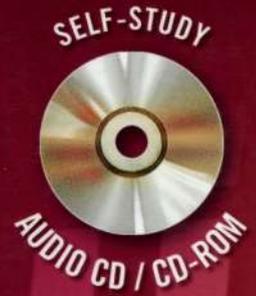


TOUCHSTONE

MICHAEL McCARTHY
JEANNE McCARTEN
HELEN SANDIFORD



1

STUDENT'S BOOK



TOUCHSTONE

STUDENT'S BOOK 1

Touchstone is a groundbreaking new series that offers a fresh approach to teaching and learning North American English. It draws on the *Cambridge International Corpus*, a large database of conversations and written texts, to build a syllabus based on how people actually use English. The series introduces unique "conversation management" strategies, places special emphasis on teaching vocabulary and vocabulary-learning strategies, and offers exciting ideas for personalized, learner-centered interaction.

KEY FEATURES

- Grammar presented in natural contexts
- Vocabulary-learning strategies
- Strategies for managing conversation
- Inductive learning tasks
- Useful facts about spoken language
- Personalized speaking and writing practice
- Communicative pronunciation activities
- Listening strategies
- Reading that leads to realistic writing tasks
- Clear learning aims
- Self-assessment tools
- Self-study Audio CD/CD-ROM for Windows® and Macintosh®

The four levels of **Touchstone** take adult and young adult learners from the beginning through the intermediate levels of proficiency. *Student's Book 1* is designed for beginners and teaches basic grammar, vocabulary, and conversation strategies for everyday interaction.

Level One consists of a Student's Book with Self-study Audio CD/CD-ROM, Workbook, Teacher's Edition, and Class Audio CDs or Cassettes. The Student's Book and Workbook are available in split editions.

THE AUTHORS

Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, where he specialized in the analysis of spoken English and contributed to the development of the *Cambridge International Corpus*. He is currently Adjunct Professor of Applied Linguistics at the Pennsylvania State University and the University of Limerick. He is the author of many titles of interest to teachers, including *Spoken Language and Applied Linguistics*. Well known as an expert on the teaching and learning of vocabulary, he is co-author of the basic and upper-intermediate levels of *Vocabulary in Use*.

Jeanne McCarten has taught English in Sweden, France, Malaysia, and the UK and has many years of experience publishing English teaching materials, specializing in the areas of grammar and vocabulary. She was closely involved in the development of the spoken English sections of the *Cambridge International Corpus*.

Helen Sandiford has extensive experience as an English teacher, teacher trainer, and sales and marketing specialist. She spent nine years in Japan setting up English programs and teaching in Japanese senior high schools and vocational colleges. She has conducted training seminars for English teachers throughout East Asia.



CAMBRIDGE INTERNATIONAL CORPUS

The Cambridge International Corpus is a database of over 700 million words of spoken and written English that have been collected from a variety of authentic sources. Developed by Cambridge University Press as a tool to help in writing materials for learners of English, the Corpus can be analyzed to determine how the language is actually used.
www.cambridge.org/corpus



REAL ENGLISH GUARANTEE



CAMBRIDGE
UNIVERSITY PRESS

www.cambridge.org

ISBN 0-521-66611-2



9 780521 666114

Authors' acknowledgments

Touchstone has benefited from extensive development research. The authors and publishers would like to extend their particular thanks to the following reviewers, consultants, and pilots for their valuable insights and suggestions.

Reviewers and consultants:

