What are your plans?

3 NINE QUESTIONS

MY CORRECT

Ask your partner an information question about one of the pictures.

If the answer is correct, your partner asks the next question.

If the answer is incorrect, you ask the next question.







NOW I CAN

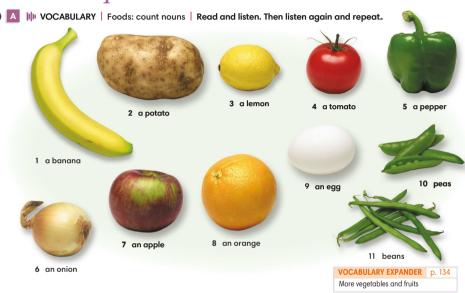
For more practice . . . **Connect TV / Test-Taking Skills Booster



Catch up with Offer to call Ask about back later. future plans. an old friend.

Foods and Drinks

Warm-Up



B VOCABULARY PRACTICE | Classify foods by their colors.

Red	Orange	Yellow	Green	White	Brown
		a banana			

- PERSONALIZE THE VOCABULARY | Complete each sentence with true information about you. Use love, like, or don't like.
 - 1 |peas for breakfast.
 - 2 Ipeppers and onions with my eggs.
 - 3 In the morning, Ioranges and bananas.
- 4 |lemons.
- 5 Ieggs for dinner.
- PAIR WORK | Ask your partner about foods he or she likes and doesn't like.
 Use the ideas in your questions and answers. Then change partners.

Which foods do you like for lunch?

Me? I really like . . .

Which foods don't you like in the morning?

in [the morning]for [lunch]

with [eggs]

I really don't like . . .

Ideas

Lesson 1 Discuss ingredients for a recipe

Lesson 2 Offer and ask for foods and drinks

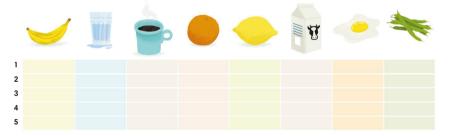
Lesson 3 Invite someone for a meal

Lesson 4 Describe the food in a restaurant









SPEAKING PAIR WORK | Take turns asking and answering the questions.

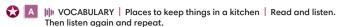
- 1 How often do you drink water?
- 2 How often do you eat eggs?
- 3 How often do you drink juice?
- 4 How often do you eat apples?
- 5 Your own question:

How often do you drink coffee?



Me? Twice a day. And you?

Discuss ingredients for a recipe









1 in the fridge (in the refrigerator)

2 on the shelf

3 on the counter

PAIR WORK | Ask and answer questions with How many How many bananas about the foods in the kitchen. are there on the shelf? There are three.





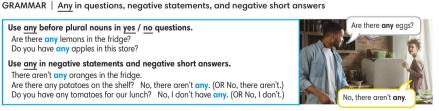
Use any before plural nouns in yes / no questions.

Are there any lemons in the fridge? Do you have any apples in this store?

Use any in negative statements and negative short answers.

There aren't any oranges in the fridge.

Are there any potatoes on the shelf? No, there aren't any. (OR No, there aren't.) Do you have any tomatoes for our lunch? No, I don't have any. (OR No, I don't.)







PAIR WORK | Ask and answer yes / no questions about the foods in the pictures in Exercise A. Use any in the questions.

Are there any oranges in the fridge?

- 🞧 <section-header> GRAMMAR PRACTICE | Complete each conversation with a question. Use Are there any. 1 A:? 3 A:
 - B: Peppers? I think there are, Look on the counter, OK?
 - B: Yes. There are two or three onions on the shelf
- B: No. There gren't any potatoes in the kitchen. Let's go shopping!
- 4 A: B: Oranges? Yes, there are. They're in the fridge.
- PAIR WORK | Practice the conversations from Exercise E.



Now let's discuss ingredients for a recipe.

- CONVERSATION MODEL | Read and listen.
 - A: I'm hungry! Let's make egg salad.
 - B: Good idea. Are there any eggs in the fridge?
 - A: I don't know, I'll check.... Uh-oh. There gren't anv.
 - B: Well, how about soup?
 - A: OK, We have tomatoes and potatoes.
 - B: Great! Let's make tomato potato soup.
 - A: That's my favorite!

Social language

- Suggest an alternative with "How about . . . ?"
- B | PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.
- C CONVERSATION PAIR WORK | Change the conversation, using two of the recipes for ingredients. Then change roles.
 - A: I'm hungry! Let's make
 - B: Good idea. Are there any _____ the ____?
 - A: I don't know. I'll check. . . . Uh-oh. There aren't anv.
 - B: Well, how about ?
 - A: OK. We have
 - B: Great! Let's make

KEEP TALKING! ●●●

Talk about ...

- · other recipe ingredients
- · other foods you have or need
- · other foods you want or like

RECYCLE THIS LANGUAGE

We need [onions]. We don't have [eggs].

How many ___ are there?

How many ___ do we need? I don't like [peas]. Sounds nice.

A:





VEGETABLE OMELET Ingredients:



CHANGE PARTNERS | Discuss other recipes.



Offer and ask for foods and drinks

VOCABULARY | More foods: non-count nouns | Read and listen. Then listen again and repeat.



Count nouns name things you can count.

They can be singular or plural.

She wants an orange. I like peppers.

You have three lemons in the fridge.

Non-count nouns name things you cannot count. They are not singular or plural.

Chicken is my favorite food. I don't like soup. My brother loves cheese.

Be careful!

Use singular verbs with non-count nouns. Rice is good for you.

NOT Rice are good for you.

Don't use a / an or -s with non-count nouns. We need butter. NOT a butter

NOT two butters

GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

- 1 How many (apple / apples) do we need?
- 2 Who wants (tea / teas) for breakfast?
- 3 I like (salt / salts) in my soup.
- 4 Are there any (bean / beans) in the fridge?
- 5 We need three (orange / oranges) for juice.
- 6 She likes (bread / breads) and (butter / butters) for breakfast.
- 7 Where do you have your (potato / potatoes)? I need two for my potato omelet.

PAIR WORK | Tell your partner about the foods and drinks you like. eat, and drink.

I like bread for breakfast. but I don't like eggs. 🥫

GRAMMAR | How much / Is there any

Use How much and Is there any to ask about non-count nouns.

How much tea do you want? (NOT How many tea do you want?) How much juice is there in the fridge? (NOT How many juice is there in the fridge?) Is there any coffee? Yes, there is. / No. There isn't any. (OR No, there isn't.)

Remember: Use How many and Are there any with plural count nouns. How many apples are there? Are there any apples in the fridge?

PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

GRAMMAR PRACTICE | Complete each question with Is there any or Are there any.

1 _____tea in the kitchen? 3onions in the salad? 2 sugar in the juice? 4pepper for the soup? IVOCABULARY | Containers: count nouns | Read and listen. Then listen again and repeat.



1 a box of pasta



2 a baa of sugar



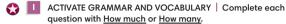
3 a loaf of bread



4 a bottle of juice



5 a cup of coffee



1cups of coffee do you drink every day? 2loaves of bread do we have?

sugar does he like in his tea? pasta do you make for two people?



6 a glass of water



7 two cans of soda



PRONUNCIATION | Vowel sounds | Read and listen to the words in each group. Then listen again and repeat. Then, with a partner, read a word. Your partner says another word from the same group.

1 /i/ 2 /T/ 3 /et/ 5 /æ/ see six late pepper apple fish jacket tea potato red street this train lemon has





Now let's offer and ask for foods and drinks.

- CONVERSATION MODEL | Read and listen.
 - A: Would you like salad?
 - B: Yes, please. It looks delicious!
 - A: Thank you. Here you go. Enjoy!
 - B: Thanks! Oh, and please pass the bread.
 - A: Sure! . . . Are you thirsty? How about a glass of water or juice?

B: Juice, please.

Social language When you hand something to somebody, say "Here you go."



CONVERSATION PAIR WORK | Change the conversation. Offer other foods and drinks. Then change roles.

- A: Would you like?
- B: Yes, please, It looks delicious!
- A: Thank you! Here you go. Enjoy!
- B: Thanks! Oh, and please pass the
- A: Sure!... Are you thirsty? How about a _____of ____or ____?
- B: , please.
- CHANGE PARTNERS | Change the conversation again.





- · Offer more foods and drinks.
- · Ask your partner to pass other foods or drinks.
- Express likes and dislikes.
- Watch the video for ideas!



Invite someone for a meal

COACH A	GRAMMAR The simple present tense an	d the present continuous	I'm cooking lunch right now. I always cook lunch on weekdays.
	Use the simple present tense for habitual actions and with frequency adverbs. Neal makes coffee every morning. I always eat eggs for breakfast. Use the simple present tense with like, want, need, and have. We have eggs in the fridge.	Use the <u>present continuous</u> for progress right now and future preserved. He's making coffee right now. On Sunday, I'm eating dinner with the careful! We're eating now. NOT We eat now I cook every day. NOT I am cooking	plans. ith my parents. v.
☆ B	3 We're making fruit salad.	ogress. habitual action a	tion in progress tion in progress tion in progress tion in progress
	GRAMMAR PRACTICE Complete each s the present continuous. Use contractions of the present continuous. It is a continuous of the present continuous. It is a continuous of the present continuous of t	when possible. He 5 My sister isn't he 6 How many cans make tomato so 7 Who	ere. She
_	Ask and answer questions about what the are doing now and about their habitual a	people She	what day does Jack do the laundry? dishes. On Mondays
	Weekly chores Jack - Monday: do laundry - Wednesday / Friday: take out the garbage - Tuesday / Thursday / Saturday: make dinner	Vicky - Monday: go shopping - Monday / Wednesday / Friday: make dinner - Thesday / Thursday / Saturday: wash the dishes	Jack

Now let's invite someone for a meal.



