

interchange

THIRD EDITION

Jack C. Richards

Interchange Third Edition
Teacher's Edition revision
prepared by Kate Cory-Wright

Intro

TEACHER'S EDITION

1

It's nice to meet you.

1

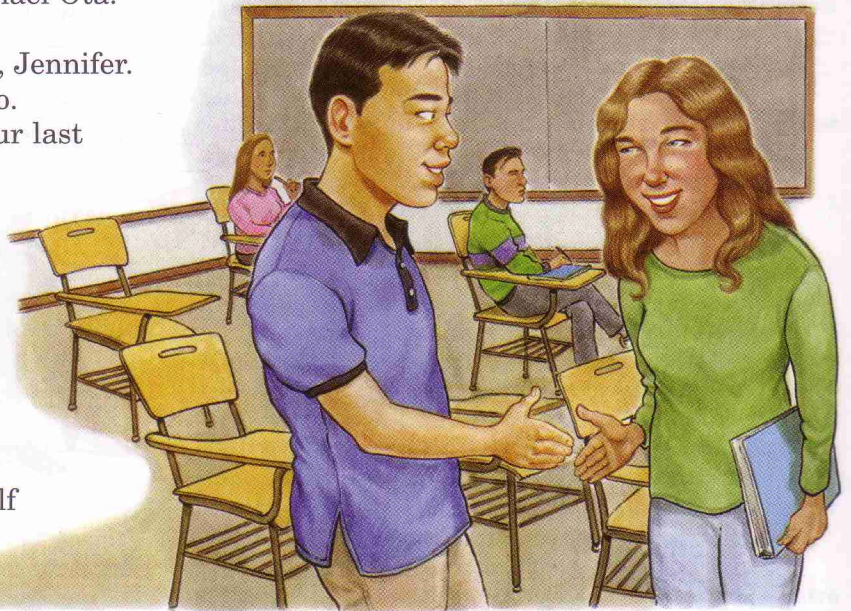
CONVERSATION I'm Jennifer Miller.

A Listen and practice.

Michael: Hi. My name is Michael Ota.
 Jennifer: I'm Jennifer Miller.
 Michael: It's nice to meet you, Jennifer.
 Jennifer: Nice to meet you, too.
 Michael: I'm sorry. What's your last name again?
 Jennifer: It's Miller.

first names	last names
↓	↓
Jennifer	Miller
Michael	Ota

B Pair work Introduce yourself to your partner.



2

SNAPSHOT

Listen and practice.

Popular Names and Nicknames in the U.S.



For males

Names	Nicknames
Anthony	Tony
Christopher	Chris
Joshua	Josh
Michael	Mike
Matthew	Matt

For females

Names	Nicknames
Elizabeth	Beth
Jennifer	Jen
Katherine	Kathy
Nicole	Nicki
Susan	Sue



Sources: *The Professor's Book of First Names*; *The Parent Soup Baby Name Finder*

Circle the names you know.
 Who are some famous people with these names?
 What names are popular in your country?

My, your, his, her

What's **your** name?My name
is Jennifer.What's **his** name?His name
is Michael.What's **her** name?Her name
is Nicole.

What's = What is

Group work Play "The Name Game." Make a circle.
Learn the names of your classmates.

A: My name is Maria.

B: Her name is Maria. I'm Victor.

C: Her name is Maria. His name is Victor. And I'm Kumiko.

THE ALPHABET

A Listen and practice.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

B **Class activity** Listen and practice. Then practice
with your own names. Make a list of your classmates' names.

A: What's your name?

B: I'm Sarah Conner.

A: Is that S-A-R-A-H?

B: Yes, that's right.

A: How do you spell your last name? C-O-N-N-O-R?

B: No, it's C-O-N-N-E-R.

My Classmates

Sarah Conner

Jennifer Miller

LISTENING Spelling names

How do you spell the names? Listen and check (✓) the correct answers.

- | | |
|--|----------------------------------|
| 1. <input checked="" type="checkbox"/> Jon | <input type="checkbox"/> John |
| 2. <input type="checkbox"/> Sara | <input type="checkbox"/> Sarah |
| 3. <input type="checkbox"/> Steven | <input type="checkbox"/> Stephen |
| 4. <input type="checkbox"/> Katherine | <input type="checkbox"/> Kathryn |
| 5. <input type="checkbox"/> Kris | <input type="checkbox"/> Chris |

6

WORD POWER Titles

A Listen and practice.

Miss Ito (single females)
Mrs. Morgan (married females)

Ms. Chen (single or married females)
Mr. Garcia (single or married males)

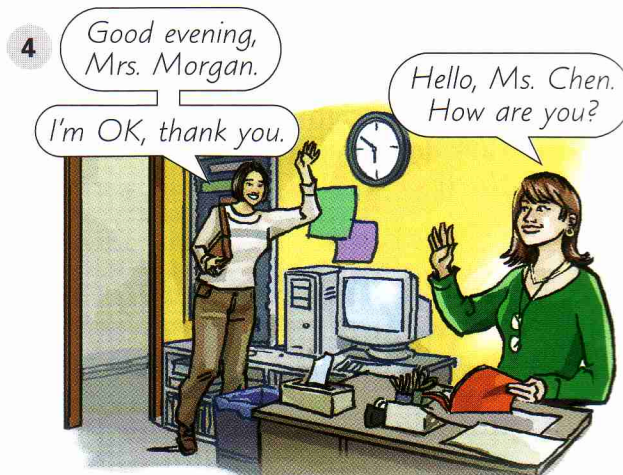
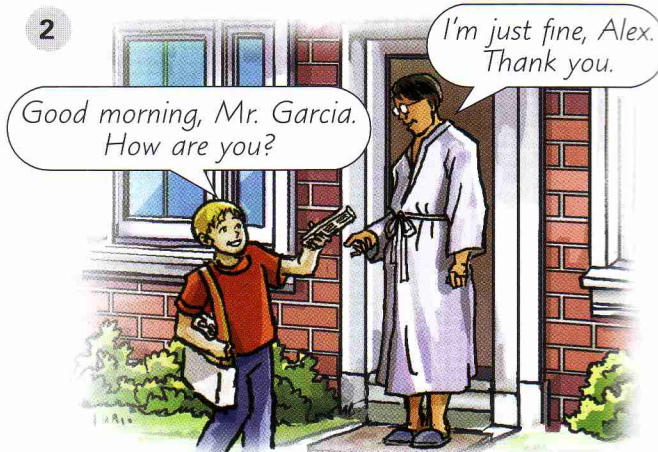
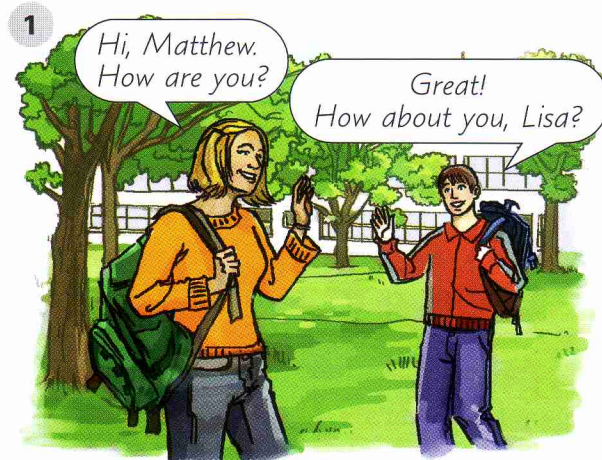
B Think of three people. Write their titles and last names.

Miss Lee

7

SAYING HELLO

A Listen and practice.



B Class activity Go around the class. Greet your classmates formally (with titles) and informally (without titles).

8

CONVERSATION *He's over there.***A** Listen and practice.Jennifer: Excuse me. Are you
Steven Carson?

David: No, I'm not. He's over there.

Jennifer: Oh, I'm sorry.

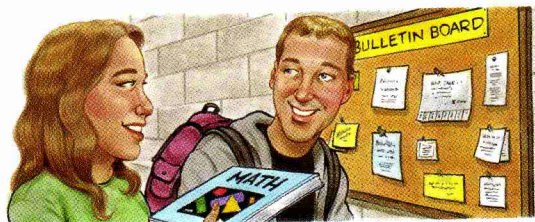


Jennifer: Steven? This is your book.

Steven: Oh, it's my math book! Thanks.
You're in my class, right?

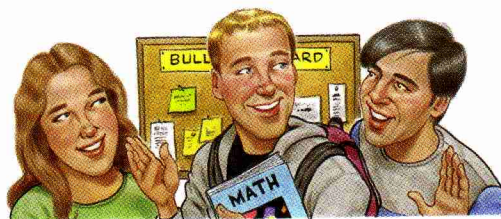
Jennifer: Yes, I am. I'm Jennifer Miller.

Steven: It's nice to meet you.

Steven: Hey, David, this is Jennifer.
She's in our math class.

David: Hi, Jennifer.

Jennifer: Hi, David. Nice to meet you.

**B Group work** Greet a classmate. Then introduce him or her to another classmate.

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GRAMMAR FOCUS**The verb be****I'm** Jennifer Miller.**You're** in my class.**She's** in our class. (**Jennifer is** in our class.)**He's** over there. (**Steven is** over there.)**It's** my math book.**It's** Miller. (**My last name is** Miller.)**Are you** Steven Carson?Yes, **I am**.No, **I'm not**.How **are you**?**I'm** fine.**Contractions****I'm** = I am**You're** = You are**He's** = He is**She's** = She is**It's** = It is**A** Complete the conversation with the correct words in parentheses.
Then practice with a partner.David: Hello, Jennifer. How *are* (is / are) you?

Jennifer: (She's / I'm) fine, thanks.

..... (I'm / It's) sorry – what's your name again?

David: (He's / It's) David – David Medina.

Jennifer: That's right! David, this (is / am) Sarah Conner.

..... (She's / He's) in our math class.

David: Hi, Sarah. (I'm / It's) nice to meet you.

Sarah: Hi, David. I think (you're / I'm) in my English class, too.

David: Oh, right! Yes, I (are / am).

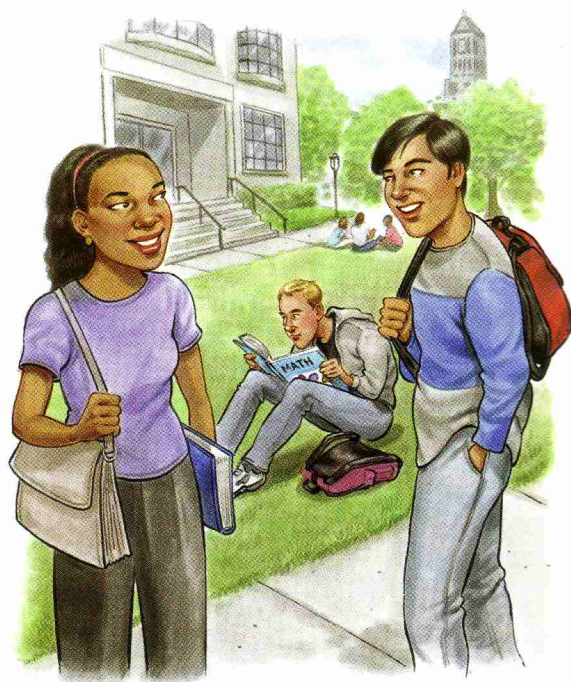
B Complete the conversations. Then practice in groups.

Nicole: Excuse me. *Are* you Steven Carson?
David: No, not. My name
David Medina. Steven over there.
Nicole: Oh, sorry.

Nicole: you Steven Carson?
Steven: Yes, I
Nicole: Hi. Nicole Johnson.
Steven: Oh, in my math class, right?
Nicole: Yes, I
Steven: nice to meet you.

C Class activity Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Jin Sook Cho?
B: No, I'm not. He's over there.
A: Hi. Are you Jin Sook Cho?
C: Yes, I am.



10 PRONUNCIATION *Linked sounds*

Listen and practice. Notice the linked sounds.

I'm Alan. You're in our class. She's over there.

11 NUMBERS

A Listen and practice.

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

B Pair work Practice these numbers.



12 LISTENING Phone numbers

A Jennifer and Michael are making a list of classmates' phone numbers. Listen and complete the list.

B Class activity Make a list of your classmates' names and phone numbers.

A: What's your name?

B: I'm Anna Silva.

A: And what's your phone number?

B: It's (201) 555-2491.

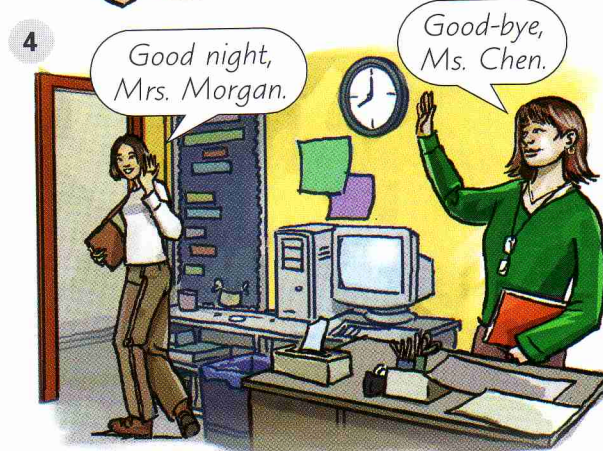
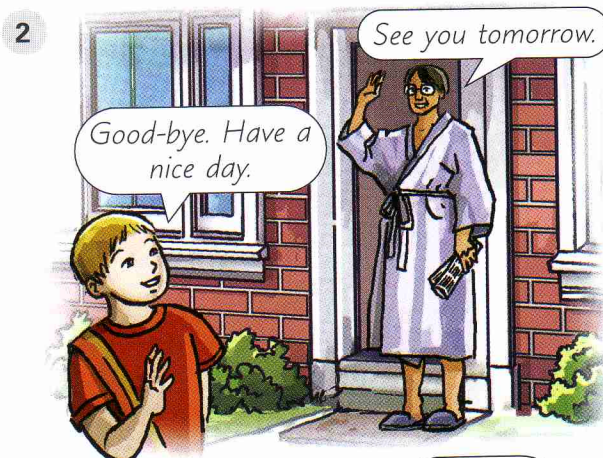
Name	Phone number
David Medina	(212) 555-1937
Sarah Conner	
Steven Carson	
Nicole Johnson	
Jennifer Miller	
Michael Ota	

13 INTERCHANGE 1 Famous classmates

Meet some "famous classmates." Go to Interchange 1 at the back of the book.

14 SAYING GOOD-BYE

A Listen and practice.



B Class activity Go around the room. Say good-bye to your classmates and teacher.

2 What's this?

1 SNAPSHOT

Listen and practice.

What's in your bag?

☒ an address book
☐ a camera
☐ a hairbrush
☐ keys
☐ a wallet
☐ a cell phone
☐ sunglasses
☐ a CD player

Source: Based on interviews with people between the ages of 16 and 30

Check (✓) the things in your bag.
What other things are in your bag?

2 ARTICLES Classroom objects

A Listen. Complete these sentences with *a* or *an*.

articles

an + vowel sound
a + consonant sound

1. This is book.

2. This is eraser.

3. This is English book.

4. This is dictionary.

5. This is notebook.

6. This is encyclopedia.

B Pair work Find and spell these things in your classroom.

board	chair	dictionary	pen	wall
book bag	clock	door	pencil	wastebasket
cassette player	desk	map	table	window

A: This is a board.
B: How do you spell *board*?
A: B-O-A-R-D.

3 CONVERSATION They're . . . interesting.

Listen and practice.

Wendy: Wow! What's this?

Helen: It's a camera.

Wendy: Oh, cool! Thank you, Helen.

It's great!

Helen: You're welcome.

Rex: Now open this box!

Wendy: OK. Uh, what are these?

Rex: They're earrings.

Wendy: Oh. They're . . . interesting.

Thank you, Rex. They're very nice.



4 PRONUNCIATION Plural -s endings

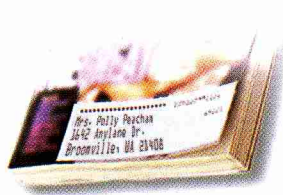
Listen and practice. Notice the pronunciation of the plural -s endings.

$s = /z/$
 telephone telephones
 camera cameras
 book bag book bags

$s = /s/$
 desk desks
 map maps
 wastebasket wastebaskets

$(e)s = /ɪz/$
 sentence sentences
 exercise exercises
 watch watches

Say the plural forms of these nouns. Then complete the chart.



address



briefcase



clock



key



newspaper



purse



stamp



television



ticket

/z/	/s/	/ɪz/
.....	addresses
.....
.....

Listen and check your answers.

5

GRAMMAR FOCUS

This/these, it/they; plurals



This is a camera.



These are cameras.



What's this? It's an earring.



What are these? They're earrings.

Contractions

It's = It is

They're = They are

What's = What is

Complete these conversations. Then practice with a partner.



1. A: What *are these* ?
B: *They're keys*



2. A: What *'s this* ?
B: *It's a CD player*



3. A: What ?
B:



4. A: What ?
B:



5. A: What ?
B:



6. A: What ?
B:

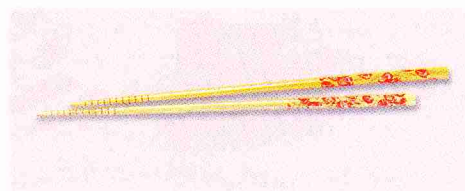
6

WHAT'S THIS CALLED?

A Listen and practice.



- A: What's this called in English?
B: I don't know.
C: It's an umbrella.
A: How do you spell that?
C: U-M-B-R-E-L-L-A.



- A: What are these called in English?
B: Hmm. I think they're called chopsticks.
A: How do you spell that?
B: C-H-O-P-S-T-I-C-K-S.

B Group work Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.

7

CONVERSATION Oh, no!

Listen and practice.

Kate: Oh, no! Where are my car keys?

Joe: Relax, Kate. Are they in your purse?

Kate: No, they're not. They're gone!

Joe: I bet they're on the table in the restaurant.

Waiter: Excuse me. Are these your keys?

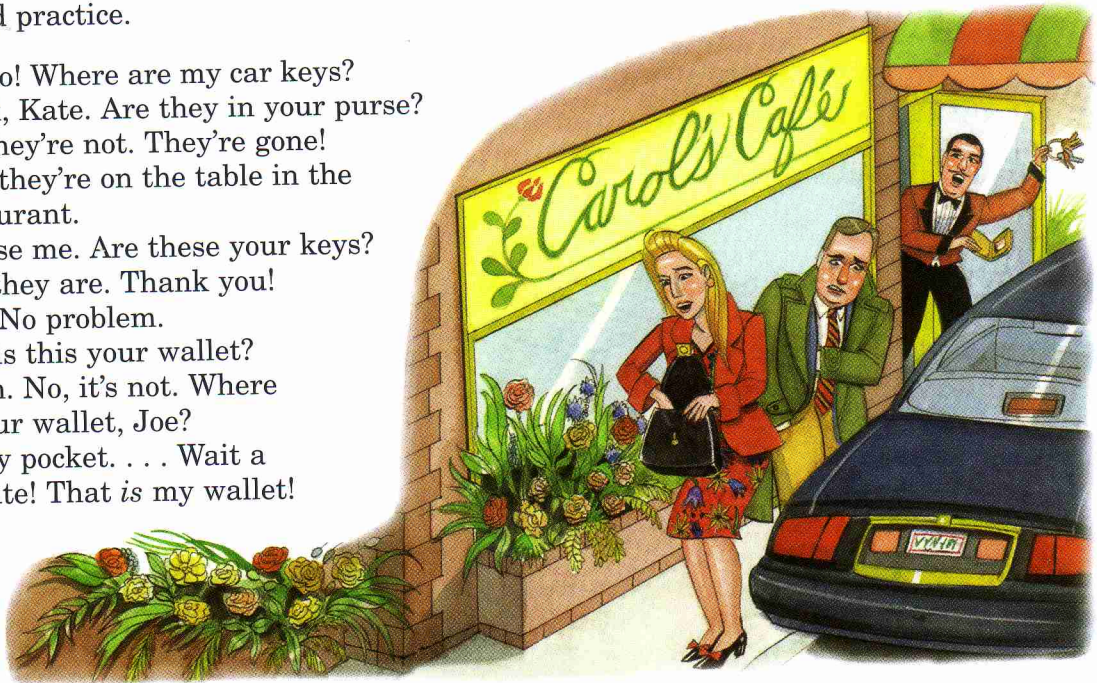
Kate: Yes, they are. Thank you!

Joe: See? No problem.

Waiter: And is this your wallet?

Kate: Hmm. No, it's not. Where is your wallet, Joe?

Joe: In my pocket. . . . Wait a minute! That *is* my wallet!



8

GRAMMAR FOCUS

Yes/No and where questions with be

Is this your wallet?

Yes, **it is**. / No, **it's not**.

Are these your keys?

Yes, **they are**. / No, **they're not**.

Where is your wallet?

It's in my pocket.

Where are my keys?

They're on the table.

A Complete these conversations. Then practice with a partner.

1. A:/s..... this your umbrella?

B: No, not.

A: these your keys?

B: Yes, are. Thanks!

2. A: Where my glasses?

B: Are your glasses?

A: No, they're

B: Wait! they in your pocket?

A: Yes, are. Thanks!

3. A: Where your sunglasses?

B: on the table.

A: No, not. They're *my* sunglasses!

B: You're right. My sunglasses in my purse.

4. A: this my pen?

B: No, not. It's *my* pen.

A: Sorry. is my pen?

B: on your desk.

A: Oh, you're right! on my desk.

B Group work Put three of your things in a bag. Then choose three different things. Find the owner of each thing.

A: Is this your pen, Yuko?

B: No, it's not.

A: Is this your pen, Sergio?

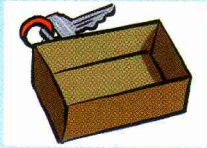
C: Let me see. Yes, it is.

9

WORD POWER Prepositions; article the

A Listen and practice.

Where are **the** keys?
The keys are in **the** box.



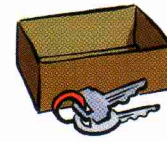
behind



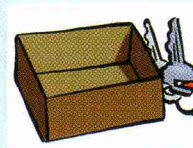
on



in



in front of

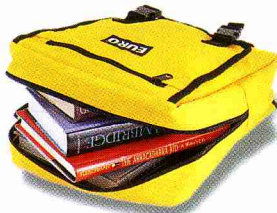


next to



under

B Complete these sentences. Then listen and check your answers.



1. The books are *in the*
book bag



2. The DVD player is



3. The map is



4. The chair is



5. The wallet is



6. The cell phone is

C Pair work Ask and answer questions about the pictures in part B.

A: Where are the books?

B: They're in the book bag.

10

LISTENING Kate's things

Listen. Where are Kate's things? Match the things with their locations.

1. earrings *d*

a. under the table

2. watch

b. on the chair

3. sunglasses

c. in front of the television

4. address book

d. in her purse

WHERE ARE JOE'S THINGS?

Pair work Now help Joe find his things. Ask and answer questions.

briefcase	cell phone	newspaper	umbrella
camera	glasses	notebook	wallet

A: Where is his briefcase?

B: It's on the table.



INTERCHANGE 2 Find the differences

Compare two pictures of a room. Go to Interchange 2 at the back of the book.

Units 1–2 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Introduce myself and another person using statements with <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Say hello and good-bye (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use <i>my, your, his, and her</i> (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the alphabet and numbers 0–10 (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand <i>this, these, it, they</i> ; articles; and plural <i>-s</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about locations using <i>be</i> (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

HOW ARE YOU?

A Complete the conversation. Use the sentences and questions in the box.

Matt: *Hi. How are you?*
 Nicki: I'm fine, thanks.
 Matt: Not bad, thanks.
 Nicki: And I'm Nicki White.
 Matt:
 Nicki: Nice to meet you, too.
 Matt: Yes, I am.
 Nicki:
 Matt: See you in class.

My name is Matt Carlson.
 Oh, are you in my English class?
 How about you?
 ✓ Hi. How are you?
 It's nice to meet you, Nicki.
 Well, have a good day.

B Pair work Practice the conversation from part A. Use your own information. Then introduce your partner to a classmate.

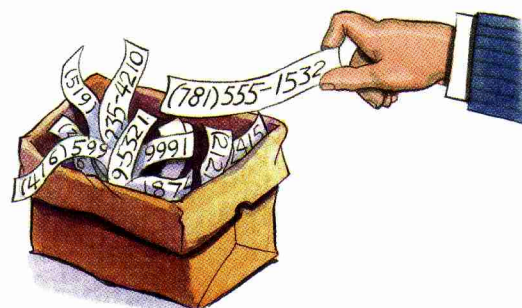
"Malena, this is my friend. His name is Tetsu. . . ."

2

IS YOUR PHONE NUMBER . . . ?

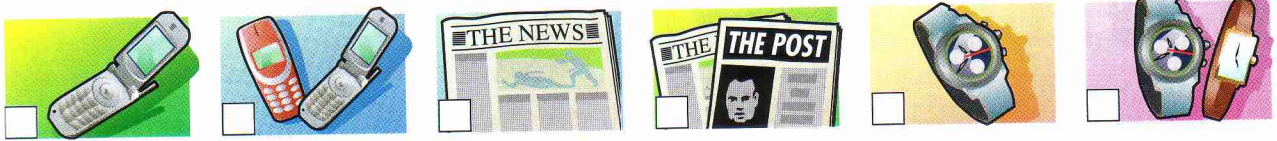
Class activity Write your phone number on a piece of paper. Then put the papers in a bag. Take a different paper and find the owner. Write his or her name on the paper.

A: Ali, is your phone number (781) 555-1532?
 B: No, it's not. Sorry!
 A: Mila, is your . . . ?



3 LISTENING What's this? What are these?

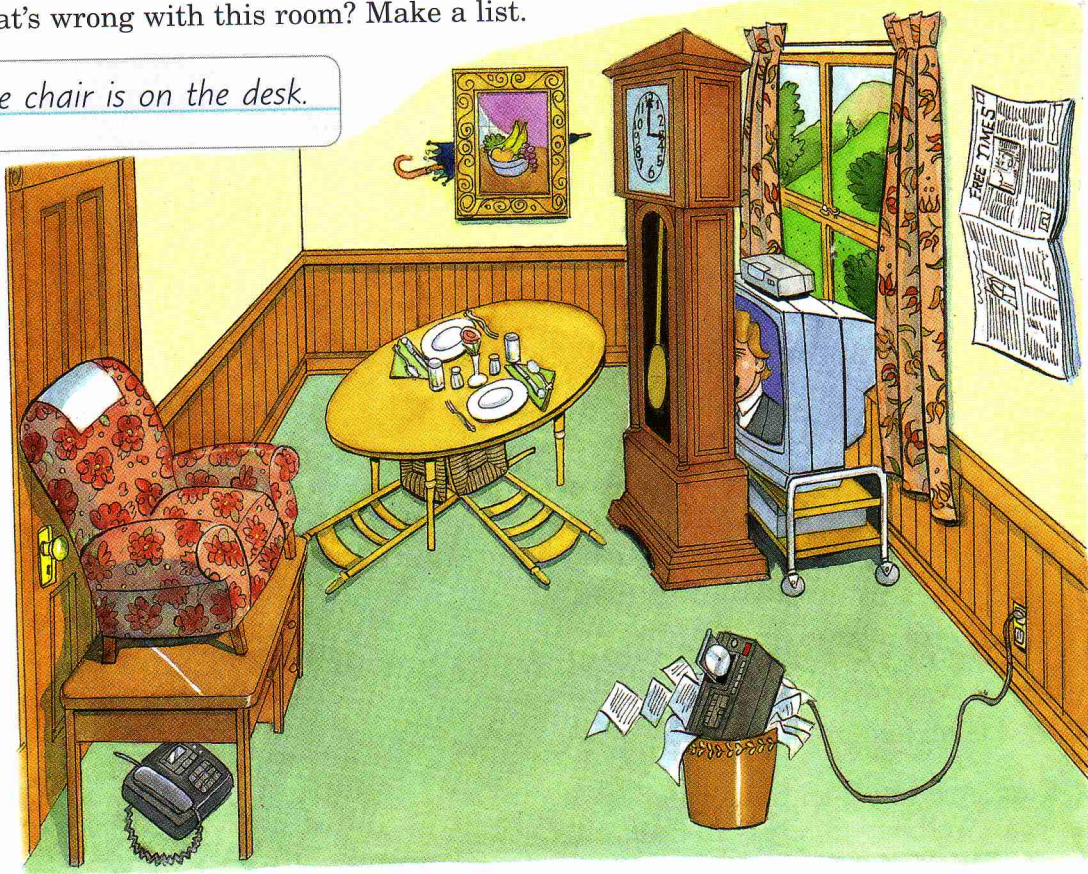
Listen to the conversations. Number the pictures from 1 to 6.



4 WHAT'S WRONG WITH THIS ROOM?

A What's wrong with this room? Make a list.

The chair is on the desk.



B Pair work Ask and answer *Where* questions about the picture.

A: Where's the chair?

B: It's on the desk.

5 YES OR NO GAME

Write five yes/no questions about the picture in Exercise 4. Three have "yes" answers and two have "no" answers. Then ask a partner the questions.

Is the chair behind the clock?

WHAT'S NEXT?

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

3 Where are you from?

1 SNAPSHOT

Listen and practice.

The Ten Largest Cities in the World

(based on the population in the metropolitan area)

Cities

1. Tokyo
2. Mexico City
3. New York City
4. Seoul
5. São Paulo
6. Jakarta
7. Osaka
8. Delhi
9. Mumbai (Bombay)
10. Los Angeles

Countries

- a. Brazil
- b. India
- c. Indonesia
- d. Japan
- e. Mexico
- f. Korea
- g. the U.S.

Answers: 1. d 2. e 3. g 4. f 5. a 6. c 7. d 8. b 9. b 10. g

Source: www.infoplease.com

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

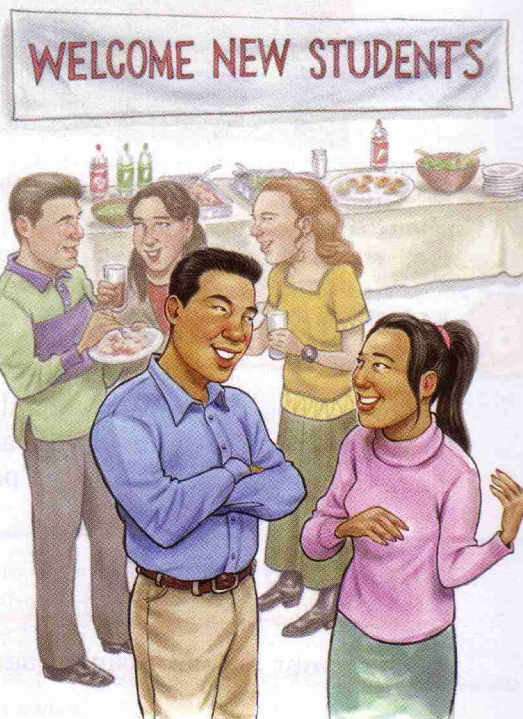
2 CONVERSATION Are you from Seoul?

A Listen and practice.

- Tim: Are you from California, Jessica?
 Jessica: Well, my family is in California now, but we're from Korea originally.
 Tim: Oh, my mother is Korean – from Seoul! Are you from Seoul?
 Jessica: No, we're not from Seoul. We're from Daejeon.
 Tim: So is your first language Korean?
 Jessica: Yes, it is.

B Listen to Jessica and Tim talk to Tony, Natasha, and Monique. Check (✓) True or False.

	True	False
1. Tony is from Italy.	<input type="checkbox"/>	<input type="checkbox"/>
2. Natasha is from New York.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monique's first language is English.	<input type="checkbox"/>	<input type="checkbox"/>



Negative statements and yes/no questions with be

I'm **not** from New York.
 You're **not** late.
 She's **not** from Russia.
 He's **not** from Italy.
 It's **not** English.
 We're **not** from Japan.
 You're **not** early.
 They're **not** in Mexico.

We're = We are

Are **you** from California?
 Am **I** early?
 Is **she** from Brazil?
 Is **he** from Chile?
 Is **it** Korean?
 Are **you** from China?
 Are **we** late?
 Are **they** in Canada?

I am.	I'm	not.
you are.	you're	not.
she is.	she's	not.
Yes, he is.	No, he's	not.
it is.	it's	not.
we are.	we're	not.
you are.	you're	not.
they are.	they're	not.

For a list of countries, nationalities, and languages, see the appendix at the back of the book.

A Complete the conversations. Then practice with a partner.

- A: Hiroshi, *are* you and Maiko from Japan?
 B: Yes, we
 A: Oh? you from Tokyo?
 B: No, not. from Kyoto.
- A: Laura from the U.S.?
 B: No, not. She's from the U.K.
 A: she from London?
 B: Yes, she But her parents are from Italy. not from the U.K. originally.
 A: Laura's first language Italian?
 B: No, not. English.
- A: Selina and Carlos from Mexico?
 B: No, not. from Brazil.
 A: you from Brazil, too?
 B: No, not. I'm from Peru.
 A: So, your first language Spanish?
 B: Yes, it

B Match the questions with the answers. Then practice with a partner.

- Are you and your family from Canada? *d.*
 - Is your first language English? *e.*
 - Are you Japanese? *c.*
 - Is Mr. Ho from Hong Kong? *a.*
 - Is your mother from the U.S.? *b.*
- No, he's not. He's from Singapore.
 - Yes, she is. She's from California.
 - No, it's not. It's Japanese.
 - No, we're not. We're from Australia.
 - Yes, we are. We're from Kyoto.

C Write five questions like the ones in part B. Then ask and answer your questions with a partner.

Kyoto, Japan



London, the U.K.



Lima, Peru



4

PRONUNCIATION Syllable stress


A  Listen and practice. Notice the syllable stress.


China
Turkey
.....
.....


Japan
Brazil
.....
.....


Canada
Mexico
.....
.....


Morocco
Malaysia
.....
.....

B  What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English
Mexican

Spanish
Honduras

Arabic
Chinese

Korean
Peru

C Group work Are the words in part A countries, nationalities, or languages? Make a chart and add more words. Then check your answers in the appendix at the back of the book.

<u>Countries</u>	<u>Nationalities</u>	<u>Languages</u>
China	Chinese	Chinese
Mexico	Mexican	Spanish

5

WHERE ARE THEY FROM?

A Where are these people from? Check (✓) your guesses.

1

**Thalia**

- ☐ Brazil
☐ Colombia
☐ Mexico

2

**Charlize Theron**

- ☐ Sweden
☐ Ireland
☐ South Africa

3

**Hideo Nomo**

- ☐ Korea
☐ Japan
☐ China

4

**Celine Dion**

- ☐ France
☐ Canada
☐ Australia

5

**Tiger Woods**

- ☐ the U.S.
☐ England
☐ New Zealand

B Group work Compare your guesses. Then check your answers at the bottom of the page.

A: Is Thalia from Brazil?

B: No, she's not.

C: Is she from Colombia?

Answers: 1. Mexico 2. South Africa 3. Japan 4. Canada 5. the U.S.

6

CONVERSATION *He's cute.*

▶ Listen and practice.

Emma: Who's that?

Jill: He's my brother.

Emma: Wow! He's cute. What's his name?

Jill: James. We call him Jim.

Emma: Oh, how old is he?