Thomas Job Lane and Marília de M. Zanella from **Associação Alumni**, São Paulo, Brazil; Simon Banha from **Phil Young's English School**, Curitiba, Brazil; Katy Cox from **Casa Thomas Jefferson**, Brasília, Brazil; Rodrigo Santana from **CCBEU**, Goiânia, Brazil; Cristina Asperti, Nancy H. Lake, and Airton Pretini Junior from **CEL LEP**, São Paulo, Brazil; Sonia Cury from **Centro Britânico**, São Paulo, Brazil; Daniela Alves Meyer from **IBEU**, Rio de Janeiro, Brazil; Ayeska Farias from **Mai English**, Belo Horizonte, Brazil; Solange Cassiolato from **LTC**, São Paulo, Brazil; Fernando Prestes Maia from **Polídiomas**, São Paulo, Brazil; Chris Ritchie and Debora Schisler from **Seven Idioms**, São Paulo, Brazil; Maria Teresa Maiztegui and Joacyr de Oliveira from **União Cultural EEUJ**, São Paulo, Brazil; Sakae Onoda from **Chiba University of Commerce**, Ichikawa, Japan; James Boyd and Ann Conlon from **ECC Foreign Language Institute**, Osaka, Japan; Catherine Chamier from **ELEC**, Tokyo, Japan; Janaka Williams, Japan; David Aline from **Kanagawa University**, Yokohama, Japan; Brian Long from **Kyoto University of Foreign Studies**, Kyoto, Japan; Alistair Home and Brian Quinn from **Kyushu University**, Fukuoka, Japan; Rafael Dovale from **Matsushita Electric Industrial Co., Ltd.**, Osaka, Japan; Bill Acton, Michael Herriman, Bruce Monk, and Alan Thomson from **Nagoya University of Commerce**, Nisshin, Japan; Alan Bessette from **Poole Gakuin University**, Osaka, Japan; Brian Collins from **Sundai Foreign Language Institute, Tokyo College of Music**, Tokyo, Japan; Todd Odgers from **The Tokyo Center for Language and Culture**, Tokyo, Japan; Jion Hanagata from **Tokyo Foreign Language College**, Tokyo, Japan; Peter Collins and Charlene Mills from **Tokai University**, Hiratsuka, Japan; David Stewart from **Tokyo Institute of Technology**, Tokyo, Japan; Alberto Peto Villalobos from **Cenlex Santo Tomás**, Mexico City, Mexico; Diana Jones and Carlos Lizarraga from **Instituto Angloamericano**, Mexico City, Mexico; Raúl Mar and María Teresa Monroy from **Universidad de Cuautitlán Izcalli**, Mexico City, Mexico; JoAnn Miller from **Universidad del Valle de México**, Mexico City, Mexico; Orlando Carranza from **ICPNA**, Peru; Sister Melanie Bair and Jihyeon Jeon from **The Catholic University of Korea**, Seoul, South Korea; Peter E. Nelson from **Chung-Ang University**, Seoul, South Korea; Joseph Schouweiler from **Dongguk University**, Seoul, South Korea; Michael Brazil and Sean Witty from **Gwangwoon University**, Seoul, South Korea; Kelly Martin and Larry Michienzi from **Hankook FLS University**, Seoul, South Korea; Scott Duerstock and Jane Miller from **Konkuk University**, Seoul, South Korea; Athena Pichay from **Korea University**, Seoul, South Korea; Lane Darnell Bahl, Susan Caesar, and Aaron Hughes from **Korea University**, Seoul, South Korea; Farzana Hyland and Stephen van Vlack from **Sookmyung Women's University**, Seoul, South Korea; Hae-Young Kim, Terry Nelson, and Ron Schaftrick from **Sungkyunkwan University**, Seoul, South Korea; Mary Chen and Michelle S. M. Fan from **Chinese Cultural University**, Taipei, Taiwan; Joseph Sorell from **Christ's College**, Taipei, Taiwan; Dan Aldridge and Brian Kleinsmith from **ELSI**, Taipei, Taiwan; Ching-Shyang Anna Chien and Duen-Yeh Charles Chang from **Hsin Wu Institute of Technology**, Taipei, Taiwan; Timothy Hogan, Andrew Rooney, and Dawn Young from **Language Training and Testing Center**, Taipei, Taiwan; Jen Mei Hsu and Yu-hwei Eunice Shih from **National Taiwan Normal University**, Taipei, Taiwan; Roma Starczewska and Su-Wei Wang from **PQ3R Taipei Language and Computer Center**, Taipei, Taiwan; Elaine Paris from **Shih Chien University**, Taipei, Taiwan; Jennifer Castello from **Cañada College**, Redwood City, California, USA; Dennis Johnson, Gregory Keech, and Penny Larson from **City College of San Francisco – Institute for International Students**, San Francisco, California, USA; Ditra Henry from **College of Lake County**, Gray's Lake, Illinois, USA; Madeleine Murphy from **College of San Mateo**, San Mateo, California, USA; Ben Yoder from **Harper College**, Palatine, Illinois, USA; Christine Aguila, John Lanier, Armando Mata, and Ellen Sellergren from **Lakeview Learning Center**, Chicago, Illinois, USA; Ellen Gomez from **Laney College**, Oakland, California, USA; Brian White from **Northeastern Illinois University**, Chicago, Illinois, USA; Randi Reppen from **Northern Arizona University**, Flagstaff, Arizona, USA; Janine Gluud from

San Francisco State University – College of Extended Learning, San Francisco, California, USA; Peg Sarosy from **San Francisco State University – American Language Institute**, San Francisco, California, USA; David Mitchell from **UC Berkley Extension, ELP – English Language Program**, San Francisco, California, USA; Eileen Censotti, Kim Knutson, Dave Onufrock, Marnie Ramker, and Jerry Stanfield from **University of Illinois at Chicago – Tutorium in Intensive English**, Chicago, Illinois, USA; Johnnie Johnson Hafernik from **University of San Francisco, ESL Program**, San Francisco, California, USA; Judy Friedman from **New York Institute of Technology**, New York, New York, USA; Sheila Hackner from **St. John's University**, New York, New York, USA; Joan Lesikin from **William Paterson University**, Wayne, New Jersey, USA; Linda Pelc from **LaGuardia Community College**, Long Island City, New York, USA; Tamara Plotnick from **Pace University**, New York, USA; Lenore Rosenbluth from **Montclair State University**, Montclair, New Jersey, USA; Suzanne Seidel from **Nassau Community College**, Garden City, New York, USA; Debbie Un from **New York University, New School**, and **LaGuardia Community College**, New York, New York, USA; Cynthia Wiseman from **Hunter College**, New York, New York, USA; Aaron Lawson from **Cornell University**, Ithaca, New York, USA, for his help in corpus research; Belkis Yanes from **CTC Belo Monte**, Caracas, Venezuela; Victoria García from **English World**, Caracas, Venezuela; Kevin Bandy from **LT Language Teaching Services**, Caracas, Venezuela; Ivonne Quintero from **PDVSA**, Caracas, Venezuela.

Pilots:

Daniela Jorge from **ELFE Idioms**, São Paulo, Brazil; Eloisa Marchesi Oliveira from **ETE Professor Camargo Aranha**, São Paulo, Brazil; Marilena Wanderley Pessoa from **IBEU**, Rio de Janeiro, Brazil; Marcia Lotaif from **LTC**, São Paulo, Brazil; Mirlei Valenzi from **USP English on Campus**, São Paulo, Brazil; Jelena Johanovic from **YEP International**, São Paulo, Brazil; James Steinman from **Osaka International College for Women**, Moriguchi, Japan; Brad Visgatis from **Osaka International University for Women**, Moriguchi, Japan; William Figoni from **Osaka Institute of Technology**, Osaka, Japan; Terry O'Brien from **Otani Women's University**, Tondabayashi, Japan; Gregory Kennerly from **YMCA Language Center** piloted at **Hankyu SHS**, Osaka, Japan; Daniel Alejandro Ramos and Salvador Enríquez Castaneda from **Instituto Cultural Mexicano-Norteamericano de Jalisco**, Guadalajara, Mexico; Patricia Robinson and Melida Valdes from **Universidad de Guadalajara**, Guadalajara, Mexico.

We would also like to thank the people who arranged recordings: Debbie Berkold, Bobbie Gore, Bill Kohler, Aaron Lawson, Terri Massin, Traci Suiter, Bryan Swan, and the many people who agreed to be recorded.