CONVERSATION MODEL | Read and listen.

- A: Hey, Nora. Would you like to come for dinner tonight? I'm making chicken and rice salad.
- B: Chicken and rice salad? That sounds delicious.
- **A:** Thanks! It's my specialty. I always make that on Wednesdays.
- **B:** Actually, I'd love to come, but I'm eating with my parents tonight. I'm sorry! But thanks for the invitation.
- A: No worries! Maybe some other time.

Or to accept the invitation:

- **B:** Actually, I'd love to come. Thanks for the invitation! What time?
- A: Eight o'clock?
- B: That's great. See you at eight!

Social language

Assure someone that everything's OK with "No worries!"





B || PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

CONVERSATION PAIR WORK | Role-play the conversation. Change the meal, the food, and other information. Accept or decline the invitation. If you decline, explain why. Then change roles.

A: Hey,? I'm making

B:? That sounds delicious.

A: Thanks! It's my specialty. I make that on

B: Actually,

A:

peppers peas Frequency adverbs

always sometimes often

KEEP TALKING! •••

- Ask about the ingredients. Use the recipe cards for ideas.
- · Suggest another day or time.







tomatoes
potatoes
lemon juice





Black-and-White Bean Soup

INGREDIENTS:
black beans
white beans
onions



Fruit Salad

INGREDIENTS:
apples
bananas
oranges



D CHANGE PARTNERS | Practice the conversation again, making other changes.

Describe the food in a restaurant





😭 🔼 🕼 VOCABULARY | Describing taste | Read and listen. Then listen again and repeat.



sweet! It has a lot of sugar.



No. thanks. This salad has a lot of salt. It's pretty salty!



No, thanks. This soup is too spicy. It has a lot of red peppers! # Note: Use a lot of with both count and non-count nouns.



😱 📙 🏨 READING | Read the restaurant reviews. Does the reviewer like the restaurants?

THIS WEEK'S RESTAURANT REVIEWS



CHARLIE'S HAPPY FISH CAFÉ 🃤 \$\$



We usually order the excellent blue plate special at Charlie's wonderful fish restaurant. It comes on a large blue plate, and it's different every night of the week. One night it's fish with

potatoes and delicious vegetables. The next night it's a different kind of fish with a big salad. The blue plate special is large, but it's never too large for me!

A word about Chef Charlie: Charlie loves to greet his customers and ask, "How's the food?" If the food is too salty.

for example, he always brings you another plate. Prices? Charlie's isn't exactly cheap, but it's really not too expensive for a special evening. You always leave happy when you eat there.

The blue plate special is large, but it's never too large for me!



JUST SOUP 'N SALAD 🚢 s



If you just want soup and salad but don't have a lot of time, your "go-to" place is Just Soup 'n Salad. There are ten different soups every night, and the veggies in the salad are from the restaurant's kitchen garden. You make your own salad at

the salad bar. There are a lot of possible ingredients, including tomatoes, peppers, potatoes, meat, fish, beans, even cold pasta. And to dress your salad. there's fresh lemon juice and bottles of three or four kinds of oil. Everything is fast, easy, and delicious.

And good news! On Mondays, you get two dinners for the price of one. That's why my wife and I are going there tonight!

Veggies come fresh from the vegetable garden!

RESTAURANT DELICIOUS 📤 \$\$\$



This cute new neighborhood restaurant has a lot of great pasta specials on its Wednesday night menu. Try their excellent pasta with green pepper sauce. If you like spicy peppers, ask for the red pepper sauce. But be careful: Sometimes the sauce is a little too spicy.



С	READING COMPREHENSION Complete each sentence.
	1 You can eat vegetables from the restaurant's own garden at
	2 If you don't have a lot of time and don't want an expensive dinner, go to
	3 If you want to choose the ingredients in your salad, go to
	4 If you don't like your food at, the chef brings you another plate.
	5 The spaghetti sauce atis sometimes too spicy.
	6 Food is very cheap at Just Soup 'n Salad on
	7is expensive, but it has a lot of great food.
_	
D	PAIR WORK Which of the restaurants sound good to you? Which don't sound good? Discuss,

explaining your reasons.

LISTENING COMPREHENSION | Listen to the conversations about other restaurants. Circle the correct word or phrase to complete each statement. Listen again to check your answers.

Conversation 1

- 1 He's (cooking / not cooking) tomorrow.
- 2 They want to go to (The Neighborhood Café / MacDougal's Café).
- 3 They're (walking / taking a taxi) to the restaurant.

Conversation 2

- 4 There aren't any (fish / pasta) dishes on the specials menu.
- 5 The woman would like (fish / meat).
- 6 The fish dishes (are / aren't) too expensive.

Conversation 3

- 7 (His / Her) food is too spicy.
- 8 His food (is / isn't) too salty.
- 9 She (wants to tell / doesn't want to tell) the chef.

Conversation 4

- 10 Sarah (eats / doesn't eat) fish.
- 11 Brad (eats / doesn't eat) fish.
- 12 They're going to (Main Street Café / Michael's Pub).



Now let's describe the food in a restaurant.

TALKING POINTS | Complete the chart about your two favorite restaurants.

	The restaurant's name	What do you eat there? Describe the food.	How often do you eat there?
1			
2			

PAIR WORK | Use your Talking Points to discuss your restaurants. Then invite your partner to one of your favorite restaurants.

WRITING

Write about what you eat on a typical day. For example:

For lunch we often have red bean soup. It's my dad's specialty. It has red beans and ...

GUIDED WRITING p. 138

RECYCLE THIS LANGUAGE

Let's eat at [Kate's Kitchen] It's cheap. It's not too expensive. together tonight. I'm sorry, I'd love to, but I love the food. The food is delicious. No worries. The food isn't too [sweet / salty / spicy].

Maybe some other time. Thanks for the invitation.

Interactive Cool Down

EIGHTS KITCHE

- Study the picture for three minutes. Then, on a separate sheet of paper, complete the 8 questions about the kitchen.
 - Are there any ?
 - 2 Is there any __?
 - How many ?
 - 4 How much —?

- 6 Where is __?
- Where are __?
- What's on the __ ?
- What's in the __ ?
- Close your books. Take turns asking your partner your questions. Write your partner's answers on the paper.
- When you are finished, look at the picture and check your answers. The person with more correct answers wins.

1 Are there any onions on the counter?



2 One-minute shopping list contest

Form teams. Look at the picture again for one minute. Write a shopping list for the foods and drinks that are NOT in the kitchen. Which team has the longest list?

Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







SCENE 1

Tina: Hi, Jack. Would you like to come for lunch on Saturday? Dan and I are making chicken with a potato omelet. It's our specialty!

Jack: Oh. That sounds delicious! But I'm sorry, I'm working on Saturday,

Tina: That's OK. What about dinner on Sunday?

Jack: I'd love to come! Thanks for the invitation! What time?

Ting: Seven thirty?

Jack: That's great. See you at 7:30.

SCENE 2

Dan: I'm going shopping. What do we need?

Ting: I'll check

SUNDAY MORNING

Dan: Do we have lemons?

Tina: Yes, we do. But we need potatoes.

Dan: OK. And how about onions?

Ting: We have onions

Dan: Great. See you later.

Tina: Bye.

SCENE 3

Jack: Everything looks delicious.

Dan: Would you like bread?

Jack: Yes, thanks. Dan: Here you go.

Jack: Thank you. And please pass

the water

SCENE 1

Partner A's Chat Guide

Hi, ___ . Would you like to come for ___ on ___? __ making ___. It's ___ specialty!

That's OK. What about ___on

SCENE 2

Partner C's Chat Guide

🔍 I'm going shopping. What do we need?

Do we have —?

OK. And how about ___?

_. See you later.

Partner B's Chat Guide

Oh. That sounds delicious! But I'm sorry. I ___ on ___.

I'd love to come! Thanks for the invitation! What time?

That's great. See you at ___.

PROGRESS SELF-CHECK

Partner A's Chat Guide

I'll check.

Yes, we do. But we need ___.

We have ___.

NOW I CAN

SCENE 3

Everything looks delicious.

Yes, ___.

. And please pass ___.

Partner C's Chat Guide

Would you like ___?

Here you go.

For more practice.

Unit Review, p. 156 / Practi-Chant, p. 163 Connect TV / Test-Taking Skills Booster

Discuss ingredients for a recipe.

Offer and ask for foods and drinks. Invite someone for a meal.

Describe the food in a restaurant.

DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's a shower in the bathroom.

GAME 1

Partner B: Look at your house for 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list to Partner A. Partner A looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2

Partner B: Close your book. Answer Partner A's questions about your house. You get one point for each correct answer.

Then, look at Partner A's house on page 100 and ask eight questions with <u>How many, Where, Is there...</u> and <u>Are there...</u> about the house. Partner A gets one point for each correct answer. The partner with more points wins.