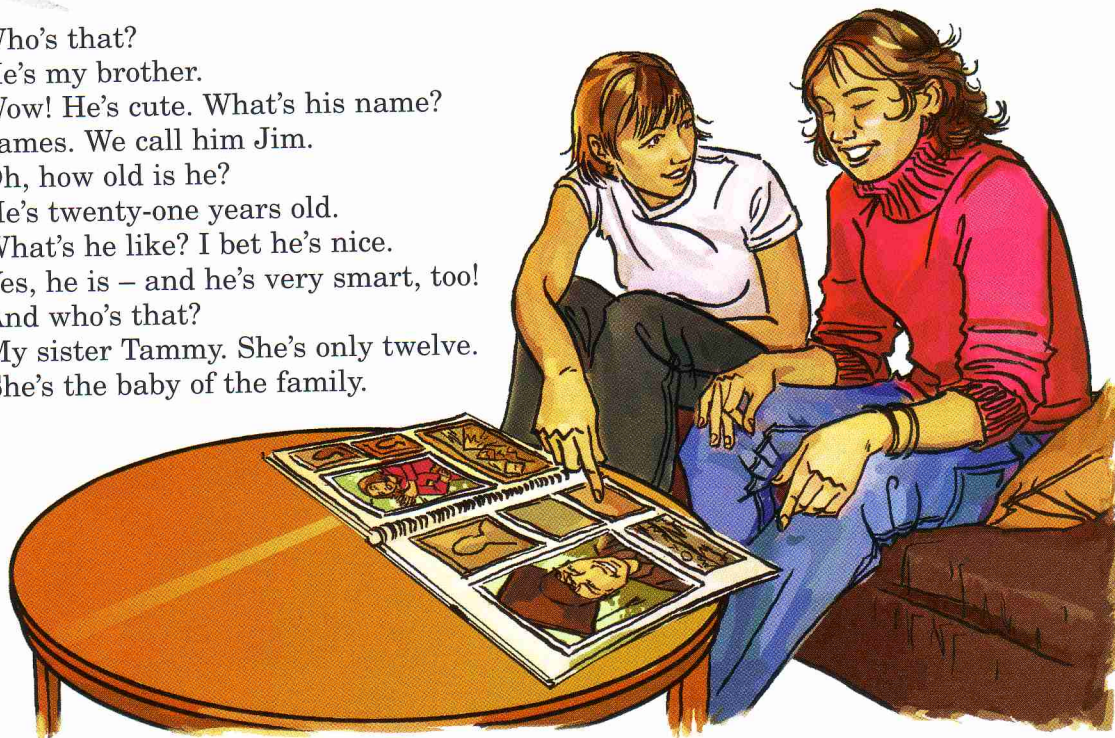
Jill: He's twenty-one years old.

Emma: What's he like? I bet he's nice.

Jill: Yes, he is – and he's very smart, too!

Emma: And who's that?

Jill: My sister Tammy. She's only twelve.
She's the baby of the family.



7

NUMBERS AND AGES

A ▶ Listen and practice.

11 eleven	21 twenty-one	40 forty
12 twelve	22 twenty-two	50 fifty
13 thirteen	23 twenty-three	60 sixty
14 fourteen	24 twenty-four	70 seventy
15 fifteen	25 twenty-five	80 eighty
16 sixteen	26 twenty-six	90 ninety
17 seventeen	27 twenty-seven	100 one hundred
18 eighteen	28 twenty-eight	101 one hundred (and) one
19 nineteen	29 twenty-nine	102 one hundred (and) two
20 twenty	30 thirty	103 one hundred (and) three

B ▶ Listen and practice. Notice the word stress.

thirteen – thirty fourteen – forty fifteen – fifty sixteen – sixty

C Group work How old are the people in Exercise 5?
Write down your guesses. Then compare.

A: How old is Thalia?

B: I think she's twenty (years old).

C: Really? I think she's twenty-five.

Wh-questions with be

What's your name?

My name is Jill.

Where are you from?

I'm from Canada.

How are you today?

I'm just fine.

Who's that?

He's my brother.

How old is he?

He's twenty-one.

What's he like?

He's very nice.

Who's = Who is

Who are they?

They're my classmates.

Where are they from?

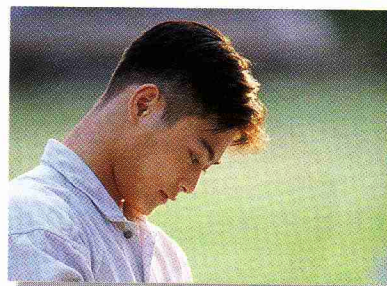
They're from Rio.

What's Rio like?

It's very beautiful.

A Complete the conversations with Wh-questions. Then practice with a partner.

- A: Look! *Who's that* ?
 B: Oh – he's a new student.
 A: ?
 B: I think his name is Chien Kuo.
 A: Chien Kuo? ?
 B: He's from China.
- A: Serhat, ?
 B: I'm from Turkey – from Istanbul.
 A: ?
 B: Istanbul is very old and beautiful.
 A: ?
 B: My last name is Erdogan.
- A: Hi, John. ?
 B: I'm just fine. My friend Carolina is here this week – from Argentina.
 A: Carolina? I don't know her.
 ?
 B: She's really pretty and very smart.
 A: ?
 B: She's eighteen years old.



B Pair work Write five Wh-questions about your partner and five Wh-questions about your partner's best friend. Then ask and answer the questions.

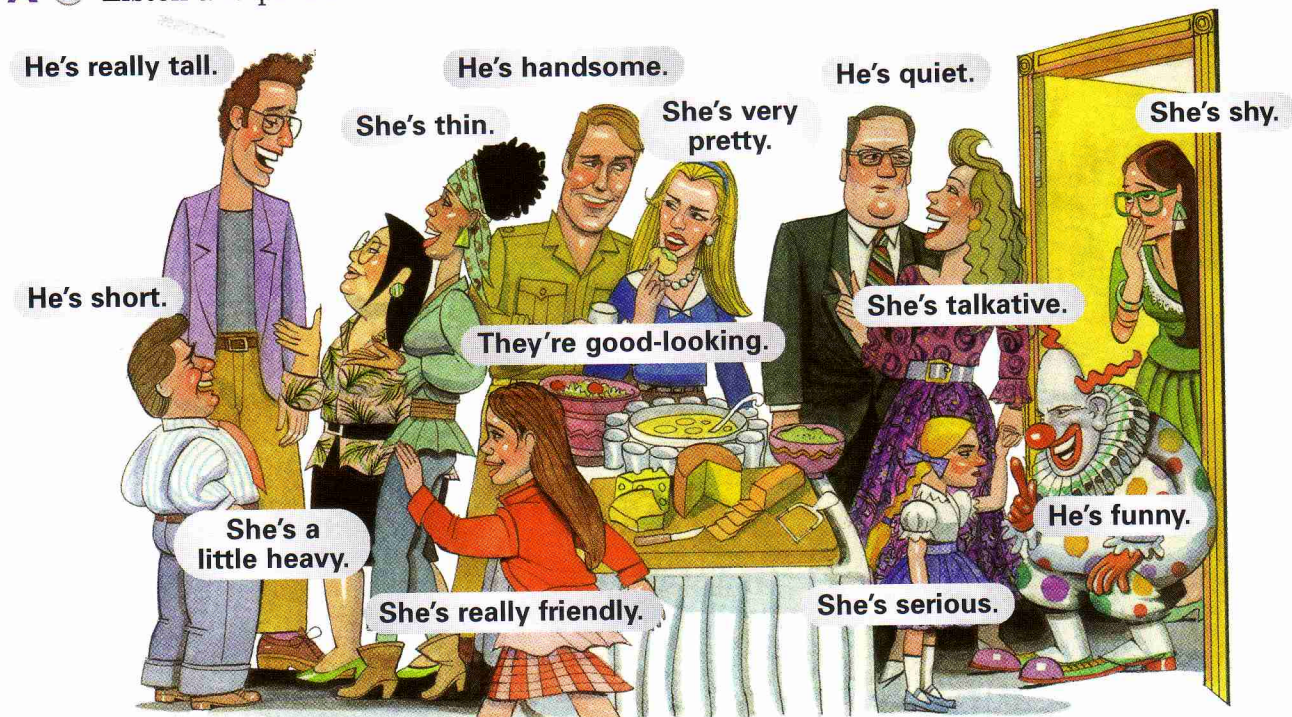
Partner	Partner's best friend
Where are you from?	Who's your best friend?

INTERCHANGE 3 Board game

Play a board game with your classmates. Go to Interchange 3.

10 WORD POWER Descriptions

A Listen and practice.



B Complete the chart with words from part A. Add one more word to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
<i>funny</i>	<i>handsome</i>
.....

"I'm funny, smart, and very handsome."

11 LISTENING Is she very tall?

A Listen to four descriptions. Check (✓) the correct words.

- | | | | | | |
|----------|---|-------------------------------|-----------|----------------------------------|-----------------------------------|
| 1. Karen | <input checked="" type="checkbox"/> short | <input type="checkbox"/> tall | 3. Elena | <input type="checkbox"/> shy | <input type="checkbox"/> friendly |
| 2. Marco | <input type="checkbox"/> heavy | <input type="checkbox"/> thin | 4. Andrew | <input type="checkbox"/> serious | <input type="checkbox"/> funny |

B Group work Make a list of three people. Then ask and answer questions about the people in your classmates' lists.

- A: Who is Eva?
 B: She's my friend.
 C: How old is she?

Eva
Ramon
Rita

4 I'm not wearing boots!

1 WORD POWER Clothes

A Listen and practice.



B Complete the chart with words from part A.

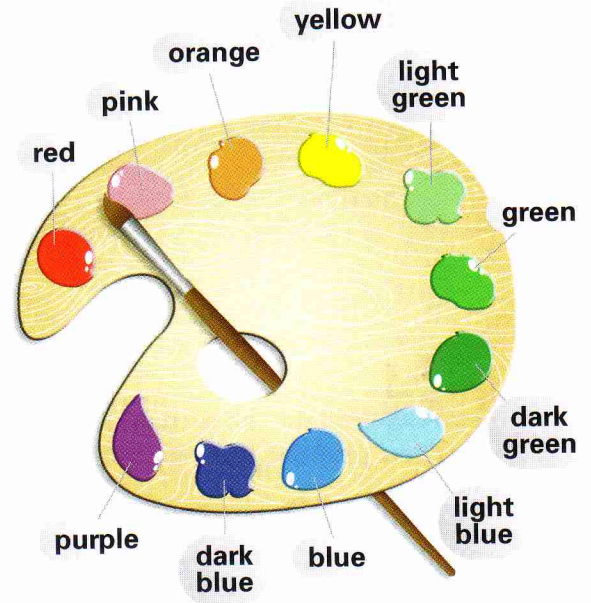
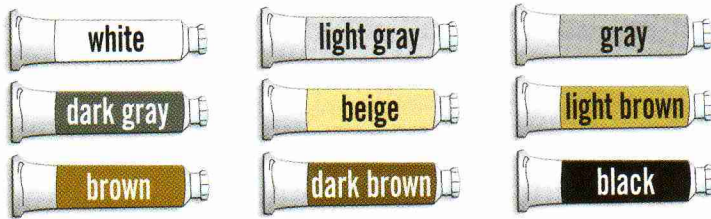
Clothes for warm weather	Clothes for cold weather
.....
.....
.....
.....

C Circle the clothes in part A you like. Then tell a partner.

"I like the sweater, the gloves, and the boots."

2 COLORS

A Listen and practice.



B Group work Ask about favorite colors.

A: What are your favorite colors?

B: My favorite colors are red and purple.

C Group work Describe the clothes in Exercise 1.

A: The suit is blue.

B: The pajamas are red and white.

3 CONVERSATION *It's a disaster!*

Listen and practice.

Pat: Great! Our clothes are dry.
Where is my new blouse?

Julie: What color is it?

Pat: It's white.

Julie: Here's a light blue blouse.
Is it yours?

Pat: No, it's not mine. . . . Wait.
It *is* mine. It's a disaster!

Julie: Oh, no! *All* our clothes are light blue.

Pat: Here's the problem. It's these new blue jeans. Whose jeans are they?

Julie: Uh, they're mine. Sorry.



4 PRONUNCIATION *The letters s and sh*

A Listen and practice. Notice the pronunciation of **s** and **sh**.

1. suit socks scarf
2. **shirt** **shorts** **shoes**

B Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

1. This is Sandra's new **shirt**.
2. These are Sam's purple **shoes**!
3. Where are my **shoes** and **socks**?
4. My **shorts** and T-**shirts** are blue!

Possessives

Adjectives

my
your
These are **his** socks.
her
our
their

Pronouns

mine
yours
his
These socks are **hers**.
ours
theirs

Names

Pat's blouse /s/
Julie's jeans /z/
Rex's T-shirt /ɪz/

Whose blouse is this? It's **Pat's**.

Whose jeans are these? They're **Julie's**.

A Complete the conversations with the correct words in parentheses. Then practice with a partner.

- A: Is this Jennifer's hat?
B: No, it's not *hers*. (her / hers). It's (my / mine).
- A: Are these (your / yours) gloves?
B: No, they're not (my / mine) gloves. Let's ask Sally.
Maybe they're (her / hers) gloves.
- A: (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?
B: No, they're not (their / theirs) T-shirts. But these socks are (their / theirs). And these shorts are (your / yours).
- A: Hey! *These* are not (our / ours) clothes!
B: You're right. (Our / Ours) are over there.

B Class activity Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

A: Young Min, is this watch yours?
B: No, it's not mine. Maybe it's Rex's.

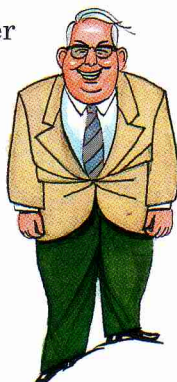
A: Rex, is this watch yours?
C: No, it's not mine. I think it's Marta's.

LISTENING My T-shirt is yellow.

A Listen to these people describe their clothes. Number the pictures from 1 to 4.

B Pair work Now talk about these people. What colors are their clothes?

A: What color is Peter's T-shirt?
B: His T-shirt is yellow.



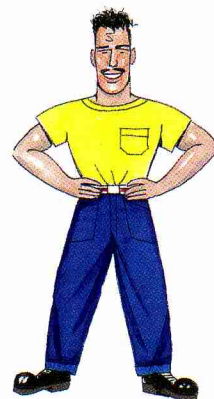
☐ Bob



☐ Elizabeth



☐ Diane

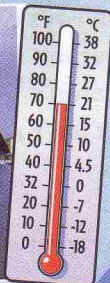


☒ 1 Peter

Listen and practice.

Weather and Seasons Around the World

It's spring in Brazil!



It's warm. It's very sunny.

It's summer in Korea!



It's raining. It's hot and humid.

It's fall in the U.S.!



It's cool. It's cloudy and windy.

It's winter in Russia!



It's snowing. It's very cold.

Source: Yahoo! Travel

What are the seasons in your country? Are they like these?
What is your favorite season?
What's the weather like today?

CONVERSATION It's very cold!

Listen and practice.

Pat: Oh, no!
Julie: What's the matter?
Pat: It's snowing, and it's very cold!
Julie: Are you wearing your gloves?
Pat: No, they're at home.
Julie: Well, you're wearing your coat.
Pat: But my coat isn't warm.
And I'm not wearing boots!
Julie: OK. Let's take a taxi.
Pat: Thanks, Julie.



I'm not wearing boots! • 25

Present continuous statements; conjunctions

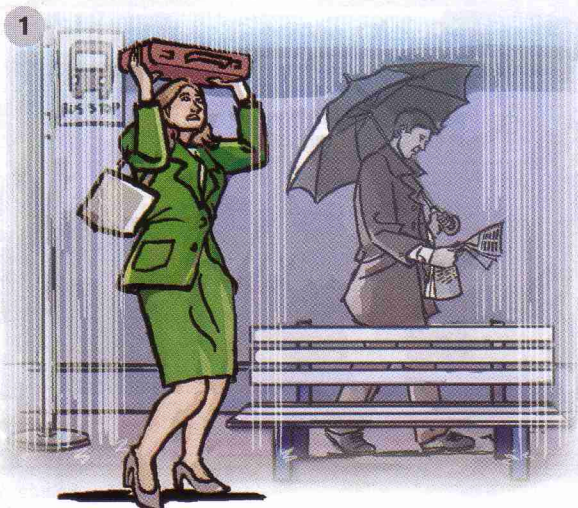
I'm	I'm not	OR:
You're	You're not	You aren't
She's wearing shoes.	She's not	She isn't wearing boots.
We're	We're not	We aren't
They're	They're not	They aren't
It's snowing.	It's not	It isn't raining.

Conjunctions

It's snowing,
and it's very cold.

I'm wearing a coat,
but I'm not wearing boots.

A Complete these sentences. Then compare with a partner.



My name's Claire. I *'m wearing*...
a green suit today. I
high heels, too. It's raining, but
I a raincoat.



It's hot today. Toshi and Noriko
..... shorts and T-shirts.
It's very sunny, but they
sunglasses.



Phil a suit today –
he pants and a jacket.
He a brown shirt, but
he a tie.



It's cold today, but Kathy
a coat. She a sweatshirt,
gloves, and a hat. She
boots. She sneakers.

Present continuous yes/no questions

Are you **wearing** a suit? Yes, I **am**. No, I'm **not**.
 Is she **wearing** boots? Yes, she **is**. No, she's **not** / No, she **isn't**.
 Are they **wearing** glasses? Yes, they **are**. No, they're **not** / No, they **aren't**.

B Pair work Ask and answer these questions about the pictures in part A.

1. Is Claire wearing a green suit?
2. Is she wearing a raincoat?
3. Is she wearing high heels?
4. Are Toshi and Noriko wearing swimsuits?
5. Are they wearing shorts?
6. Are they wearing sunglasses?
7. Is Phil wearing gray pants?
8. Is he wearing a brown shirt?
9. Is he wearing a tie?
10. Is Kathy wearing boots?
11. Is she wearing a coat?
12. Is she wearing a hat and gloves?

A: Is Claire wearing a green suit?
 B: Yes, she is. Is she wearing a raincoat?
 A: No, she's not. OR No, she isn't.

C Write four more questions about the pictures in part A. Then ask a partner the questions.

adjective + noun

My suit is black.
 I'm wearing **a black suit**.

10 LISTENING He's wearing a T-shirt!

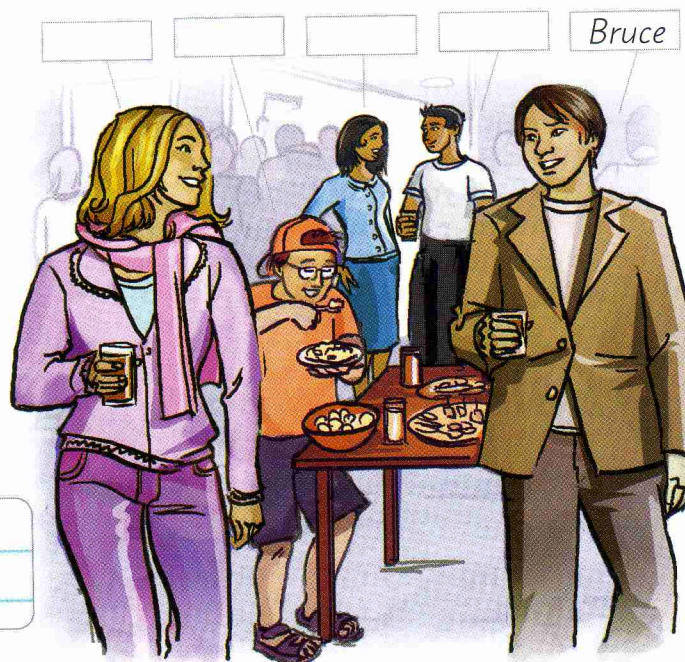
A Listen. Write the names **Bruce**, **Beth**, **Jon**, **Anita**, and **Nick** in the correct boxes.

B Group work Ask questions about the people in the picture.

A: Is Bruce wearing a light brown jacket?
 B: Yes, he is.
 C: Is he wearing a tie? . . .

C Group work Write five questions about your classmates. Then ask and answer the questions.

Are Sonia and Paulo wearing jeans?
 Is Paulo wearing a red shirt?



11 INTERCHANGE 4 Celebrity fashions

What are your favorite celebrities wearing? Go to Interchange 4.

Units 3-4 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Ask and answer Wh- and yes/no questions with <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about countries of origin, nationalities, and languages (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to, understand, and give descriptions of people (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about clothes using possessives (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare favorite things using the conjunctions <i>and</i> and <i>but</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about clothes using the present continuous (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

INTERVIEW

Match the questions with the answers. Then ask and answer the questions with a partner. Answer with your own information.

- | | |
|--|------------------------------------|
| 1. Are you from Malaysia? ....h.... | a. It's very beautiful. |
| 2. Where are you and your family from? | b. Yes, she is. |
| 3. What is your hometown like? | c. We're from Mexico. |
| 4. Is English your first language? | d. My best friend is Kevin. |
| 5. Who is your best friend? | e. Yes, they are. |
| 6. Are your classmates Brazilian? | f. No, it's not. It's Spanish. |
| 7. How old is your best friend? | g. He's nineteen. |
| 8. Is our teacher from the U.S.? | h. No, I'm not. I'm from Thailand. |

2

LISTENING Who's that?

A Listen to four conversations. Check (✓) the correct description for each person.

- | | | | | | | |
|-----------|-------------------------------|--------------------------------|---------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| 1. Min Ho | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny | <input type="checkbox"/> friendly | <input type="checkbox"/> talkative | <input type="checkbox"/> quiet |
| 2. Ryan | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny | <input type="checkbox"/> serious | <input type="checkbox"/> nice | <input type="checkbox"/> shy |
| 3. Angela | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> pretty | <input type="checkbox"/> shy | <input type="checkbox"/> nice | <input type="checkbox"/> friendly |
| 4. Helen | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> quiet | <input type="checkbox"/> shy | <input type="checkbox"/> serious | <input type="checkbox"/> funny |

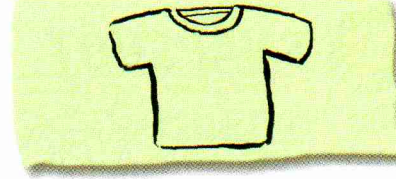
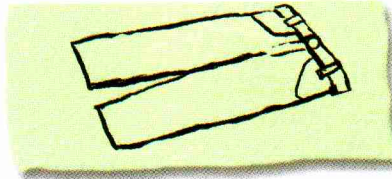
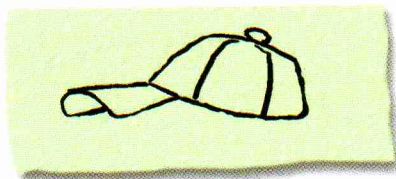
B Write five yes/no questions about the people in part A. Then ask a partner the questions.

Is Min Ho friendly?

Is Ryan tall?

3 WHOSE CLOTHES ARE THESE?

Class activity Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



A: Gina, is this your cap?

B: No, it's not mine. Maybe it's Emi's.

A: Young Woo, are these your pants?

B: Yes, they're mine. Thanks!

4 MY FAVORITE THINGS

A Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season
2. color
3. clothes

B Compare answers. What's the same? What's different? Write sentences.

Summer is my favorite season, and it's Juan's favorite season, too.

My favorite color is blue, but Juan's favorite color is brown.

5 GUESS THE CLASSMATE

Group work Think of a student in the class. Your classmates ask yes/no questions to guess the student.

A: I'm thinking of a student in this class.

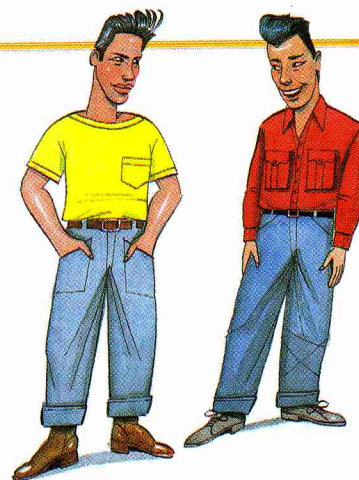
B: Is it a man?

A: Yes, it is.

C: Is he short?

A: No, he isn't.

D: Is he wearing blue jeans? . . .



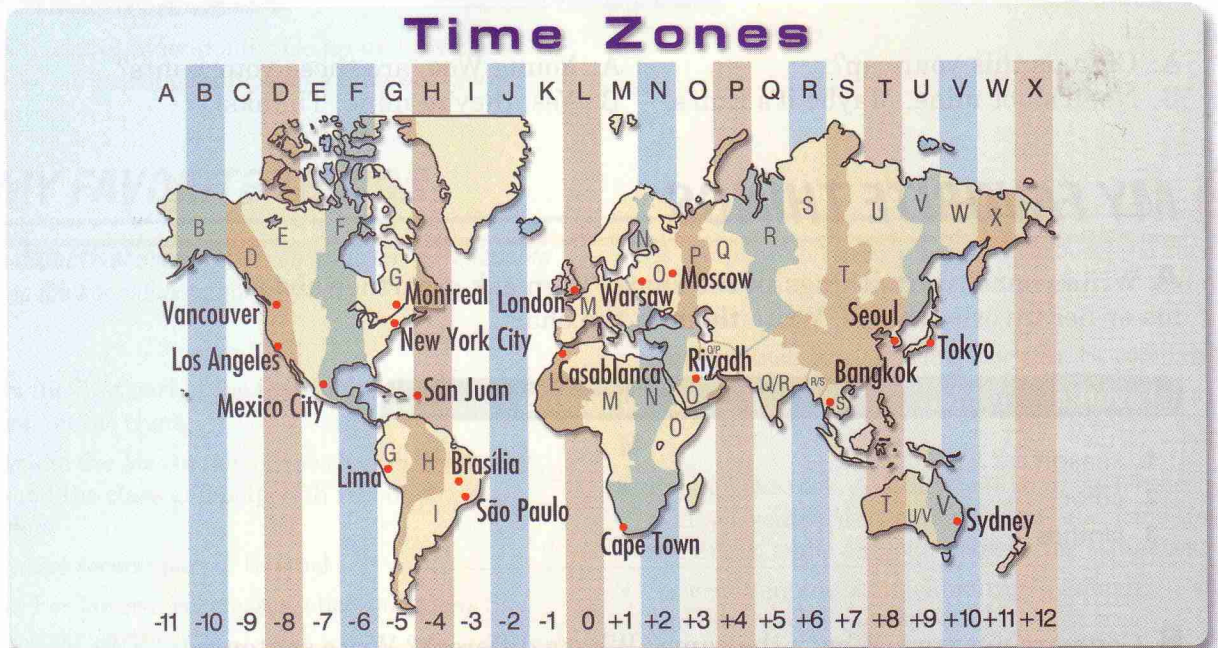
WHAT'S NEXT?

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

5 What are you doing?

1 **SNAPSHOT**

Listen and practice.



Source: Time Service Department, U.S. Naval Observatory

Which cities are in the same time zones?
Which cities are in your time zone?

2 **CONVERSATION** What time is it there?

Listen and practice.

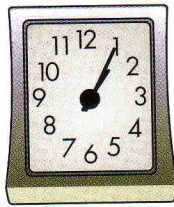
Debbie: Hello?
John: Hi, Debbie. This is John.
I'm calling from Australia.
Debbie: Australia?
John: I'm at a conference in Sydney.
Remember?
Debbie: Oh, right. What time is it there?
John: It's 10:00 P.M. And it's four o'clock
there in Los Angeles. Right?
Debbie: Yes – four o'clock in the morning!
John: 4:00 A.M.? Oh, I'm really sorry.
Debbie: That's OK. I'm awake . . . now.



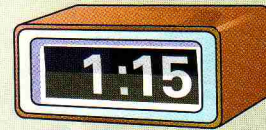
What time is it? ▶



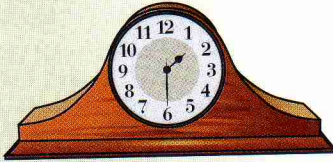
It's one **o'clock**.



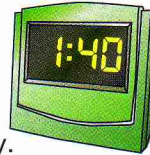
It's one-oh-five.
It's five **after** one.



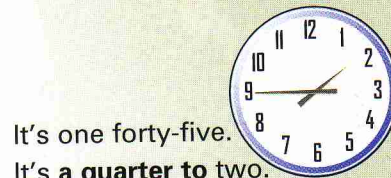
It's one-fifteen.
It's **a quarter after** one.



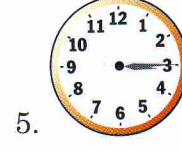
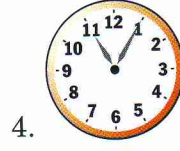
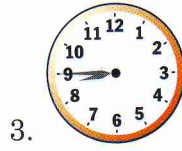
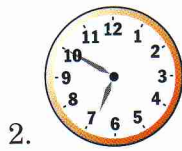
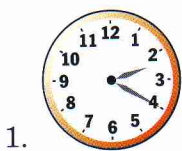
It's one-thirty.



It's one-forty.
It's twenty **to** two.



It's one forty-five.
It's **a quarter to** two.

A **Pair work** Look at these clocks. What time is it?

A: What time is it?

B: It's twenty after two. OR It's two-twenty.

Is it A.M. or P.M.? ▶



It's seven (o'clock)
in the morning.
It's 7:00 A.M.



It's twelve (o'clock).
It's 12:00 P.M.
It's **noon.**



It's four (o'clock)
in the afternoon.
It's 4:00 P.M.



It's seven (o'clock)
in the evening.
It's 7:00 P.M.



It's ten (o'clock) **at night.**
It's 10:00 P.M.



It's twelve (o'clock) **at night.**
It's 12:00 A.M.
It's **midnight.**

B **Pair work** Say each time a different way.

- It's nine o'clock in the evening. "It's 9:00 P.M."
- It's eight o'clock in the morning.
- It's twelve o'clock at night.
- It's three in the afternoon.
- It's 3:00 A.M.
- It's 6:00 P.M.
- It's 4:00 P.M.
- It's 12:00 P.M.

4

LISTENING *It's 4:00 P.M. in Vancouver.*

▶ Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

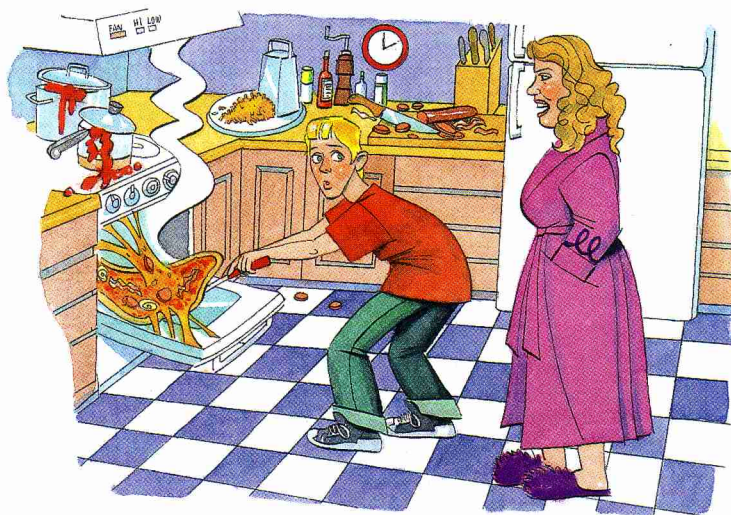
City	Time
Vancouver	4:00 P.M.
Bangkok	.....
Tokyo	.....
São Paulo	.....

5

CONVERSATION *I'm really hungry!*

▶ Listen and practice.

Steve: Hi, Mom.
 Mom: What are you doing, Steve?
 Steve: I'm cooking.
 Mom: Why are you cooking now?
 It's two o'clock in the morning!
 Steve: Well, I'm *really* hungry!
 Mom: What are you making?
 Steve: Pizza.
 Mom: Mmm, pizza. Now I'm getting hungry. Let's eat!



6

PRONUNCIATION *Rising and falling intonation*

A ▶ Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is she getting up?
 Are they sleeping?

What's she doing?
 What are they doing?

B ▶ Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

1. ...↗... 2. 3. 4. 5. 6.



Los Angeles 4:00 A.M.

What's Victoria doing?
She's **sleeping** right now.



Mexico City 6:00 A.M.

What's Marcos doing?
It's 6:00 A.M., so he's **getting up**.



New York City 7:00 A.M.

What are Sue and Tom doing?
They're **having** breakfast.



Brasília 9:00 A.M.

What's Célia doing?
She's **going** to work.



London 12:00 NOON

What are James and Anne doing?
It's noon, so they're **having** lunch.



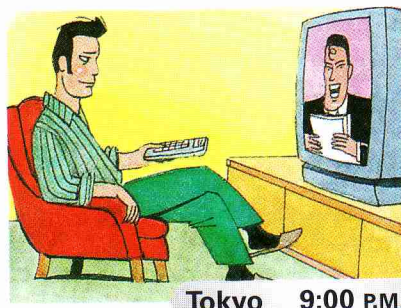
Moscow 3:00 P.M.

What's Andrei doing?
He's **working**.



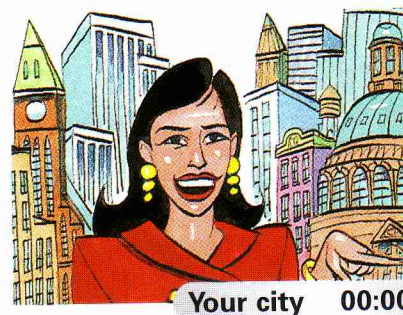
Bangkok 7:00 P.M.

What's Permsak doing?
He's **eating** dinner right now.



Tokyo 9:00 P.M.

What's Hiroshi doing?
He's **watching** television.



Your city 00:00

What are you doing?
It's . . . , so I'm . . .

A Pair work Ask and answer the questions about the pictures.

1. **Who's** sleeping now?
2. **Who's** having breakfast?
3. **Where's** Andrei working?
4. **Where's** Hiroshi watching television?
5. **What's** Celia wearing?
6. **What's** Marcos wearing?
7. **Why** is Marcos getting up?
8. **Why** are James and Anne having lunch?

B Group work Write five more questions about the pictures. Then ask and answer your questions in groups.

spelling

sleep → sleeping
get → getting (+ t)
have → having (- e)

8

WORD POWER Activities

A  Listen and practice. "He's playing tennis."



play tennis



ride a bike



run



swim



take a walk



dance



drive



go to the movies



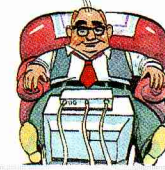
shop



read



study



watch television

B Group work Ask and answer questions about the pictures in part A.

A: Is he playing soccer?

B: No, he's not.

C: What's he doing?

A: He's playing tennis.

C Group work Act out the verbs and guess the actions.

A: (*acting out dancing*)

C: Are you dancing?

B: Are you swimming?

A: Yes, I am.

A: No, I'm not.

9

LISTENING Mary's activities

A  What's Mary doing? Listen to the sounds and number the actions from 1 to 8.

☐ dancing

☐ eating dinner

☐ riding a bike

☐ swimming

☒ 1 driving

☐ playing tennis

☐ shopping

☐ watching television

B  **Pair work** Listen again. Ask and answer questions about each sound.

A: What's Mary doing right now?

B: She's driving.

10

INTERCHANGE 5 What's wrong with this picture?

What's wrong with this picture? Go to Interchange 5.

Friends Across a Continent

Skim the conversation. Write the name of the correct person under each picture.

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She is studying in Mexico. Kathy is in the U.S.

megm: Hi, there!

kathyo: Hi, Meg!

megm: What are you doing?

kathyo: I'm sitting on my bed with my laptop computer. I'm doing my homework.

megm: What are you working on?

kathyo: I'm writing an essay for Spanish class. : ^)

megm: Can you chat?

kathyo: For a minute. Where are you?

megm: I'm in an Internet café with my friend Carmen. I'm having coffee and she's reading a magazine. How is your family?