The authors would also like to thank the **editorial and production** team:

Sue Aldcorn, Eleanor K. Barnes, Janet Battiste, Sylvia P. Bloch, David Bohlke, Karen Brock, Jeff Chen, Sylvia Dare, Karen Davy, Deborah Goldblatt, Paul Heacock, Louisa Hellegers, Eliza Jensen, Lesley Koustaff, Heather McCarron, Lise R. Minovitz, Diana Nam, Kathy Niemczyk, Bill Paulk, Bill Preston, Janet Raskin, Mary Sandre, Tamar Savir, Shelagh Speers, Kayo Taguchi, Mary Vaughn, Jennifer Wilkin, and all the design and production team at Adventure House.

And these Cambridge University Press **staff and advisors**: Yumiko Akeba, Jim Anderson, Kanako Aoki, Mary Louise Baez, Carlos Barbisan, Alexandre Canizares, Cruz Castro, Kathleen Corley, Kate Cory-Wright, Riitta da Costa, Peter Davison, Elizabeth Fuzikava, Steven Golden, Yuri Hara, Catherine Higham, Gareth Knight, João Madureira, Andy Martin, Alejandro Martínez, Nigel McQuitty, Carine Mitchell, Mark O'Neil, Rebecca Ou, Antonio Puente, Colin Reublinger, Andrew Robinson, Dan Schulte, Kumiko Sekioka, Catherine Shih, Howard Siegelman, Ivan Sorrentino, Ian Sutherland, Alcione Tavares, Koen Van Landeghem, Sergio Varela, and Ellen Zlotnick.

In addition, the authors would like to thank Colin Hayes and Jeremy Mynott for making the project possible in the first place. Most of all, very special thanks are due to Mary Vaughn for her dedication, support, and professionalism. Helen Sandiford would like to thank her family and especially her husband, Bryan Swan, for his support and love.

We created the **Touchstone** series with the help of the *Cambridge International Corpus* of North American English. The corpus is a large database of language from everyday conversations, radio and television broadcasts, and newspapers and books.

Using computer software, we analyze the corpus to find out how people actually use English. We use the corpus as a “touchstone” to make sure that each lesson teaches you authentic and useful language. The corpus helps us choose and explain the grammar, vocabulary, and conversation strategies you need to communicate successfully in English.

Touchstone makes learning English fun. It gives you many different opportunities to interact with your classmates. You can exchange personal information, take class surveys, role-play situations, play games, and discuss topics of personal interest. Using **Touchstone**, you can develop confidence in your ability to understand real-life English and to express yourself clearly and effectively in everyday situations.

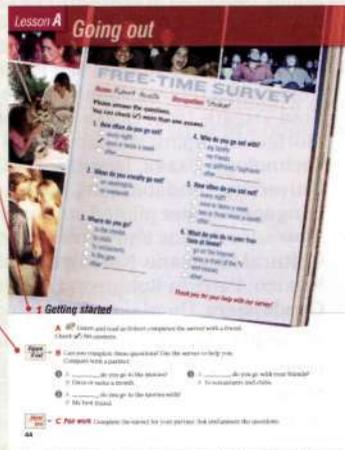
We hope you enjoy using **Touchstone** and wish you every success with your English classes.

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

Getting started presents new grammar in natural contexts such as surveys, interviews, conversations, and phone messages.

Figure it out challenges you to notice how grammar works.



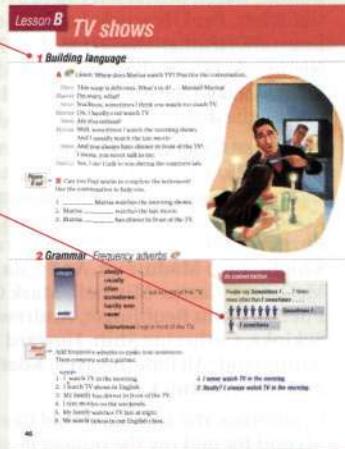
Grammar is presented in clear charts.

Grammar exercises give you practice with new structures and opportunities to exchange personal information with your classmates.

Speaking naturally helps you understand and use natural pronunciation and intonation.

Building language builds on the grammar presented in Lesson A.

In conversation panels tell you about the grammar and vocabulary that are most frequent in spoken North American English.



Building vocabulary uses pictures to introduce new words and expressions.

Word sort helps you organize vocabulary and then use it to interact with your classmates.

Talk about it encourages you to discuss interesting questions with your classmates.

Conversation strategy helps you "manage" conversations better. In this lesson, you learn how to ask questions that aren't too direct. The strategies are based on examples from the corpus.

Lesson C Do you go straight home?

1 Conversation strategy Asking questions in two ways

A Can you complete the second column?

B What do you do after school? ...
What do you do after school? ...
What do you do after school? ...

2 Strategy plus I mean

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

B Ask your partner to complete the questions. Do you have any of the same ideas?

3 Listening and speaking What do they say next?

A Listen to the conversation between two people. Write down what they say next.

B Listen to the conversation between two people. Write down what they say next.

C Pair work Ask and answer the questions. Use your own ideas.

Strategy plus teaches important expressions for conversation management, such as **I mean**, **Well**, and **Anyway**.

Listening and speaking skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include "listen and react" activities.

Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

Lesson D Internet addicts

1 Reading

A Read the text. Do you agree with the writer's opinion? Write a short paragraph.

B Read the text. Do you agree with the writer's opinion? Write a short paragraph.

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

D Pair work Take the card to the article. Ask and answer the questions. Use your own ideas.

2 Listening and speaking Using computers

A Listen to the conversation between two people. Write down what they say next.

B Listen to the conversation between two people. Write down what they say next.

C Group work Listen to the questions. Do they get on together? Write a short paragraph.

D Writing A message to a Web site

A Write a message to a Web site about yourself. Compare the messages.

B Check activity Read your messages. Write a short paragraph about the messages.

Writing tasks include e-mails, letters, short articles, and material for Web pages.

Help notes give you information on things like punctuation, linking ideas, and organizing information.

Vocabulary notebook is a page of fun activities to help you organize and write down vocabulary.