PARTNER B's HOUSE



REFERENCE CHARTS

COUNTRIES AND NATIONALITIES						
Argentina	Argentinean / Argentine	Greece	Greek	Paraguay	Paraguayan	
Australia	Australian	Guatemala	Guatemalan	Peru	Peruvian	
Belgium	Belgian	Honduras	Honduran	Poland	Polish	
Bolivia	Bolivian	Hungary	Hungarian	Portugal	Portuguese	
Brazil	Brazilian	India	Indian	Russia	Russian	
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian	
Chile	Chilean	Ireland	Irish	Spain	Spanish	
China	Chinese	Italy	Italian	Sweden	Swedish	
Colombia	Colombian	Japan	Japanese	Switzerland	Swiss	
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai	
the Dominican Republic	Dominican	Lebanon	Lebanese	Turkey	Turkish	
Ecuador	Ecuadorian	Malaysia	Malaysian	the United Kingdom	British	
Egypt	Egyptian	Mexico	Mexican	the United States	American	
El Salvador	Salvadorean	the Netherlands*	Dutch	Uruguay	Uruguayan	
France	French	Nicaragua	Nicaraguan	Venezuela	Venezuelan	
Germany	German	Panama	Panamanian	Vietnam	Vietnamese	

^{*}official name of Holland

NUMBERS 100 TO 1,00	IBERS 100 TO 1,000,000,000						
100 = one hundred	1,000 = one thousand	10,000 = ten thousand	1,000,000 = one million $1,000,000,000 = $ one billion				
500 = five hundred	5,000 = five thousand	100,000 = one hundred thousand					

hese are the pronunciation symbols used in <i>Connectivity Fa</i> Vowels			Consonants				
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	э	banana, around	р	park, happy	t	butter, bottle
I	did	Эr-	shirt, birthday	b	back, cabbage	ť¹	button
eı	date, table	aı	cry, eye	t	tie	ſ	she, station,
ε	bed, neck	au	about, how	d	die		special, discussion
æ	bad, hand	ΟI	boy	k	came, kitchen, quarter	3	leisure
α	box, father	ır	here, near	g	game, go	h	hot, who
э	wash	εr	chair	tſ	chicken, watch	m	men
OÜ	comb, post	ar	guitar, are	ďξ	jacket, orange	n	sun, know
υ	book, good	or	door, chore	f	face, photographer	ŋ	sung, singer
u	boot, food, student	UΓ	tour	v	vacation	W	week, white
Λ	but, mother			θ	thing, math	1	light, long
				ð	then, that	r	rain, writer
				s	city, psychology	У	yes, use, music
				Z	please, goes		-

VOCABULARY EXPANDER





⇔ III UNIT 1

MORE OCCUPATIONS



1 an accountant



2 an electrician



3 an architect



4 a florist



5 a salesperson



6 a hairdresser



7 a gardener



8 a grocery clerk



9 a mechanic



10 a professor



11 a reporter



12 a veterinarian



13 a secretary



14 a server / a waiter



15 a nurse



16 a lawyer

Write five statements about the photos. Use He or She and the verb be. For example:

She's an accountant.





MORE TITLES







1 [Doctor OR Dr.] Smith

2 [Professor OR Dr.] Brown

3 [Captain] Jones

Write two statements about the photos. Use <u>He</u> or <u>She</u> and the verb <u>be</u>. For example:

She's Dr. Smith.



MORE PLACES IN THE NEIGHBORHOOD









1 a clothing store

2 an electronics store

3 a fire station

4 a newsstand











5 a police station

6 a shoe store

7 a toy store

8 a dry cleaners

9 a hotel









10 a convenience store

11 a tourist office

12 a post office

13 a taxi stand

Write five questions about the places. For example:

Where's the clothing store? Can I walk to the newsstand?





MORE ADJECTIVES TO DESCRIBE PEOPLE







2 heavy



3 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so. For example:

He's very slim.



⇔ III UNIT 5

MORE EVENTS



1 a ballet



2 an opera



3 a football game



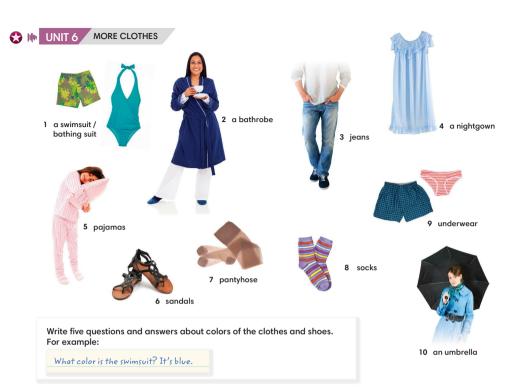
4 a volleyball game



5 a baseball game

On a separate sheet of paper, write five statements about the events. Use your own times, days, and dates. For example:

There's a ballet on Friday, May 22, at 7:00 P.M.





UNIT 7

MORE HOUSEHOLD CHORES









1 sweep

2 mop

3 dust

4 vacuum

Who does these chores in your house? Write two statements. Use the simple present tense and frequency adverbs or time expressions. For example:

I usually sweep twice a week.



⇔ III UNIT 8

MORE HOME AND OFFICE VOCABULARY



1 a fence



2 a doorbell



3 a fire escape



4 a garden



5 a shower curtain a bath mat



7 a faucet



a towel rack a towel



10 a medicine cabinet



12 an oven



14 a coffee maker



15 a pot







17 a napkin 18 a place mat



19 a fork

20 a knife

21 a tablespoon / a soup spoon

22 a teaspoon



23 a plate 25 a cup 24 a bowl 26 a saucer



27 a filing cabinet



28 a fax machine





Write five statements. Use the Vocabulary. For example:

My house has a fence.

I have green towels in my bathroom.



a pillow

32 a sheet

33 a blanket



34 a closet





MORE WEATHER VOCABULARY



1 a thunderstorm

2 a snowstorm





3 a hurricane

4 a tornado



THE FOUR SEASONS



1 spring

2 summer





3 fall / autumn

4 winter

Write four statements about the weather and seasons pictures. For example:

It's sunny.



GUIDED WRITING

Guided Writing is optional. It gives guidance for the writing task in each unit.

UNIT 1

GUIDED WRITING PRACTICE Look at the picture on page 15. Write sentences to answer each question, based on the picture. Write five affirmative or negative sentences. Begin each new sentence with a capital letter. End with a period (.).

- Is Betty a flight attendant?
- Is she an artist?
- Is Eric a chef?
- Is he an athlete?
- Is Ken a singer?
- Is a doctor?

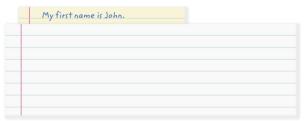
Betty's not a flight attendant.

UNIT 2

GUIDED WRITING PRACTICE Write sentences to answer each question. Begin each new sentence with a capital letter. End with a period.

What's your first name?

- What's your last name?
- What's your nationality?
- What's your occupation?
- What's your address?
- What's your phone number?
- What's your email address?



UNIT 3

GUIDED WRITING PRACTICE Answer the questions about your neighborhood. Describe the locations of the places, using the vocabulary on pages 32 and 38. Begin each new sentence with a capital letter. End with a period.

Where's the bank?

Where's your school?

Where's the gas station?

Where's the supermarket?

Where's the pharmacy?

The bank is down the street from the supermarket.

GUIDED WRITING PRACTICE Choose two of your relatives. Write about each person.

Answer some of these questions. Begin each new sentence with a capital letter. End with a period.

with a period.

What's [his / her] name?

How old is [he / she]?

Is [he / she] tall or short?

Is [he / she] old or young?

Is [he / she] good-looking? cute? What's [his / her] occupation? My sister's name is Eva. She's 26 years old.
She's tall and pretty. She's a teacher.

UNIT 5

GUIDED WRITING PRACTICE Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location. Start with
There is.">https://example.com/html/>
There is. Begin each new sentence with a capital letter. End with a period.

There's a party at the school on Monday,
October 12th, at 8:00.

UNIT 6

GUIDED WRITING PRACTICE Write about clothes. Answer the questions and follow the example.

Do you need new clothes? Why? Do you want new clothes? Why? What clothes do you need? What clothes do you have?

What size do you need?

What colors do you like?

	I need new clothes! I need a sweater and new shoes.
	Why? My sweater is too loose and my shoes are old and too
	small. I want a green sweater and cool black shoes. I need
	the sweater in a medium and the shoes in size 38.
Т	
-	

GUIDED WRITING PRACTICE Write about your typical week. Use frequency adverbs <u>always</u>, <u>usually, sometimes</u>, and <u>never</u>. Use time expressions. Answer some or all of these questions.

What do you do in the morning? What do you do in the afternoon? What do you do in the evening? What do you do on the weekend? How often do you go to the movies? How often do you exercise?



UNIT 8

GUIDED WRITING PRACTICE Write about where you live. Answer some or all of these questions.

Do you live in a house or an apartment?
Where is it?
How many bedrooms are there?
How many bathrooms are there?
Is the kitchen small or large?
Is there a living room?
Is there a home office?

	I live in an apartment. It has two bedrooms and one bathroom. It's on the fourth floor, but there's no elevator! There's a small kitchen and
Τ	
+	
+	
+	
t	

GUIDED WRITING PRACTICE Write about your weekend plans. Use the present continuous and time expressions. Include information about some or all of the following times:

Friday evening Saturday morning Saturday afternoon Saturday evening Sunday



UNIT 10

GUIDED WRITING PRACTICE Write about what you eat on a typical day. Answer some or all of the questions.

What do you eat for breakfast on weekdays?

What do you eat for breakfast on weekends?

What time do you usually eat your meals on weekdays? on weekends?

How many times a week (or month) do you go out for dinner?



UNIT REVIEWS

The Connectivity Unit Reviews provide optional extra practice for Foundations Level students at the end of each unit in listening, grammar, vocabulary, and social language.