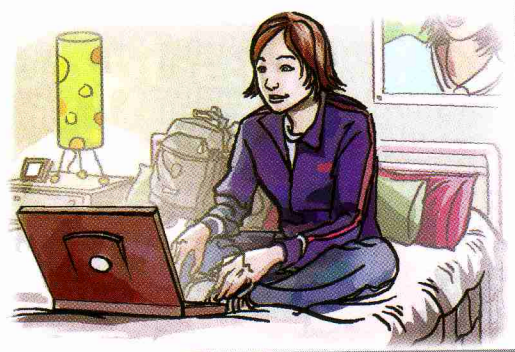
kathyo: They're all fine! My father's working outside. He's mowing the lawn. My mother is out shopping.

megm: Where's your brother?

kathyo: John's not home. He's playing soccer in the park. Oh, wait. My mother is home. She's calling me. I have to go!

megm: OK! Bye!

kathyo: Bye! :)



A Read the conversation. Then answer these questions.

Who is ... ?




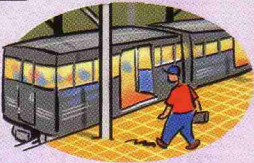




1. writing an essay
2. having coffee
3. reading a magazine
4. working outside
5. shopping
6. playing soccer

B Pair work Imagine you are having an online chat. Where are you? Who are you chatting with? Write a short conversation.

6 My sister works downtown.

1 SNAPSHOT

Listen and practice.

Transportation in the U.S. The Top Eight Ways to Get to Work			
<input type="checkbox"/> 1. drive 	<input type="checkbox"/> 2. walk 	<input type="checkbox"/> 3. take the bus 	<input type="checkbox"/> 4. take the subway 
<input type="checkbox"/> 5. take the train 	<input type="checkbox"/> 6. ride a bike 	<input type="checkbox"/> 7. ride a motorcycle 	<input type="checkbox"/> 8. take a taxi/cab 

Source: U.S. Census Bureau

Check (✓) the kinds of transportation you use.
 What are some other kinds of transportation?

2 CONVERSATION Nice car!

Listen and practice.

Ashley: Nice car, Jason! Is it yours?
 Jason: No, it's my sister's. She has a new job, and she drives to work.
 Ashley: Is her job here in the suburbs?
 Jason: No, it's downtown.
 Ashley: My parents work downtown, but they don't drive to work. They use public transportation.
 Jason: The bus or the train?
 Ashley: The train doesn't stop near our house, so they take the bus. It's really slow.
 Jason: That's too bad.



WORD POWER Family

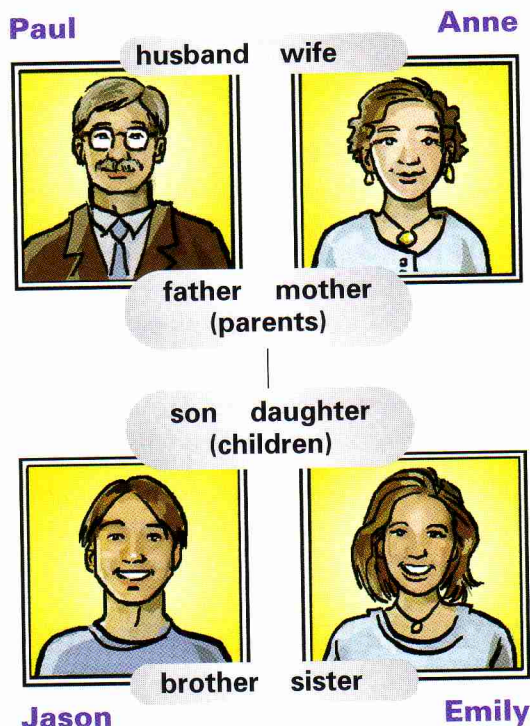
A **Pair work** Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's ...*wife*....
2. Jason and Emily are their
3. Paul is Anne's
4. Jason is Anne's
5. Emily is Paul's
6. Jason is Emily's
7. Emily is Jason's
8. Paul and Anne are Jason's

kids = children
mom = mother
dad = father

B **Pair work** Tell your partner about your family.

"My mother's name is Angela.
David and Daniel are my brothers."



GRAMMAR FOCUS

Simple present statements

I walk to school.	I don't live far from here.
You ride your bike to school.	You don't live near here.
He works near here.	He doesn't work downtown.
She takes the bus to work.	She doesn't drive to work.
We live with our parents.	We don't live alone.
They use public transportation.	They don't need a car.

Contractions

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

A Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I ...*live*... (live / lives) in the suburbs. My wife and I (work / works) near here, so we (walk / walks) to work. Our daughter Emily (work / works) downtown, so she (drive / drives) to work. Our son (don't / doesn't) drive. He (ride / rides) his bike to school.
2. My parents (live / lives) in the city. My mother (take / takes) a train to work. My father is retired, so he (don't / doesn't) work now. He also (use / uses) public transportation, so they (don't / doesn't) need a car.

Simple present statements with irregular verbs

I/you/we/they

I **have** a bike.

We **do** our homework every day.

My parents **go** to work by bus.

he/she/it

My father **has** a car.

My mother **does** a lot of work at home.

The bus **goes** downtown.

B Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

1. My parents *have* (have/has) a house in the suburbs. My mom and dad (go/goes) downtown to work. My parents are very busy, so I (do/does) a lot of work at home.
2. My brother doesn't live with us. He (have/has) an apartment in the city. He (go/goes) to school all day, and he (do/does) office work at night.
3. I (have/has) a new friend. His name is Jason. We (go/goes) to the same school, and sometimes we (do/does) our homework together.

C Pair work Tell your partner about your family.

"I have one brother and two sisters. They . . ."

5

PRONUNCIATION Third-person singular -s endings

Listen and practice. Notice the pronunciation of the -s endings.

s = /s/	s = /z/	(e)s = /ɪz/	irregular
take takes	go goes	dance dances	do does
walk walks	study studies	watch watches	have has

6

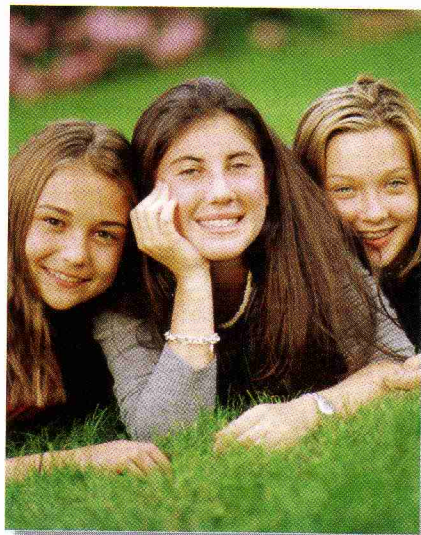
WHO IS IT?

A Write five sentences about you and your family. Write "Male" or "Female" on your paper, but not your name.

(Female) I live with my parents. I have two sisters. My father works downtown. . . .

B Class activity Put all the papers in a bag. Choose a paper and describe the writer. Your classmates guess the writer.

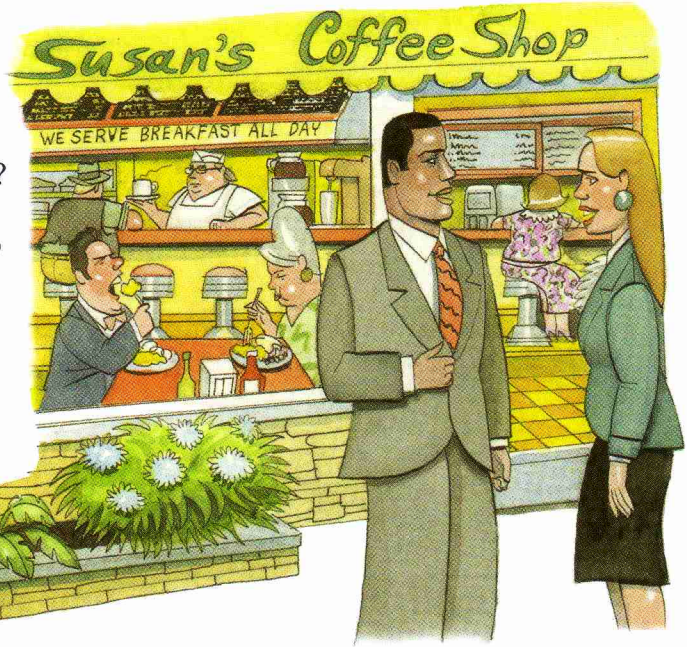
- A: She lives with her parents. She has two sisters. Her father works downtown. . . . Who is it?
 B: Michelle, is it you?
 C: No, it's not me. . . .



7 CONVERSATION I get up at noon.

Listen and practice.

Jack: Let's go to the park on Sunday.
 Amy: OK, but let's go in the afternoon.
 I sleep late on weekends.
 Jack: What time do you get up on Sundays?
 Amy: At ten o'clock.
 Jack: Oh, that's early. On Sundays I get up at noon.
 Amy: Do you eat breakfast then?
 Jack: Sure. I have breakfast every day.
 Amy: Then let's meet at this restaurant at one o'clock. They serve breakfast all day!



8 GRAMMAR FOCUS

Simple present questions

Do you **get up** early?

No, I **get up** late.

Does he **have** lunch at noon?

No, he **eats** lunch at one o'clock.

Do they **drive** to work?

Yes, they **drive** to work every day.

What time do you **get up**?

At ten o'clock.

What time does he **have** lunch?

At one o'clock.

When do they **drive** to work?

Every day.

A Complete the questions with *do* or *does*. Then write four more questions.

1. *Do* you get up early on weekdays?
2. What time you go home?
3. your mother work?
4. How your father get to work?
5. your parents read in the evening?
6. When your parents shop?
7. Does ?
8. What time ?
9. Do ?
10. When ?

time expressions

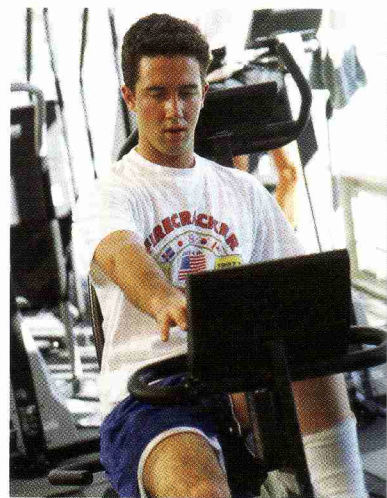
early	in the morning
late	in the afternoon
every day	in the evening
at 9:00	on Sundays
at noon/midnight	on weekends
at night	on weekdays

B Pair work Ask and answer the questions from part A. Use time expressions from the box.

A: Do you get up early on weekdays?
 B: Yes, I do. I get up at seven o'clock.

C Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

1. A: *Do you exercise every day* ?
(you every day exercise do)
B: Yes, I exercise every day.
2. A: ?
(you what time lunch do eat)
B: At 1:00 P.M.
3. A: ?
(at start does eight o'clock this class)
B: No, this class starts at nine o'clock.
4. A: ?
(study you English do when)
B: I study English in the evening.



9

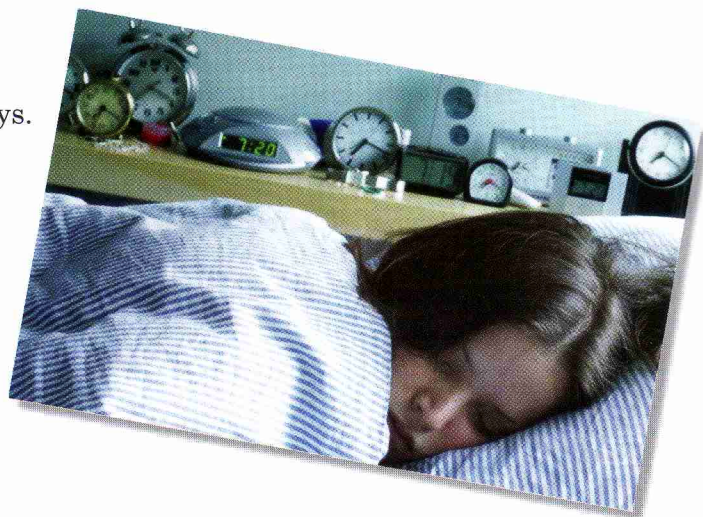
LISTENING Marsha's weekly routine

A Listen to Marsha talk about her weekly routine. Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Tell your classmates about your weekly routine.

- A: I get up early on weekdays and Saturdays.
But I sleep late on Sundays. . . .
- B: I get up early on weekdays, too.
I get up at 6:00.
- C: Really? I get up late every day. . . .



10

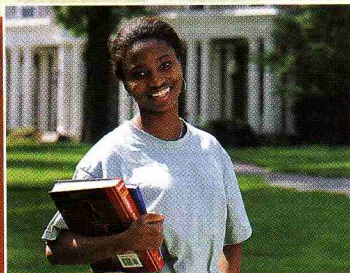
INTERCHANGE 6 Class survey

Find out more about your classmates. Go to Interchange 6.

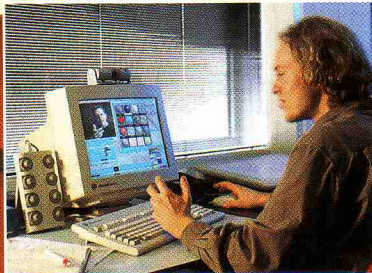
What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.



Brittany Davis
College Student



Joshua Burns
Web-site Designer



Maya Black
Rock Musician

Mike: What's your schedule like?

Brittany: My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.

MS: When do your classes end?

BD: They end at noon. Then I have a job at the library.

MS: So when do you study?

BD: My only time to study is in the evening, from eight until midnight.

Mike: What's your schedule like?

Joshua: Well, I get up at 6:30 A.M. and go for a run before breakfast.

MS: How do you go to work?

JB: I work at home. I start work at 8:00. Around 1:00, I take a lunch break.

MS: How late do you work?

JB: Sometimes I work all night to finish a project!

Mike: What's your schedule like?

Maya: I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.

MS: What do you do after work?

MB: I have dinner. Then I take a taxi home.

MS: What time do you go to bed?

MB: I go to bed at 5:00 in the morning.

A Read the article. Then number the activities in each person's schedule from 1 to 5.

Brittany Davis

- a. She goes to class.
- b. She takes the bus.
- c. She works.
- d. She studies.
- ...1... e. She gets up.

Joshua Burns

- a. He has breakfast.
- b. He starts work.
- c. He eats lunch.
- d. He gets up.
- e. He goes for a run.

Maya Black

- a. She has dinner.
- b. She finishes work.
- c. She goes to bed.
- d. She goes to work.
- e. She goes home.

B Write five sentences about your schedule. Are you an "early bird" or a "night owl"? Compare with a partner.



early bird



night owl

Units 5–6 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Listen to and understand cities, times, and activities (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the present continuous (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about weekly routines using simple present statements (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the simple present (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about lifestyles and famous people (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 LISTENING *Around the world*

▶ It's 9 A.M. in Los Angeles. Victoria is calling friends around the world. Listen to the conversations and complete the chart.

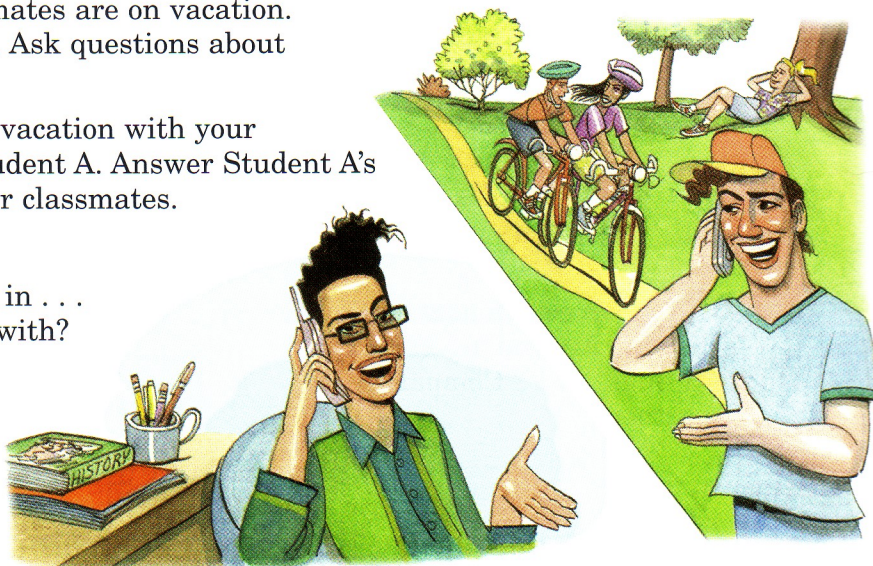
	City	Time	Activity
1. Sue	<i>New York</i>	.....	.....
2. Marcos	.....	.....	.....
3. Jim	.....	.....	.....

2 ON VACATION

Student A: Imagine your classmates are on vacation. Student B calls you. Ask questions about your classmates.

Student B: Imagine you are on vacation with your classmates. Call Student A. Answer Student A's questions about your classmates.

- A: Hello?
 B: Hi, it's I'm on vacation in . . .
 A: In . . . ? Wow! Who are you with?
 What are you doing?
 B: . . .
 A: Well, have fun. Bye!



3

MY WEEKLY ROUTINE

A What do you do on these days? Complete the chart.

On weekdays	
On weekends	
Every day	

B Pair work Compare routines. How are they the same? different?

A: I watch television on weekdays.

B: I do, too. I also cook on weekdays.

A: Oh, I don't cook on weekdays. But I cook on weekends!

C Class activity Tell the class about your partner's weekly routine.

"Celia doesn't cook on weekdays, but she cooks on weekends. . . ."

4

LIFESTYLE SURVEY

A Answer the questions in the chart. Check (✓) Yes or No.

	Yes	No	Name
1. Do you live with your parents?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do both your parents work?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you watch television at night?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you eat dinner with your family?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you stay home on weekends?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you work on Saturdays?	<input type="checkbox"/>	<input type="checkbox"/>

B Class activity Go around the class and find classmates with the same answers. Write their names in the chart. Try to write a different name on each line.

5

WHO IS IT?

Group work Think of a famous person. Your classmates ask yes/no questions to guess the person.

Is it a man? a woman?

Does he/she live in . . . ?

Is he/she a singer? an actor?

Is he/she tall? short?

Does he/she wear glasses?



WHAT'S NEXT?

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

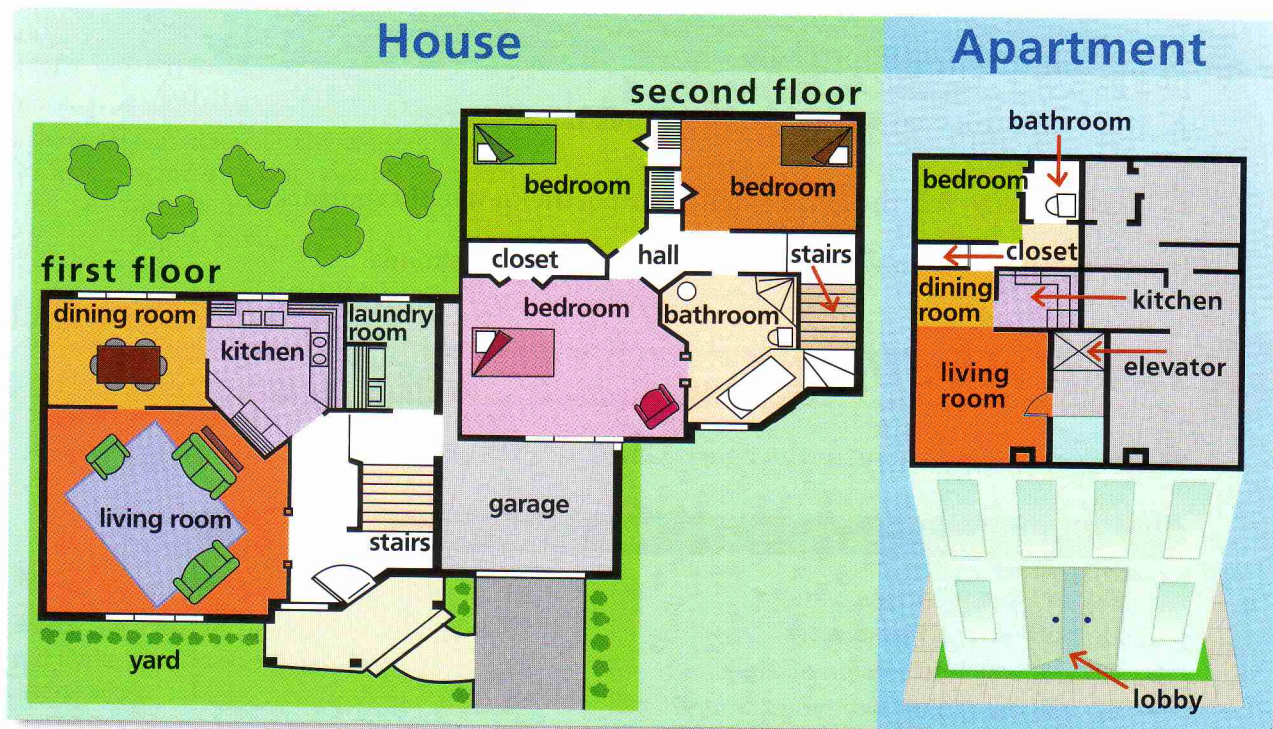
7

Does it have a view?

1

SNAPSHOT

Listen and practice.



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

2

CONVERSATION My new apartment

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really beautiful.
Chris: Is it very big?
Linda: Well, it has a big living room, a small bedroom, a bathroom, and a kitchen.
Chris: Where is it?
Linda: On Lakeview Drive.
Chris: Oh, nice! Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!



Simple present short answers

Do you **live** in an apartment?Yes, I **do**.No, I **don't**.Do the bedrooms **have** windows?Yes, they **do**.No, they **don't**.Does Chris **live** in a house?Yes, he **does**.No, he **doesn't**.Does the house **have** a yard?Yes, it **does**.No, it **doesn't**.**A** Complete the conversation. Then practice with a partner.Linda: *Do* you *live* in an apartment?

Chris: No, I I in a house.

Linda: it a yard?

Chris: Yes, it

Linda: That sounds nice. you alone?

Chris: No, I I with my family.

Linda: you any brothers or sisters?

Chris: Yes, I I four sisters.

Linda: That's a big family. you a big house?

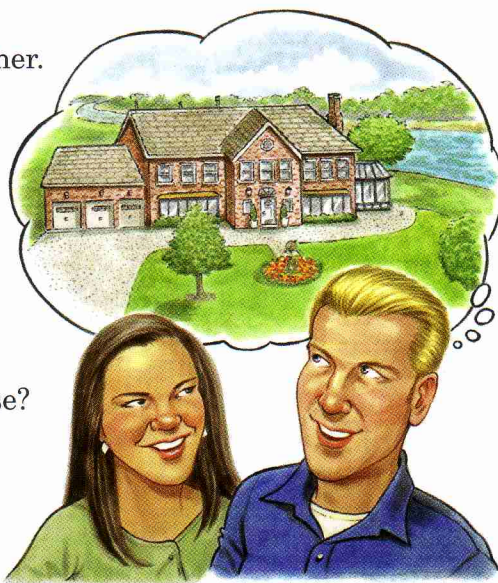
Chris: Yes, we It ten rooms.

Linda: Ten rooms! it many bedrooms?

Chris: Yes, it It four.

Linda: you your own bedroom?

Chris: Yes, I I'm really lucky.

**B Pair work** Read the conversation in part A again. Ask and answer these questions. For "no" answers, give the correct information.1. Does Chris live in an apartment?
"No, he *doesn't*. He *lives in a house*."

2. Does Chris's house have a yard?

3. Does Chris live alone?

4. Does he have four brothers?

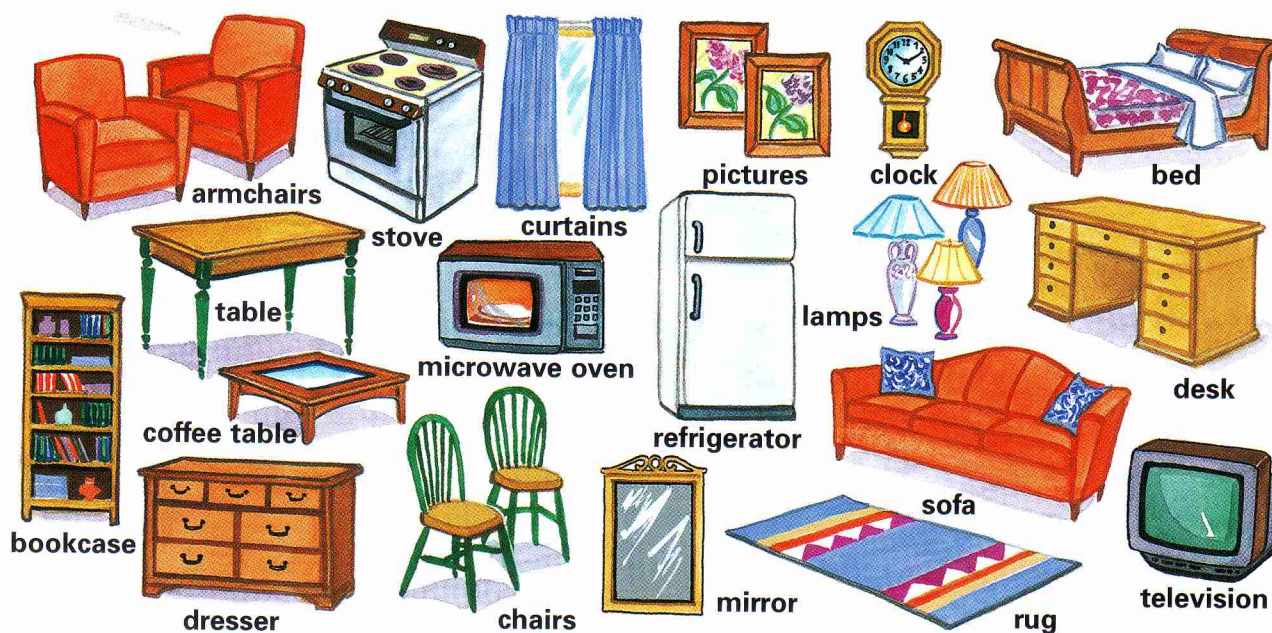
5. Does he have his own room?

C Pair work Write five questions to ask your partner about his or her home. Then ask and answer the questions.LISTENING *It has just one room.*

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



A Listen and practice.



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

Kitchen	table	stove
Dining room	table	
Living room		
Bedroom		

C Group work What furniture do you have? Tell your classmates.

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

CONVERSATION There aren't any chairs.

Listen and practice.

Chris: This apartment is great.

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

Chris: What do you need?

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

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

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

Chris: So let's go shopping next weekend!



There is, there are

There's a bed in the bedroom.

There's no sofa in the bedroom.

There isn't a table in the kitchen.

There's = There is

There are some chairs in the kitchen.

There are no chairs in the living room.

There aren't any chairs in the living room.

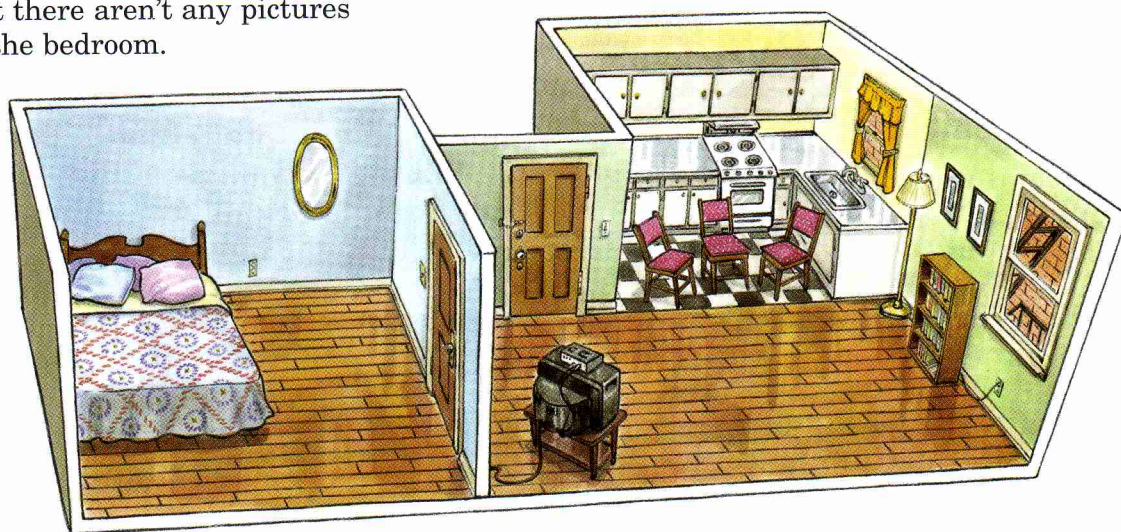
A Write each sentence a different way. Then practice with a partner.

- | | |
|--|---|
| 1. I don't have a table in the bedroom. | <i>There's no</i> table in the bedroom. |
| 2. I have some chairs in the kitchen. | chairs in the kitchen. |
| 3. I have a stove in the kitchen. | stove in the kitchen. |
| 4. I don't have a refrigerator. | a refrigerator. |
| 5. I don't have curtains on the windows. | curtains on the windows. |
| 6. I don't have any rugs on the floor. | rugs on the floor. |

B Pair work Look at the picture of Linda's apartment. Say what she has and doesn't have.

A: There's a mirror in the bedroom.

B: But there aren't any pictures in the bedroom.



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

There are twenty desks in the classroom.

There aren't any computers.

Compare two apartments. Go to Interchange 7.

9

PRONUNCIATION Words with th

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


/ð/ /θ/ /ð/ /θ/ /θ/ /θ/
There are **thirteen** rooms in **this** house. **The** house has **three** **bathrooms**.

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

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

10

LISTENING Furniture is expensive!

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

- | | | | |
|--|------------------------------------|---|-----------------------------------|
| <input checked="" type="checkbox"/> chairs | <input type="checkbox"/> a sofa | <input type="checkbox"/> a rug | <input type="checkbox"/> a table |
| <input type="checkbox"/> a refrigerator | <input type="checkbox"/> a dresser | <input type="checkbox"/> a coffee table | <input type="checkbox"/> curtains |

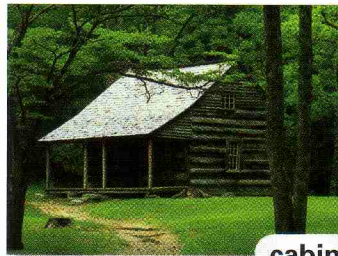
11

MY DREAM HOME

A Write a description of your dream home.

What is your dream home like?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

*My dream home is a cabin
in the forest. There is one
large room. . . .*



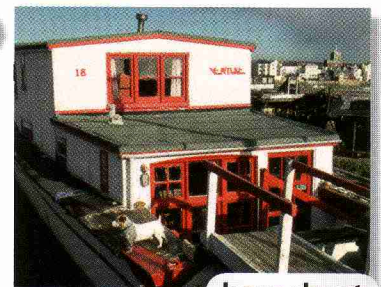
cabin



penthouse



villa



houseboat

B Pair work Ask your partner about his or her dream home.

A: Does it have a view?

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

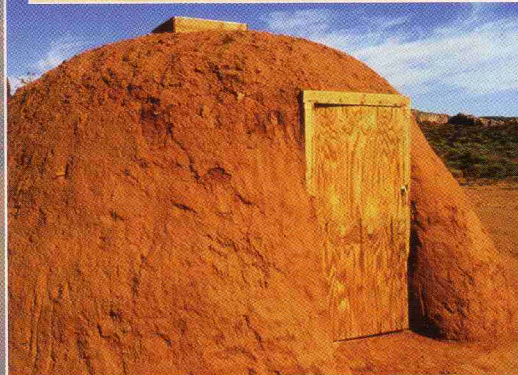
Two Special Houses in the **American Southwest**

Scan the article. Where is Ms. Cisneros's house? Where is Ms. Nelson's house?



In San Antonio, Texas, there is a purple house. This house is the home of Sandra Cisneros. Ms. Cisneros is a Mexican-American writer. She is famous for her interesting stories. The house has a porch with a pink floor. The rooms are green, pink, and purple. There are many books and colorful paintings. Many other houses near Ms. Cisneros's house are white or beige, so her house is very different. Some of her neighbors think her house is too colorful, but Ms. Cisneros loves it.

Every year, many people visit Arizona to learn about Native American tribes. Most people stay in hotels, but some people stay in traditional Native American homes, called *hogans*. Lorraine Nelson, a teacher from Arizona, invites visitors to stay in her hogan. It has three chairs, two beds on the floor, and a wood-burning stove. Ms. Nelson teaches her guests about Native American traditions.



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

three chairs
many books

colorful paintings
✓ porch with a pink floor

two beds on the floor
wood-burning stove

Sandra Cisneros's house

1. There is a porch with a pink floor.
2. There are
3. There are

Lorraine Nelson's hogan

4. There is a
5. There are
6. There are

B Group work Talk about these questions.

1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are visiting Arizona. Do you stay in a hogan or in a hotel? Why?

8

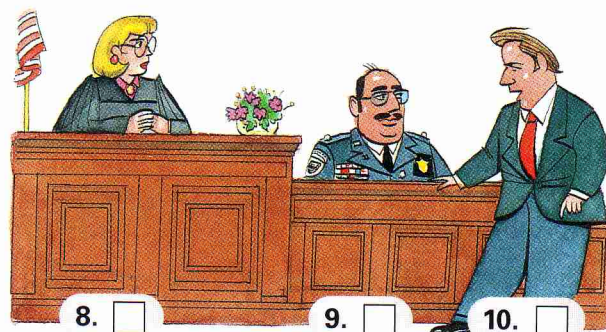
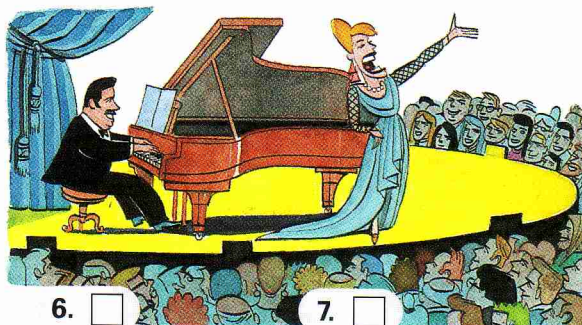
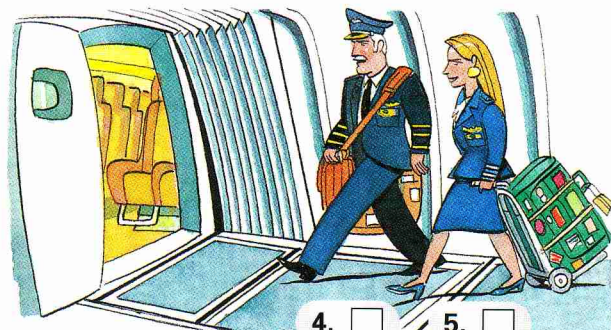
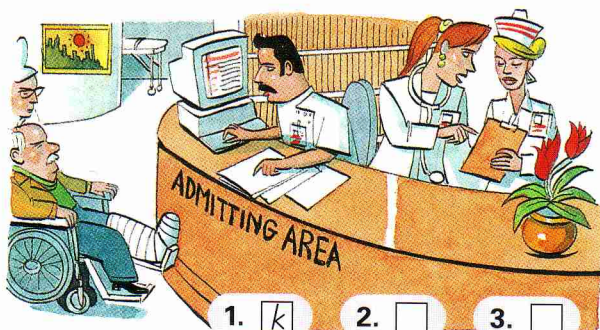
What do you do?

1

WORD POWER Jobs

A Match the jobs with the pictures. Then listen and practice. "He's a receptionist."

- | | | | |
|---------------------|-------------|-------------------|-------------------|
| a. cashier | e. judge | i. pilot | m. security guard |
| b. cook/chef | f. lawyer | j. police officer | n. singer |
| c. doctor | g. musician | ✓ k. receptionist | o. waiter |
| d. flight attendant | h. nurse | l. salesperson | p. waitress |



B Pair work Ask questions about the people in part A. What are their jobs?