Vocabulary notebook Do what? Go where?

Learning tip Write down words and their meanings in your own words.

A Match words with definitions. Write the words in the correct column.

B Match words with definitions. Write the words in the correct column.

C Do your own. Make a vocabulary 'page' on each page. Write a word and its meaning. Use the words in the box.

On your own is a practical task to help you learn vocabulary outside of class.

Free talk 5 Play a board game.

A You go first. 1000

B You go first. 1000

C You go first. 1000

D You go first. 1000

Free talk helps you engage in free conversation with your classmates.

Other features

A **Touchstone checkpoint** after every three units reviews grammar, vocabulary, and conversation strategies.

A **Self-study Audio CD/CD-ROM** gives you more practice with listening, speaking, and vocabulary building.

The **Class Audio Program** presents the conversations and listening activities in natural, lively English.

The **Workbook** gives you language practice and extra reading and writing activities. **Progress checks** help you assess your progress.

Touchstone Level 1 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 All about you pages 1–10	<ul style="list-style-type: none"> Say hello and good-bye Introduce yourself Exchange personal information (names, phone numbers, and e-mail addresses) Spell names Thank people 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>I, you,</i> and <i>we</i> in statements, <i>yes-no</i> questions, and short answers Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i> 	<ul style="list-style-type: none"> Expressions to say hello and good-bye Numbers 0–10 Personal information Everyday expressions 	<ul style="list-style-type: none"> Ask <i>How about you?</i> Use everyday expressions like <i>Yeah</i> and <i>Thanks</i> 	<ul style="list-style-type: none"> Letters and numbers E-mail addresses
Unit 2 In class pages 11–20	<ul style="list-style-type: none"> Ask and say where people are Name personal items and classroom objects Ask and say where things are in a room Make requests Give classroom instructions Apologize 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>he, she,</i> and <i>they</i> in statements, <i>yes-no</i> questions, and short answers Articles <i>a, an,</i> and <i>the</i> <i>This</i> and <i>these</i> Noun plurals Questions with <i>Where . . . ?</i> Possessives 's and s' 	<ul style="list-style-type: none"> Personal items Classroom objects Prepositions and expressions of location 	<ul style="list-style-type: none"> Ask for help in class Respond to <i>Thank you</i> and <i>I'm sorry</i> 	<ul style="list-style-type: none"> Noun plural endings
Unit 3 Favorite people pages 21–30	<ul style="list-style-type: none"> Talk about favorite celebrities Describe people's personalities Talk about friends and family 	<ul style="list-style-type: none"> Possessive adjectives The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers (summary) Information questions with <i>be</i> 	<ul style="list-style-type: none"> Types of celebrities Basic adjectives Adjectives to describe personality Family members Numbers 10–101 	<ul style="list-style-type: none"> Show interest by repeating information and asking questions Use <i>Really?</i> to show interest or surprise 	<ul style="list-style-type: none"> <i>Is he . . . ?</i> or <i>Is she . . . ?</i>

Touchstone checkpoint Units 1–3 pages 31–32

Unit 4 Everyday life pages 33–42	<ul style="list-style-type: none"> Describe a typical morning in your home Discuss weekly routines Get to know someone Talk about lifestyles 	<ul style="list-style-type: none"> Simple present statements, <i>yes-no</i> questions, and short answers 	<ul style="list-style-type: none"> Verbs for everyday activities Days of the week Time expressions for routines 	<ul style="list-style-type: none"> Say more than <i>yes</i> or <i>no</i> when you answer a question Start answers with <i>Well</i> if you need time to think, or if the answer isn't a simple <i>yes</i> or <i>no</i> 	<ul style="list-style-type: none"> -s endings of verbs
Unit 5 Free time pages 43–52	<ul style="list-style-type: none"> Discuss free-time activities Talk about TV shows <i>you like and don't like</i> Talk about TV-viewing habits 	<ul style="list-style-type: none"> Simple present information questions Frequency adverbs 	<ul style="list-style-type: none"> Types of TV shows Free-time activities Time expressions for frequency Expressions for likes and dislikes 	<ul style="list-style-type: none"> Ask questions in two ways to be clear and not too direct Use <i>I mean</i> to repeat your ideas or to say more 	<ul style="list-style-type: none"> <i>Do you . . . ?</i>
Unit 6 Neighborhoods pages 53–62	<ul style="list-style-type: none"> Describe a neighborhood Ask for and tell the time Make suggestions Discuss advertising 	<ul style="list-style-type: none"> <i>There's</i> and <i>There are</i> Quantifiers Adjectives before nouns Telling time Suggestions with <i>Let's</i> 	<ul style="list-style-type: none"> Neighborhood places Basic adjectives Expressions for telling the time 	<ul style="list-style-type: none"> Use <i>Me too</i> or <i>Me neither</i> to show you have something in common with someone Respond with <i>Right</i> or <i>I know</i> to agree with someone, or to show you are listening 	<ul style="list-style-type: none"> Word stress

Touchstone checkpoint Units 4–6 pages 63–64

Listening	Reading	Writing	Vocabulary notebook	Free talk
<ul style="list-style-type: none"> Recognize responses to hello and good-bye <p><i>Memberships</i></p> <ul style="list-style-type: none"> Listen for personal information, and complete application forms 	<ul style="list-style-type: none"> Different types of identification cards and documents 	<ul style="list-style-type: none"> Complete an application 	<p><i>Meetings and greetings</i></p> <ul style="list-style-type: none"> Write new expressions with their responses 	<p><i>Meet a celebrity.</i></p> <ul style="list-style-type: none"> Class activity: Introduce yourself and complete name cards for three "celebrities"
<p><i>Who's absent?</i></p> <ul style="list-style-type: none"> Listen to a classroom conversation, and say where students are <p><i>Following instructions</i></p> <ul style="list-style-type: none"> Recognize classroom instructions 	<ul style="list-style-type: none"> Classroom conversations 	<ul style="list-style-type: none"> Write questions about locations 	<p><i>My things</i></p> <ul style="list-style-type: none"> Link things with places 	<p><i>What do you remember?</i></p> <ul style="list-style-type: none"> Pair work: How much can you each remember about a picture?
<p><i>Friends</i></p> <ul style="list-style-type: none"> Listen to three people's descriptions of their friends, and fill in the missing words 	<ul style="list-style-type: none"> A family tree 	<ul style="list-style-type: none"> Write questions about people 	<p><i>All in the family</i></p> <ul style="list-style-type: none"> Make a family tree 	<p><i>Talk about your favorite people.</i></p> <ul style="list-style-type: none"> Pair work: Score points for each thing you say about your favorite people