UNIT 1

	1	III Listen to the conversations. Complete the names and occupations on the chart.
_		Use capital and lowercase letters correctly.

	Name	Occupation
Conversation 1	She's Lisa	She's
Conversation 2	He's	He's
Conversation 3	He's	She's
Conversation 4	She'sQuinn.	He's

	Conversation 3	He's		She's			
	Conversation 4	She'sQuinn.		He's			
2	Write six proper nou	ıns and six common nouns. Use	capital o	and lowercase letters	s correctly.		
	Proper nouns						
	1 New York	3		5			
	2	4		6			
	Common nouns						
	7 Singer	9		11			
	8	10		12			
3	Write each sentence	e again. Use a contraction.					
	1 He is an actor.	e's an actor.	4	They are not doctors.			
	2 We are scientists.		5	I am an athlete			
	3 No, we are not		6	She is a writer			
4	Write a or an for ea	ch occupation.					
_	1 a writer	3artist	5	singer	7photograph	ner	
	2teacher	4pilot		engineer	8scientist		
5	Complete each sentence with the correct subject pronoun.						
	1 Lisa is a doctor.			Your occupation is ch	nefare a chef.		
	•••	oois a doctor, too.		'	photographersa	re	
		elleam a musician.		photographers.	gp		
6	Circle the correct w	ord to complete each statemer	nt				
	1 We're (a doctor /	·		Is she an (engineer / s	ccientist)?		
	2 I'm not (pilot / a p	•		(She is / They are) Gin	·		
		. I'm Bill. / No. I'm a flight	3	(one is a rivey die) on	a ana sue.		
7	Complete the states when possible.	ments with correct affirmative c	ınd nego	itive forms of <u>be</u> . Use	contractions		
	1 She's a pho	tographer.	3	Theyengineer	rs. Ron is an actor, and		
	2 Eric a pilo	0 .		Melanie is a writer.	•		
		Ü	4	Leslie and Jul	ia here?		



- 1 A: Are you a chef?
 - B: No, I'm not
 - 2 A: Is Magda a musician?
 - B: Yes,
- Write a question for each answer.
 - A: Are you flight attendants.....?

 B: Yes, we are. We're flight attendants.
 - 2 A:
 - B: No, he isn't a doctor. He's an actor.
 - 3 A:
 - **B:** Yes. Thomas is a chef.
 - 10 Complete each conversation. Use your own words.



1 YOU

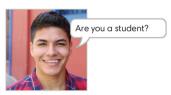


3 YOU



- 4 A: Is he an artist?
- B: Yes,
- 5 A:
- B: Yes, I'm a student.

 6 A: 2
- B: No. They're not singers. They're managers.



2 YOU



4 YOU



6 YOU

ا د	1	Listen to the conversations. Complete the addresses, phone numbers, and email addresses.	
7 I		Listen to the conversations. Complete the addresses, phone numbers, and email addresses,	

Name	Address	Email address	Phone number
1 Andres Greene	Magnolia Street	agreene22@block.com	
2 Jane Cline	78 Main Street	jane.cline@com	01 776 3488
3 Bonnie Mein	2175 Pine Avenue	bomein@lemon.com	44 3
4 Jackson Tripp	4 3 Ocean Avenue	jackson.tripp@cnet.net	09 456 7622

	3 Bonnie Mein	2175 Pine Avenue	bomein@lemon.com	44 3
	4 Jackson Tripp	4 3 Ocean Avenue	jackson.tripp@cnet.net	09 456 7622
2	 Ms. Taylor is Mr. Mr. Green is Ms. Mrs. Kramer is B John is Angela's 	possessive adjectives. Green's student. Mr. Gree Taylor's teacher. Ms. Taylo ill's neighbor. Mrs. Krame classmate. John is	or isstudent. r isneighbor. classmate.	
	6 Maria is 7 Jason is not Mrs.	olleagues from Canada? teammate and I am Klein's student. He's and Jane's neighbor. He's	boss!	re from the U.K.
*	1 A: What's	last name? is Clark.	4 A: What'ser B: Miss O'Brien's em obrien6@unet.co 5 A: What are B: They're Troy and E 6 A: What'sph	ail address? It's m .names? :laine. none number?
₽ 4	 She / be / my frie Eleanor / be / m Our neighbor / r 	y dad / teacher names / be / Glenn and A	B: Mrs. López's num buns. nne. english.com.	
5	 Miss Reiko Matsı Ms. Deshi Chow Mr. and Mrs. Fre Ms. Faiza Bahjat Mrs. Soledad All Mr. Phillip Fisher Mr. Giorgio Ango 	uda: She's frem	Chennai, IndiaBerlin, Germany. b, Egypt. ebla, MexicoLos Angeles, U.S. lilan, Italy.	e from.
₽ 6		stions with <u>What's</u> and <u>W</u> ur first name, Mr. Blank?	<u>'hat are</u> . 4your ne	eighbor's occupation?

2your friends' last names?

3your boss's email address?

5your classmates' addresses?

- - 3her email address?
 - 4they students?
- Complete each conversation with a question.
- 5she from Australia?
 6your phone number?
 7they classmates?
 8their address?
- 4 A:?

 B: No. we're not from Colombia. We're from
- B: Brendan's phone number? It's 555-5684.
- B: Our new neighbors are from the U.S.

 Complete each conversation. Use your own words.



1 YOU





2 YOU



- A III tilu
 - 1 || Listen to the conversations. Complete each statement.

Conversation 1

- 1 Oliver is
 - a at the restaurant
 - **b** at the bookstore

Conversation 2

- 3 The gas station is
 - a around the corner on the right
 - b down the street on the right

Conversation 3

- 5 She's at
 - a the XYZ Bank
 - b the ABC Supermarket

6 The XYZ Bank is

a corner

b bus stop

2 Sophie isn't

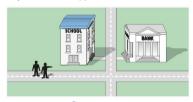
a at the bookstore

b at the restaurant

a next to the pharmacy on Main Street

4 Theis across from the gas station.

- **b** on Hill Street
- Write each sentence again. Use a contraction.
 - 1 Where is the bank? ... Where's the bank?
 - 2 It is around the corner.
 - 3 It is not on the left.
 - 4 Where is the supermarket?
 - 5 What is your email address?....
 - Look at the pictures. Write questions and answers. Use capital letters, periods (.), and question marks (?).

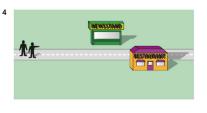


Where's the bank?

It's across the street from the school.







•	4	Change the directions from affirmative to negative imperatives.
		onange the an ections from annimative to negative imperatives.

- 1 Walk to the bookstore. Don't walk to the bookstore.
- 2 Take the subway to the bank.
- 3 Take the train to school.
- 4 Take a taxi to work.....
- 5 Drive......
- 6 Take the bus.
- 5 Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.
 - 1 Take a taxi to the restaurant, Don't walk.
 - 2 Don't take the bus.the subway to the bank.
 - 3to the supermarket. It's down the street.
 - 4a taxi to the bank. It's across the street.
- 6 Complete the questions and answers. Use subject pronouns. Use contractions when possible.
 - 1 A: Where's the bus stop?
 - B: The bus stop? on the left.
 - 2 A:the bookstore?
 - B: _____ around the corner, next to the pharmacy.
 - 3 A:to the school?
 - B: No. don't walk. the bus.
 - Complete each conversation. Use your own words.





- 4 A:do you go to work? B: To work?subway.
- 5 A: the supermarket? B: _____next to the gas station.
 - Don't walk.





U	NII 4	
1	Listen to three conversations about relatives. Write	e T (true) or F (false) for each
	statement. Listen again to check your work.	
	Conversation 1	
	1 James is his grandfather.	
	2 Charles is 75 years old.	
	Conversation 2	
	3 Natalie is his wife's sister.	
	4 Lily is a teacher.	
	Conversation 3	
	5 Isabella and Angela are her granddaughters.	
2	Write questions with Who's or Who are. Use he, she, o	r thev.
	1 A: Who's she	4 A:?
	B: She's my sister.	B: He's Ms. Cooper's brother.
	•	'
	2 A:?	5 A:
	B: They're my grandparents.	B: She's Matt's wife.
	3 A:?	6 A:?
	B: She's Mr. Herman's daughter.	B: They're his brother and sister.
	4 his / brother / not / tall / very	
4	Complete the sentences. Use <u>have</u> or <u>has</u> .	
	1 have two sisters.	4 Wefive children.
	2 Sheone grandchild.	5 Youten brothers and sisters?
	3 They four daughters.	6 Heone brother.
5	Complete the questions. Use How old is or How old a	re.
	1 How old are your children?	4Maggie's sisters?
	their daughter?	5Barry's son?
	3her grandson?	6their grandparents?
6	Write (a) a sentence with be and (b) a sentence with I	have. Use a period (.)
_	1 Lauren / hair / long / brown	4 John / eyes / blue
	a Lauren's hair is long and brown.	α
	b Lauren has long brown hair.	b
	2 Tim / hair / short / blond	5 Pete / beard / gray
	α	a
	b	b
	3 Claire / hair / long / curly	6 Emily / eyes / pretty / brown
	a	α

7 Complete each conversation. Use your own words.



1 YOU







What color is your hair?

1	Listen to the conversations. Complete the statement with the kind of event. Correct day and time.	Circle the
	1	Listen to the conversations. Complete the statement with the kind of event. Correct day and time.

- 1 Theis at (8:00 / 1:00) on (Friday / Saturday).
- 2 Theis on (Saturday / Sunday) at 8:30 (in the morning / at night).
- 3 Theis on (Friday / Saturday) at (5:30 / 6:00).