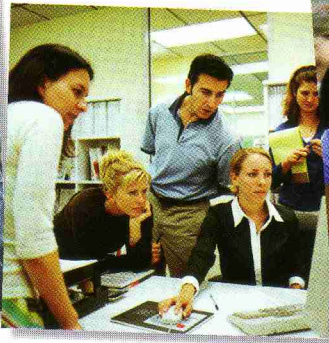
A: What's his job?

B: He's a receptionist.

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

A: A doctor works in a hospital.

B: A nurse works in a hospital, too.



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

B Class activity Ask and answer *Who* questions about jobs. Use these words.

wears a uniform
stands all day

sits all day
handles money

talks to people
works at night

works hard
writes tickets

A: Who wears a uniform?

B: A police officer wears a uniform.

C: And a security guard . . .

CONVERSATION He works in a hotel.

Listen and practice.

Rachel: Where does your brother work?

Angela: In a hotel.

Rachel: Oh, really? My brother works in a hotel, too. He's a front desk agent.

Angela: How does he like it?

Rachel: Not very much. He doesn't like the manager.

Angela: That's too bad. What hotel does he work for?

Rachel: The Plaza.

Angela: That's funny. My brother works there, too.

Rachel: Oh, that's interesting. What does he do?

Angela: Actually, he's the manager!



4

PRONUNCIATION *Reduction of do and does*

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

Where **do you** work?

Where **does he** work?

Where **do they** work?

What **do you** do?

What **does he** do?

What **do they** do?

5

GRAMMAR FOCUS**Simple present Wh-questions**

Where do you work?

In a hospital.

What do you do?

I'm a doctor.

How do you like it?

I really like it.

Where does he work?

In a hotel.

What does he do?

He's a manager.

How does he like it?

It's OK.

Where do they work?

In a restaurant.

What do they do?

They're waiters.

How do they like it?

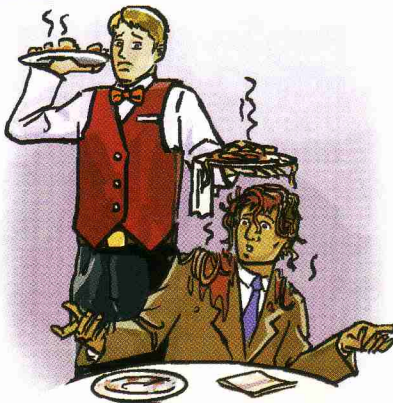
They hate it.

A Complete these conversations. Then practice with a partner.

1. A: *What* does your sister *do* ?
B: My sister? She's a nurse.
A: does she it?
B: It's difficult, but she loves it.
2. A: does your brother ?
B: At the airport. He's a pilot.
A: Oh? does he it?
B: He doesn't really like it.
3. A: do your parents their jobs?
B: Oh, I guess they like them.
A: I don't remember. do they ?
B: In an office in the city.
4. A: do you ?
B: I'm a student.
A: I see. do you your classes?
B: They're good. I like them a lot.

B Pair work Ask questions about these people. Where do they work? What do they do? How do they like it?

Ben



Claudia



Vicki and Owen



A: Where does Ben work?

B: He works in . . .

Listen and practice.

Job Survey - People's opinions of different jobs

	Exciting	Boring	Easy	Difficult	Safe	Dangerous	Relaxing	Stressful
cashier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chef	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
flight attendant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
police officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
salesperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
security guard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
singer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Interviews with people between the ages of 17 and 55

Which opinions do you agree with? Which do you disagree with? Why?
Add your opinions to the chart. Check (✓) one adjective for each job.

CONVERSATION That's exciting!

Listen and practice.

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

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

Richard: How do you like it?

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

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

Stephanie: That's exciting!

Richard: Yes, but it's a very stressful job.
And sometimes it's dangerous.



LISTENING It's pretty boring.

Listen. What do these women think of their jobs? Write the correct adjective.



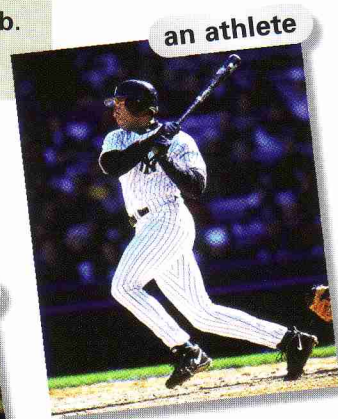
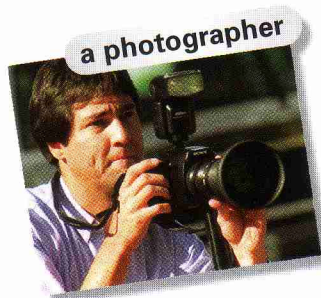
boring



Placement of adjectives

be + adjectiveA firefighter's job **is dangerous**.A doctor's job **is stressful**.**adjective + noun**A firefighter has **a dangerous job**.A doctor has **a stressful job**.**A Pair work** Say each sentence a different way.

1. A musician's job is interesting.
"A musician has an interesting job."
2. An athlete's job is exciting.
3. A lawyer's job is stressful.
4. A security guard has a boring job.
5. A photographer has a difficult job.
6. A police officer has a dangerous job.

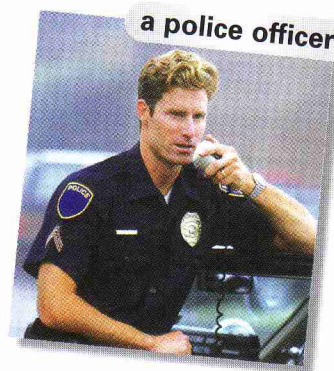
**B Group work** Think of one job for each adjective. Do your classmates agree?

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

A: A musician has a boring job.

B: I don't really agree. A musician does *not* have a boring job.

C: You're right. A musician's job is very exciting.



10

INTERCHANGE 8 The perfect job

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

11

WORKDAY ROUTINES**Group work** Ask three classmates about their jobs (or their friends' or family members' jobs). Then tell the class.**Ask about a classmate**

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

Ask about a classmate's friend or family member

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



Job Profiles

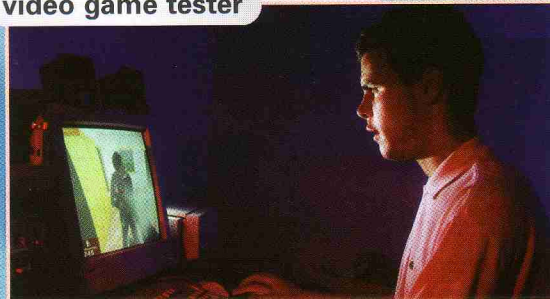
Look at the photos. Which job looks the best? Why?

actress



Lisa Parker has two jobs. She works as a waitress at night, but she's really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she's tired a lot. But she's following her dream.

video game tester



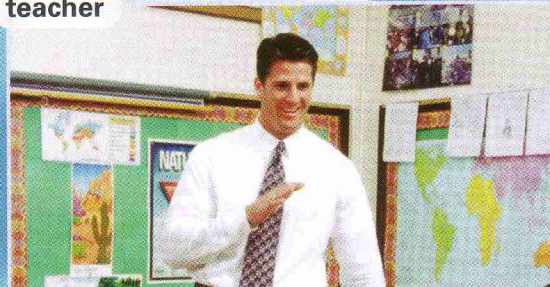
Lots of teenagers want **John Blue's** job. He plays video games for eight hours a day. And he gets paid for it! John is a video game tester for a big video game company. Is it ever boring? Never. John almost always wins!

dog walker



Becky Peck walks in the park every day for many hours – rain or shine. Becky is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

teacher



Carlos Ruiz is a busy man. He plans lessons, grades homework, helps with after-school activities – and of course, he teaches! His salary isn't great, but that's OK. His students like his class, so he's happy.

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

1. "After I win, I take a break."
2. "I don't usually work in the summer."
3. "The restaurant closes late – around 2:00 A.M."
4. "After work, my feet and arms are tired!"

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

Units 7-8 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Ask and answer simple present yes/no questions (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about apartments and furniture using <i>there is/there are</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask simple present Wh-questions about jobs (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of jobs (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give opinions about jobs using adjectives and nouns (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

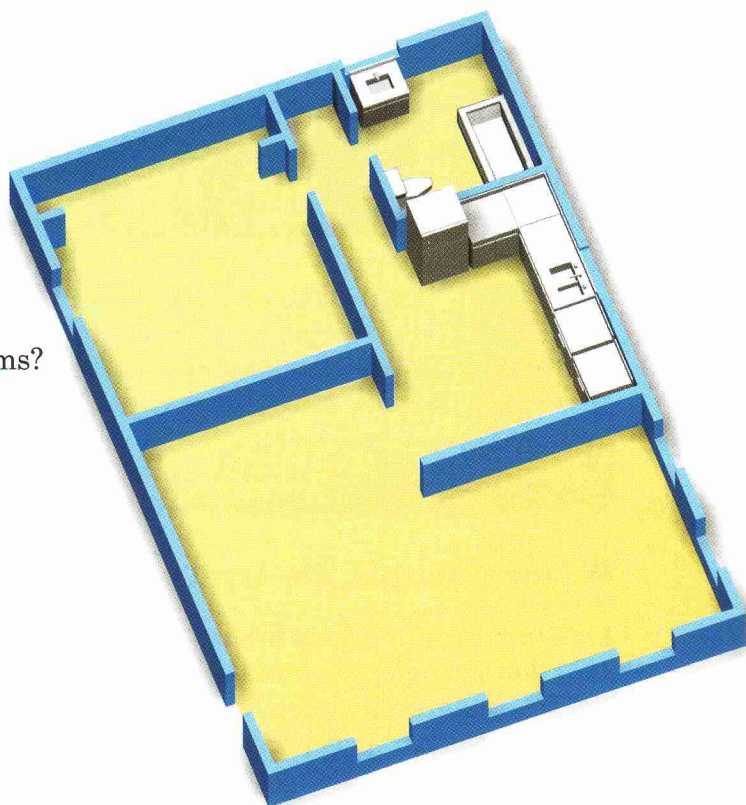
A NEW APARTMENT

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

bed desk lamp sofa
chairs dresser mirror table

B Pair work Ask questions about your partner's apartment.

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



2 WHERE DOES HE WORK?

A Complete the conversations with Wh-questions.

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

B Pair work Your partner asks the questions in part A.
 Answer with your own information.

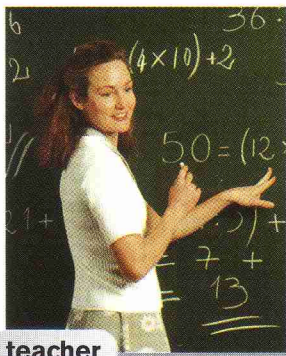
3 LISTENING Where do they work?

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

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

4 AN INTERESTING JOB

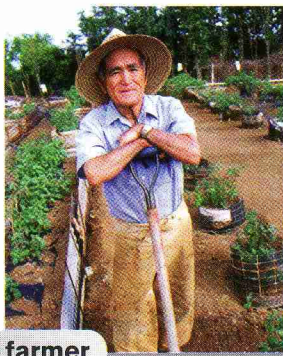
Group work What do you think of these jobs?
 Give your opinions.



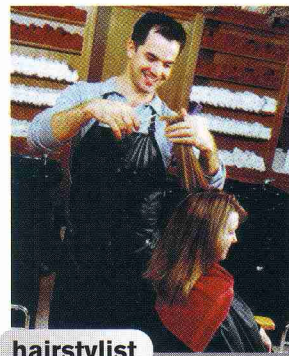
teacher



bus driver



farmer



hairstylist

- A: I think a teacher has an interesting job.
 B: I don't really agree. I think a teacher's job is boring.
 C: Well, I think a teacher's job is stressful. . . .

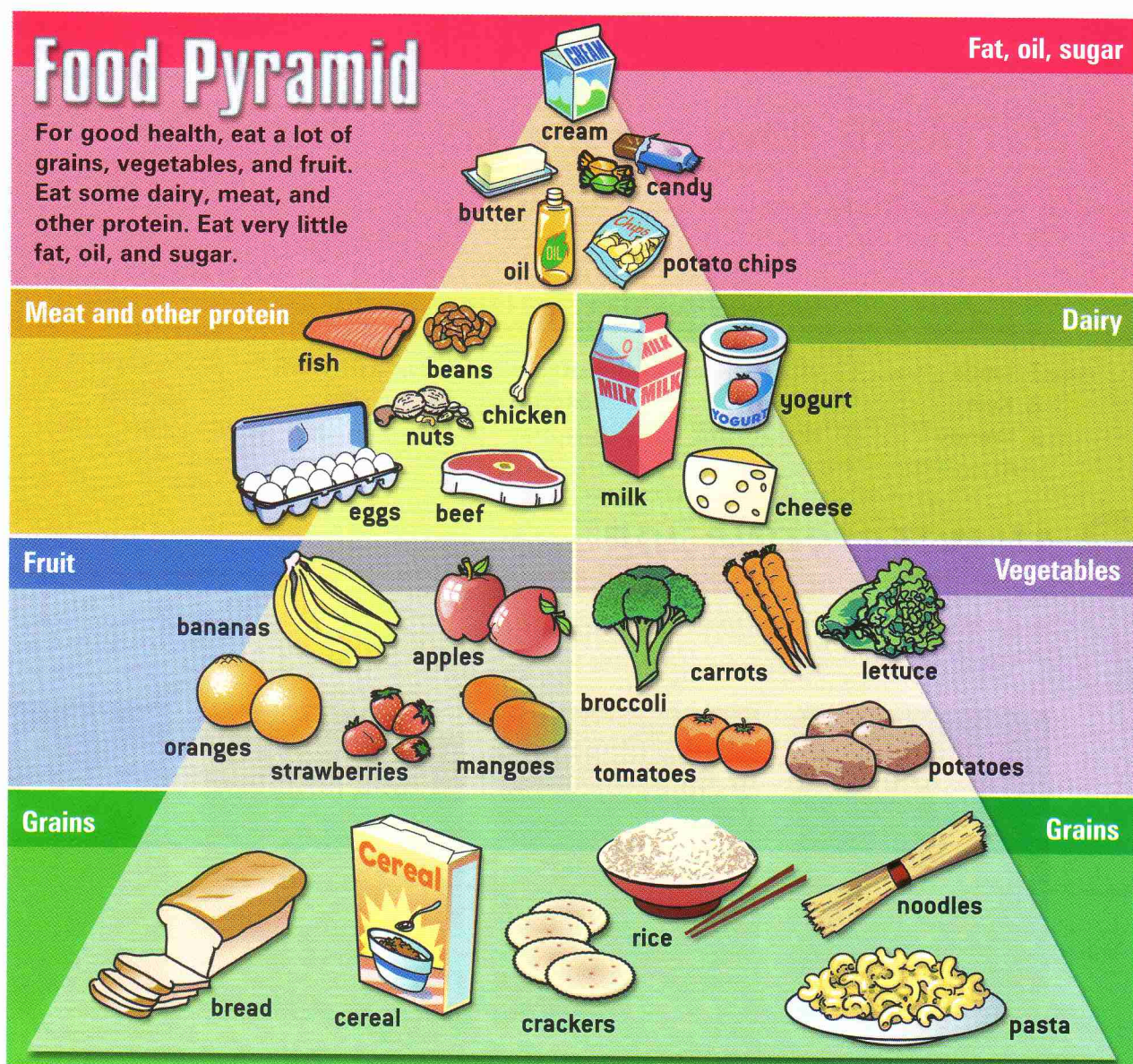
WHAT'S NEXT?

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

9 Broccoli is good for you.

1 WORD POWER Foods

A  Listen and practice.



Source: Adapted from the U.S. Department of Agriculture Food Guide Pyramid

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

A: I like rice, potato chips, and carrots.
I don't like fish, cheese, and bananas.

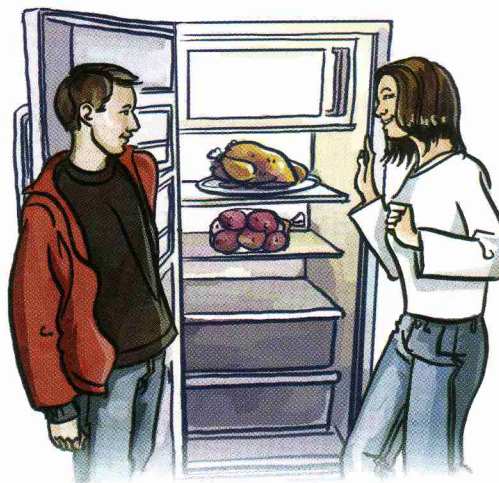
B: I like . . .

<u>I like</u>	<u>I don't like</u>
rice	fish
potato chips	cheese
carrots	bananas

2 CONVERSATION How about some sandwiches?

A Listen and practice.

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



B Listen to the rest of the conversation.
 Check (✓) the desserts Adam and Amanda want.



☐ fruit salad

☐ cake

☐ pie

☐ cookies

☐ ice cream

3 GRAMMAR FOCUS

Some and any; count and noncount nouns

Do we need **any** eggs?

Yes. Let's get **some** (eggs).

No. We don't need **any** (eggs).

Do we need **any** bread?

Yes. Let's get **some** (bread).

No, we don't need **any** (bread).

Count nouns

an egg → eggs

a sandwich → sandwiches

Noncount nouns

bread

lemonade

Specific

I'm eating **an** egg.

Let's get **some** bread.

General

Eggs are good for you.

Bread is good for you.

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

Amanda: The store doesn't have *any* potato salad.

Adam: Well, we have lots of potatoes. Let's make *some* !

Amanda: OK. Do we have *any* mayonnaise?

Adam: No, we need to buy *some* .

Amanda: We need *some* onions, too.

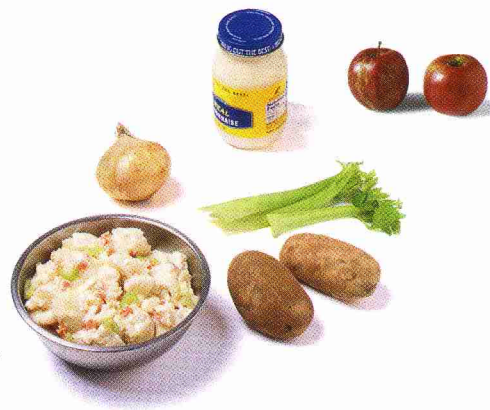
Adam: Oh, I don't want *any* onions. I hate onions!

Amanda: Then let's get *some* celery.

Adam: No, I don't want *any* celery in my potato salad.

But let's put *some* apples in it.

Amanda: Apples in potato salad? That sounds awful!



B Complete the chart with foods from Exercise 1 on page 58.

Count	Noncount
potatoes	broccoli

C Group work Look at your chart from part B. What foods are good for you? What foods are bad for you? Make general statements.

A: Broccoli is good for you, but potatoes are bad for you.

B: Are you sure? I think potatoes are good for you. . . .

4 PRONUNCIATION Sentence stress

A Listen and practice. Notice the stressed words.

A: What do you need?

A: Do you need any fruit?

B: I need some bread and some fish.

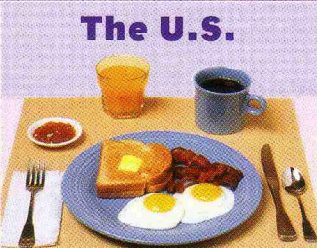


B: Yes. I want some bananas.

B Make a list of foods you need. Then compare with a partner.

5 SNAPSHOT

Listen and practice.

What Do You Have For Breakfast?

The U.S.	Japan	Mexico
		
<input type="checkbox"/> eggs <input type="checkbox"/> bacon <input type="checkbox"/> toast with butter <input type="checkbox"/> orange juice <input type="checkbox"/> coffee <input type="checkbox"/> jam/jelly	<input type="checkbox"/> fish <input type="checkbox"/> rice <input type="checkbox"/> soup <input type="checkbox"/> pickles <input type="checkbox"/> green tea	<input type="checkbox"/> eggs <input type="checkbox"/> beans <input type="checkbox"/> tortillas <input type="checkbox"/> fresh fruit <input type="checkbox"/> sweet bread <input type="checkbox"/> coffee with milk

Source: www.about.com

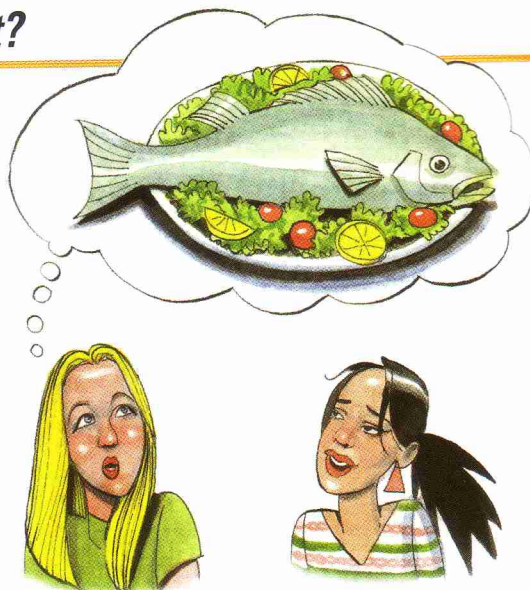
What do you have for breakfast? Check (✓) the foods.
What else do you have for breakfast?

6

CONVERSATION *Fish for breakfast?*

Listen and practice.

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



7

GRAMMAR FOCUS

Adverbs of frequency

always

usually

often

I sometimes eat breakfast.

hardly ever

never

Sometimes I eat breakfast.

Do you **ever** have fish for breakfast?Yes, I **always** do.**Sometimes** I do.No, I **never** do.

100%

always

usually

often

sometimes

hardly ever

never

0%

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

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



B Unscramble the sentences.

- I have breakfast on never weekends
- work I snacks eat at hardly ever
- eat for pasta dinner sometimes I
- have I dinner with often family my

I never have breakfast on weekends.


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

A: I always have breakfast on weekends.

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

8

LISTENING Really? Never?

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

	Often	Sometimes	Never
pasta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hamburgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eggs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B Group work Do you ever eat the foods in part A? Tell your classmates.

A: I often eat pasta.

B: Really? I never eat pasta.

C: Well, I . . .

9

MEALTIME HABITS

A Add three questions about mealtime habits to the chart. Then ask a partner the questions and complete the chart.

Mealtime habits	Breakfast	Lunch	Dinner
1. Do you usually eat . . . ?
2. What time do you usually eat . . . ?
3. Do you ever eat meat for . . . ?
4. Do you ever go to a restaurant for . . . ?
5. What do you usually drink for . . . ?
6. What is something you never eat for . . . ?
7.
8.
9.

A: Kiyoshi, do you usually eat breakfast?

B: No, I hardly ever do.

B Class activity Tell your classmates about your partner's mealtime habits.

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

10

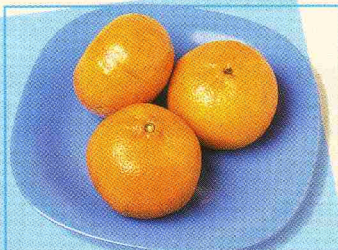
INTERCHANGE 9 Food survey

Complete a food survey. Go to Interchange 9 at the back of the book.

Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

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



Some Chinese people eat tangerines. Tangerines are round. Round foods end and begin again, like years.



It is a Jewish custom to eat apples with honey for a sweet new year.



Greeks eat *vasilopitta*, bread with a coin inside. Everyone tries to find the coin for luck and money in the new year.



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



On New Year's Day in Japan, people eat *mochi* – rice cakes – for strength in the new year.



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

A Read the article. Then correct these sentences.

- Some Chinese people eat tangerines. Tangerines are ^{round} ~~sweet~~, like years.
- Some Jewish people eat apples with candy for a sweet new year.
- Greeks eat *vasilopitta*, bread with beans inside.
- In Europe, people eat 12 grapes for good luck in the new year.
- The Japanese eat chocolate cake for strength in the new year.
- Some Americans eat black-eyed peas. Black-eyed peas are like dollars.

B Group work Do you eat anything special on New Year's Day for good luck? Do you do anything special? Tell your classmates.

10 I can't ice-skate very well.

1 SNAPSHOT

Listen and practice.

Sports Seasons in the U.S. and Canada	
<p>In the spring, people</p> <ul style="list-style-type: none"> <input type="checkbox"/> play golf <input type="checkbox"/> play soccer 	<p>In the summer, people</p> <ul style="list-style-type: none"> <input type="checkbox"/> play baseball <input type="checkbox"/> play tennis <input type="checkbox"/> play volleyball <input type="checkbox"/> go swimming
<p>In the fall, people</p> <ul style="list-style-type: none"> <input type="checkbox"/> play football <input type="checkbox"/> go bike riding <input type="checkbox"/> go hiking 	<p>In the winter, people</p> <ul style="list-style-type: none"> <input type="checkbox"/> play hockey <input type="checkbox"/> play basketball <input type="checkbox"/> go ice-skating <input type="checkbox"/> go skiing

Sources: Adapted from ESPN Information Please Sports Almanac; interviews with people between the ages of 18 and 50

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

2 CONVERSATION I love sports.

A Listen and practice.

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

Justin: Well, I love sports.

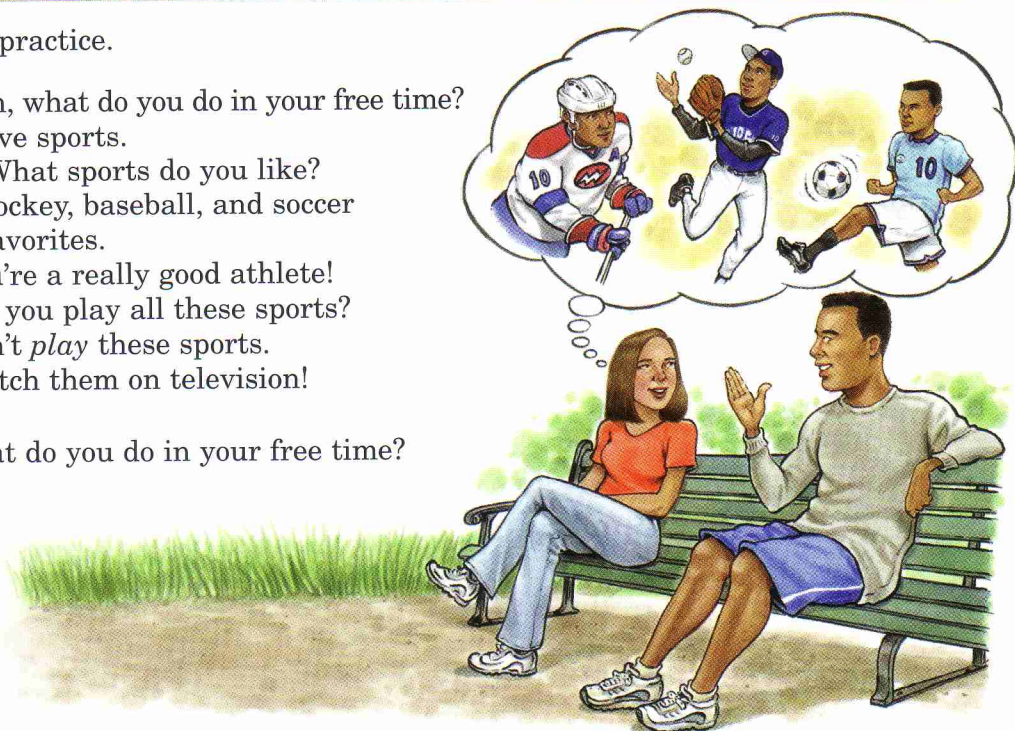
Lauren: Really? What sports do you like?

Justin: Hmm. Hockey, baseball, and soccer are my favorites.

Lauren: Wow, you're a really good athlete!
When do you play all these sports?

Justin: Oh, I don't *play* these sports.
I just watch them on television!

B **Pair work** What do you do in your free time?
Tell your partner.



Simple present *Wh*-questions

What sports do you play?

Who do you play baseball **with**?

Where do you play?

How often do you practice?

When do you practice?

What time do you start?

I play **hockey** and **baseball**.

I play with **some friends from work**. We have a team.

We play **at Hunter Park**.

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

We practice **on Sundays**.

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

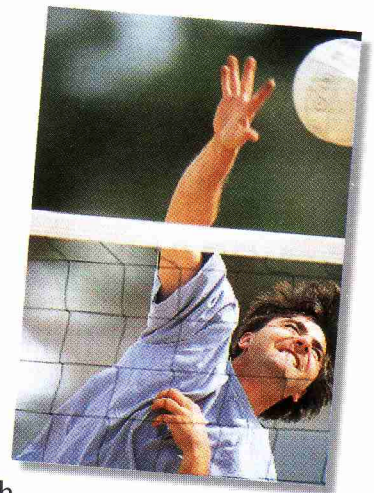
A Complete the conversations with the correct *Wh*-question words. Then practice with a partner.

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



B Complete the conversation with questions. Then compare with a partner.

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



C Pair work Ask your partner five questions about sports. Then tell the class.

- A: What sports do you like?
 B: I like baseball and soccer.
 A: When do you play baseball? . . .

4

LISTENING What sports do you like?

Listen to the conversations about sports. Complete the chart.

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



5

CONVERSATION I can't sing.

Listen and practice.

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

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

Kayla: You can sing really well.

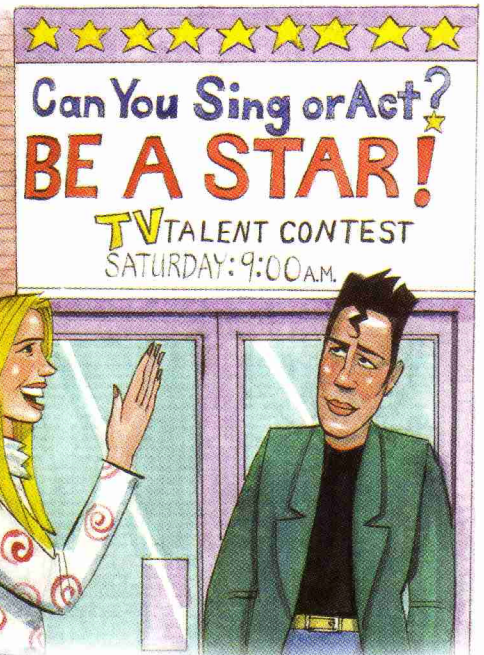
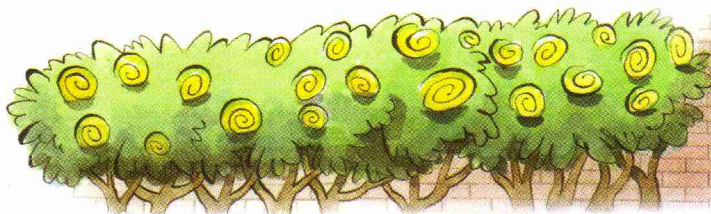
Philip: Oh, thanks. . . . Well, you can, too.

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

Philip: So maybe we *can* enter the contest.

Kayla: Sure. Why not?

Philip: OK. Let's practice tomorrow!



6

PRONUNCIATION Can and can't

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

/kən/ /kənt/
I **can** act, but I **can't** sing very well.

B Pair work Your partner reads a sentence from the left or right column. Check (✓) the sentence you hear.

- | | |
|--|---|
| 1. <input type="checkbox"/> I can sing. | <input type="checkbox"/> I can't sing. |
| 2. <input type="checkbox"/> I can act. | <input type="checkbox"/> I can't act. |
| 3. <input type="checkbox"/> I can dance. | <input type="checkbox"/> I can't dance. |
| 4. <input type="checkbox"/> I can swim. | <input type="checkbox"/> I can't swim. |

Can for ability

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

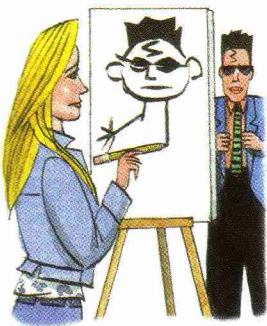
you
I
Can he sing?
she
we
they

I
you
Yes, he **can**.
No, she **can't**.
we
they

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

Who **can** sing?
Philip **can**.

A Kayla is talking about things she can and can't do.
Complete these sentences. Then compare with a partner.



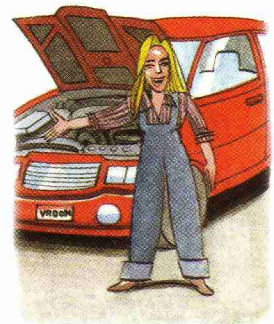
1. I *can't* draw.



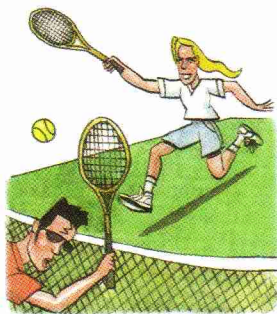
2. I act.



3. I sing.



4. I fix cars.



5. I play tennis.



6. I ice-skate very well.



7. I play the piano.



8. I cook at all.

B Pair work Ask and answer questions about the pictures in part A.

A: Can Kayla draw?

B: No, she can't.

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

A: Can you draw, Pedro?




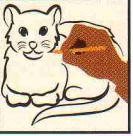




B: No, I can't. How about you, Sachiko?

C: I can't draw. But I can act!

8

LISTENING *I can do that!*

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

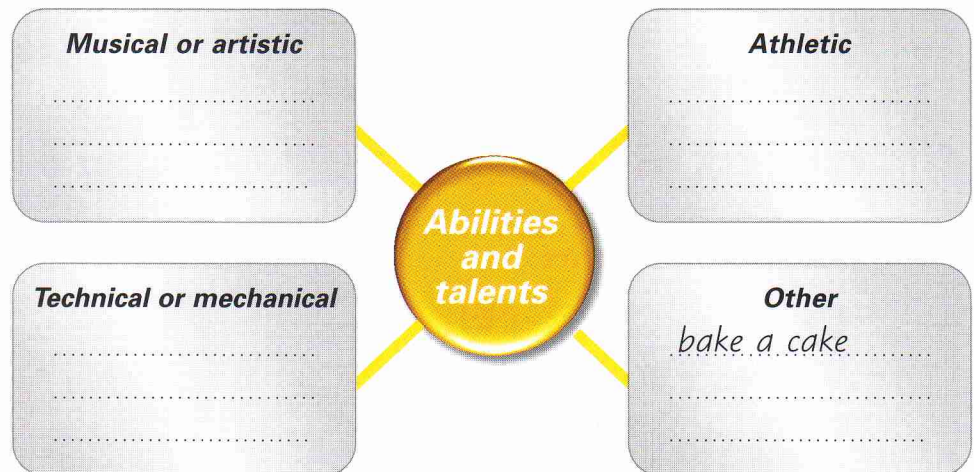
								
1. Peter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Liz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Scott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9

WORD POWER

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

- ✓ bake a cake
- design a Web page
- do gymnastics
- fix a car
- fix a motorcycle
- paint pictures
- play chess
- play the violin
- ride a horse
- sing English songs
- surf
- tell good jokes



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

- A: Who can bake a cake?
B: I bet Sophie can.
C: Who can design a Web page? . . .

bake a cake – Sophie
design a Web page –

C Class activity Go around the room and check your guesses.

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

10

INTERCHANGE 10 *Hidden talents*

Learn more about your classmates' hidden talents.
Go to Interchange 10 at the back of the book.

Race the U.S.!

How many different kinds of races can you think of?

Read about four unique American races.