Touchstone checkpoint Units 1–3 pages 31–32

<p><i>What's the question?</i></p> <ul style="list-style-type: none"> Listen to answers and infer the questions <p><i>Teen habits</i></p> <ul style="list-style-type: none"> Listen for information in a conversation, and complete a chart about a teenager's habits 	<p><i>In the lifetime of an average American . . .</i></p> <ul style="list-style-type: none"> A magazine article describing how much time people spend on daily activities over a lifetime 	<ul style="list-style-type: none"> Write an e-mail message about a classmate Use capital letters and periods 	<p><i>Verbs, verbs, verbs</i></p> <ul style="list-style-type: none"> Draw and label simple pictures of new vocabulary 	<p><i>Interesting facts</i></p> <ul style="list-style-type: none"> Class survey: Ask questions to compare your classmates with the average New Yorker
<p><i>What do they say next?</i></p> <ul style="list-style-type: none"> Listen to conversations and predict what people say next <p><i>Using computers</i></p> <ul style="list-style-type: none"> Listen for the ways two people use their computers 	<p><i>Are you an Internet addict?</i></p> <ul style="list-style-type: none"> A magazine article and questionnaire about Internet use 	<ul style="list-style-type: none"> Write a message to a Web site about yourself Link ideas with <i>and</i> and <i>but</i> 	<p><i>Do what? Go where?</i></p> <ul style="list-style-type: none"> Write verbs with the words you use after them 	<p><i>Play a board game.</i></p> <ul style="list-style-type: none"> Pair work: Do the activities and see who gets from class to Hawaii first
<p><i>What's on this weekend?</i></p> <ul style="list-style-type: none"> Listen to a radio broadcast for the times and places of events <p><i>City living</i></p> <ul style="list-style-type: none"> Listen for topics in a conversation, and then react to statements 	<p><i>Classifieds</i></p> <ul style="list-style-type: none"> A variety of classified ads from a local newspaper 	<ul style="list-style-type: none"> Write an ad for a bulletin board Use prepositions for time and place: <i>between, through, at, on, for, and from . . . to . . .</i> 	<p><i>A time and a place . . .</i></p> <ul style="list-style-type: none"> Link times of the day with activities 	<p><i>Find the differences.</i></p> <ul style="list-style-type: none"> Pair work: List all the differences you find between two neighborhoods

Touchstone checkpoint Units 4–6 pages 63–64

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 <i>Out and about</i> pages 65–74	<ul style="list-style-type: none"> Describe the weather Leave phone messages Talk about sports and exercise Say how your week is going Give exercise advice 	<ul style="list-style-type: none"> Present continuous statements, <i>yes-no</i> questions, short answers, and information questions Imperatives 	<ul style="list-style-type: none"> Seasons Weather Sports and exercise with <i>play, do, and go</i> Common responses to good and bad news 	<ul style="list-style-type: none"> Ask follow-up questions to keep a conversation going React with expressions like <i>That's great!</i> and <i>That's too bad.</i> 	<ul style="list-style-type: none"> Stress and intonation in questions
Unit 8 <i>Shopping</i> pages 75–84	<ul style="list-style-type: none"> Talk about clothes Ask for and give prices Shop for gifts Discuss shopping habits 	<ul style="list-style-type: none"> <i>Like to, want to, need to, and have to</i> Questions with <i>How much . . . ?</i> <i>This, these; that, those</i> 	<ul style="list-style-type: none"> Clothing and accessories Jewelry Colors Shopping expressions Prices "Time to think" expressions "Conversation sounds" 	<ul style="list-style-type: none"> Take time to think using <i>Uh, Um, Well, Let's see, and Let me think</i> Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings 	<ul style="list-style-type: none"> <i>Want to and have to</i>
Unit 9 <i>A wide world</i> pages 85–94	<ul style="list-style-type: none"> Give sightseeing information Talk about countries you want to travel to Discuss international foods, places, and people 	<ul style="list-style-type: none"> <i>Can and can't</i> 	<ul style="list-style-type: none"> Sightseeing activities Countries Regions Languages Nationalities 	<ul style="list-style-type: none"> Explain words using <i>a kind of, kind of like, and like</i> Use <i>like</i> to give examples 	<ul style="list-style-type: none"> <i>Can and can't</i>
Touchstone checkpoint Units 7–9 pages 95–96					