⋖		2	Write a question for each answer. Use What time, What day, What month, or When. Use a question mark.
٧.	•		write a question for each answer. ose what time, what day, what month, or when, ose a question mark.

1	What time is it? It's 6:30.
2	The game is at seven o'clock.
3	The concert is on Saturday.
4	The meeting is at 10:30 on Tuesday.

5	The party is in August.
6	The movie is at midnight.
7	It's half past three.
8	The exhibit is on Thursday.

5 The concert isJuly 22nd8:00.

7 The movie is7:45Friday.8 The party isthe afternoon.

6 The meeting isTuesday. It'snight.

- Complete each sentence with <u>in</u>, <u>on</u>, or <u>at</u>.
 - 1 The party is Wednesday.
 - 2 The play is September.
 - 3 The talks are weekdays the evening.
 - 4 The game isnoonSunday.
 - 4 Complete each conversation. Use your own words.













lip Listen to the conversations. Choose the correct answer to each question.

Conversation 1

- 1 Which shoes does he like?
 - a The brown ones.
 - **b** The black ones.
- 2 Do they have the black shoes in size 40?
 - a Yes, they do.
 - **b** No, they don't.

Conversation 2

- 3 Does Ana like the jacket?
 - a Yes, she does.
 - **b** No, she doesn't.
- 4 Why doesn't the woman want the jacket?
 - a Because it's too cute.
 - b Because it's expensive.

Conversation 3

- 5 What size jacket does the man need?
 - a Medium.
 - b Large.
- 6 Do they have the blue jacket in a large?
 - a Yes, they do.
 - **b** No, they don't.

Choose the correct form of the verb to complete each sentence.

- 1 I (like / likes) these black shoes.
- 2 My dad (doesn't / don't) need a new jacket.
- 3 Stephanie (need / needs) a white sweater for work.
- 4 I (doesn't / don't) want red pants.
- 5 (Do / Does) he have a white shirt?
- 6 What (do / does) you want?

Complete each sentence with the correct form of the verb.

- 1 Theyhavenice dresses at this store.
- 2 Shea long black skirt for the party.
- 3 Iyour new shoes.
- 4 Weclean shirts.
- 5 Our childrenblue jackets for school.

- 6long dresses?
- (your husband / need)
- 9 Whythat cheap blouse?
- 10 Which tie ______for tomorrow?
- 11 _____this skirt in a medium?

Circle this, that, these, or those.

- 1 I like (this / these) blue skirts.
- 2 My daughter wants (these / this) black jacket.
- 3 I don't like (this / these) pants. They're too long.
- 4 Why do you want (that / those) jacket?
- 5 (That / These) dress is great for the party.
- 6 He likes (these / those) ties over there.

Look at the pictures. Circle the correct verb and write this, that, these, or those to complete each statement.



1 I (want / wants) pants.



3 He (like / likes) suit.



2 She (like / likes) ____jackets.



4 I (want / wants) tie.

6	Unscramble the words and write a question. Use a capital letter and question mark.

- 1 new / need / you / do / shoes . De you need new shees?
- 2 you / like / clothes / do / expensive
- 3 do/have/black/you/jacket/a
- 4 like / you / do / shirts / pink
- 5 sweater / which / you / want / do 6 size / what / Nate / does / need

7 Complete each conversation. Use your own words.









The woma

	1	Listen to two people talk about their free time. Check the activities they talk about.
\sim		pip Listen to two people talk about their nee time. Oneok the detivities they talk about

١.			

2	Write the third-person	singular form	of each verb.

	White the time person singular form of each verb.						
1	brush brushes	6	shave	11	study	16	put
2	go	7	visit	12	wash	17	do
3	have	8	want	13	exercise	18	eat
4	clean	9	comb	14	take	19	like
5	get	10	make	15	come	20	listen

😭 </u> Complete each question with <u>do</u> or <u>does</u>.

	· · — —		
1	When _deyou get up?	5	How oftenyour children go to the movies'
2	What timeshe come home?	6	What timethey make dinner?
3	How oftenthey take out the garbage?	7	Whenyou go shopping?
4	What timeyour son go to bed?	8	How oftenAlex wash the dishes?

- Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter.
 - usually / on weekends / clean the house / John John usually cleans the house on weekends.

 go to the movies / my brother / on Fridays / always
 - 3 in the morning / never / listen to music / I
 4 sometimes / my daughter / to school / drive
 - 5 we / to work / walk / once a week
 6 every Tuesday / my sister / in the evening / visit friends
 - 6 every ruesday / my sister / in the evening / visit friends
 - Complete each response with <u>do</u> or <u>does</u>.
 - 1 Who washes the dishes in your house? My husband does.....
 - 2 Who does the laundry in your family? We all . .
 - 3 Who makes dinner? My parents
 - 4 Who listens to music in the evening? My son
 - 5 Who watches TV before dinner? My children
 - 6 Who takes a shower in the evening? My father

6 Complete each conversation. Use your own words.



1 YOU



3 YOU



2 YOU



4 YOU

- Listen to the conversations. Check the picture that answers each question.
 - 1 Where does he live?





2 Where does he work?





3 Where does she work?





4 Where does she teach?





5 Where does she work?





6 Where does his daughter work?





Write questions with Where. Use a question mark

1	your grandparents / live Where do your grandparents liver
2	Tim's friend / work
	his sister / go shopping
	you / eat lunch
	they / watch TV

6 Brett and Claire / exercise

- 7 her son / go to school
- 8 your brother / work
- Complete the statements with in, on, at, or to.
 - 1 His apartment building is on Franklin Street.
 - 2 They live _____ the 6th floor.
 - 3 Ms. Gómez takes the subway work.
 - 4 It's 75 Maple Street.
 - 5 Fred studies Japanese _____ the BTI Institute.
- 6 Mr. Brown works _____the airport.
- 7 Ms. Clarkson's office is _____the third floor.
- 8 Jeff's brother works 8 Center Street.
- 9 My parents livea large apartment.
- Complete each sentence with There's or There are.
 - 1 There's a meeting at noon.
 - 2 three games this weekend.
 - 3 _____ a bank on the corner of Elm and 16th Street.
 - 4 _____two schools on the right side of the street.
 - 5 parks nearby.
 - 6 a pharmacy and a hospital across the street.
 - 7 four printers in the office.
 - 8 _____ an elevator in his apartment building.

- Write questions with <u>is there</u> or <u>are there</u>. Use a capital letter for the first word in the question.

 Use a question mark.
 - 1 a party / this Friday . Is there a party this Friday?
 - 2 two games / this week
 - 3 a museum / nearby
 - 4 how many / meetings / tomorrow
 - 5 how many / bus stations / on 4th Street
 - 6 how many / concerts / this month
 - 6 Complete each conversation. Use your own words.



1 YOU



3 YOU



2 YOU



4 YOU

😭 📘 🏨 Listen to the conversations and write the number of each conversation on the correct picture.





1 It's snowing and she's staying home.

a It's not snowing and she's not staying home.

b It isn't snowing and she isn't staying home.

α

b _____





3 It's cold today, and they're wearing sweaters.

4 She's tired and she's taking a nap.

α _____

b _____

	2	Write the present participle of the following base forms.								
		1 rain <u>raining</u>	7	practice	13	study	19	do		
		2 wear	8	clean	14	listen	20	get		
		3 have	9	snow	15	wash	21	eat		
		4 take	10	come	16	brush	22	put		
		5 work	11	make	17	go				
		6 visit		comb						
⇔	3	Complete each short answer. 1 A: Are you studying English this year? B: Yes, Iam			A: Are his parents making dinner tonight? B: Yes,					
		2 A: Is it raining right now? B: Yes,			5 A: Is Sherry talking on the phone?B: Yes,					
		3 A: Are you taking a nap' B: No,	?							
•	4	Change each affirmative	sta	tement to a negative sto	ten	nent. Write it two differer	nt w	avs.	Use contractions.	

2 Mom's taking a bath.

- Check the sentences that indicate a future plan.
 - 1 On Thursday I'm watching TV at home.
 - 2 I'm listening to music right now.
 - 3 Is Alice taking a nap?
 - 4 Where are they going this weekend?
 - 5 Judy's eating lunch.
 - 6 I'm walking to the park this afternoon.
 - 7 He's studying Italian this year. His teacher is great.
 - 8 Who's going to the movies on Saturday?
- Complete each conversation with the present continuous. Use contractions when possible.
 - 1 A: What are you doing ?

 B: my hair.

 (I/brush) my hair.

 2 A: ?
 (where/he/go)
 B: (he/drive) to the mall.

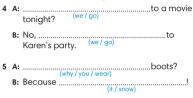
 3 A: (why/she/take)
 B: Because (it/rain)
 - 7 Complete each conversation. Use your own words.