Climb the stairs of New York City's Empire State Building in the **Empire State Building Run-Up!**

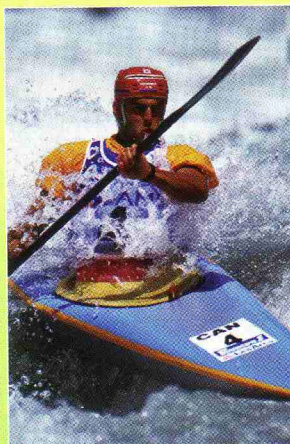
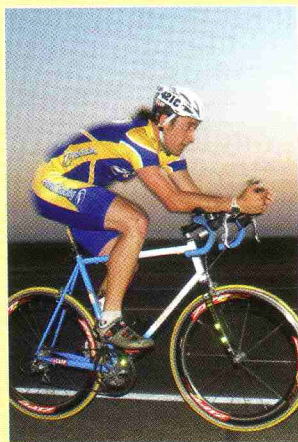
The climb is 1,050 feet (320 meters) – 86 floors, or 1,575 steps.

Winners can reach the top in just 10 to 11 minutes. Can you?

Take eight or ten days to **Race Across America** from Irvine, California, to Savannah, Georgia.

Cross the entire U.S. in this 2,900-mile (4,667 kilometer) bicycle race.

In this race, there are no "time-outs" for sleep. For eight to ten days, racers can sleep only about three hours each day!



Race on the exciting white waters of the Arkansas River in the **Downriver Race**.

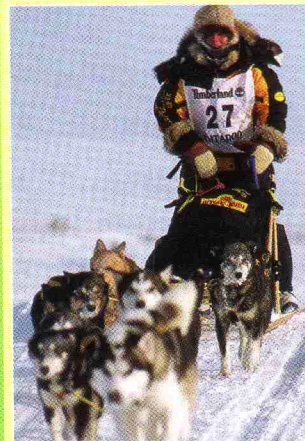
Winners complete the 25.7 miles (41.5 kilometers) in just two hours!

This is the longest downriver race in the U.S. One person. One boat. Take the challenge!

Only possible in Alaska ... the **Iditarod Sled Dog Race**.

Race from downtown Anchorage to Nome – over 1,150 miles (1,850 kilometers) through cold, wind, and snow.

Winners usually finish the course in 9 to 12 days and receive cash prizes!



A Read the article. Then complete the chart.

	Places	Distances	Winning times
1. Empire State Building Run-Up
2. Race Across America
3. Downriver Race
4. Iditarod Sled Dog Race

B Group work Make up a race. What is it called? Where is it? What is the distance? What can you win?

Units 9–10 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Talk about foods using <i>some</i> and <i>any</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about eating habits using adverbs of frequency (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand questions about sports (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer simple present Wh-questions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about job abilities using <i>can</i> (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 CLASS PICNIC

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

Main dishes	
Salads	
Drinks	
Desserts	

useful expressions

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

2 SNACK SURVEY

Pair work Does your partner ever eat these snacks?
Ask questions and complete the survey.

	always	usually	sometimes	hardly ever	never
1. popcorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. cookies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. chocolate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. bananas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. potato chips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. apples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A: Do you ever have popcorn as a snack?

B: Yes, I always have popcorn. OR No, I never have popcorn.

3 LISTENING What do you play?

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

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

4 WHAT DO YOU LIKE?

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

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

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

A: What sports do you love?

B: I love ice-skating.

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

5 JOB ABILITIES

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



chef



mechanic



artist



musician

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

A: A chef can cook very well.

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

C: Also, a chef can ...

WHAT'S NEXT?

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

11 What are you going to do?

1 MONTHS AND DATES

A Listen. Practice the months and the dates.

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

B Class activity Go around the room.
Make a list of your classmates' birthdays.

A: Anna, when's your birthday?

B: July 21st. When's *your* birthday?

My classmates' birthdays

Anna - July 21st

2 CONVERSATION Happy birthday!

Listen and practice.

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

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

Angie: Fabulous! When is your birthday, exactly?

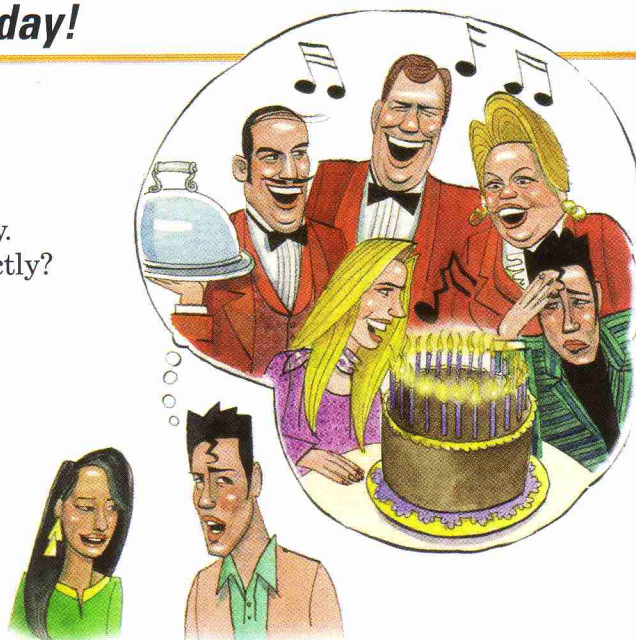
Philip: It's August ninth - Sunday.

Angie: So what are your plans?

Philip: Well, my friend Kayla is going to take me out for dinner.

Angie: Nice! Is she going to order a cake?

Philip: Yeah, and the waiters are probably going to sing "Happy Birthday" to me. It's so embarrassing.

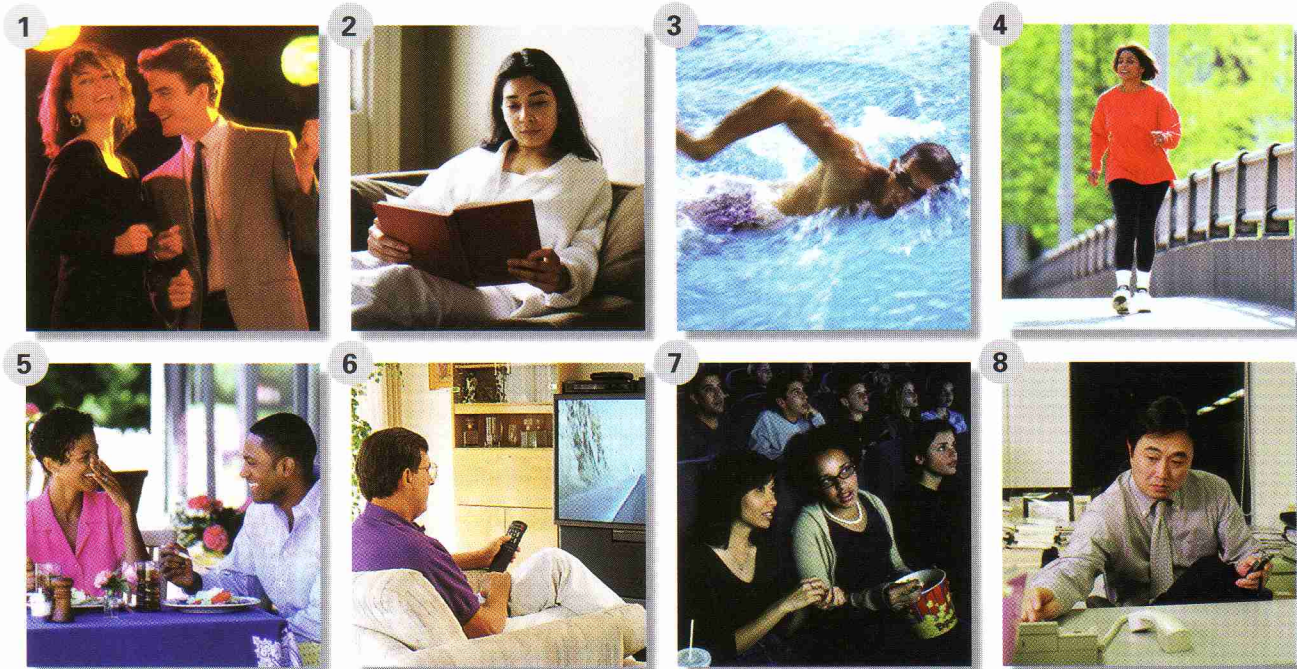


3 GRAMMAR FOCUS

The future with be going to

- Are you going to do** anything this weekend? Yes, I am. I'm **going to celebrate** my birthday.
No, I'm not. I'm **going to stay home**.
- Is Kayla going to have** a party for you? Yes, she is. She's **going to invite** all my friends.
No, she isn't. She's **going to take** me out for dinner.
- Are the waiters going to sing** to you? Yes, they are. They're **going to sing** "Happy Birthday."
No, they aren't. But they're **going to give** me a cake.

A What are these people going to do this weekend?
Write sentences. Then compare with a partner.



1. They're going to go dancing.
2. She's going to read.

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

- A: Are you going to go dancing this weekend?
B: Yes, I am. I'm going to go to a new dance club downtown.
A: Are you going to go with a friend? . . .

4 INTERCHANGE 11 Guessing game

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

5

PRONUNCIATION Reduction of going to

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

A: Are you **going to** have a party?

B: No, I'm **going to** go out with a friend.

A: Are you **going to** go to a restaurant?

B: Yes. We're **going to** go to Nick's Café.

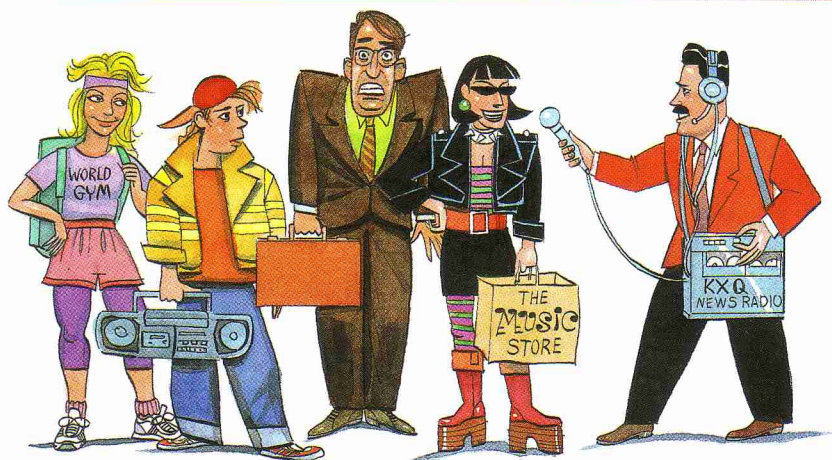
B Pair work Ask your partner about his or her weekend plans. Try to reduce **going to**.

6

LISTENING Evening plans

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

B Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.



Michelle Kevin Robert Jane

Your guess	What they're really going to do
Michelle <i>is going to go to the gym</i>	Michelle
Kevin	Kevin
Robert	Robert
Jane	Jane

7

SNAPSHOT

Listen and practice.

Holidays in the U.S.					
New Year's Day	Valentine's Day	Independence Day	Halloween	Thanksgiving	Christmas
January 1st	February 14th	July 4th	October 31st	Fourth Thursday in November	December 25th

Source: The Concise Columbia Encyclopedia

Do you celebrate any of these holidays? How do you celebrate them?
What are some holidays in your country? What's your favorite holiday?

Listen and practice.

Mona: So, Tyler, are you going to do anything special for Valentine's Day?

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

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

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

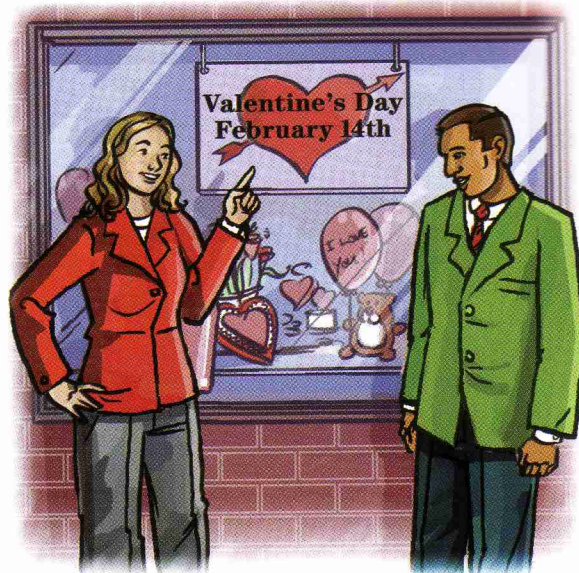
Mona: Oh, she's going to like that!

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

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

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

Mona: Thanks. You, too.

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

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

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

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

Where are you going to go?

We're **going to go** to Laguna's.

We're **not going to stay** home.

How are you going to get there?

We're **going to drive**.

We're **not going to take** a bus.

Who's going to be there?

My friends **are going to be** there.

My sister **isn't going to be** there.

A Complete this conversation with the correct form of *be going to*. Then practice with a partner.

A: What *are* you *going to do* (do) for Halloween?

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

A: Well, Pat and I (have) a party. Can you come?

B: Sure! Where you (have) the party?

A: It (be) at Pat's house.

B: What time the party (start)?

A: At 6:00. And it (end) around midnight.

B: Who you (invite)?

A: We (ask) all our good friends.

B Group work Ask your classmates about their plans. Use the time expressions in the box.

A: What are you going to do tonight?

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

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

B: Well, Lara and Rosa are going to come. But Jeff isn't going to be there. . .

time expressions

tonight

tomorrow

tomorrow night


next week

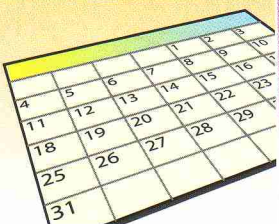





next month

next summer

10

WORD POWER *Special occasions*

A  Listen and practice. Then check (✓) the things you do for each special occasion.

					
	Mother's Day	Father's Day	Graduation	Wedding	Anniversary
send cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give presents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sing songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eat cake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a picnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eat special food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear special clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work What special occasions are you going to celebrate this year? When are they? How are you going to celebrate them? Ask your classmates.

- A: What special occasions are you going to celebrate this year?
 B: I'm going to go to my sister's wedding.
 C: Really? When is she going to get married?

11

HOLIDAYS AND FESTIVALS

A Pair work Choose any holiday or festival you like. Then ask and answer these questions.

What is the holiday or festival?
 When is it?
 What are you going to do?
 Where are you going to go?
 Who's going to be there?
 When are you going to go?
 How are you going to get there?

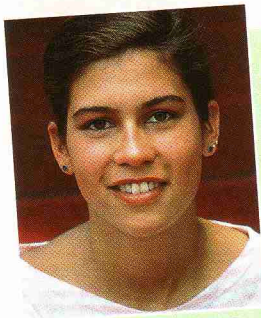
- A: What is the holiday or festival?
 B: It's Cinco de Mayo.
 A: When is it?
 B: It's on May fifth.
 A: What are you going to do?
 B: I'm going to go to a parade. . . .

B Class activity Tell the class about your partner's plans.



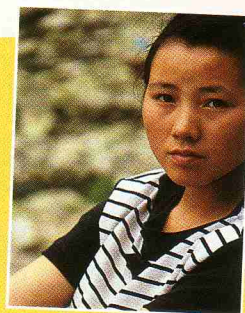
What are you going to do on your birthday?

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



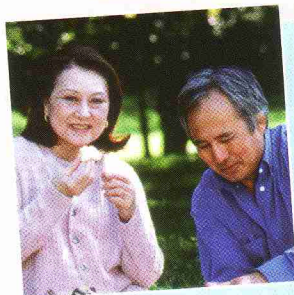
Elena Buenaventura
Madrid

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



Yan-ching Shi
Taipei

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



Mr. and Mrs. Aoki
Kyoto

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



Philippe Joly
Paris

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

A Read the article. Then correct these sentences.

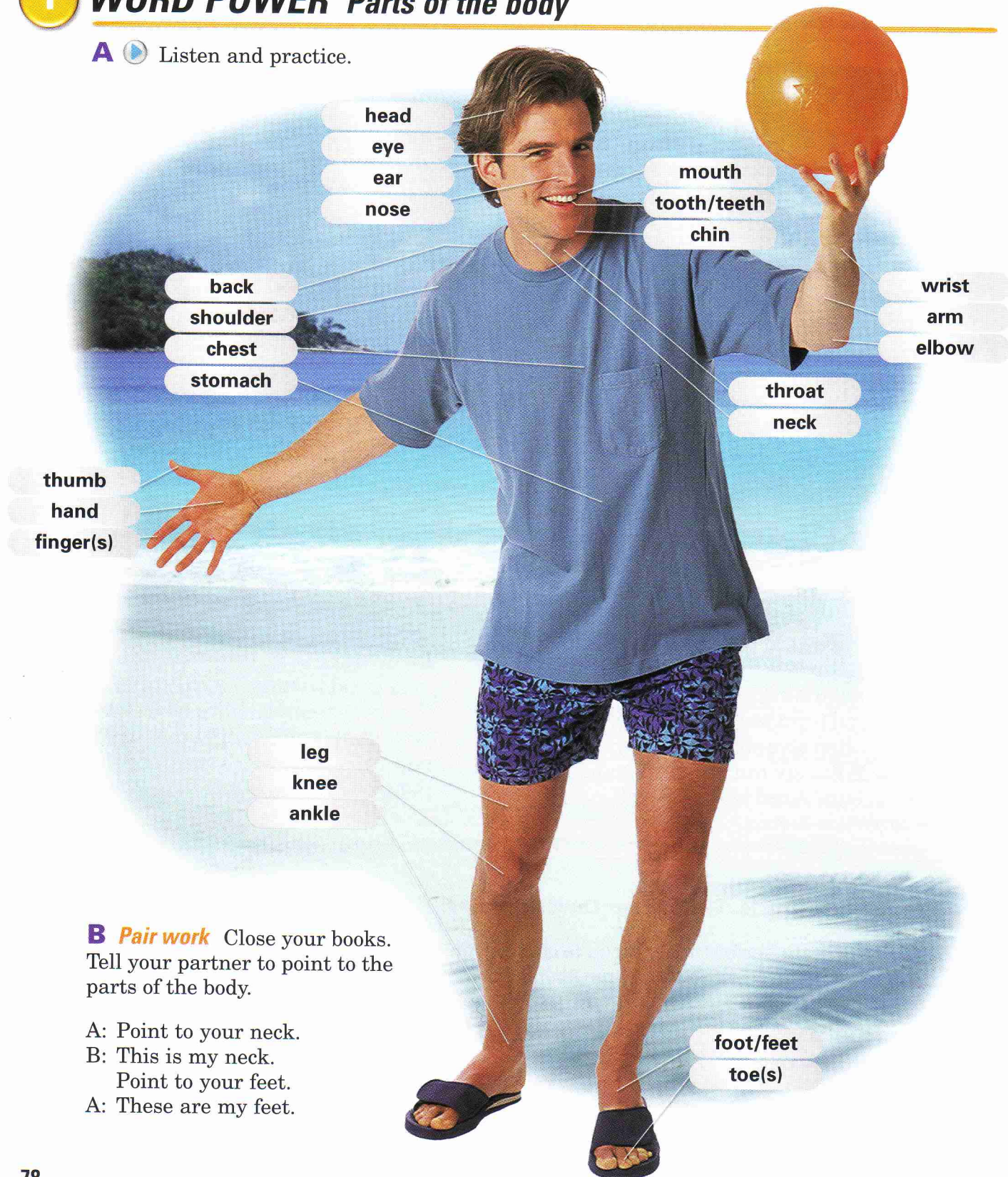
1. To celebrate her birthday, Elena is going to pull on her friends' ears.
2. Yan-Ching is going to cook some noodles on her birthday.
3. On his birthday, Mr. Aoki is going to buy something red.
4. Philippe's friends are going to take him out to dinner on his birthday.

B Group work How do people usually celebrate birthdays in your country? Do you have plans for your next birthday? How about the birthday of a friend or family member? What are you going to do? Tell your classmates.

12 What's the matter?

1 WORD POWER *Parts of the body*

A  Listen and practice.



B Pair work Close your books.
Tell your partner to point to the
parts of the body.

A: Point to your neck.

B: This is my neck.

Point to your feet.

A: These are my feet.

2 CONVERSATION I feel homesick.

Listen and practice.

Brian: Hey, Kenichi. How are you?
 Kenichi: Oh, I'm not so good, actually.
 Brian: Why? What's the matter?
 Kenichi: Well, I have a headache. And a backache.
 Brian: Maybe you have the flu.
 Kenichi: No, I think I just feel a little homesick for Japan.
 Brian: That's too bad. . . . But maybe I can help. Let's have lunch at that new Japanese restaurant.
 Kenichi: That's a great idea. Thanks, Brian. I feel better already!



3 GRAMMAR FOCUS

Have + noun; feel + adjective

What's the matter?

What's wrong?

I have a headache.

I have a backache.

I have the flu.

How are you?

How do you feel?

I feel homesick.

I feel better.

I don't feel well.

**Negative
adjectives**

sick

awful

terrible

miserable

**Positive
adjectives**

fine

great

terrific

fantastic

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



a backache



an earache



a headache



a stomachache



a toothache



a cold



a cough



a fever



the flu



sore eyes



a sore throat

B Pair work Act out a health problem. Your partner guesses the problem.

A: What's wrong? Do you have a headache?

B: No, I don't.

A: Do you have an earache?

B: Yes, that's right!

C Class activity Go around the class. Find out how your classmates feel today. Respond with an expression from the box.

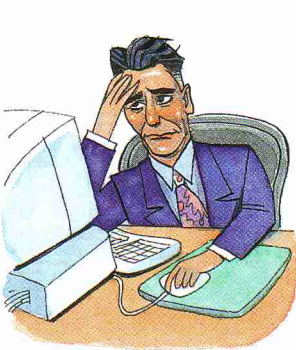
- A: How do you feel today, Jun?
 B: I feel fine, thanks. What about you, Leo?
 A: I feel terrible. I have a stomachache.
 B: I'm sorry to hear that.

expressions

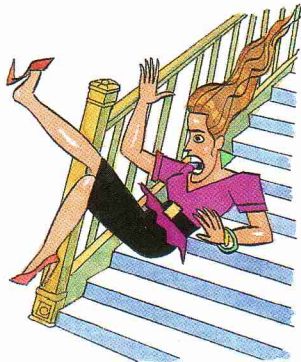
That's good.
 I'm glad to hear that.
 That's too bad.
 I'm sorry to hear that.

4 LISTENING I have a headache.

A Listen to the conversations. Where do these people hurt? Write down the parts of the body.



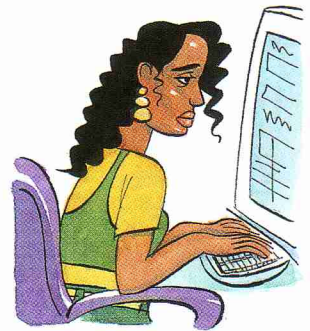
1. Ben
 head, throat



2. Alison



3. Jeffrey



4. Marta

B Pair work Ask and answer questions about the people in part A.

- A: What's the matter with Ben?
 B: He has a headache and a sore throat.

5 SNAPSHOT

Listen and practice.



Sources: Based on information from *Almanac of the American People* and interviews with people between the ages of 25 and 50

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

6

CONVERSATION *Don't work too hard.*

Listen and practice.

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

Ms. West: Not so good.

Dr. Young: So, what's wrong, exactly?

Ms. West: I'm exhausted!

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

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

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

A few minutes later

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

Take one pill every night after dinner.

Ms. West: OK.

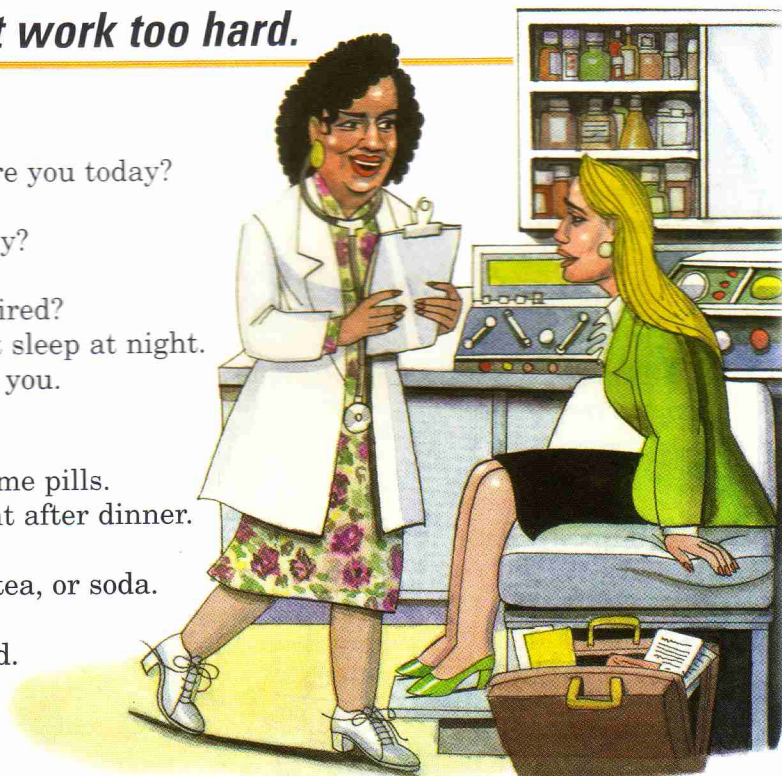
Dr. Young: And don't drink coffee, tea, or soda.

Ms. West: Anything else?

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

Ms. West: All right. Thanks,

Dr. Young.



7

LISTENING *Let's take a look.*

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

	Antacid	Aspirin	Cold pills	Eye drops	Muscle cream
1. Ben	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Alison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jeffrey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Marta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8

PRONUNCIATION *Sentence intonation*

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

Take some aspirin.

Don't drink coffee.

Go to bed.

Don't work too hard.

Use some muscle cream.

Don't exercise this week.

B Pair work Practice the conversation in Exercise 6 again. Pay attention to the sentence intonation.

Imperatives

Take a pill every four hours.

Rest in bed.

Drink lots of juice.

Don't work too hard.

Don't stay up late.

Don't drink soda.

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

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

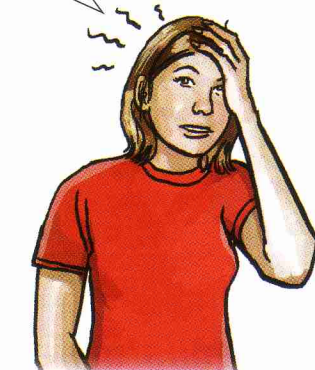
1. *Call* a dentist.
2. *Don't worry* too much.
3. two aspirin.
4. to school.
5. to relaxing music.
6. a doctor.
7. coffee.
8. any candy.

B Write two pieces of advice for each problem. Use the sentences from part A or your own ideas.

I have a toothache.



I have a headache.



I have the flu.



I can't sleep at night.



1. *Call a dentist.*
2.
3.
4.

C Pair work Act out the problems from part B. Your partner gives advice.

A: I feel miserable!

B: What's the matter?

A: I have a terrible toothache!

B: I have an idea. Call a dentist. . . .

INTERCHANGE 12 Helpful advice

Give advice for some common problems. Go to Interchange 12.

10 Simple Ways to Improve Your Health

Can you think of some ways to improve your health? Don't look at the article.

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

1 Eat breakfast.

Breakfast gives you energy for the morning.

2 Go for a walk.

Walking is good exercise, and exercise is necessary for good health.



3 Floss your teeth.

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

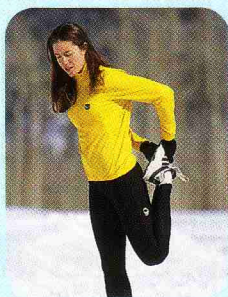


4 Drink eight cups of water every day.

Water helps your body in many ways.

5 Stretch for five minutes.

Stretching is important for your muscles.



6 Wear a seat belt.

Every year, seat belts save thousands of lives.



7 Do something to challenge your brain.

For example, do a crossword puzzle or read a new book.

8 Protect your skin.

Use lots of moisturizer and sunscreen.



9 Get enough calcium.

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

10 Take a "time-out" – a break of about 20 minutes.

Do something different. For example, get up and walk. Or sit down and listen to music.

Source: Cooking Light® Magazine

A Read the article. Then complete the sentences.

- To get exercise, *go for a walk*.
- To help your bones,
- To help your muscles,
- To keep your gums healthy,
- To have energy for the morning,
- To challenge your brain,

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

Units 11–12 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Ask and answer yes/no questions about holidays with <i>be going to</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer Wh-questions about future plans with <i>be going to</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use future time expressions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand conversations about problems (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about problems using <i>have</i> + noun and <i>feel</i> + adjective (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give advice using imperatives (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

HOLIDAY SURVEY

A Complete the questions with names of different holidays.

Are you going to . . . ?	Name
dance on
give presents on
have a party on
send cards on
take photos on

B Class activity Are your classmates going to do the things in part A? Go around the class and find this information. Try to write a different name on each line.

2

PLANS, PLANS, PLANS

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

- How are you going to get home *tonight* ?
- What time are you going to go to bed ?
- Who's going to be here ?
- Where are you going to go ?
- What are you going to do ?
- Who are you going to eat dinner with ?

3

LISTENING *What's the matter?*

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



..... This person needs some ketchup.



..... This person has a backache.



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



..... 1 This person feels sad.



..... This person is going to take a test tomorrow.



..... This person has the flu.

4

THAT'S GREAT ADVICE!

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

I'm homesick.

Call your family.

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

A: I feel terrible.

B: What's the matter?

A: I'm homesick.

B: Maybe I can help. See a dentist.

A: That's terrible advice!

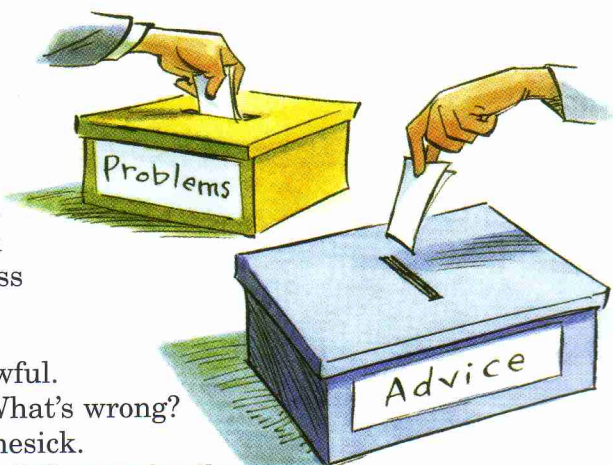
A: I feel awful.

C: Why? What's wrong?

A: I'm homesick.

C: I know! Call your family.

A: That's great advice. Thanks!


**WHAT'S NEXT?**

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

13 You can't miss it.

1

WORD POWER Places and things

A  Where can you get these things? Match the things with the places. Then listen and practice. "You can buy aspirin at a drugstore."

1. aspirin *b*.....
2. bread
3. a dictionary
4. gasoline
5. a sandwich
6. stamps
7. a sweatshirt
8. traveler's checks



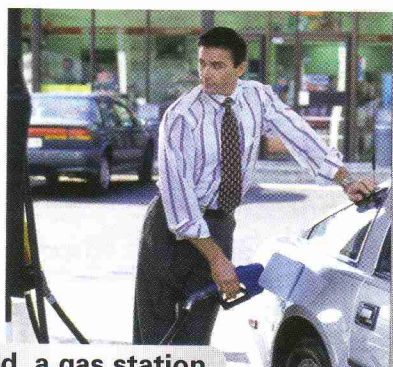
a. a bank



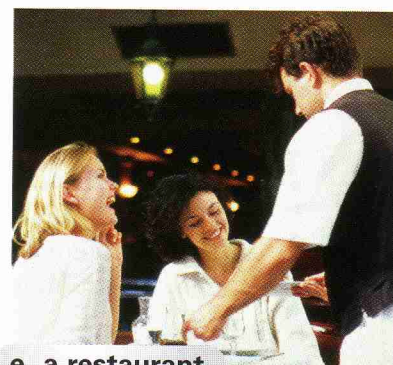
b. a drugstore



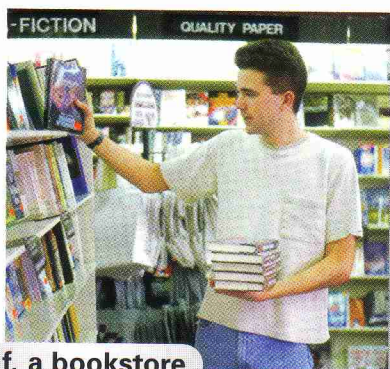
c. a post office



d. a gas station



e. a restaurant



f. a bookstore



g. a department store



h. a supermarket

B Pair work What else can you get or do in the places in part A? Make a list.

A: You can get money at a bank.

B: You can also . . .

2 LISTENING *I need a new swimsuit.*

A Listen to the Anderson family's conversations. What do they need? Where are they going to buy them? Complete the chart.

	What	Where
1. Jean	<i>a swimsuit</i>	
2. Mom		<i>the supermarket</i>
3. Dad		
4. Mike		

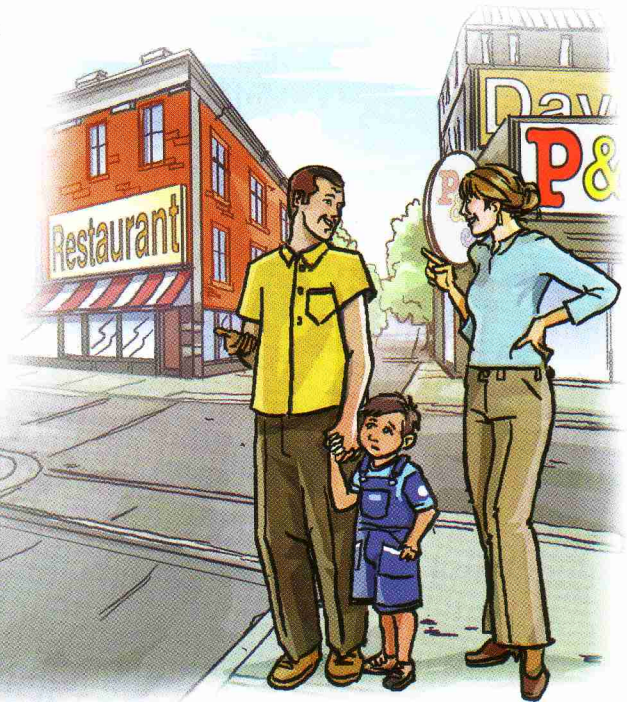
B Pair work What do you need? Where are you going to buy it? Tell your partner.

"I need a dictionary, so I'm going to go to a bookstore. . . ."

3 CONVERSATION *It's across from the park.*

Listen and practice.

- Man: Excuse me. Can you help me? Is there a public rest room around here?
- Woman: A public rest room? Hmm. I'm sorry. I don't think so.
- Man: Oh, no. My son needs a rest room.
- Woman: Well, there's a rest room in the department store on Main Street.
- Man: Where on Main Street?
- Woman: It's on the corner of Main and First Avenue.
- Man: On the corner of Main and First?
- Woman: Yes, it's across from the park. You can't miss it.
- Man: Thanks a lot.