Unit 10 <i>Busy lives</i> pages 97–106	<ul style="list-style-type: none"> Ask for and give information about the recent past Describe the past week Talk about how you remember things 	<ul style="list-style-type: none"> Simple past statements, <i>yes-no</i> questions, and short answers 	<ul style="list-style-type: none"> Simple past irregular verbs Time expressions for the past Fixed expressions 	<ul style="list-style-type: none"> Respond with expressions like <i>Good luck, You poor thing, etc.</i> Use <i>You did?</i> to show that you are interested or surprised, or that you are listening 	<ul style="list-style-type: none"> -ed endings
Unit 11 <i>Looking back</i> pages 107–116	<ul style="list-style-type: none"> Describe experiences such as your first day of school or work Talk about a vacation Tell a funny story 	<ul style="list-style-type: none"> Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers Simple past information questions 	<ul style="list-style-type: none"> Adjectives to describe feelings Expressions with <i>go</i> and <i>get</i> 	<ul style="list-style-type: none"> Show interest by answering a question and then asking a similar one Use <i>Anyway</i> to change the topic or end a conversation 	<ul style="list-style-type: none"> Stress and intonation in questions and answers
Unit 12 <i>Fabulous food</i> pages 117–126	<ul style="list-style-type: none"> Talk about food likes and dislikes and eating habits Make requests and offers Invite someone to a meal Make recommendations 	<ul style="list-style-type: none"> Countable and uncountable nouns <i>How much . . . ?</i> and <i>How many . . . ?</i> <i>Would you like (to) . . . ?</i> and <i>I'd like (to) . . .</i> <i>Some and any</i> <i>A lot of, much, and many</i> 	<ul style="list-style-type: none"> Foods and food groups Expressions for eating habits Adjectives to describe restaurants 	<ul style="list-style-type: none"> Use <i>or something</i> and <i>or anything</i> to make a general statement End <i>yes-no</i> questions with <i>or . . . ?</i> to be less direct 	<ul style="list-style-type: none"> <i>Would you . . . ?</i>
Touchstone checkpoint Units 10–12 pages 127–128					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>How's your week going?</i></p> <ul style="list-style-type: none"> Listen to people talk about their week, and react appropriately <p><i>Do you enjoy it?</i></p> <ul style="list-style-type: none"> Listen to conversations and identify what type of exercise each person does and why he or she enjoys it 	<p><i>Don't wait – just walk!</i></p> <ul style="list-style-type: none"> An article about the benefits of walking for exercise 	<ul style="list-style-type: none"> Write a short article giving advice about exercise Use imperatives to give advice 	<p><i>Who's doing what?</i></p> <ul style="list-style-type: none"> Write new words in true sentences 	<p><i>What's hot? What's not?</i></p> <ul style="list-style-type: none"> Group work: Discuss questions about current "hot" topics
<p><i>I'll take it.</i></p> <ul style="list-style-type: none"> Listen to conversations in a store, and write the prices of items and which items people buy <p><i>Favorite places to shop</i></p> <ul style="list-style-type: none"> Listen to someone talk about shopping, and identify shopping preferences and habits 	<p><i>Shopping around the world</i></p> <ul style="list-style-type: none"> An article about famous shopping spots around the world 	<ul style="list-style-type: none"> Write a recommendation for a shopper's guide Link ideas with <i>because</i> to give reasons 	<p><i>Nice outfit!</i></p> <ul style="list-style-type: none"> Label pictures with new vocabulary 	<p><i>How do you like to dress?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates about the things they like to wear
<p><i>National dishes</i></p> <ul style="list-style-type: none"> Listen to a person talking about international foods, and identify the foods she likes <p><i>What language is it from?</i></p> <ul style="list-style-type: none"> Listen to a conversation, and identify the origin and meaning of words 	<p><i>The travel guide</i></p> <ul style="list-style-type: none"> A page from a travel Web site with information, pictures, and travel advice 	<ul style="list-style-type: none"> Write a paragraph for a Web page for tourists Use commas in lists 	<p><i>People and nations</i></p> <ul style="list-style-type: none"> Group new vocabulary in two ways 	<p><i>Where in the world . . . ?</i></p> <ul style="list-style-type: none"> Pair work: Name different countries or cities where you can do interesting things

Touchstone checkpoint Units 7–9 pages 95–96

<p><i>What a week!</i></p> <ul style="list-style-type: none"> Listen to people describe their week, and choose a response <p><i>Don't forget!</i></p> <ul style="list-style-type: none"> Listen for how people remember things, and identify the methods they use 	<p><i>Ashley's journal</i></p> <ul style="list-style-type: none"> A week in Ashley's life from her personal journal 	<ul style="list-style-type: none"> Write a personal journal Order events with <i>before, after, when, and then</i> 	<p><i>Ways with verbs</i></p> <ul style="list-style-type: none"> Write down information about new verbs 	<p><i>Yesterday . . .</i></p> <ul style="list-style-type: none"> Pair work: Use the clues in a picture to "remember" what you did yesterday
<p><i>Weekend fun</i></p> <ul style="list-style-type: none"> Listen to a conversation about last weekend, and identify main topics and details <p><i>Funny stories</i></p> <ul style="list-style-type: none"> Listen to two stories, identify the details, and then predict the endings 	<p><i>Letters from our readers</i></p> <ul style="list-style-type: none"> A letter telling a funny story about a reader's true experience 	<ul style="list-style-type: none"> Complete a funny story Use punctuation to show direct quotations or speech 	<p><i>Past experiences</i></p> <ul style="list-style-type: none"> Use a time chart to log new vocabulary 	<p><i>Guess where I went on vacation.</i></p> <ul style="list-style-type: none"> Group work: Ask and answer questions to guess where each person went on vacation
<p><i>Lunchtime</i></p> <ul style="list-style-type: none"> Listen to people talking about lunch, and identify what they want; then react to statements <p><i>Do you recommend it?</i></p> <ul style="list-style-type: none"> Listen to someone tell a friend about a restaurant, and identify important details about it 	<p><i>Restaurant guide</i></p> <ul style="list-style-type: none"> Restaurant descriptions and recommendations 	<ul style="list-style-type: none"> Write a restaurant review Use adjectives to describe restaurants 	<p><i>I love to eat!</i></p> <ul style="list-style-type: none"> Group vocabulary by things you like and don't like 	<p><i>Do you live to eat or eat to live?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates to find out about their eating habits

Touchstone checkpoint Units 10–12 pages 127–128

Getting help

What's the word for "_____" in English?

How do you spell "_____"?

What does "_____" mean?

I'm sorry. Can you repeat that, please?

Can you say that again, please?

Can you explain the activity again, please?



Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have ...

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

Sure. Here you go.



All about you

In Unit 1, you learn how to . . .

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



Before you begin . . .

Match each expression with a picture.