1 YOU ____



3 YOU





2 YOU



4 YOU

	$\ \mathbf{j}\ _{\mathbb{N}}$ Listen to the conversations. Write $\underline{\mathbf{I}}$ (true) or $\underline{\mathbf{I}}$	F (false) for each statement.							
	Conversation 1	Conversation 3							
	1 They're eating a fruit salad.	5 The pasta has two ingredients.							
	2 It has orange juice and oil.	6 It has tomatoes and oil.							
	Conversation 2	Conversation 4							
	3 They want some onion soup for dinner.								
	4 They don't have the ingredients.	8 It has no orange juice.							
2	Look at the underlined nouns. Write $\underline{\mathbf{C}}$ if the noun is a count noun. Write $\underline{\mathbf{NC}}$ if it's a non-count noun.								
	.NC 1 I always drink coffee for breakfast.	6 I need some milk for my tea.							
	2 Are there any eggs in the fridge?	7 I love peas and beans.							
	3 Do you eat pasta once or twice a week	? 8 Do we have any potatoes in the kitchen?							
		9 There's bread in the kitchen.							
	5 They eat <u>fish</u> for dinner every Friday nigh								
3	Complete each question with How much or Hov	v many.							
	1 How much pasta do we have?	6loaves of bread are there?							
	2eggs do you want for breakfa								
	3cups of coffee do you drink	8cans of soda are there in							
	every day?	the fridge?							
	4tomatoes do you need for	9water do you drink?							
	the salad?	10butter is there?							
	5meat do you eat every week?								
4	e each statement. Circle the letter.								
	1 I to school every day.	6 On Tuesdays Iat the supermarket.							
	a am going b go	a am going shopping b go shopping							
	2 They usually the train to work.	7 We neverfish.							
	a are taking b take	a are eating b eat							
	3 Annalisa the dishes now.	8 Our sonto the movies on weekdays.							
	a is washing b washes	a isn't going b doesn't go							
	4 She really coffee.	9 Maddieto the party tonight.							
	a is liking b likes								
	9	a doesn't go b isn't going							
	5 This museum beautiful things.								

a is having

b has

5 Complete each conversation. Use your own words.



1 YOU



3 YOU



How about a cup of tea or coffee?

2 YOU



I'd love to come, but I'm working tonight.

4

PRACTI-CHANTS

The Connectivity Practi-Chants are optional. They make Unit grammar and vocabulary memorable and reinforce English pronunciation. Read and listen. Then try them with your classmates! There is one chant for each of the ten units of this book.

Read and listen two or more times to become familiar with the Practi-Chant's oral patterns. Become familiar with the large and small dots, which depict the stressed and unstressed words and syllables. Then read the chant out loud, using the dots as a guide.





B: See you later! Good night!

- A: What's your first name?
- B: It's Howard.
- A: What's your last name?
- B: It's Clive.
- A: What's your number?
- B: Four six two one seven oh five.
- A: What's your address?
- **B:** It's twenty oh seven on Main.
 - And you?
- A: It's five oh six seven on Crane.

- B: Thank you.
- A: Thank you!
- B: You're welcome!
- A: You too!
 - Thank you.
- B: Thank you!
- A: You're welcome!
- B: You too!



UNIT 3 Excuse me.

- **B:** It's down the street... down the street.
- A: Excuse me. Where's the school?
- B: It's across the street... across the street.
- A: Excuse me. Where's the bookstore?
- **B:** It's between the pharmacy and the bank.
- A: And the supermarket?
- B: It's next to the school.
- A: And the restaurant?
- B: It's next to the bank.
- A: And the gas station?
- B: It's across from the school.

- A: Can I walk to the school?
- B: Sure.
- A: Thanks.
 - Can I walk to the bank?
- B: Don't walk. Drive.
- A: And the bookstore?
- B: Take the bus.
- A: Thanks.
- B: Sure... You're welcome!



UNIT 4 Who's that?

- A: Tell me about your family...
 - Tell me about your family.
- **B:** I have a brother, and his name is Nate.
 - I have two young sisters
 - they're six and eight.
 - • • • My mom's a doctor
 - and my dad's an engineer.
 - Mom's name is Nancy
 - and my dad's Samir.

- A: Who's that?
- B: Oh that's my sister Jen.
- A: Who's that?
- B: And that's my sister Gwen.
- A: Who are they?
- B: Oh that's my mom and dad
 - and my grandma Sue
 - and my grandpa Brad.
- A: They're so good-looking
 - and they're all so tall.
 - Thanks for telling me about them all!



UNIT 5 What time's the play?

A: What time's the play? What time's the play?

B: At six o'clock.

A: At six o'clock?

Uh-oh... Are we late?

B: No, we're not. It's five forty-five.

B: What time's the game? What time's the game?

A: At two o'clock.

B: At two o'clock?

• • • • Uh-oh... Are we late?

A: No, we're early. It's ten to two.

A: What time's the talk? What time's the talk?

B: At ten o'clock.

Uh-oh... Are we late?

B: No, we're right on time. It's ten o'clock now.

B: What time's the party? What time's the party?

A: At eight.

B: At eight?

• • A: That's right.

So don't be late!



UNIT 6 I really like that suit.

A: I really like that suit!

And I like those shoes!

• • • • • • • • And that dress is really great!

B: Thanks!

• • • • • Do you like this skirt?

Do you like those pants?

Do you like that tie in gray?

A: Yes!

Do you need a new shirt?

Do you want new shoes?

Do they have those pants in green?

B: No.

UNIT 7 My typical activities.

A: So what do you do in your free time?

• • • • • Do you exercise?

• • • • • Do you visit friends?

Do you listen to music or watch TV?

B: What do I do in my free time?

Well. I exercise.

And I visit friends.

and I listen to music and I watch TV.

A: Do you do household chores?

B: Of course! What about you?

A: I do, too!

A: Well, what do you think of this jacket?

B: I think it's nice! What about you?

A: Me? I think it's awesome, too.

B: Well, what do you think of those sweaters?

A: I think they're great! What about you?

B: Me? I think they're awesome, too.

A: I really like that tie. I think it's nice.

B: I really like those shoes. They're great!

B: Do you do the laundry every day?

A: Me?... No way!

B: So who makes dinner?

A: My brother does.

B: Who washes the dishes?

A: My sister does.

B: Who cleans the house?

A: My brother does.

A: My brother does.

B: Do you take out the garbage?

A: Me?... No way!



UNIT 8 What's it like?

A: What's your neighborhood like?

B: Well, it's really, really nice.

There's a beautiful park,

and a really big mall,

and an awesome museum.

There's a new train station,

and a school nearby,

and great restaurants too!

A: That sounds really nice!

B: Hey... what about you?

• • • • • • What's your apartment like?

A: Well, it's really, really nice.

• • • • • There's a big kitchen

• • • • • with a really nice fridge

and a microwave

and a nice big sink.

There are three bedrooms

and two bathrooms.

• • • • • B: That sounds really great!

• • • • • A: Hey... what about you?

A. Fley... What about you:

What's your kitchen like?

B: Well, it's not very nice.

• • • • • There are no windows

and it's really small

• • • • •

with a really old fridge

and a terrible stove

and an awful sink.

But I love my living room!

A: That's great!



UNIT 9 Any plans?

A: Any plans for tonight?

Nothing against What also the

B: Nothing special. What about you?

A: Me?...

I'm visiting my old friends Scott and Lee,

and we're watching a game... on TV.

A: Any plans for tomorrow?

A: Nothing special. What about you?

B: Me?...

I'm going to a concert with my mom,

and I'm taking a walk with my boyfriend Tom.

A: Any plans for the weekend?

• • • • • • •

B: Nothing special. What about you?

A: Me?...

• • • • • • I'm meeting my classmate Paul

and then we're going shopping at the mall.

B: Any plans for next week?

A: Nothing special. What about you?

B: Me?...

Nothing special. Well... got to run!



UNIT 10 I'll check.

A: Are there any lemons in the fridge?

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any tea on the shelf?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any coffee on the counter?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

.

B: Is there a loaf of bread?

A: No, there isn't.

B: What about bananas?

A: No, there aren't.

B: A bag of peas?

A: No, there isn't.

B: How about onions?

A: No, there aren't.

B: A bottle of milk?

A: No. there isn't.

B: How about beans?

A: No, there aren't.

B: A can of soup?

A: Yes, there is!

B: I'm really hungry.

• • •

A: OK. Let's eat!

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Unit 1 Page 6 (1): Dean Dr obot/Shutterstock; 6 (2): Dean Drobot/1 23RF; 6 (3): Dean Drobot/Shutterstock; 6 (4): Shift Drive/Shutterstock; 6 (4, inset): Story Time Studio/Shutterstock; 6 (5): Wavebreakmedia/Shutterstock; 6 (6): Roman Samborsky/Shutterstock; 6 (7): Ariel Skelley/Getty Images; 7 (1): ESB Professional/Shutterstock; 7 (2): Andres Rodriguez/1 23RF; 7 (3): Africa Studio/Shutterstock; 7 (4): Notalia Kirsanova/Shutterstock; 7 (5): Bangkok Thai/Shutterstock; 7 (6): Shutterstock; 8 (8): Dmitry Kalinovsky/1 23RF; 8 (1): Julio Bulnes/Alarmy Stock Photo; 8 (2): Shutkin, son/Shutterstock; 8 (3): Wavebreakmedia/Shutterstock; 8 (4): Ximagination/1 23RF; 6 (5): Smileimosge/Shutterstock; 8 (6): Lokevenko/1 23RF; 6 (7): Andrey Maslovsky/1 23RF; 6 (8): Istisharp/Getty Images; 8 (9): Valentinrussanov/E+/Getty Images; 8 (10): Minerva Studio/Shutterstock; 9: Viacheslav lakobchuk/Alarmy Stock Photo; 10: Antonio Guillen/1 23RF; 11 (1): Kellyreekolibry/Shutterstock; 11 (2): Digital Vision/Getty Images; 11 (3): Andrest/Shutterstock; 11 (4): Alex Kravtsov/Shutterstock; 11 (6): Vasif Ozlak/Shutterstock; 11 (6): Wasif Ozlak/Shutterstock; 11 (6): Wasif Ozlak/Shutterstock; 11 (6): Vasif Ozlak/Shutterstock; 11 (6): Vasif Ozlak/Shutterstock; 12 (2): Cookie Studio/Shutterstock; 12 (3): Aleksandr Davydov/1 23RF; 13: Luck/business/1 23RF; 14 (Adam Driver): Xavier Collin/Image Press Agency/Alarmy Stock Photo; 14 (Alia Smith): AFP Contributor/Getty Images; 14 (Nadia Santini): Maurice Rougemont/Alarmy Stock Photo.