4 PRONUNCIATION *Compound nouns*

Listen and practice. Notice the stress in these compound nouns.

post office

gas station

rest room

coffee shop

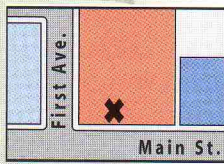
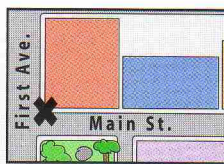
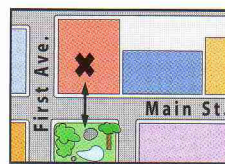
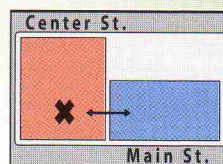
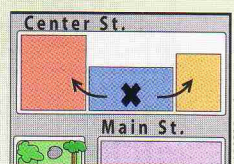
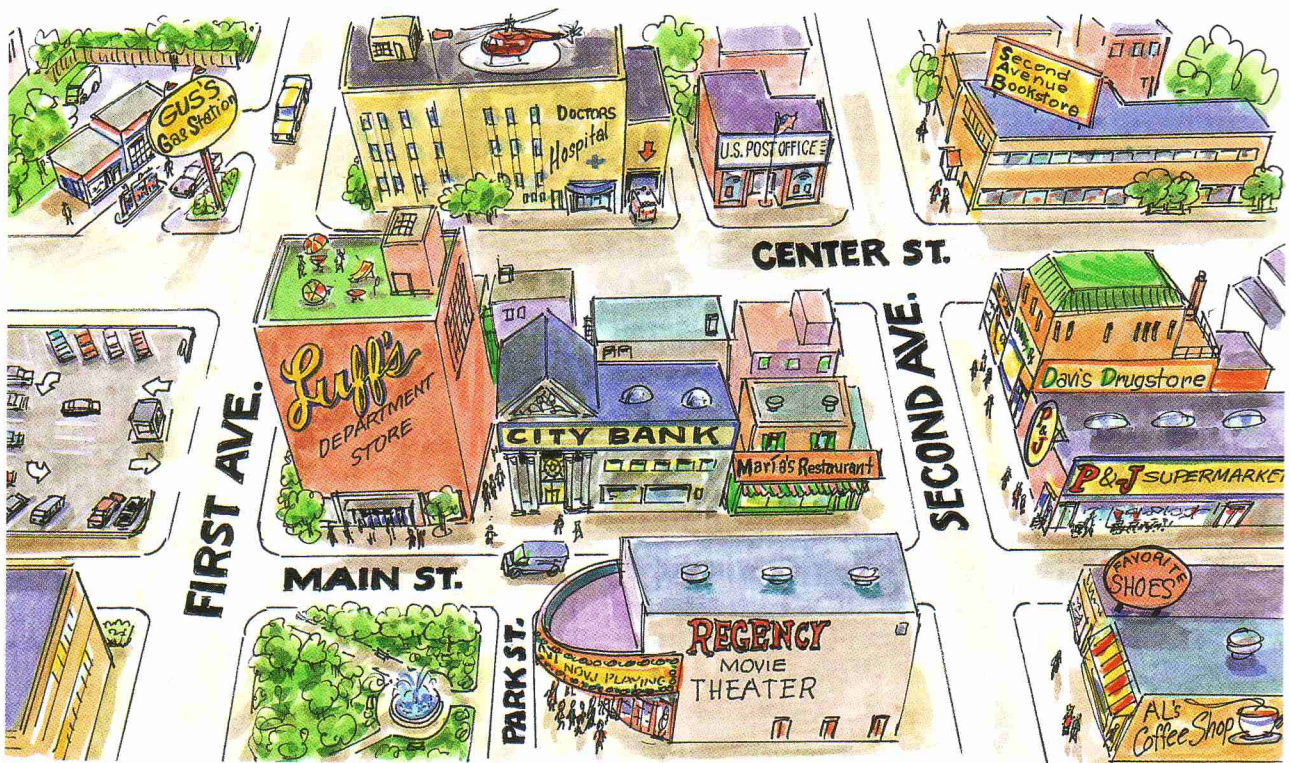
drugstore

supermarket

bookstore

department store

Prepositions of place

**on**The department store is **on** Main Street.**on the corner of**It's **on the corner of** Main and First.**across from**It's **across from** the park.**next to**It's **next to** the bank.**between**The bank is **between** the department store **and** the restaurant.

A Look at the map and complete the sentences. Then compare with a partner.

1. The coffee shop is *on* Second Avenue. It's the shoe store.
2. The movie theater is Park and Main. It's the park.
3. The gas station is the parking lot. It's First and Center.
4. The drugstore is Center and Second. It's the supermarket.
5. The bank is the restaurant and the department store.
It's Main Street.

B Pair work Where are these places on the map? Ask and answer questions.

the park the post office the bookstore the hospital the shoe store

A: Where is the park?

B: It's between Park and First, across from the department store.

6

LISTENING *Where is it?*

Look at the map in Exercise 5. Listen to four conversations.
Where are the people going?

1. *the bank* 2. 3. 4.

7

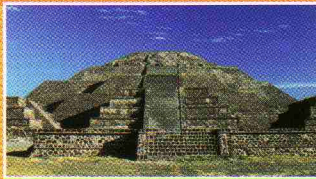
SNAPSHOT

Listen and practice.

Popular Tourist Attractions



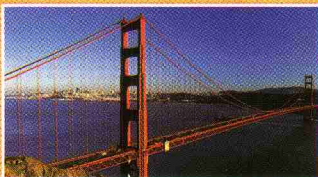
The Parthenon



The Pyramid of the Sun



The Forbidden City



The Golden Gate Bridge



Red Square



Copacabana Beach

Sources: www.infoplease.com; www.fodors.com

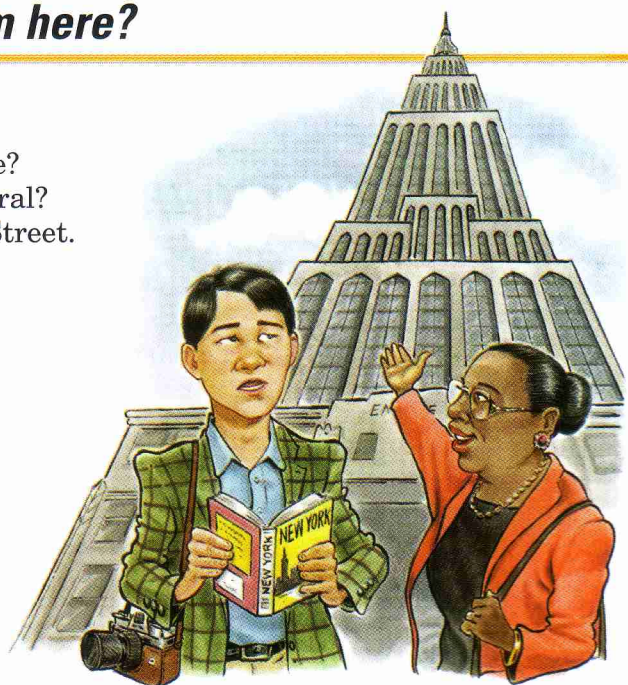
Where are these places? What do you know about them?
What tourist attractions in your country are popular? Why?

8

CONVERSATION *Is it far from here?*

Listen and practice.

- Tourist: Excuse me, ma'am. Can you help me?
How do I get to St. Patrick's Cathedral?
Woman: Just walk up Fifth Avenue to 50th Street.
St. Patrick's is on the right.
Tourist: Is it near Rockefeller Center?
Woman: Yes, it's right across from
Rockefeller Center.
Tourist: Thank you. And where is the
Empire State Building?
Is it far from here?
Woman: It's right behind you.
Just turn around and look up!



Directions

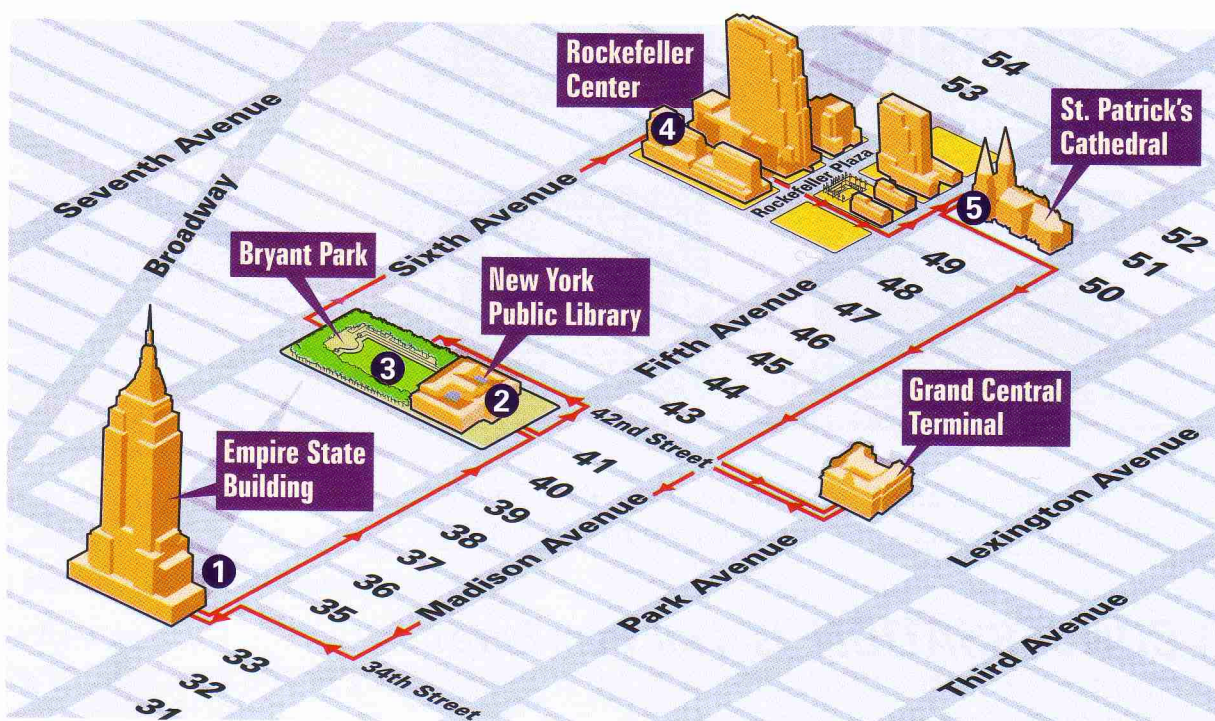
How do I get to Rockefeller Center?
Walk up/Go up Fifth Avenue.
Turn left on 49th Street.
It's on the right.

How can I get to Bryant Park?
Walk down/Go down Fifth Avenue.
Turn right on 42nd Street.
It's on the left.

Pair work Imagine you are tourists at Grand Central Terminal. Ask for directions. Follow the arrows.

A: Excuse me. How do I get to the Empire State Building?

B: Walk up 42nd Street. Turn . . .



YOUR NEIGHBORHOOD

A Draw a map of your neighborhood.

B Pair work Look at your partner's map. Ask for directions to places in your partner's neighborhood.

A: How do I get to the bookstore?

B: Walk . . .

INTERCHANGE 13 Giving directions

Give directions. Student A find Interchange 13A; Student B find Interchange 13B.

A Walk Up Fifth Avenue

As you read, look at the map in Exercise 9.

- 1** Start your tour at the **Empire State Building** on Fifth Avenue between 33rd and 34th Streets. This building has 102 floors. Take the elevator to the 102nd floor for a great view of New York City.



- 2** Now walk up Fifth Avenue seven blocks to the **New York Public Library**. The entrance is between 40th and 42nd Streets. This library holds over 10 million books. Behind the library is **Bryant Park**. In the summer, there's an outdoor café, and at lunch hour, there are free music concerts.



- 3** Walk up Sixth Avenue to 49th Street. You're standing in the middle of the 19 buildings of **Rockefeller Center**. Turn right on 49th Street, walk another block, and turn left. You're in **Rockefeller Plaza**.



In the winter, you can ice-skate in the rink there.



- 4** Right across from Rockefeller Center on Fifth Avenue is **St. Patrick's Cathedral**. It's modeled after the cathedral in Cologne, Germany. Go inside St. Patrick's and leave the noisy city behind. Look at the beautiful blue windows.

Many of these windows come from France.

A Read the tourist information. Where can you . . . ?

1. listen to music outdoors
2. go ice-skating in the winter
3. sit quietly indoors
4. get a view of the city

B Group work Ask the questions in part A.
Answer with information about your city or town.

- A: Where can you listen to music outdoors?
B: You can listen to music in the park next to the river.
C: Or you can . . .

14 Did you have fun?

1

SNAPSHOT

▶ Listen and practice.

Top Eight Things People Hate to Do



1. stand in line



2. do laundry



3. travel to work



4. go to meetings



5. exercise



6. work in the yard



7. clean the house



8. open the mail

Source: Based on information from *The Book of Lists*

Do you hate to do these things?

What other things do you hate to do? Why?

2

CONVERSATION *I didn't study!*

▶ Listen and practice.

Michael: Hi, Jennifer. Did you have a good weekend?

Jennifer: Well, I had a busy weekend, and I feel a little tired today.

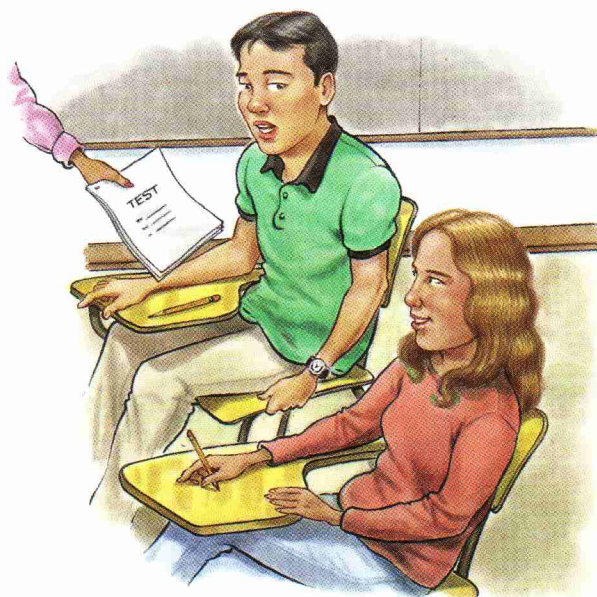
Michael: Really? Why?

Jennifer: Well, on Saturday, I exercised in the morning. Then my roommate and I cleaned, did laundry, and shopped. And then I visited my parents.

Michael: So what did you do on Sunday?

Jennifer: I studied for the test all day.

Michael: Oh, no! Do we have a test today?
I didn't study! I just watched television all weekend!



Simple past statements: regular verbs

I studied on Sunday.	I didn't study on Saturday.
You watched television.	You didn't watch a movie.
She stayed home.	She didn't stay out.
We shopped for groceries.	We didn't shop for clothes.
They exercised on Saturday.	They didn't exercise on Sunday.
didn't = did not	

Spelling

watch	→	watched
exercise	→	exercised
study	→	studied
stay	→	stayed
shop	→	shopped

A Tim is talking about his weekend. Complete the sentences. Then compare with a partner.

On Friday night, I waited (wait) for a phone call, but my girlfriend didn't call (not call). I just (stay) home and (watch) television. On Saturday, I (visit) my friend Frank. We (talk) and (listen) to music. In the evening, he (invite) some friends over, and we (cook) a great meal. I (not work) very hard on Sunday. I (not study) at all. I just (walk) to the mall and (shop).

B Complete the sentences. Use your own information. Then compare with a partner.

- Yesterday, I watched / didn't watch (watch) television.
- Last night, I (stay) home.
- Last week, I (exercise) every day.
- Last month, I (shop) for clothes.
- Last year, I (visit) a different country.



PRONUNCIATION Simple past -ed endings

A Listen and practice. Notice the pronunciation of -ed.

/t/	/d/	/ɪd/
worked watched	cleaned stayed	invited visited

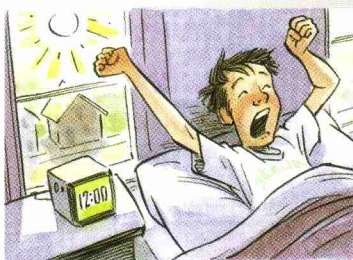
B Listen and write these verbs under the correct sounds.

cooked exercised listened needed shopped waited

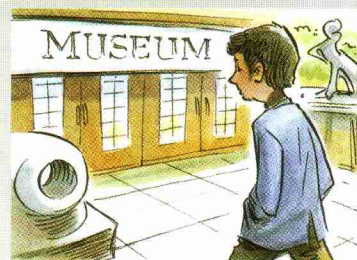
Simple past statements: irregular verbs



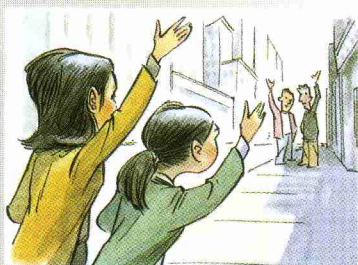
I **did** my homework.
I **didn't** do laundry.



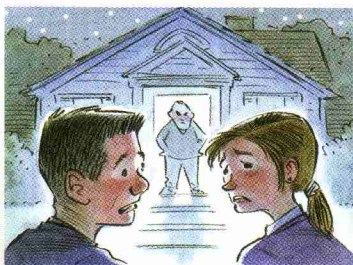
You **got up** at noon.
You **didn't get up** at 10:00.



He **went** to the museum.
He **didn't go** to the library.



We **met** our classmates.
We **didn't meet** our teacher.



You **came** home late.
You **didn't come** home early.



They **had** a picnic.
They **didn't have** a party.

A Complete the chart. Then listen and check.

Present	Past	Present	Past	Present	Past
buy	bought		read /rɛd/		sat
	ate		rode		took
	felt		saw		wore

For a list of more irregular verbs, see the appendix at the back of the book.

B Pair work Did you do the things in the pictures yesterday? Tell your partner.

"Yesterday, I did my homework. I also did laundry. . . ."

LAST WEEKEND

A Write five things you *did* and five things you *didn't* do last weekend.

B Group work Tell your classmates about your weekend.

A: I saw a movie last weekend.

B: I didn't see a movie. But I watched television.

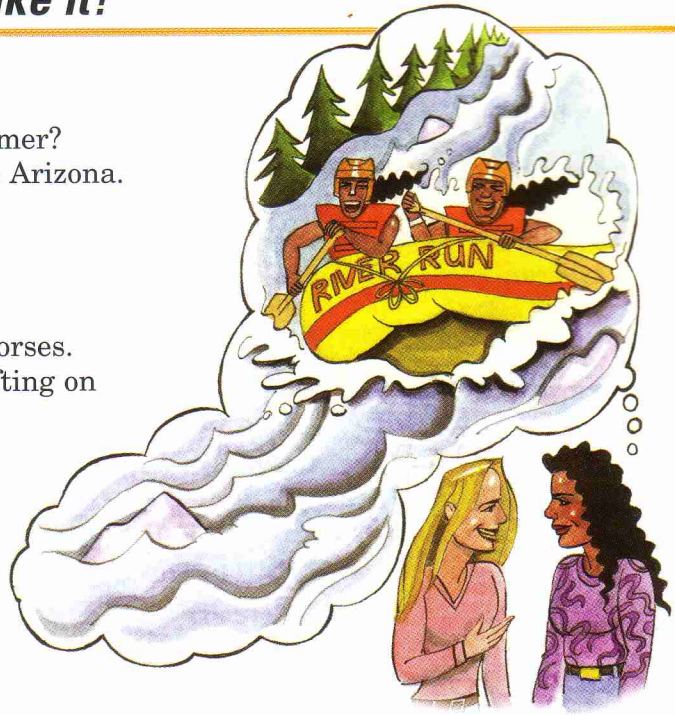
C: I watched television, too! I saw . . .

Things I did	Things I didn't do
I saw a movie.	I didn't exercise.
I studied.	I didn't buy clothes.

7 CONVERSATION *Did you like it?*

Listen and practice.

- Laura: So, did you go anywhere last summer?
 Erica: Yes, I did. My sister and I went to Arizona.
 We saw the Grand Canyon.
 Laura: Really? Did you like it?
 Erica: Oh, yes. We loved it!
 Laura: Did you go hiking there?
 Erica: No, we didn't. Actually, we rode horses.
 And we also went white-water rafting on
 the Colorado River!
 Laura: Wow! Did you have fun?
 Erica: Yes, we did. We had a great time!



8 GRAMMAR FOCUS

Simple past yes/no questions

Did you have a good summer?

Yes, I **did**. I **had** a great summer.

Did you play volleyball?

No, I **didn't**. I **played** tennis.

Did Erica like her vacation?

Yes, she **did**. She **liked** it a lot.

Did Erica and her sister go to Colorado?

No, they **didn't**. They **went** to Arizona.

A Complete the conversations. Then practice with a partner.

- A: *Did* you *have* (have) a good summer?
 B: Yes, I I (have) a great summer. I just (relax).
- A: you (go) anywhere last summer?
 B: No, I I (stay) here. But my friends (visit) me, and on the weekends we (go out) a lot.
- A: you (take) any classes last summer?
 B: Yes, I I (take) tennis lessons, and I (play) tennis every day!
- A: you (speak) English last summer?
 B: No, I But I (read) English books and I (watch) English movies.

B Pair work Ask the questions from part A. Answer with your own information.

- A: Did you have a good summer?
 B: No, I didn't. I just stayed home. . . .



9

LISTENING *I didn't go anywhere.*

▶ Listen to Andy, Gail, Patrick, and Fran. What did they do last summer? Check (✓) the correct answers.

- | | | | |
|------------|---|---|---|
| 1. Andy | <input type="checkbox"/> stayed home | <input checked="" type="checkbox"/> visited his brother | <input type="checkbox"/> went to the beach |
| 2. Gail | <input type="checkbox"/> saw movies | <input type="checkbox"/> read books | <input type="checkbox"/> watched television |
| 3. Patrick | <input type="checkbox"/> went bike riding | <input type="checkbox"/> went jogging | <input type="checkbox"/> played tennis |
| 4. Fran | <input type="checkbox"/> studied | <input type="checkbox"/> had a job | <input type="checkbox"/> painted the house |

10

WORD POWER *Summer activities*

A ▶ Find two words from the list that go with each verb in the chart. Then listen and check.

- | | |
|-------------|------------|
| a class | a picnic |
| fun | pictures |
| ✓ hiking | a play |
| a movie | ✓ swimming |
| new people | tennis |
| old friends | volleyball |

go	<i>hiking</i>	<i>swimming</i>
have		
meet		
play		
see		
take		

B Pair work Check (✓) six things to ask your partner. Then ask and answer questions.

Did you . . . last summer?

- | | |
|--|---|
| <input type="checkbox"/> go anywhere interesting | <input type="checkbox"/> play any games |
| <input type="checkbox"/> buy anything interesting | <input type="checkbox"/> read any books |
| <input type="checkbox"/> eat any new foods | <input type="checkbox"/> see any movies |
| <input type="checkbox"/> meet any interesting people | <input type="checkbox"/> take any pictures |
| <input type="checkbox"/> exercise or play any sports | <input type="checkbox"/> wear different clothes |
| <input type="checkbox"/> work | <input type="checkbox"/> have fun |

A: Did you go anywhere interesting last summer?

B: Yes, I did. I went to the beach almost every day, and . . .

C Class activity Tell the class about your partner's summer.

"Last summer, Maria went to the beach almost every day. She . . ."



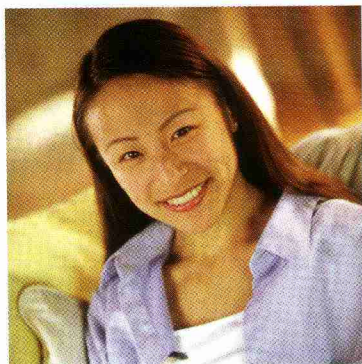
11

INTERCHANGE 14 *Past and present*

Are you different now from when you were a child? Go to Interchange 14.

WEEKEND STORIES

Scan the article. Who had a terrible weekend? Who enjoyed the weekend? Who learned a lot over the weekend?



Kelly

"I had a great weekend. I went to my best friend Helen's wedding. She got married at home. All her friends and family went. She looked fantastic! She wore a beautiful dress. After the ceremony, her parents served a wonderful meal. I'm really happy for her. And I really like her husband!"



Robert

"I had an awful weekend. My friends and I went to a rock concert. I had a terrible time! It took three hours to drive there. I didn't like the music at all! And after the concert ended, our car broke down! I called my parents, and they came and got us. We finally got home at ten this morning. I am so tired!"



Erin

"I had an interesting weekend. I went camping for the first time. My friends took me. We left on Saturday and drove to the campsite. First, we put up the tent. Then we built a fire, cooked dinner, and told stories. We got up early on Sunday and went fishing. I caught a fish! I didn't really like camping, but I learned a lot."

A Read the article. Then correct these sentences.

- Kelly got married. *Kelly's best friend got married*
- Helen got married in a church.
- After the wedding, everyone went out to eat.
- Robert went to a rock concert with his parents.
- It took three hours to get home after the concert.
- Robert got home at ten o'clock last night.
- Erin goes camping every weekend.
- Erin and her friends went fishing on Saturday.
- Erin liked camping a lot.

B Group work Do you have a story about a wedding, rock concert, or camping trip? Write four sentences about it. Then tell your classmates.

Units 13–14 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Listen to and understand conversations about places and things (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about places using prepositions of place (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and give directions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about your last vacation using simple past (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer simple past yes/no questions about last weekend (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

LISTENING What are you looking for?

Listen to the conversations. What do the people need? Where can they get or find it? Complete the chart.

What	Where
1.
2.
3.
4.

2

WHERE IS THE . . . ?

A Pair work Are these places near your school? Where are they? Ask and answer questions.

bank	coffee shop	hospital	post office
bookstore	department store	park	supermarket

A: Where is the bank?

B: It's on Second Avenue. It's across from the Korean restaurant.

B Pair work Give directions from your school to the places in part A. Your partner guesses the place.

A: Walk up First Avenue and turn left. It's on the right, on the corner of First and Lincoln.

B: It's the coffee shop.

A: That's right!

3

MY LAST VACATION

A Write four statements about your last vacation.
Two are true and two are false.

I went to London.

I saw a play.

I didn't take any pictures.

I didn't go to a museum.



B Pair work Read your statements. Your partner says "True" or "False." Who has more correct guesses?

A: On my last vacation, I went to London.

B: False.

A: That's right. It's false. OR Sorry. It's true.

4

LAST WEEKEND

A Check (✓) the things you did last weekend.
Then add two more things you did.

- | | |
|---|--|
| <input type="checkbox"/> saw a movie | <input type="checkbox"/> had dinner at a restaurant |
| <input type="checkbox"/> worked in the yard | <input type="checkbox"/> read a book |
| <input type="checkbox"/> cleaned the house | <input type="checkbox"/> went dancing |
| <input type="checkbox"/> exercised or played sports | <input type="checkbox"/> met some interesting people |
| <input type="checkbox"/> went shopping | <input type="checkbox"/> talked on the phone |
| <input type="checkbox"/> bought some clothes | <input type="checkbox"/> got up late |
| <input type="checkbox"/> saw friends | <input type="checkbox"/> |
| <input type="checkbox"/> studied | <input type="checkbox"/> |

B Pair work Ask your partner about his or her weekend.

A: Did you see a movie last weekend, Keiko?

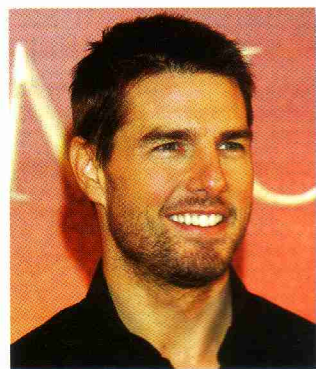
B: Yes, I did. I saw the new Tom Cruise movie.

I loved it. Did you see a movie?

A: No, I didn't. . . .

C Group work Join another pair. Tell them about your partner's weekend.

"Keiko saw the new Tom Cruise movie. She loved it. . . ."



WHAT'S NEXT?

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

15 Where were you born?

1 SNAPSHOT

Listen and practice.

WHERE WERE THESE PEOPLE BORN?

1. ____



Issey Miyake,
designer

2. ____



Shakira,
singer

3. ____



Chow Yun Fat,
actor

4. ____



Salma Hayek,
actress

5. ____



Ronaldo,
athlete

a. Brazil
b. China
c. Colombia
d. Japan
e. Mexico

Answers: 1. d 2. c 3. b 4. e 5. a

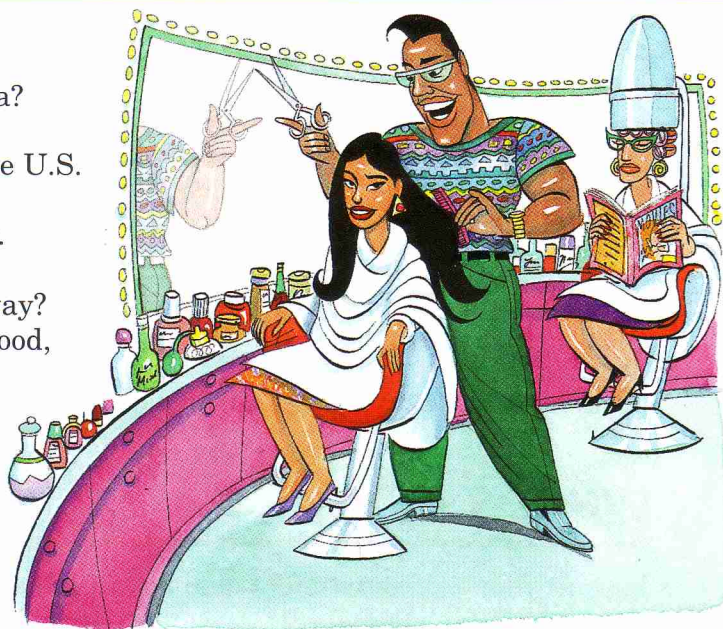
Sources: www.biography.com; www.celebrities.net.cn; www.salma.com

Match the people with the countries. Then check your answers at the bottom of the Snapshot.
What famous people were born in your country? What do they do?

2 CONVERSATION *I was born in Korea.*

Listen and practice.

Chuck: Where were you born, Melissa?
 Melissa: I was born in Korea.
 Chuck: Oh! So you weren't born in the U.S.
 Melissa: No, I came here in 1999.
 Chuck: Hmm. You were pretty young.
 Melissa: Yes, I was only seventeen.
 Chuck: Did you go to college right away?
 Melissa: No, my English wasn't very good,
 so I took English classes for
 two years first.
 Chuck: Well, your English is really
 good now.
 Melissa: Thanks. Your English
 is pretty good, too.
 Chuck: Yeah, but I was born here.



Statements with the past of be

I **was** born in Korea. I **wasn't** born in the U.S.
 You **were** pretty young. You **weren't** very old.
 She **was** seventeen. She **wasn't** in college.
 We **were** born in the same year. We **weren't** born in the same country.
 They **were** in Korea in 1998. They **weren't** in the U.S. in 1998.

Contractions

wasn't = was not
weren't = were not

A Melissa is talking about her family. Choose the correct verb forms. Then compare with a partner.

My family and I *were* (was / were) all born in Korea – we (wasn't / weren't) born in the U.S. I (was / were) born in the city of Incheon, and my brother (was / were) born there, too. My parents (wasn't / weren't) born in Incheon. They (was / were) born in the capital, Seoul.

Questions with the past of be

Were you born in the U.S.?

Yes, I **was**.

No, I **wasn't**.

Was your brother born in 1984?

Yes, he **was**.

No, he **wasn't**.

Were your parents born in Incheon?

Yes, they **were**.

No, they **weren't**.

Where were you born?

I **was** born in Korea.

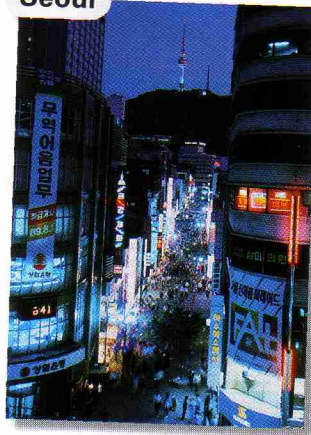
When was he born?

He **was** born in 1985.

What city were they born in?

They **were** born in Seoul.

Seoul



B Complete these questions with *was* or *were*.

1. *Were* you born in this city?
2. When you born?
3. Where your parents born?
4. When your mother born?
5. When your father born?
6. you and your family in this city last year?
7. you at this school last year?
8. Who your first English teacher?
9. What nationality your first English teacher?
10. What he or she like?

years

1906 (nineteen oh six)
 1917 (nineteen seventeen)
 1999 (nineteen ninety-nine)
 2001 (two thousand and one)

C Pair work Ask and answer the questions from part B. Use your own information.

A: Were you born in this city?

B: No, I wasn't. I was born in Tokyo.

4

LISTENING *Where was she born?*

▶ Where were these people born? When were they born?
Listen and complete the chart.

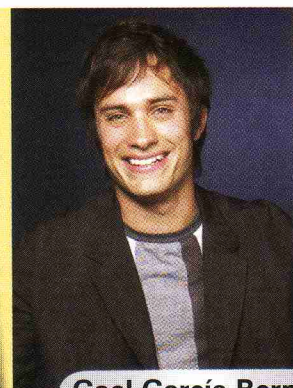
Michelle Yeoh



Apolo Ohno



Gisele Bündchen



Gael García Bernal

	Place of birth	Year of birth
1. Michelle Yeoh	<i>Malaysia</i>	
2. Apolo Ohno		
3. Gisele Bündchen		
4. Gael García Bernal		

5

PRONUNCIATION *Negative contractions*

A ▶ Listen and practice.

one syllable	two syllables
aren't don't	isn't doesn't
weren't can't	wasn't didn't

B ▶ Listen and practice.

They **didn't** eat dinner because they **weren't** hungry.
I **don't** like coffee, and she **doesn't** like tea.
These **aren't** their swimsuits. They **can't** swim.
He **wasn't** here yesterday, and he **isn't** here today.

C Write four sentences with negative contractions.
Then read them to a partner.

I didn't go because my friends weren't there.



6 CONVERSATION Where did you grow up?

Listen and practice.

Melissa: So, Chuck, where did you grow up?

Chuck: I grew up in Texas. I was born there, too.

Melissa: And when did you come to Los Angeles?

Chuck: In 1990. I went to college here.

Melissa: Oh. What was your major?

Chuck: Drama. I was an actor for five years after college.

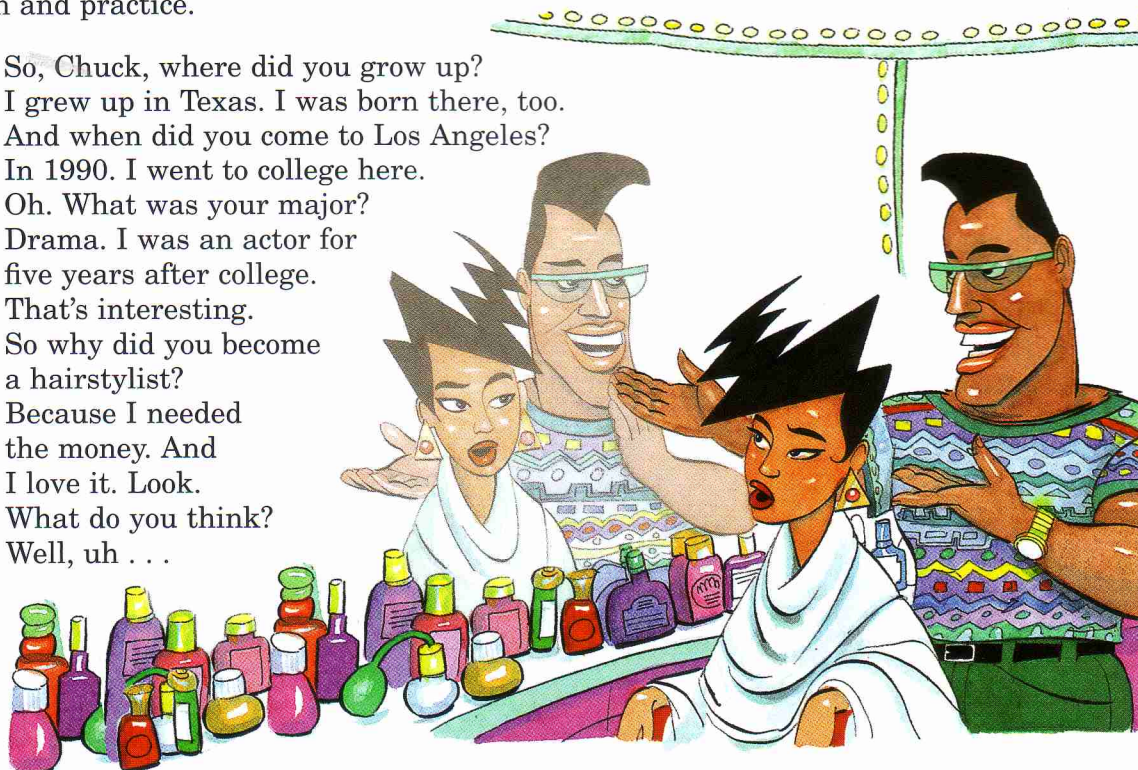
Melissa: That's interesting.