- | | | | | |
|----------------------------|---------------------------------|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> Hello. | <input type="checkbox"/> Thanks. | <input type="checkbox"/> Good morning. | <input type="checkbox"/> Hi. |
| <input type="checkbox"/> | <input type="checkbox"/> Bye. | <input type="checkbox"/> Good night. | <input type="checkbox"/> Thank you. | <input type="checkbox"/> Good-bye. |



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

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

1 Getting started

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

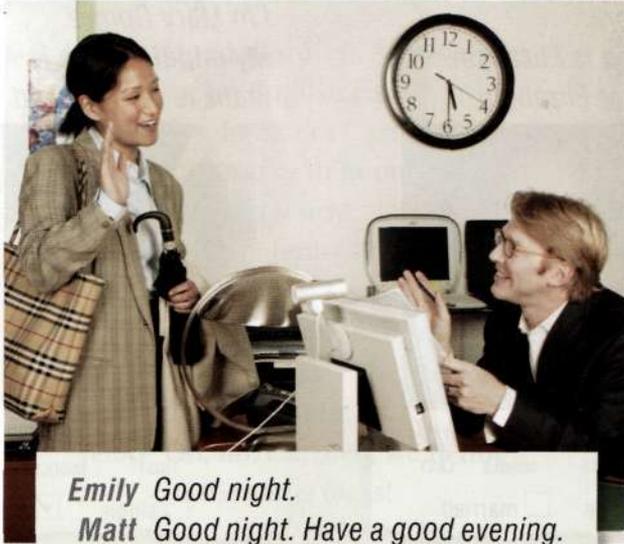
Figure it out **B** Can you complete these conversations? Then practice with a partner.
 Use your own names.

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

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

2 Building vocabulary

A  Listen. Practice the conversations.



Emily Good night.
Matt Good night. Have a good evening.
Emily Thank you. You too.



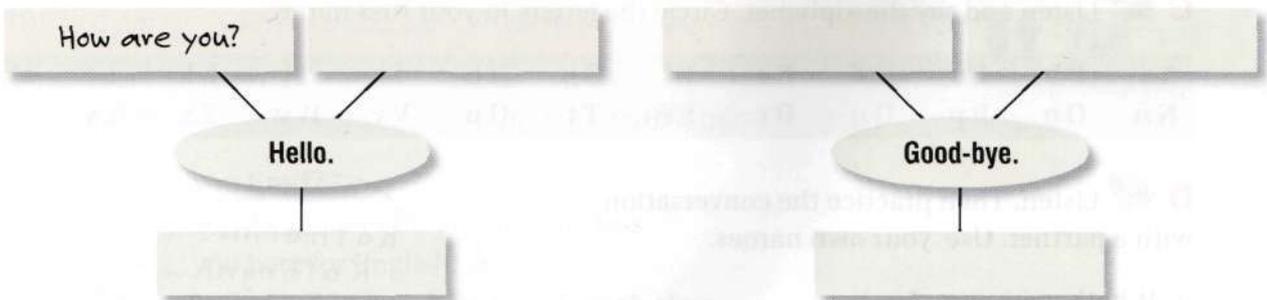
Sarah Bye. See you tomorrow.
Matt Bye. See you.

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

- | | | |
|---|---|---|
| 1. Bye. Have a good evening.
<input type="checkbox"/> You too. Good-bye.
<input checked="" type="checkbox"/> You too. Good night. | 3. Bye. See you later.
<input type="checkbox"/> OK. See you later.
<input type="checkbox"/> Bye. See you next week. | 5. Good-bye. Have a nice day.
<input type="checkbox"/> Thank you.
<input type="checkbox"/> Thanks. You too. |
| 2. Hi. How are you?
<input type="checkbox"/> Good, thanks.
<input type="checkbox"/> I'm fine. | 4. Hey, Oscar!
<input type="checkbox"/> Hi. How are you?
<input type="checkbox"/> Hello. | |

**Word
sort**

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



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

3 Vocabulary notebook Meetings and greetings

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



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



Name: David Allen Hanson
FIRST MIDDLE LAST
 single married

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



Name: Elizabeth - Park
FIRST MIDDLE LAST
 single married

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



Name: Mary Ann Gomez
FIRST MIDDLE LAST
 single married

1 Saying names in English

A Listen to the people above give their names.

B Complete the sentences. Then compare with a partner.

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

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

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

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

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

Miss, Mrs., Ms., Mr.?

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

About you

E Class activity Ask your classmates their names. Make a list.



2 Building language

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

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



Figure it out

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

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

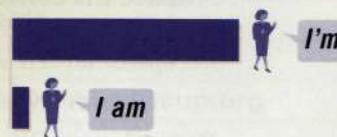
3 Grammar *The verb be: I, you, and we*

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

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

In conversation . . .

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



A Complete the conversations. Then practice with a partner.

- ① A Are you Emiko?
 B Yes, I _____. I _____ here for an English class.
 _____ you here for English, too?
 A No, I _____ . I _____ here for a French class.
- ② A _____ you Chris?
 B Yes, I _____. _____ we in the same class?
 A Yes, we _____. I _____ Dino.
 B Hi, Dino. Nice to meet you.

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

1 Numbers 0–10

A  Listen and say the numbers.

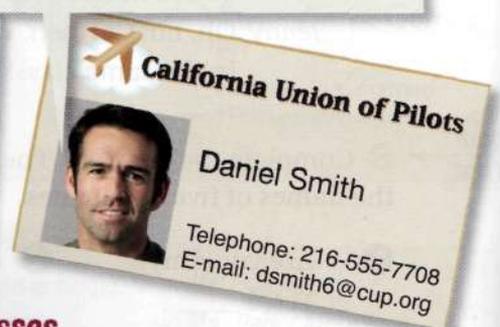
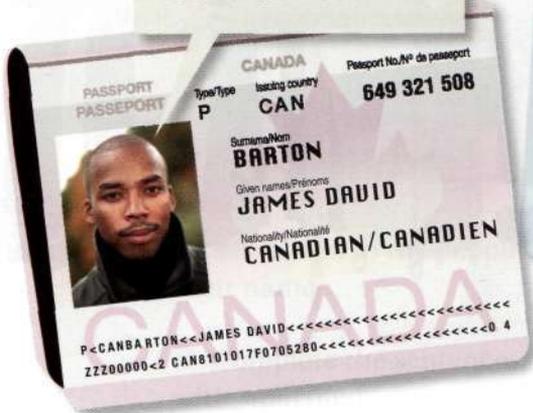
0 zero **1** one **2** two **3** three **4** four **5** five **6** six **7** seven **8** eight **9** nine **10** ten

B  Listen. Then practice.