Unit 2 Page 18 (A. Smith): Zdenka Darula/Shutterstock; 18 (M. Rust): Phase4Studios/Shutterstock; 8 (A. Lane): Warren Goldswain/Shutterstock; 18 (R. Li): Charles Knox/Shutterstock; 18 (D. Baker): Dean Drobot/123RF; 18 (bride and groom): Rubberball/Alamy Stock Photo; 19 (1): Jumis/Shutterstock; 19 (2): Aleksey Boldin/123RF; 19 (3): Rowpise/17 (23RF; 20 (1): Skynesher/Getty Images; 20 (2): Ferli/123RF; 20 (3): Sara Casilia/Shigital Visian/Getty Images; 20 (4): Shutterstock; 20 (5): Vladimir Vladimirov/Getty Images; 20 (6): 10'000Hours/Getty Images; 21: Wavebreak Media Ltd/123RF; 22 (1): Breslavtsev Oleg/Shutterstock; 22 (3): Eizkes/Shutterstock; 22 (4): David Papazian/Shutterstock; 22 (3): Shobert Kneschke/Shutterstock; 24 (1): Vitalii Petrushenko/Shutterstock; 24 (Merados): AlR, photo/Shutterstock; 24 (Vily: Santypan/Shutterstock; 24 (Beckers): Andrey Arkusha/Shutterstock; 24 (Wong): Aslysun/Shutterstock; 24 (Ily: Santypan/Shutterstock; 24 (Beckers): Andrey Arkusha/Shutterstock; 26 (Bris): Nippon News/Aflo Co. Ltd./Alamy Stock Photo; 26 (Mooking): Cindy Ord/Getty Images; 26 (Haney-Jardine): ZUMA Press, Inc./Alamy Stock Photo; Jardine) 27: Original photography by Sharon Hoogstraten and David Mager/Pearson Education.

Unit 3 Page 30 (1): Sebastion Kaulitzki/Shutterstock; 30 (2): Cameris/Shutterstock; 30 (3): Halfizussalambin Sulaiman/Shutterstock; 30 (4): MindStudio/Pearson Education Ltd; 30 (5): Travelpix Ltd/Getty Images; 30 (6): Dudarev Mikhail/Shutterstock; 30 (7): Dimitris Leonidas/Shutterstock; 30 (8): Artoflogic/Shutterstock; 31 (1): Chuck Savage/Cetty Images; 31 (2): Candy Box Images/Shutterstock; 31 (7): Dal/Getty Images; 31 (8): George Rudy/Shutterstock; 31 (6): Kapi Ng/Shutterstock; 31 (7): Dal/Getty Images; 31 (8): George Rudy/Shutterstock; 32: Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 34 (1): Dean Drobot/123RF; 34 (2): Skumer/Shutterstock; 34 (3): Locab Lund/Shutterstock; 34 (8): Lightpoet/Shutterstock; 34 (8): Phaustov/Stock Editorial/Getty Images; 34 (two men): Minagephotography/Shutterstock; 34 (man walking): Minagephotography/Shutterstock; 34 (woman driving): Michaeljung/Shutterstock; 35 (man asking directions): Manop Boonpeng/EyeEm/Getty Images; 35 (pharmacy): Wavebreakmedia/Shutterstock; 35 (bank): Chuck Savage/Cetty Images; 35 (school): Studios/Pearson Education Ltd; 35 (gas station): Wavebreakmedia/Shutterstock; 36 (man David Mager/Shutterstock; 36 (man David Mager/Shutterstock): Primagefactory/123RF; 37: Cathy Yeulet/123RF; 38: Andresr/E+Cfetty Images; 39 (man): AlenD/Shutterstock; 39 (woman): Pixelheadphotodiatiolskiller/Sutterstock

Unit 4 Page 42 (hand): Prykhodov/123RF; 43 (1L): Cathy Yeulet/123RF; 43 (1R): Nolte Lourens/123RF; 43 (2L): Dolgachov/123RF; 43 (2R): Nolte Lourens/123RF; 43 (3R): Releasedkaily/iStock/Getty ImagesPlus; 43 (3R): Nolto Cooper/123RF; 43 (4L): Nolte Lourens/123RF; 43 (4R): Shutterstock; 43 (5L): Milkoy/123RF; 43 (5R): Elik Mizioznikov/Shutterstock; 43 (6L): Kurkon/123RF; 43 (6R): Goodlav/123RF; 44 (TR): ESTUDIMo/Shutterstock; 44 (1,2): Shannon Fagan/123RF; 43 (3R): Fichi Mizioznikov/Shutterstock; 44 (5.D): El Nariz/Shutterstock; 44 (5.P): Sunwoo Jung/Photodisc/Getty Images; 44 (B): Irina Lapeto/123RF; 44 (B): Primeop76/E+/Getty Images; 45: Goran Bogicevic/123RF; 46: Amble Design/Shutterstock; 47 (T): Dmitrii Shironosov/123RF; 47 (B): Sergey Nivens/123RF; 48 (A): Shouterstock; 48 (A): Dean Drobot/123RF; 48 (A): Shouterstock; 48 (A): Dean Drobot/Shutterstock; 48 (A): Dean Drobot/Shutterstock; 48 (A): Dean Drobot/123RF; 48 (A): Dean Drobot

Unit 5 Page 54 (1): Sergey Melnikov/Shutterstock; 54 (2): Akiyoko/Shutterstock; 54 (3): Sergey Melnikov/Shutterstock; 54 (6): Akiyoko/Shutterstock; 54 (5): Dimedrol68/Shutterstock; 54 (6): Ekravchenko/Shutterstock; 54 (7): Tip55/Shutterstock; 54 (8): Tip55/Shutterstock; 56 (1): Akiyoko/Shutterstock; 56 (2): Wayl Shutgor/Shutterstock; 56 (3): Ross Helen/Shutterstock; 56 (6): Stocklete/Shutterstock; 56 (5): Syda Productions/Shutterstock; 56 (5): Ross Helen/Shutterstock; 56 (7): Wavebreak Media Ltd/123RF; 56 (8): John Barlow/Pearson Education Ltd; 56 (8): John Barlow/Pearson Education Ltd; 59 (km emp): Gaudillab/Shutterstock; 58 (1): Akiyoko/Shutterstock; 59 (spoce): Niko Nomad/Shutterstock; 59 (guitarist): PV productions/Shutterstock; 59 (spocer ball): Irin-k/Shutterstock; 59 (actors): ESB Professional/Shutterstock; 62 (pintarist): PV productions/Shutterstock; 59 (spocer ball): Irin-k/Shutterstock; 59 (actors): ESB Professional/Shutterstock; 63 (1): All professional/Shutterstock; 64 (1): All professional/Shutterstock;

Unit 6 Page 66 (A1-A10): Bangchuck/1 23RF; 66 (C1): Runrun2/Shutterstock; 66 (C2, 3): Lapina/Shutterstock; 66 (C4): Indira's Work/Shutterstock; 66 (C5): Algord/Shutterstock; 66 (C6): Bedistraterstock; 66 (C10): Edistraterstock; 66 (C10): Edistraterstock; 66 (C10): Chavalit Kamolthamann/123RF; 67 (1b): Africa Studio/Shutterstock; 67 (2a): Tarzhanova/Shutterstock; 67 (2a): Tarzhanova/Shutterstock; 67 (2b): Tarzhanova/Shutterstock; 67 (2b): Tarzhanova/Shutterstock; 67 (2b): Ludmila Baryshnikova/1 23RF; 67 (3b): Elenovsky/Shutterstock; 67 (4a): Fuss Sergey/Shutterstock; 67 (4b): Ali Ender Bierr/Shutterstock; 67 (2b): Ludmila Baryshnikova/1 23RF; 67 (3b): Ludmila Baryshnikova/1 23RF; 68 (CR): ZdenkaDarula/Shutterstock; 68 (BL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 68 (BCR): Original photography by Sharon Hoogstraten and David Mager/Pe

71 (jacket): Sagir/Shutterstock; 71 ((tie): Artem Avetisyan/Shutterstock; 71 (trousers): Heinteh/123RF; 71 (shoes): Elnur/Shutterstock; 72 (1): Mordechai Mein/Shutterstock; 72 (2): Cloid/Shutterstock; 72 (3): Leila B/Shutterstock; 72 (5): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 72 (6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 72 (6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 72 (7): Petr Malyshev/ Shutterstock; 72 (8): Posteriori/Shutterstock; 72 (9): Dmitry Tsvetkov/123RF; 72 (10): Hans Kim/Shutterstock; 72 (B): Sergey Nivens/123RF; 73: Jamie Grill/Getty Images; 74 (L. jackets): Shopping King Louie/Shutterstock; 74 (R. jackets): Rohappy/Shutterstock; 74 (sweater): Stocksnapper/Shutterstock; 74 (L. juits): Subbotina Anna/Shutterstock; 74 (s. uits): Antonio Guillem/123RF; 74 (bw brogues): MaleWitch/Shutterstock; 74 (brown shoes): MaleWitch/Shutterstock; 74 (brown shoes): MaleWitch/Shutterstock.