So why did you become a hairstylist?

Chuck: Because I needed the money. And I love it. Look.

What do you think?

Melissa: Well, uh . . .



7 GRAMMAR FOCUS

Wh-questions with did, was, and were

Where did you grow up?

I **grew up** in Texas.

When did you come to Los Angeles?

I **came** to Los Angeles in 1990.

Why did you become a hairstylist?

Because I **needed** the money.

How old were you in 1990?

I **was** eighteen.

What was your major in college?

It **was** drama.

How was college?

It **was** great.

A Match the questions with the answers. Then compare with a partner.

1. When and where were you born?c....

a. I was six.

2. Where did you grow up?

b. She was really shy.

3. When did you start school?

c. I was born in 1983 in Hiroshima, Japan.

4. How old were you then?

d. Her name was Yumiko.

5. How was your first day of school?

e. My English wasn't very good.

6. Who was your first friend in school?

f. I grew up in Tokyo.

7. What was he/she like?

g. I entered first grade in 1989.

8. Why did you take this class?

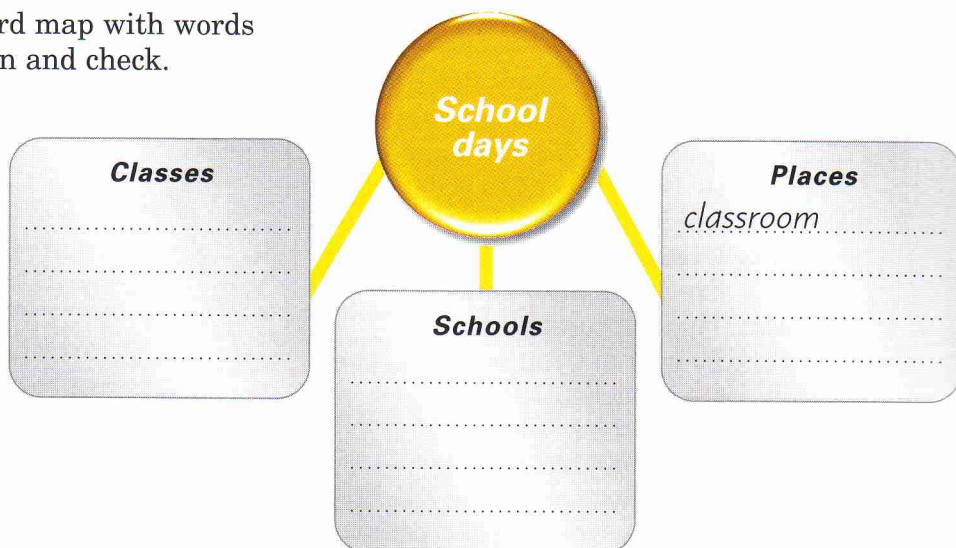
h. It was a little scary.

B Pair work Ask and answer the questions in part A.

Use your own information.

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

- ✓ classroom
- college
- elementary
- gym
- high
- history
- junior high
- lunchroom
- math
- physical education
- playground
- science



B Pair work Find out about your partner's elementary, junior high, or high school days. Ask these questions. Then tell the class.

What classes did you take?
 What was your favorite class? Why?
 What was your least favorite class? Why?
 Who was your best friend?

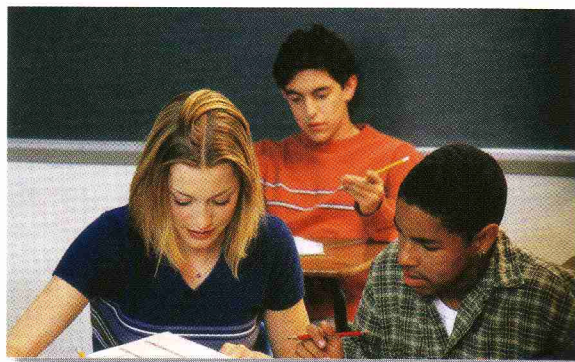
Who was your favorite teacher? Why?
 Who was your least favorite teacher? Why?
 Where did you spend your free time? Why?
 What did you like best?

"In elementary school, Dan spent his free time in the gym because he played a lot of sports. . . ."

FIRST DAY OF CLASS

A Group work Do you remember the first day of this class? Ask and answer these questions.

1. What did you wear?
2. Were you early, late, or on time?
3. Where did you sit?
4. How did you feel?
5. Who was the first person you met?
6. What did the teacher talk about?
7. Who talked the most? the least?
8. How was your English then? How is it now?



B Class activity What does your group remember? Tell the class.

INTERCHANGE 15 Time line

Make a time line of your life. Go to Interchange 15.

RICKY MARTIN

Scan the article. What three cities did Ricky Martin live in?

Ricky Martin was born in San Juan, Puerto Rico, on December 24, 1971. He was always a performer. As a child, he appeared in television commercials and studied singing.

At the age of 12, he joined the Latin boy band, Menudo. He worked hard with them, and he became very well known. But he left the group after five years.

Martin moved to New York City, but he didn't work for a year. He was very frustrated, so he moved to Mexico City and got a part on a Mexican soap opera. Soon afterward, he recorded two Spanish-language albums. After this success, he moved back to the U.S.

Back in the U.S., he appeared on an American soap opera and in the Broadway show, *Les Miserables*. Then he made his first English-language album.



That album was called *Ricky Martin*. His biggest hit, "Livin' La Vida Loca," was on that album.

Now he's famous around the world. But he still works hard, and he still loves singing. As he said to a reporter for the newspaper *USA Today*: "I want to do this forever."

A Read the article. Then write a question for each answer.

- | | |
|-----------|----------------------------|
| 1. ? | In Puerto Rico. |
| 2. ? | At the age of 12. |
| 3. ? | After five years. |
| 4. ? | Because he was frustrated. |
| 5. ? | <i>Les Miserables</i> . |
| 6. ? | "Livin' La Vida Loca." |

B Number these events in Ricky Martin's life from 1 (first event) to 10 (last event).

- | | |
|---|----------------------------------|
| a. He joined a boy band. | f. He returned to the U.S. |
| b. He moved to New York City. | 1 g. He was born. |
| c. He made an English-language album. | h. He left Menudo. |
| d. He appeared in a Broadway musical. | i. He studied singing. |
| e. He recorded albums in Spanish. | j. He moved to Mexico. |

C Group work Who is your favorite singer? What do you know about his or her life? Tell your classmates.

16 Can she call you later?

1 CONVERSATION *I was in the shower.*

Listen and practice.

Answering

machine: Hi. This is Jennifer, and this is Nicole.
We can't come to the phone right now.
Please leave us a message after the tone.

Michael: Hi. This is Michael. . . .

Nicole: Oh, hi, Michael. It's Nicole. Sorry I didn't
answer the phone right away. I was in
the shower.

Michael: That's OK. Is Jennifer there?

Nicole: No, she's at the mall. Can she call you later?

Michael: Yeah, thanks. Please ask her to call me
at home.

Nicole: Sure.

Michael: Thanks a lot, Nicole.



2 WORD POWER *Prepositional phrases*

Listen and practice.

at home

at the mall

in bed

in the shower

on vacation

at work

at the library

in class

in the hospital

on a trip

at school

at the beach

in Mexico

in the yard

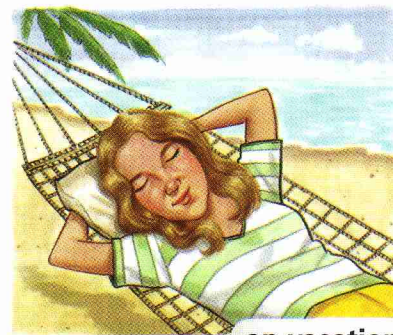
on his/her break



at the mall



in class



on vacation

B Pair work Make a list of five friends and family members.
Give it to your partner. Where are these people right now?
Ask and answer questions.

A: Where's your brother right now?

B: He's on vacation. He's in Thailand.

3

LISTENING *She's in the yard.*

A Listen to people call Lisa, Jeff, Brenda, and Eric. Where are they? Complete the sentences.

1. Lisa is *in the yard*. 3. Brenda is
 2. Jeff is 4. Eric is

B Pair work Call the people in part A.

A: Hello. Is Lisa there, please?

B: Yes, but she's in the yard.



4

GRAMMAR FOCUS**Subject and object pronouns****Subjects**

I
 You
 He
She got Michael's message.
 We
 They

Objects

me
 you
 him
 Michael left **her** a message.
 us
 them

A Complete the phone conversations with the correct pronouns. Then practice with a partner.

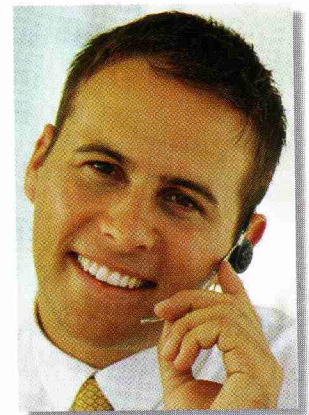
- A: Can / speak with Ms. Fee, please?
 B: 's not here. But maybe can help you.
 A: Please give my new phone number. It's 555-2981.
- A: Hi, this is David. Is Mr. Roberts there?
 B: 'm sorry, but 's not here right now.
 Do you want to leave a message?
 A: Yes. Please tell to call me at work.
- A: Hello, this is Carol's Café. Are Kate and Joe in?
 B: No, 're not. Can help you?
 A: found Kate and Joe's keys. left on the table.
 B: Just bring the keys. I can give to Kate and Joe.
 A: I'm sorry, but can't. Can Kate and Joe call ?
 B: OK.

B Write messages for three classmates. Then call a partner and leave each classmate a message.

A: Hello. Is Yuko in?

B: I'm sorry. She's at the library. Can I take a message?

A: Yes. Please tell her to meet me after class.



Yuko – Meet me
 after class.

Listen and practice.

Popular Activities in the U.S.



☐ go to the movies



☐ go to a concert



☐ visit an amusement park



☐ see a sports event



☐ go to an art festival

Sources: *The Encyclopedia Britannica*; The National Endowment for the Arts

Check (✓) the activities that are popular in your country.

What other activities are popular in your country?

What are your favorite activities? Why?

CONVERSATION I'd love to!

Listen and practice.

Michael: Hello?

Jennifer: Hi, Michael. It's Jennifer. I got your message.

Michael: Hi. Thanks for calling me back.

Jennifer: So, what's up?

Michael: Uh, well, do you want to see a movie with me tomorrow night?

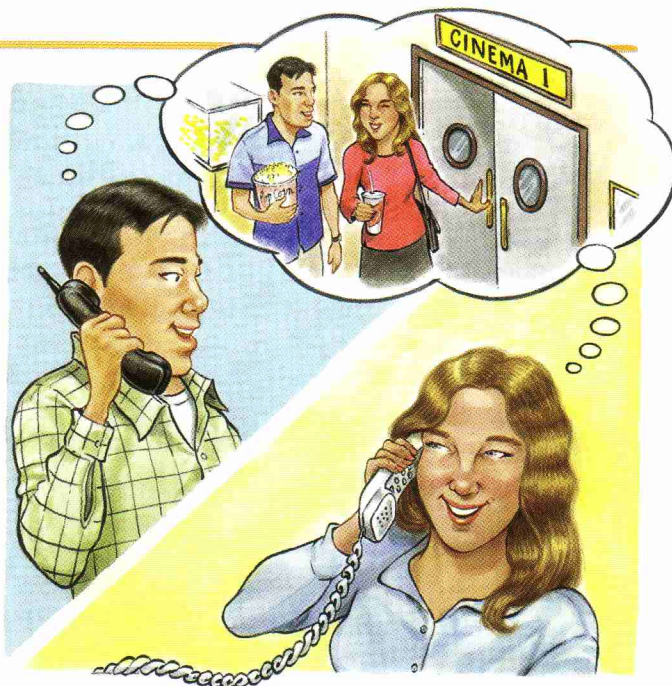
Jennifer: Tomorrow night? I'm sorry, but I can't. I have to study for a test.

Michael: Oh, that's too bad. How about Friday night?

Jennifer: Uh, . . . sure. I'd love to. What time do you want to meet?

Michael: How about around seven o'clock?

Jennifer: Terrific!



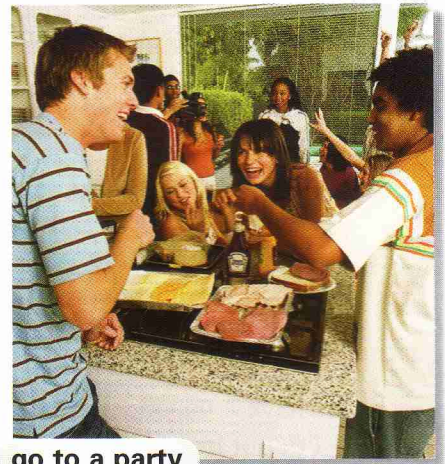
7 PRONUNCIATION *Want to and have to*

A Listen and practice. Notice the reduction of **want to** and **have to**.

A: Do you ^{/wʌnə/} **want to** go to a party with me tonight?

B: I'm sorry, I can't. I ^{/hæftə/} **have to** work late.

B Pair work Practice the conversation in Exercise 6 again. Try to reduce **want to** and **have to**.



go to a party

8 GRAMMAR FOCUS

Invitations; verb + to

Do you want to see a movie with me tonight?
 Sure. I'd really **like to** see a good comedy.
 I'd **like to** (see a movie), but I **have to** study.
 I'd = I would

Would you like to go to a soccer game?
 Yes, I'd **love to** (go to a soccer game)!
 I **want to** (go), but I **need to** work.

A Complete the invitations. Then match them with the responses.

Invitations

1. Would you *like to* visit an amusement park this weekend? *d*
2. Do you go to a basketball game tomorrow night?
3. Would you see a movie tonight?
4. Do you go swimming on Saturday?
5. Do you play soccer after school today?
6. Would you go to an art festival on Sunday afternoon?

Responses

- a. I'd like to, but I don't have a swimsuit!
- b. I'm sorry, but I have to talk to the teacher after school.
- c. I don't really like basketball. Do you want to do something else?
- d. I'd like to, but I can't. I'm going to go on a trip this weekend.
- e. Yes, I'd love to. I love art festivals!
- f. Tonight? I can't. I need to help my parents.

B Pair work Practice the invitations from part A. Respond with your own information.

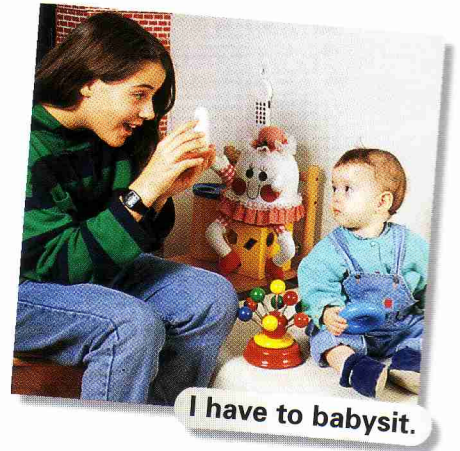
- A: Do you **want to** go to a basketball game tomorrow night?
 B: I'd like to, but I can't. I have to work. . . .

9

EXCUSES, EXCUSES!

A Do you ever use these excuses? Check (✓) Often, Sometimes, or Never. What are your three favorite excuses? Compare with a partner.

	Often	Sometimes	Never
I have to babysit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to study for a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have to work late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to go to bed early.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to visit my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a headache.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm not feeling well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to do laundry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I already have plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B Write down three things you want to do this weekend.

I want to go to the baseball game on Saturday.

C Class activity Go around the class and invite your classmates to do the things from part B. Your classmates respond with excuses.

A: Would you like to go to the baseball game on Saturday?

B: I'm sorry, but I can't. I have to . . .

10

LISTENING I'd love to, but . . .

A Jennifer and Nicole invited some people to a party. Listen to their answering machine messages. Who can come? Who can't come? Check (✓) the correct answers.

	Can come	Can't come	Excuse
Steven	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anna	<input type="checkbox"/>	<input type="checkbox"/>
David	<input type="checkbox"/>	<input type="checkbox"/>
Sarah	<input type="checkbox"/>	<input type="checkbox"/>
Michael	<input type="checkbox"/>	<input type="checkbox"/>



B Listen again. Why can't some people come? Write their excuses.

11

INTERCHANGE 16 Let's make a date!

Make a date with your classmates. Go to Interchange 16.

MIAMI Florida

What's on This Saturday?

Look at the shows and events. Which do you want to go to? Number the pictures from 1 (most interesting) to 5 (least interesting).



IMAX Movie at the Museum of Discovery and Science

Shows at 4, 6, 8, and 10 P.M.

Do you want to travel, but don't have the money? Experience the world through the IMAX movie *The Greatest Places*. Seats in the theater sell out fast, so come early!



Animal Shows at Parrot Jungle Island

Open 10:00 A.M. to 6:00 P.M.

There are over 3,000 exotic animals and 100 plants at this beautiful nature park. Amazing animal tricks and outdoor animal shows, too.



Rock Concert on South Beach

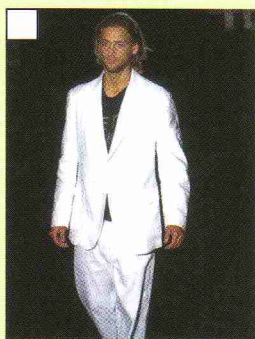
7:00 P.M. to midnight

Come hear some great music under the stars! Five terrific bands are going to play. Sandwiches and soda sold.

Summer Fashion Show at Dolphin Mall

Starts at 3:00 P.M.

Men's and women's summer clothes. Seating is still available to see the latest fashions. All clothing is on sale after the show for under \$100.



Art Festival at Broward Community College

9:00 A.M. to 5:00 P.M.

Need to buy a present? Check out this multicultural event. Find jewelry, paintings, clothing, and more! Food from around the world, too.



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A Read the Web page. Where can you do these things? Write two places.

- | | | |
|---------------------------|-------|-------|
| 1. buy clothes or jewelry | | |
| 2. buy food | ..... | ..... |
| 3. sit indoors | ..... | ..... |
| 4. be outdoors | ..... | ..... |
| 5. see a live performance | ..... | ..... |

B Group work Where do you like to go in your city or town? What shows or events do you like? Tell your classmates.

Units 15–16 Progress check

SELF-ASSESSMENT

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

I can	Very well	OK	A little
Talk about your past using the past of <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask about famous people using simple past yes/no questions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand phone calls with subject and object pronouns (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask yes/no questions using verb + <i>to</i> (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make, accept, and refuse invitations (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give excuses (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 WHERE WERE YOU IN . . . ?

A Pair work Choose three years in your partner's life. Then ask your partner the questions and complete the chart.

	199__	199__	200__
How old were you in . . . ?
Where were you in . . . ?
What were you like in . . . ?

B Class activity Tell the class about your partner's life.

"In 1990, Raul was four. He . . ."

2 WHO WAS HE?

Group work Think of a famous person from the past. Your classmates ask yes/no questions to guess the person.

Was he/she born in . . . ?
 Was he/she a singer? an actor?
 Was he/she tall? heavy? good-looking?

A: I'm thinking of a famous man from the past.

B: Was he born in the U.S.?

A: No, he wasn't.

C: Was he . . . ?



3

LISTENING On the phone

Listen and check (✓) the best response.

1. ☐ Yes. Please tell her to call me.
☐ Yes. Please tell him to call me.
2. ☐ Yes. Does he have your number?
☐ No. He isn't here right now.
3. ☐ Yes, you do.
☐ No, I don't.
4. ☐ I'm going to visit my parents.
☐ I had a terrible headache.
5. ☐ I'm sorry, but I can't go.
☐ No, I didn't go. I was at work.
6. ☐ I'm sorry, he's not here right now.
☐ No, Sandra is at work right now.

4

FIND SOMEONE WHO ...

A Class activity Go around the class. Ask questions to complete the chart. Try to write a different name on each line.

Find someone who	Name
needs to do laundry this weekend
doesn't want to do homework tonight
has to babysit this week
would like to go shopping this weekend
wants to see a movie tonight
has to go to the doctor this week
needs to work this weekend
would like to go home early



A: Megumi, do you need to do laundry this weekend?
B: Yes, I do.

B Pair work Compare your answers with a partner.

5

INVITATIONS

A Make a list of five things you want to do this summer.

B Class activity Go around the class. Invite your classmates to do the things from part A. Your classmates accept or refuse the invitations.

A: Would you like to play tennis this summer?

B: I'm sorry, I can't. I have to

C: Do you want to go to an art festival this summer?

D: Sure, I'd love to! When would you like to ...?

WHAT'S NEXT?

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

Interchange activities

interchange 1

Learning objective: develop fluency exchanging names, phone numbers, and e-mail addresses

A

- Explain the task. If needed, explain that a famous person is a person many people know. Elicit examples of famous people.
- Focus Ss' attention on the example card. Ask Ss to spell the name and say the phone number. Then read out the e-mail address: "B-E-N-A-F-F-L-E-C-K at C-U-P dot O-R-G." Point out that this is not his real phone number and e-mail address.
- Ss complete the task individually. Go around the class and give help as needed.

B Class activity

- Explain the activity and model the conversation with a strong S. Take the role of Student B, and the S takes the role of Student A.
- Focus Ss' attention on the useful expressions in the box. Write them on the board and read them aloud. Ss repeat.
- Ss practice the conversation in pairs. Then they change roles.
- Ss complete the activity. They take their books, go around the class, introduce themselves to three "famous people," and complete the cards.

Interchange activities

interchange 1 FAMOUS CLASSMATES

A Imagine you are a famous person. Write your name, phone number, and e-mail address on the card.

Name: Ben Affleck
Phone: (646) 555-0831
E-mail: benaffleck@cup.org

at dot

Name: _____
Phone: _____
E-mail: _____

B Class activity Go around the class. Introduce yourself to three "famous people." Ask and answer questions to complete the cards.

A: Hi, my name is Drew Barrymore.

B: I'm Ben Affleck. Nice to meet you, Drew.

A: Ben, what's your e-mail address?

B: It's B-E-N-A-F-F-L-E-C-K at C-U-P dot O-R-G.

A: I'm sorry. Can you repeat that?

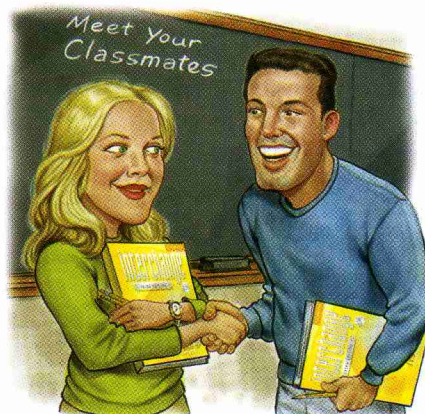
useful expressions

I'm sorry.
Can you repeat that?
How do you spell that?

Name: _____
Phone: _____
E-mail: _____

Name: _____
Phone: _____
E-mail: _____

Name: _____
Phone: _____
E-mail: _____



Interchange 1

interchange 2 FIND THE DIFFERENCES.

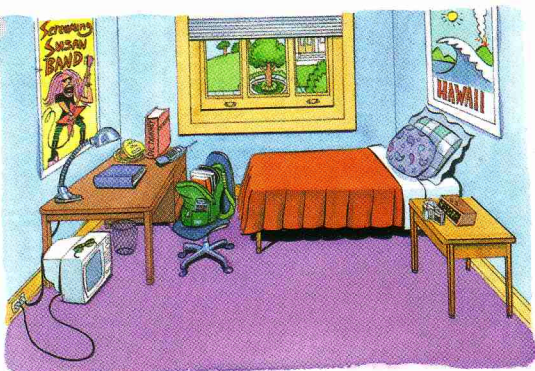
A Pair work How are the two pictures different? Ask questions to find the differences.

A: Where are the sunglasses?

B: In picture 1, they're on the television.

A: In picture 2, they're behind the television.

Picture 1



Picture 2



B Class activity Talk about the differences with your classmates.

"In picture 1, the sunglasses are on the television. In picture 2, they're ..."

Interchange 2

interchange 2

Learning objective: compare the locations of things in a room

A Pair work

- Focus Ss' attention on the pictures. Elicit the names of the things in the pictures and write them on the board (e.g., *backpack, bed, books, calculator, camera, CD player, chair, clock, desk,*

dictionary, lamp, notebook, pen, phone, sunglasses, table, television, wastebasket).

- Explain that there are 18 differences between the pictures. Many things on the board are in both pictures, but they are in different locations.
- Explain the activity and model the conversation with a S. Then Ss complete the activity in pairs.

B Class activity

- Write the headings *Picture 1* and *Picture 2* on the board. Ask a S to read the model sentences and write the items and locations under the headings:

Picture 1 *Picture 2*
sunglasses on the behind the
television television

- Elicit other differences from the class. Encourage Ss to use complete sentences, and correct them if needed. Ask different Ss to go to the board and write the locations under each heading.

Possible answers

	Picture 1	Picture 2
sunglasses:	on the television	behind the television/ on the desk
television:	next to the desk	on the desk
wastebasket:	under the desk	in front of the desk
CD player:	on the desk/ next to the dictionary	under the bed
dictionary:	on the desk/ next to the phone/ next to the CD player	on the chair
phone:	on the desk/ next to the dictionary	on the table/ in front of the clock
backpack:	on the chair	under the table
books:	in the backpack	on the bed
calculator:	in the backpack	on the floor/ under the chair
chair:	in front of the desk	next to the bed
camera:	in front of the clock	behind the clock

interchange 4

Learning objective: discuss famous people, colors, and clothing

Group work

- Focus Ss' attention on the picture. Ask: "Who are the people? Where are they?" Elicit answers from the class. (Answers: celebrities, a party) Point out that a *celebrity* is a famous person.
- Read the names of the celebrities aloud. Ss listen and repeat.
- Option:** Ask Ss to share information about the celebrities.
- Explain the task. Ask three Ss to model the example conversations.
- Point out that the conversations use present continuous yes/no questions and short answers. Explain that we usually ask "Is it . . .?" in guessing games about people.
- Ss complete the activity in small groups.
- Option:** To make the game more challenging, Ss give very little information. The other Ss ask more questions about the clothes. Write this example conversation on the board:
 A: He's wearing a suit.
 B: Is he wearing a white tie?
 A: No, he isn't.
 C: Is the suit brown?
 A: Yes, it is.
 C: Is it Denzel Washington?
 A: Yes, it is.

TIP To increase Ss' talking time, introduce challenging rules. For example, Ss must ask at least two questions about a person's clothes before they guess the person's identity.

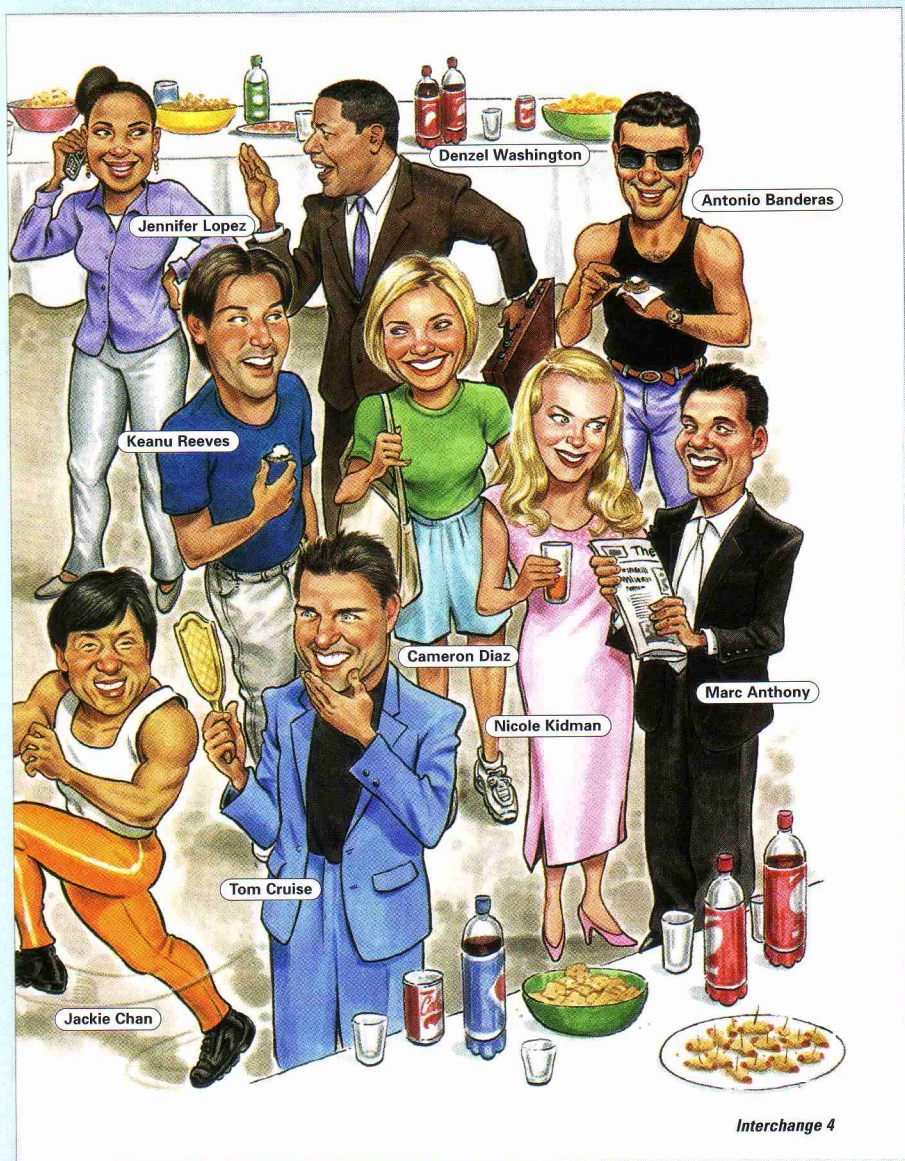
interchange 4 CELEBRITY FASHIONS

Group work Take turns. Describe the people at the party. Don't say the person's name. Your classmates guess the person.

- A: He's wearing blue jeans, a yellow shirt, and a black jacket. Who is it?
 B: Is it Marc Anthony?
 A: No, it isn't.
 C: Is it Will Smith?
 A: That's right.
 B: They're wearing dresses. Who are they?
 C: Are they Reese Witherspoon and Nicole Kidman?
 B: That's right.



Interchange 4



interchange 3

Learning objective: ask and answer personal questions using a board game

A Pair work

- Explain and model the steps in the game. Explain that Ss can use erasers, paper clips, or other small objects as markers.
- Elicit or point out the *Start* and *Finish* squares. Model how to toss a coin. Elicit or point out the *heads* and *tails* sides. Then model how to move coins one or two spaces.

TIP In lower-level classes, it is more effective to model a new game or activity with several steps than to explain it.

- Write this on the board:
? first What's name your.
Say: "Make a question with these words." Then elicit the correct question. (Answer: What's your first name?)
- Option:** With lower-level Ss, elicit the question for each square before Ss play the game.
- Read the useful expressions in the box aloud. Ss repeat.
- Model the example conversation with a S.
- Ss play the game in pairs. Go around the class and give help as needed.
- Option:** If Ss finish early, they can play again with new partners.
- Option:** While Ss play the game, write down any errors you hear. After they finish, write the errors on the board. Ss correct them as a class.

interchange 3 BOARD GAME

A Pair work Play the board game. Follow these instructions.

- Choose a marker. Place it on **Start**.
- Student A tosses a coin and moves one or two spaces.
- Student A makes a question with the words in the space. Student A asks Student B, and Student B answers.
- The game continues. Student B tosses a coin and moves one or two spaces.
- Continue until both markers are on **Finish**.

A: It's "heads." I move two spaces. What's your last name?
B: It's Lee. Now it's my turn!

useful expressions

It's your turn.
It's my turn.
I don't know.



B Class activity Tell the class two things about your partner.

"Mario's from Rome. Rome is very exciting and crowded."

Interchange 3

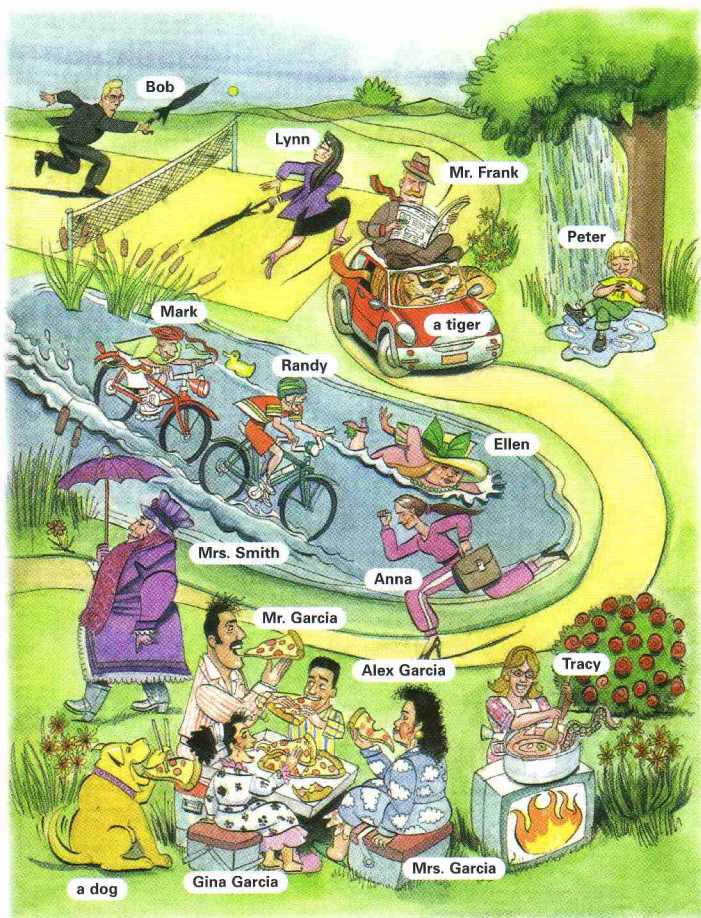
B Class activity

- Explain the task. Ask a S to read the example aloud.
- Ss tell the class two things about their partners.
- Option:** For very large classes, Ss can share information in large groups.

Interchange 5 WHAT'S WRONG WITH THIS PICTURE?

Group work What's wrong with this picture? Tell your classmates.

"Ellen is swimming, but she's wearing high heels and a hat!"



Interchange 5

- Elicit answers from different groups.

Possible answers

Ellen is swimming, but she's wearing high heels and a hat. Mark and Randy are riding their bikes, but they're in a lake. It's a hot day, but Mrs. Smith is wearing a coat, a hat, a scarf, and boots. She's carrying an umbrella. A tiger is driving a car, and it's wearing sunglasses. Mr. Frank is reading a newspaper, but he's sitting on a car. Mr. Garcia, Mrs. Garcia, and Alex Garcia are eating pizza, but they're wearing pajamas. A dog is eating pizza, and it's using chopsticks. Bob and Lynn are playing tennis, but they're using umbrellas. They're wearing suits. Tracy is cooking on a television. Peter is sleeping in the rain. It's sunny in the park, but it's raining on Peter. Anna is running, but she's wearing high heels. She's carrying a briefcase.

Interchange 5

Learning objective: talk about people's actions in a funny picture

Group work

- Focus Ss' attention on the picture. Elicit or explain any new vocabulary (e.g., *park, tree, lake, tiger, dog, carry*).

- Explain the task and read the model statement.
- Set a ten-minute time limit. Ss complete the task in small groups.

TIP To challenge Ss to work more quickly, set a time limit. Write the time limit on the board. Every few minutes, revise the number and tell the class how much time they have left.

- **Option:** Ss write sentences about the picture for five minutes. Encourage them to use the conjunctions *and* and *but*. The group with the most grammatically correct sentences wins.

interchange 6

Learning objective: find out more about classmates' daily and weekly routines in a survey

A Class activity

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the phrases. Use the illustrations to explain new vocabulary. Then ask three Ss to model the example conversation.
- Point out that Ss must change the phrases to yes/no questions. For example, they change *Find someone who . . . gets up at 5:00 A.M.* to *Do you get up at 5:00 A.M. on weekdays?*
- If needed, elicit how to change two or three more phrases in the chart to yes/no questions. Point out that Ss must use positive questions for phrases with *doesn't*. For example, *Find someone who . . . doesn't have a cell phone* changes to *Do you have a cell phone?*
- Option:** For lower-level classes, tell the Ss to write Wh-questions for all the phrases first.
- Ss go around the class and complete the chart. Go around the class and encourage them to look at each other, change partners often, and write different names on each line.




TIP To control large classes during *Find someone who . . .* activities, divide the class in half. Ask each half to stay on one side of the classroom.

- Continue until most Ss complete the chart.

interchange 6 CLASS SURVEY

A Class activity Go around the class and find this information. Try to write a different name on each line.

Find someone who . . .	
Name	Name
gets up at 5:00 A.M. on weekdays	goes to class by bus
gets up at noon on Saturdays	rides a motorcycle to class
has breakfast in bed	walks to class
works at night	speaks three languages
works on weekends	has two brothers
lives downtown	doesn't have a cell phone
lives in the suburbs	doesn't have a computer
lives alone	doesn't like the Internet

have breakfast in bed

ride a motorcycle to class

speak three languages

A: Do you get up at 5:00 A.M. on weekends, Jung Ho?
B: No, I get up at 7:00 A.M.

A: Do you get up at 5:00 A.M. on weekdays, Keiko?
C: Yes, I get up at 5:00 A.M. every day.

B Group work Compare your answers.

A: Keiko gets up at 5:00 A.M.
B: Maria gets up at 5:00 A.M., too.
C: Jung Ho gets up at . . .

Interchange 6

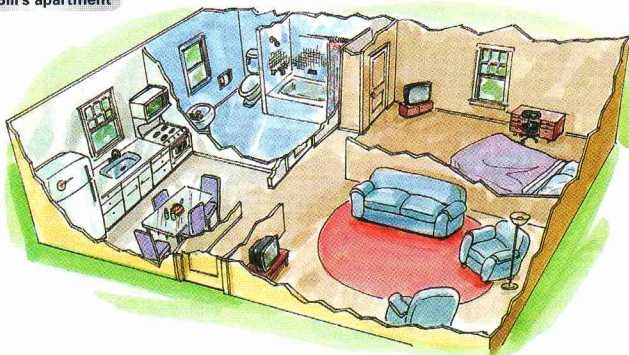
B Group work

- Explain the task. Then ask three Ss to model the example conversation. Point out that they can also ask *Who* questions to compare information (e.g., *Who gets up at 5:00 A.M. on weekdays?*).
- Ss complete the task in small groups. Go around the class and encourage Ss to use complete sentences.
- Option:** Ss take notes of the answers. Then ask *Who* questions to elicit the answers for each phrase.

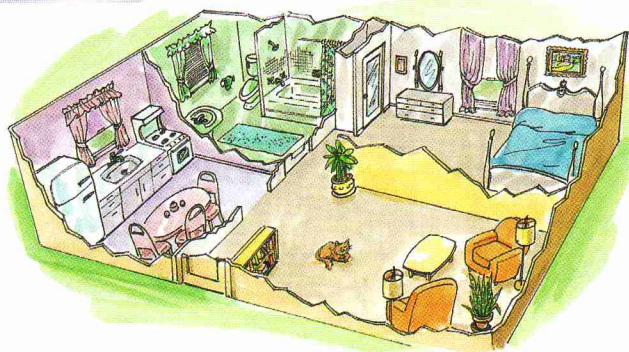
interchange 7 FIND THE DIFFERENCES.

A Pair work Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment



Rachel's apartment



A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.

B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B Group work Compare your answers.

Interchange 7

interchange 7

Learning objective: compare rooms and furniture

A Pair work

- Focus Ss' attention on the pictures. Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

B Group work

- Each pair joins another pair and compares their answers.

Possible answers

Kitchen

- There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
- There are some curtains in Rachel's kitchen, but there aren't any curtains in Bill's kitchen.

- There's a microwave in Bill's kitchen, but there's no microwave in Rachel's kitchen.

Bathroom

- There are some curtains in Rachel's bathroom, but there are no curtains in Bill's bathroom.
- There's a rug in Rachel's bathroom, but there's no rug in Bill's bathroom.

Bedroom

- There's a dresser in Rachel's bedroom, but there's no dresser in Bill's bedroom.
- There's a mirror in Rachel's bedroom, but there isn't a mirror in Bill's bedroom.
- There's a television in Bill's bedroom, but there isn't a television in Rachel's bedroom.
- There's a desk in Bill's bedroom, but there isn't a desk in Rachel's bedroom.
- There's a chair in Bill's bedroom, but there isn't a chair in Rachel's bedroom.
- There are some curtains in Rachel's bedroom, but there aren't any curtains in Bill's bedroom.
- There's a picture in Rachel's bedroom, but there's no picture in Bill's bedroom.

Living room

- There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.
- There are two blue chairs in Bill's living room, but there are two orange chairs in Rachel's living room.
- There's one lamp in Bill's living room, but there are two lamps in Rachel's living room.
- There's a coffee table in Rachel's living room, but there isn't a coffee table in Bill's living room.
- There's a bookcase in Rachel's living room, but there's no bookcase in Bill's living room.
- There's a television in Bill's living room. There isn't a television in Rachel's living room.
- There are some plants in Rachel's living room, but there are no plants in Bill's living room.
- There's a cat in Rachel's living room, but there's no cat in Bill's living room.

interchange 8

Learning objective: speak more fluently about job preferences in a survey

A Pair work

- Explain the first part of the task.
- If needed, explain the patterns for simple present statements and yes/no questions with *want to*:
Subject + *want to* + verb.
Do/Does + subject + *want to* + verb?
- Ask different Ss to read the survey questions aloud. Elicit or explain any new vocabulary. Use the pictures as needed.

Vocabulary

perform: act, sing, or dance in front of people

uniform: clothing that everybody wears to a job or to school

outdoors: outside a building

- Ss check *Yes* or *No* in the *Me* column individually.
- Explain the second part of the task. Ss take turns asking a partner the questions and check *Yes* or *No* in the *My partner* column. Model the task with a S.
- Ss complete the task in pairs.
- Option:** Ask: "Do you want to talk to people? Who says 'yes'? Who says 'no'?" Elicit responses from the class and write the number of *Yes* and *No* answers on the board. Continue with the remaining questions.

B Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Then they share the information with the class.
- Option:** Ss write about a good job for themselves or their partners.


interchange 8 THE PERFECT JOB

A Pair work Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.


Job survey	Me		My partner	
Do you want to ... ?	Yes	No	Yes	No
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have your own office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear blue jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have an exciting job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a relaxing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



work at home



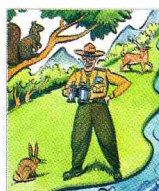
perform in front of people



travel



work from 9 to 5



work outdoors

B Pair work Think of a good job for your partner.

A: You want to perform in front of people, travel, and wear blue jeans. Do you want to be a pop singer?

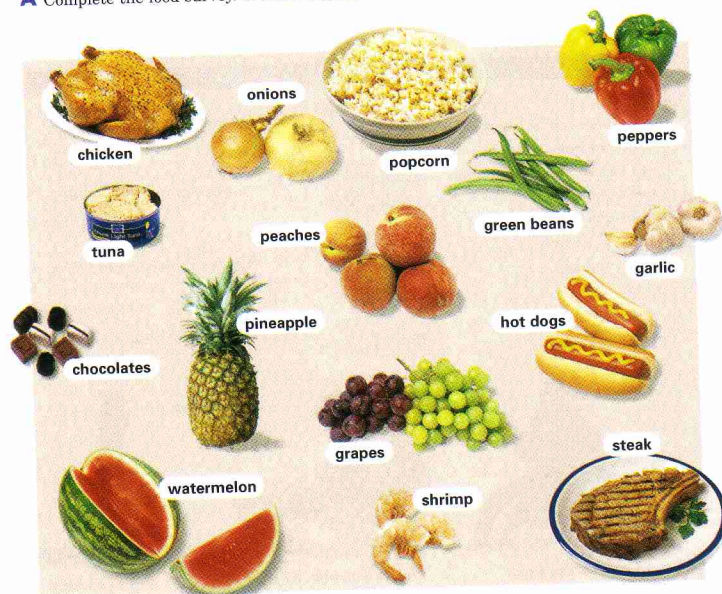
B: No, a pop singer's job is very stressful.

A: Well, do you want to be ...

Interchange 8

Interchange 9 FOOD SURVEY

A Complete the food survey. Use these foods and other foods you know.



Things I . . .	eat every day	eat twice a week	eat once a week	never eat
meat/fish
dairy
fruits
vegetables
snacks

B Pair work Compare your information.

A: I eat onions every day.

B: I never eat onions, but I eat chocolates every day.

Interchange 9

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should talk about each type of food.
- Ss compare their answers in small groups. Go around the class and give help as needed.
- Option:** Copy this chart onto the board:

Most popular Least popular

Meat/fish
Dairy
Fruits
Vegetables
Snacks
Other foods

Elicit or explain the meaning of *most popular* and *least popular*. Then elicit answers from the class and write them in the chart.

Interchange 9

Learning objective: discuss food and eating habits

A

- Focus Ss' attention on the picture. Read the name of each food aloud. Ss repeat.

- Explain the task and focus Ss' attention on the survey.
- If needed, elicit or explain that a *snack* is food you eat between meals. Snacks include foods like apples and potato chips.
- Ss complete the chart individually. Go around the class and give help as needed.

interchange 10

Learning objective: learn more about classmates' hidden abilities and talents

A Class activity

- Focus Ss' attention on the chart. Ask different Ss to read the questions. Use the pictures to explain new vocabulary.
- Explain the task. Ask two Ss to model the example conversation. Elicit possible follow-up questions for each answer. For example, to follow the first question:
B: Yes, I can.
A: What instruments can you play?
OR
B: No, I can't.
A: Can you play any musical instruments?
- Point out that Ss should write the names of classmates who answer "yes" in the *Can* column. They should write the names of classmates who answer "no" in the *Can't* column.
- Ss complete the activity. Go around the class and encourage Ss to change partners often and ask follow-up questions.
- Continue until most Ss complete their charts.

B Class activity

- Explain the task and ask a S to model the example sentences. Point out that Ss should change the pronoun *your* in "sew your own clothes" to *his* or *her*.
- Ask different Ss to share answers about their classmates.
- Option:** In large classes, Ss can share their answers in groups.

interchange 10 HIDDEN TALENTS

A Class activity Go around the class. Find someone who *can* and someone who *can't* do each thing. Try to write a different name on each line.

Names		
Can you . . . ?	Can	Can't
play three musical instruments
dance the tango
say "Hello" in five languages
swim underwater
write with both hands
do a handstand
fix a computer
juggle
sew your own clothes
do magic tricks



dance the tango



write with both hands



do a handstand



juggle



sew your own clothes



do magic tricks

A: Can you play three musical instruments?
B: Yes, I can. OR No, I can't.



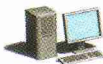







B Class activity Share your answers with the class.

"Mei-Li can't play three musical instruments, but Claudia can. She can play the guitar, violin, and piano."

Interchange 10

interchange 11 GUESSING GAME

A Pair work Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to ... ?		My guesses		My partner's answers	
		Yes	No	Yes	No
1. watch television tonight		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. study English this evening		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. use a computer tomorrow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. cook dinner tomorrow night		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. go out with friends this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. eat at a restaurant this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go to the gym next week		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. buy something expensive this month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. go on a trip next month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. visit family next summer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Ask and answer questions to check your guesses.

A: Are you going to watch television tonight?
B: Yes, I am. I'm going to watch a movie.

C Class activity How many of your guesses are correct?
Who has the most correct guesses?

Interchange 11

interchange 11

Learning objective: find out about classmates' plans in a guessing game

A Pair work

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the activities aloud. Point out that Ss should check (✓) the answers in the *My guesses* column.

- Ss complete the task in pairs. Go around the class and make sure Ss complete the task without asking their partners questions.

TIP To check Ss' understanding of your instructions, ask questions regularly. For example: "So who are you working with? In what column do you check (✓) the answers?"

B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should check the answers in the *My partner's answers* column.
- Option:** For lower-level Ss, elicit how to change the remaining activities into yes/no questions.
- Ss complete the task in pairs.

C Class activity

- Explain the task. Ss count the number of guesses in each column that match.
- Ask: "Who has ten correct guesses? How about nine? eight?" Ss raise their hands.

interchange 12

Learning objective: give advice for different problems in a discussion

A Pair work

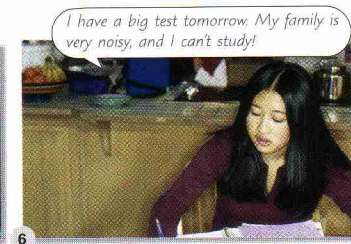
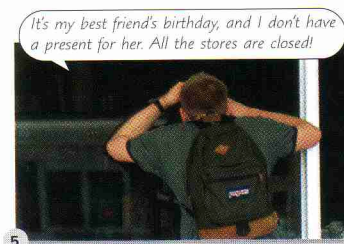
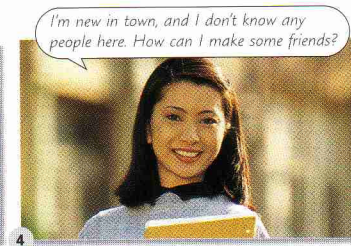
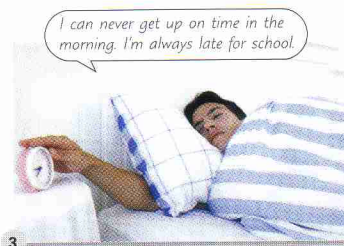
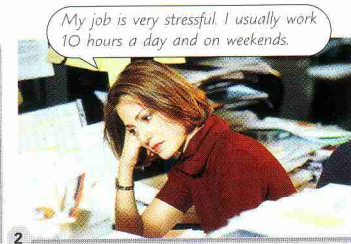
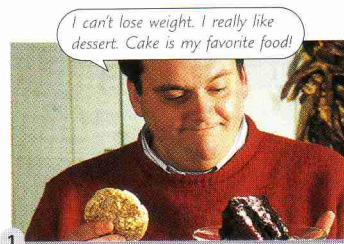
- Explain the task and ask different Ss to read the problems.
- Ask two Ss to model the example conversation. Elicit other advice from the class.
- Ss complete the activity in pairs. Go around the class and give help as needed. Then elicit possible advice from the class.

Possible advice

1. Don't eat cake every day. Eat it only on special occasions.
Eat only a little cake.
Eat fruit for dessert.
Exercise more.
 2. Get a new job.
Don't work on weekends.
Get more exercise.
Take breaks often.
 3. Get a louder alarm clock.
Go to bed early.
Don't exercise late at night.
Don't drink tea or coffee at night.
 4. Talk to people at work or at school.
Join a club.
Meet people in your neighborhood.
Get a dog or a cat.
 5. Make her a present.
Give her a picture of a present.
Then get her the present later.
Take her to dinner or a movie.
Give her money as a present.
 6. Study at a friend's house.
Ask your family to be quiet.
Use a CD player with headphones, so you don't hear the noise.
Go to bed early. Then get up early in the morning to study.
- **Option:** Write the advice for each problem on the board. Then Ss vote for the best advice.

interchange 12 HELPFUL ADVICE

A Pair work Imagine you have these problems. Your partner gives advice.



A: I can't lose weight. . . .
B: Exercise every day. And . . .

B Class activity Think of two problems you have. Then tell the class. Your classmates give advice.

A: I don't understand this activity.
B: Read the instructions again.
C: Don't worry! Ask the teacher.

Interchange 12

B Class activity

- Explain the first part of the task. Point out that the problems can be real or imaginary.
- Ss write down two problems individually. Go around the class and help with vocabulary. If Ss have trouble thinking of ideas, elicit ideas from the class.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Elicit problems from different Ss. The class gives advice.
- **Option:** Ss sit in a circle, write a problem at the top of a piece of paper, and pass it to the left. Then they write advice for the problem on their new paper and pass it to the left. Ss continue the activity for ten minutes, and then find the papers with their original problems. Elicit problems and advice from the class.

Interchange 14 PAST AND PRESENT

A Pair work Ask your partner questions about his or her past and present. Check (✓) the answers.

A: Did you clean your room as a child?
B: Yes, I did. OR No, I didn't.

A: Do you clean your room now?
B: Yes, I do. OR No, I don't.

Did you . . . as a child? Do you . . . now?

	As a child		Now	
	Yes	No	Yes	No
clean your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make your bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleep late on Saturdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fight with your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
argue with your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to rock music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to classical music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear braces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B Group work Join another pair. Tell them about changes in your partner's life.

"Paulo didn't clean his room as a child, but he cleans his room now."

Interchange 14

Interchange 14

Learning objective: learn more about your classmates' childhoods and current lives

A Pair work

- Explain the task and ask two Ss to model the example conversations.
- Focus Ss' attention on the chart. Ask different Ss to read the simple past and simple present forms of each question. For example:

S1: Did you clean your room as a child? Do you clean your room now?

S2: Did you make your bed as a child? Do you make your bed now?

- Elicit or explain the meaning of any new vocabulary. Use the pictures or mime where appropriate.
- Ss complete the task in pairs. Go around the class and make sure both Ss check (✓) the answers in their charts.

B Group work

- Explain the task and ask a S to model the example sentence.
- Each pair joins another pair. Ss complete the activity in groups of four.
- **Option:** Each group of four joins another group of four. They share information as a group.

TIP To help Ss develop fluency during a speaking activity, don't interrupt them to correct errors. Instead, take notes of any errors you hear and go over them later.

interchange 13A/B

Learning objective: practice using maps in an information gap activity

A Pair work

- Ss work in pairs. Student A in each pair looks at *Interchange 13A*. Student B in each pair looks at *Interchange 13B*. Point out that Ss should not look at each other's pages.

TIP For information gap activities, tell Ss to sit across from each other and place a large upright book between them. That way, they can hear each other but not see each other's pages.

- Set the scene and explain the task. Student A asks Student B for directions to the garage, the supermarket, and the flower shop. Student B gives directions and Student A labels the correct buildings.
- Ask two Ss to model the example conversation. Then go over the meaning and pronunciation of any new words.
- Ss complete the activity in pairs.

B Pair work

- Explain the task. Student B asks Student A for directions to the coffee shop, the shoe store, and the bookstore. Student A gives directions and Student B labels the correct buildings.
- Ss complete the activity in pairs.
- To check answers, each pair compares maps and labels.

TIP To check answers at the end of an information gap activity, ask each pair to compare information. It is not necessary to go over the answers as a class.

interchange 13A GIVING DIRECTIONS

Student A

A Pair work Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage supermarket flower shop

A: Excuse me. How do I get to the garage?

B: Walk down Third Avenue to ...



B Pair work Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

Go up/Go down ...	It's on the corner of ... Street	It's next to ...
Walk up/Walk down ...	and ... Avenue.	It's behind ...
Turn right/Turn left ...	It's between ... and ...	It's in front of ...
	It's across from ...	

Interchange 13A

interchange 13B GIVING DIRECTIONS

Student B

A Pair work Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?

B: Walk down Third Avenue to . . .

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
	It's across from . . .	



B Pair work Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

coffee shop shoe store bookstore

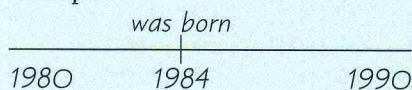
Interchange 13B

interchange 15

Learning objective: talk about important life events

A

- Focus Ss' attention on the pictures. Ask different Ss to read the phrases.
- Focus Ss' attention on the time line and explain the first part of the task. Then draw a time line on the board and show Ss how to mark down years and events. For example:



- Elicit other important life events from the class and write them on the board (e.g., started a job . . . , visited Australia, . . .).
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss write sentences about each year and event on their time line. Ask a S to model the example sentence.
- Ss complete the task individually. Go around the class and give help as needed.

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should ask follow-up questions and take notes on their partner's answers. Elicit possible follow-up questions for each picture in part A and write them on the board (e.g., *How old were you? What kind of bicycle did you get? Where was your elementary school?*).

interchange 15 LIFE EVENTS

A What were five important events in your life? Mark the years and events on the time line. Then write a sentence about each one.



I was born . . .



I got a bicycle . . .



I started elementary school . . .



I graduated from high school . . .



I moved to a new place . . .



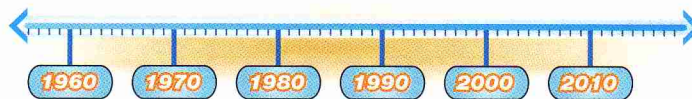
I won a prize . . .



I fell in love . . .



I got married . . .



- I was born in 1984.*
-
-
-
-

B Pair work Ask your partner about his or her time line.

- A: What happened in 2003?
 B: I fell in love.
 A: How old were you?
 B: I was twenty-three.

Interchange 15

- Ss complete the task in pairs. Go around the class and encourage Ss to ask follow-up questions.
- Ask different Ss to share information about one or two important events in their partner's life.
- Option:** In large classes, Ss can share information about their partner's life in small groups.

interchange 16 LET'S MAKE A DATE!

A Imagine this is next month's calendar. Write ten plans on the calendar. Use these expressions and your own ideas.

go to (the movies/a party)	play (tennis/basketball)
go (dancing/shopping)	meet (my friend/teacher)
go on vacation	have dinner with (my brother/parents)
study for (a test/an exam)	visit (my parents/grandparents)
go out with (my girlfriend/boyfriend)	see (the dentist/doctor)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

B Group work Look at your calendars. Agree on a date to do something together.

A: Do you want to do something on March third?

B: I'd like to, but I can't. I'm going to play volleyball. How about March fourth?

C: March fourth? Sorry, I have to . . .

C Group work Make a plan to do something together. Then share your plans with the class.

A: We can all do something on March seventh. Would you like to play tennis?

B: No, I don't play tennis very well. Do you want to go to a museum?

C: Well, I really don't like museums. . . .

Interchange 16

- Tell Ss to talk about their plans for the remaining days if they finish early.

TIP To help Ss complete a task at about the same time, assign another task for students who finish early. Then go around the class and help slower Ss.

- Ss complete the task in small groups. Go around the class and make sure groups choose a date only.

C Group work

- Explain the task. Ask three Ss to model the example conversation. Point out that Ss should work in their groups from part B.
- Ss complete the task in small groups. If some groups finish early, have them agree on another date and plan a different activity.
- Elicit dates and plans from each group.

Interchange activities • T-131

interchange 16

Learning objective: make a date with your classmates in a group discussion

A

- Set the scene and explain the task. Read out the expressions in the box. If needed, explain that an *exam* is usually longer and more formal than a *test*.

B Group work

- Ss complete the task individually. Go around the class and give help as needed. If Ss have difficulty thinking of ideas, suggest different activities they can write down.
- Explain the task. Ask three Ss to model the conversation. Point out that Student C should answer with a plan from his or her own calendar.

Units 1-16 Self-study

1 PERSONAL INFORMATION

A Listen to the conversations. Check (✓) the correct names.

- | | | | |
|--|---------------------------------------|--|---------------------------------------|
| 1. <input type="checkbox"/> Kathy Conner | 2. <input type="checkbox"/> John Wood | 3. <input type="checkbox"/> Steven Allen | 4. <input type="checkbox"/> Ms. Lewis |
| <input checked="" type="checkbox"/> Cathy Conner | <input type="checkbox"/> John Woods | <input type="checkbox"/> Stephen Allen | <input type="checkbox"/> Mrs. Louis |
| <input type="checkbox"/> Cathy Connor | <input type="checkbox"/> Jon Wood | <input type="checkbox"/> Steven Allan | <input type="checkbox"/> Ms. Louis |

B Listen again. Correct the phone numbers.

1. (6~~5~~6) 555-8890 2. (212) 555-9113 3. (618) 555-1037 4. (319) 555-4037

2 WHERE ARE MY THINGS?

A Listen to the conversation. Check (✓) the things the people talk about.



B Listen again. Where are the things? Complete the sentences.

- The *sunglasses* on the table.
- The next to the table.
- The on the chair.
- The under the table.
- The in the purse.

3 WHO'S THAT?

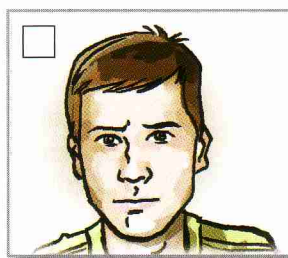
A Listen to Helen describe her friends. Number the pictures from 1 to 4.



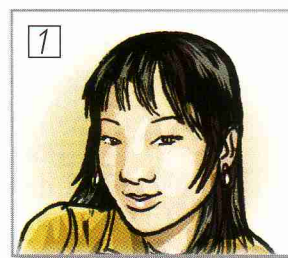
Age:
Country:



Age:
Country:



Age:
Country:



Age: 19
Country: Japan

B Listen again. Write the ages and countries of Helen's friends.

4 FASHION SHOW

A Listen to the fashion show. Check (✓) the things each person is wearing.

	dress	heels	sandals	shirt	shorts	skirt	suit	sweater	T-shirt
1. Kyle	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Nicki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Josh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Write the colors of each person's things.

- Kyle yellow, dark green, light brown
- Nicki
- Josh
- Tina

5 AROUND THE WORLD

A Listen to the television show. Write the correct times for each city.

	Time	What are they doing?
1. Natalie (Moscow)	<u>4:00 P.M.</u>	<u>working</u>
2. Ross (Sydney)	.....	.....
3. Maria (Los Angeles)	.....	.....
4. Lucy (Paris)	.....	.....

B Listen again. What are the people doing? Complete the chart.

6 YOUR WEEKLY ROUTINE

Listen to the questions. Check (✓) the best answers.

- | | | |
|--|--|--|
| 1. <input type="checkbox"/> It's downtown. | <input checked="" type="checkbox"/> Yes, I do. | <input type="checkbox"/> In the suburbs. |
| 2. <input type="checkbox"/> At 7 A.M. | <input type="checkbox"/> On weekends. | <input type="checkbox"/> In the morning. |
| 3. <input type="checkbox"/> In the city. | <input type="checkbox"/> I take the bus. | <input type="checkbox"/> Every weekday. |
| 4. <input type="checkbox"/> I walk. | <input type="checkbox"/> No, I don't. | <input type="checkbox"/> Early. |
| 5. <input type="checkbox"/> Yes, I do. | <input type="checkbox"/> At noon. | <input type="checkbox"/> Every day. |
| 6. <input type="checkbox"/> No, I don't. | <input type="checkbox"/> At 7:00. | <input type="checkbox"/> Late. |
| 7. <input type="checkbox"/> All day. | <input type="checkbox"/> At home. | <input type="checkbox"/> In the evening. |
| 8. <input type="checkbox"/> On Saturdays. | <input type="checkbox"/> At 8 P.M. | <input type="checkbox"/> Yes, I do. |

7 KATHY'S APARTMENT

A Listen to the conversation. What does Kathy like about her apartment? Check (✓) the best answer.

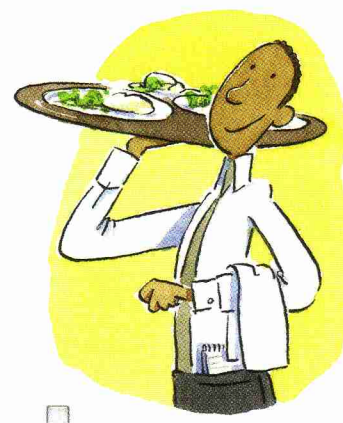
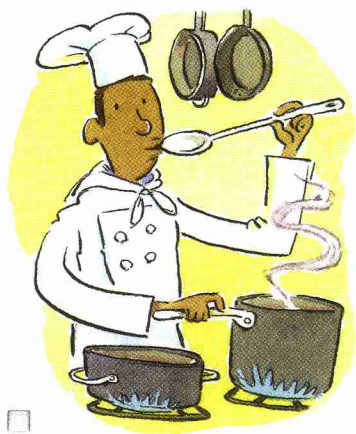
- ☐ The apartment is big. ☐ There is a good view. ☐ She has nice furniture.

B Listen again. Cross out the things Kathy doesn't have.

bathroom	books	coffee table	kitchen	sofa
bedroom	bookshelves	dining room	living room	windows

8 MY NEW JOB

A Listen to the conversation. Check (✓) the correct picture of Bob.

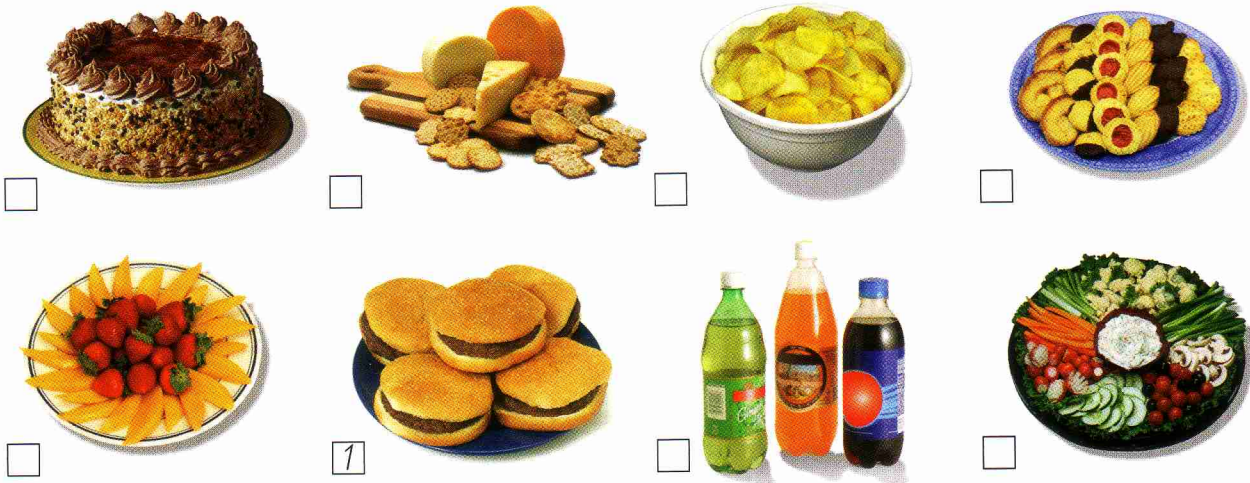


B Listen again. Answer the questions.

- Where does Bob work?
- What days does he work?
- When does he start work?
- When does he finish work?
- What does he do after work?

9 PARTY MENU

A Listen to Sue and Fred talk about foods for a party. Number the foods from 1 to 8.



B Listen again. Cross out the foods Sue and Fred don't get.

cake	crackers and cheese	hamburgers	soda
cookies	fruit	potato chips	vegetables

10 SPORTS AND ACTIVITIES

A Listen to the conversations. Number the pictures from 1 to 4.



B Listen again. Check (✓) the questions you hear.

- | | |
|--|--|
| 1. <input type="checkbox"/> What sports do you play? | 3. <input type="checkbox"/> When do you practice? |
| <input type="checkbox"/> What sports do you watch? | <input type="checkbox"/> Who do you practice with? |
| 2. <input type="checkbox"/> What time do you practice? | 4. <input type="checkbox"/> Where do you play? |
| <input type="checkbox"/> How often do you practice? | <input type="checkbox"/> When do you play? |

11 A BUSY SUMMER

A Listen to Jill and Kenny's conversation. Write the dates for each event.

Event	Date	What are they going to do?
John's graduation	June 15th	have a party
Amy and Jeff's wedding		
Parents' anniversary		
Kenny's birthday		

B Listen again. How are they going to celebrate each event? Complete the chart.

12 HEALTH TALK

A Listen. What is a different way to say each sentence or question? Number these sentences or questions from 1 to 6.

..... Go to bed early. I have a stomachache. I don't feel well.
 1. How do you feel? My eyes are sore. What's wrong?

B Listen again. Check (✓) the best response.

- | | | |
|---|--|---|
| 1. <input checked="" type="checkbox"/> I'm just fine, thanks.
<input type="checkbox"/> What's wrong? | 3. <input type="checkbox"/> I feel better.
<input type="checkbox"/> I have a cold. | 5. <input type="checkbox"/> That's good advice.
<input type="checkbox"/> I don't think so. |
| 2. <input type="checkbox"/> That's good.
<input type="checkbox"/> Maybe I can help. | 4. <input type="checkbox"/> Take some antacid.
<input type="checkbox"/> Buy some aspirin. | 6. <input type="checkbox"/> I'm sorry to hear that.
<input type="checkbox"/> Try some cough drops. |

13 WHERE IS IT?

A Listen. Where do the people want to go? Number the pictures from 1 to 4.



B Listen again. Where are the places? Correct the mistakes.

- It's on Center Street, ^{between} ~~across from~~ the drugstore and the gas station.
- It's on Main Street, next to the department store.
- It's on the corner of Center Avenue and First Street, across from the hotel.
- It's on the corner of Center Avenue and Fourth Street, across from the drugstore.

14 LAST WEEKEND

A Listen to the conversations. Did Gary, Debra, and Brian have good weekends? Check (✓) Yes or No.

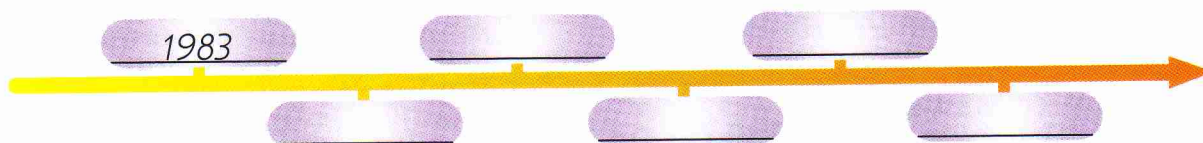
Gary ☐ Yes ☐ No Debra ☐ Yes ☐ No Brian ☐ Yes ☐ No

B Listen again. Put each person's activities in time order from 1 to 4.

Gary	Debra	Brian
..... had a party	..... did laundry	..... met friends
..... cooked food	..... shopped for groceries	..... played volleyball
1 played basketball	..... studied for a test	..... went swimming
..... watched a movie	..... cleaned the house	..... had a picnic

15 TIME LINE

A Listen to an interview with an actress. Write the years you hear on the time line.



B Listen again. Complete the sentences with the correct years.

- The actress was born in 1983 .
- She graduated from high school in .
- She got her first acting job in .
- She moved to the U.S. in .
- She started acting in .
- She was in her first movie in .

16 HI, KATE!

Listen. There are three mistakes in each message. Correct the mistakes.

- Hi, Kate! This is Don. My ^{sister} ~~brother~~ is visiting me, and we're going to see a movie tomorrow night. Do you want to come? Please call me by 5:00 today.

- Hi, Kate. This is Howard. I was in Mexico last week, so I missed our math class. What did we study? Please call me at home. The number is 555-4509. Thanks.

- Hi, Kate. This is Bill. Sorry I missed your call. I was in the yard. I'd love to have lunch with you tomorrow, but I can't. I have to study for a test. Sorry!