Unit 7 Page 78 (A1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (A2L): Merla/Shutterstock; 78 (A2R): Glow Images/Getty Images: 78 (A3): Miya227/Shutterstock: 78 (A4): Lightfieldstudios/123RF: 78 (A5L): Tui Photo Engineer/Shutterstock: 78 (A5R): Sirtrayelglot/ Shutterstock; 78 (A6): Josep Suria/Shutterstock; 78 (A7): Solis Images/Shutterstock; 78 (A8): Original photography by Sharon Hoogstraten and David Mager/ Pearson Education; 78 (C1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C2): Ammentorp Photography/ Shutterstock; 78 (C3): Dima Sidelnikov/Shutterstock; 78 (C4): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C5): Graphbottles/Shutterstock: 78 (C6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education: 79 (TL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education: 79 (TCL): Lightfieldstudios/123RF: 79 (TCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TR): Merla/Shutterstock; 79 (B): Miya227/Shutterstock; 80 (1): Wavebreak Media Ltd/123RF; 80 (2L): Dolgachov/123rf; 80 (2R): lakov Filimonov/Shutterstock; 80 (3): Rido/123rf; 80 (4): Ferli/123rf; 80 (5): Ranta Images/Shutterstock; 81: TORWAISTUDIO/Shutterstock; 82 (1): Fotomircea/123RF; 82 (2): Yolo Stock/Shutterstock; 82 (3): Andrey Popov/Shutterstock; 82 (4): Odua Images/Shutterstock; 82 (5): Asia Images Group/Getty Images; 82 (6): Paolo Scarlata/Getty Images; 82 (17: Diedov Denys/Shutterstock; 82 (8): Slena/123RF; 82 (two men): Marctran/123RF; 82 (B): Paolo Scarlata/ Getty Images; 83: Nd3000/123rf; 84 (T): Philippe Renaud/123rf; 84 (B): Jacob Lund/Shutterstock; 85: Zero Creatives/Getty Images; 86 (TR): Rido/123RF; 86 (CL): Peepo/Getty Images; 86 (BR): R-type/Shutterstock; 88 (dishes): Michaeljung/Shutterstock; 88 (laundry): Andrey Popov/Shutterstock; 88 (cooking): Hoover Tung/Shutterstock; 88 (sleeping): Vadim Loginov/123RF; 88 (taking out trash): Joshua Resnick/Shutterstock; 88 (shopping): Nestor Rizhniak/Shutterstock; 88 (watching a film): Cathy Yeulet/123RF; 88 (showering): Maridav/123RF; 88 (dining out): lakovFilimonov/Shutterstock; 88 (relaxing): Antonio Guillem/ Shutterstock.

Unit 8 Page 91: Terry Vine/Getty Images; 92: Primage factory/123RF; 93: Shooting Star Studio/Shutterstock; 94 (BL): 2M media/Shutterstock; 95 (T): Dmitrii Shironosov/123RF; 95 (refrigerator): Aleksanderdn/123RF; 95 (ng): Safakoguz/123RF; 95 (chair): CHAIWATPHOTOS/Shutterstock; 96 (I)mror): Nataly Drozdova/Shutterstock; 95 (sofo): Pix11/Shutterstock; 96 (T): Pressmaster/Shutterstock; 96 (1): Arsenie Krasnevsky/Shutterstock; 96 (2): Media Production/E+/Getty Images; 96 (3): Jacobs Stock Photography Ltd/Getty Images; 96 (4): Harry Hykko/Shutterstock; 96 (5): Bueno Vista Images/Getty Images; 96 (6): Spotmatik Ltd/Shutterstock; 96 (7): Mbbirdy/E+/Getty Images; 96 (8): Aerovista Luchtfotografie/Shutterstock; 97: Fabioformaggio/123RF; 98 (man): Racorn/123RF; 98 (tiny house): Ariel Celeste Photography/Shutterstock; 98 (couple): Sylv1rob1/123RF; 98 (large house): Konstantin L/Shutterstock.

Unit 9 Page 102 (5): Anna Grigorjeva/123RF; 102 (6): Mykhaylo Pelin/123RF; 102 (7): Stockimage/Shutterstock; 102 (8): Notar/YES/Shutterstock; 102 (9): Kichigin/Shutterstock; 103 (1): MRProduction/Shutterstock; 103 (2, 3): ALPARROD/Shutterstock; 103 (4): Marridav/Shutterstock; 103 (5): Marridav/Shutterstock; 103 (8, 9): CURA photography/Shutterstock; 104: Warrengoldswain/123RF; 105 (7): Inside Creative House/Shutterstock; 105 (CR): Szefei/Shutterstock; 106 (1): Aekkarakthongjiew/123RF; 106 (2): Cathy Yeulet/123RF; 106 (3): Cathy Yeulet/123RF; 106 (4): Inside Creative House/Shutterstock; 105 (5): Imtmphoto/123RF; 106 (6): Marridav/123RF; 107: Mangostar/Shutterstock; 108: Vadim Guzhva/123RF; 109: Wernerimages/123RF; 110 (runner): Mihitander/123RF; 110 (New York Marathon): Eduardo Munoz Alvarez/AP/Shutterstock; 111: Original photography by Sharon Hoogstraten and David Mager/Pearson Education.

Unit 10 Page 114 (bangna): Original photography by Sharon Hoogstraten and David Mager/Pegrson Education; 114 (potato): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (lemon): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (tomato): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (pepper): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (onion): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (apple): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (orange): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (egg): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (peas): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 114 (beans): Original photography by Sharon Hoogstraten and David Mager/ Pearson Education; 115 (milk): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (juice): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (soda): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (water): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (tea): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (coffee): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 115 (B): Mark adams/123RF; 116 (1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (2): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (3): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 116 (B): Milkos/123RF; 117 (CR): Westend61/Getty Images; 117 (soup): Michaelgatewood/E+/GettyImage; 117 (salad): Joff Lee/Getty Images; 117 (omelet): Timolina/ Shutterstock; 117 (fruit salad): Oksana Mizina/Shutterstock; 118 (1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (2): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (3): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (4): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (5): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (7): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (8): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (9): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 118 (10): Original photography by Sharon Hooastraten and David Mager/Pearson Education: 118 (11): Original photography by Sharon Hooastraten and David Mager/Pearson Education: 118 (12): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 119: Dolgachov/123RF; 120: Josep Suria/123RF; 120 (woman cooking): Giuseppe Lombardo/EyeEm/Getty Images; 120 (woman on phone): Michael Simons/123RF; 117 (omelet): Timolina/Shutterstock; 117 (salad): Joff Lee/Getty Images; 117 (soup): Michaelgatewood/E+/Getty Images; 117 (fruit salad): Oksana Mizina/Shutterstock; 122 (fish): Diamant24/123RF;

122 (garden): Joseph Golby/EyeEm/Getty Images; 122 (pasta): Jacek Nowak/123RF.

Backmatter Page 128 (U1,1): Otnoydur/Shutterstock; 128 (U1,2): Michaeljung/Shutterstock; 128 (U1,3): Marcin Balcer zak/Shutterstock; 128 (U1,4): Xeznon/Shutterstock; 128 (U1,5): Pressmaster/Shutterstock; 128 (U1,6): Dmitry Kalinovsky/Shutterstock; 128 (U1,7): Minerva Studio/Shutterstock; 128 (U1,8): Fuse/
Getty Images; 128 (U1,9): Antoniodiaz/Shutterstock; 128 (U1,10): Sirtravelalot/Shutterstock; 128 (U1,11): Didesign021/Shutterstock; 128 (U1,13): Elena Elisseeva/Shutterstock; 128 (U1,14): Tyler Olson/123RF; 128 (U1,15): Rob Marmion/Shutterstock; 128 (U1,16): Rich Legg/Et-/Getty Images; 129 (U2,1): SB Vavebreakmetia/Shutterstock; 129 (U2,1): LB. Bale/Alamy Stock Photo; 129 (U2,3): SB Professional/Shutterstock; 129 (U3,1): Hangqi Zhang/Alamy Stock Photo; 129 (U3,2): Dotshock/Shutterstock; 129 (U3,3): AlexSava/Et-/Getty Images; 129 (U3,1): Bellena/Shutterstock; 129 (U3,5): Hemis/Alamy Stock Photo; 129 (U3,2): SD Professional/Shutterstock; 129 (U3,5): Hemis/Alamy Stock Photo; 129 (U3,6): Adisa/Shutterstock; 129 (U3,7): Powel L Photo and Video/Shutterstock; 129 (U3,8): Sirtravelalot/Shutterstock; 129 (U3,5): Hemis/Alamy Stock Photo; 129 (U3,1): Brodylor Jones/The Polm Beach Post/ZUMAPRESS.com; 129 (U3,1): Brodylor Jones/The Polm Beach Post/ZUMAPRESS.com; 129 (U3,1): Agencja Fotograficzna Caro/Alamy Stock Photo; 130 (U4,1): Fanya/Shutterstock; 130 (U4,2): Shutterstock; 130 (U4,3): Samo Tebizan/1238F; 130 (U5,5): Zsolt_uveges/Shutterstock; 130 (U5,5): Carostock/Getty Images; 130 (U5,5): Disthack/123RF; 130 (U5,5): Adisa/Shutterstock; 131 (U6,6): Adisa/Shutterstock; 131 (U6,6):

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