1 My passport number is 649-321-508.

2 My ID number is 259-62-1883.

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



Numbers and e-mail addresses

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

2 Building language

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

Receptionist Hi! Are you a member?

Victor No, I'm just here for the day.

Receptionist OK. So, what's your name, please?

Victor Victor Lopez.

Receptionist And what's your phone number?

Victor It's 646-555-3048.

Receptionist And your e-mail address?

Victor Um . . . it's vlopez6@cup.org.

Receptionist OK. So it's \$10 for today. Here's your pass.

Victor Thanks.



Figure it out

B Can you complete these questions and answers? Then practice with a partner.

1 A _____ your name?
B Joe Garrett.

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

3 A _____ ?
B _____ 646-555-4628.

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

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

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

In conversation . . .

Phone is 6 times more common than telephone.



A Match the questions and answers. Then practice.

- | | |
|---|---------------------------|
| 1. What's your teacher's name? <u>b</u> | a. Rachel. |
| 2. What's your first name? _____ | b. It's Ms. Gardino. |
| 3. What's your e-mail address? _____ | c. My last name? Yoshida. |
| 4. What's your phone number? _____ | d. It's yoyo3@cup.org. |
| 5. What's your last name? _____ | e. 646-555-3907. |

About you

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

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

4 Listening and speaking Memberships

A Listen to the conversations. Complete the application forms.

1

Park Lake
LIBRARY Card Application

First name **Jackie**

Middle initial **L**

Last name _____

Phone number **607-555-**

E-mail address _____ **@cup.org**

Library card number **PL34008**

2

SMASH HITS VIDEO MEMBERSHIP APPLICATION

First name _____

Middle initial **T**

Last name **Nicols**

Phone number _____ **-555-2864**

E-mail address **JTHOMASN@cup.org**

Member ID _____

About you

B Pair work Now complete this form for a partner. Ask questions.

ENGLISH CLUB APPLICATION

First name _____

Middle initial _____

Last name _____

Phone number _____

E-mail address _____

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

1 Conversation strategy How about you?

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

A _____ ?

How about you?

B *Yes, I am.* _____ ?

Are you a new student?

A *Yes, me too.*



Now listen. Are Alicia and Adam friends?

Alicia *It's a beautiful day.*

Adam *Yeah, it is.*

Alicia *Are you here for the concert?*

Adam *Yeah, I am. How about you?*

Alicia *Yeah, me too. So, are you a student here?*

Adam *Yeah. How about you?*

Alicia *No, I'm here on vacation.*

Adam *Nice. By the way, I'm Adam.*

Alicia *Hi, Adam. I'm Alicia.*

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

"Are you here for the concert?"

"Yeah, I am. How about you?"

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

① *Lora* Are you new here?

Ying Yes, I am. _____ ?

Lora Yes, me too.

② *Marie* Hello. Are you here on vacation?

Koji Yes, I am. _____ ?

Marie No, I'm here on business.

2 Strategy plus *Everyday expressions*

Some everyday expressions are more formal.

How are you?



More formal

- Yes.
- Thank you.
- Hello.
- How are you?
- I'm fine.
- Good-bye.

Less formal

- Yeah.
- Thanks.
- Hi.
- How are you doing?
- OK. / Pretty good. / Good.
- Bye. / See you. / See you later.

In conversation . . .

Yeah is 10 times more common than yes.

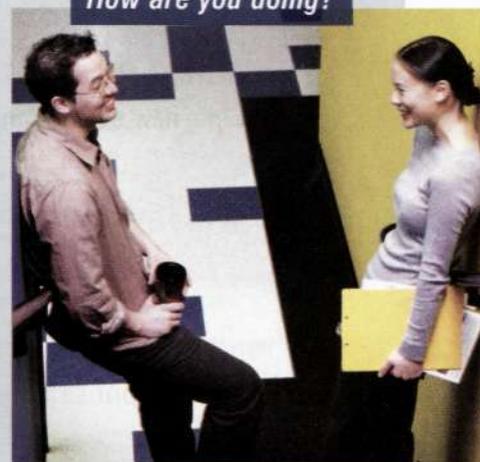


Yeah.



Yes.

How are you doing?



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

1

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

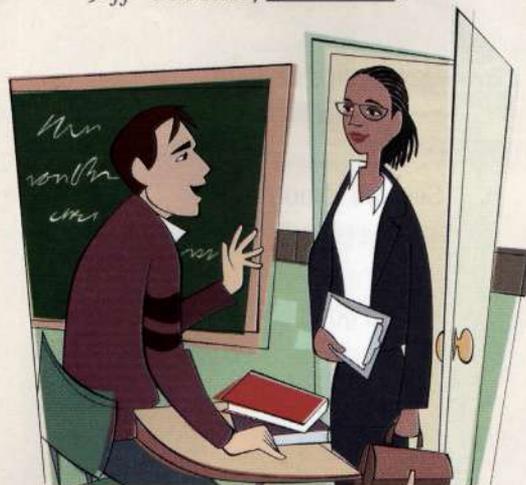


Later . . .

Kathy Bye. See you.
 Mike _____ .

2

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



Later . . .

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

B Pair work Practice the conversations.

3 Free talk *Meet a celebrity.*

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





Learning tip Learning expressions

Write new expressions with their responses, like this:

See you later.

Bye. See you.

Write a response for each expression.

1. Hello.

2. Good morning.

3. Hi. I'm Helen.

4. How are you?

5. Have a nice day.

6. See you tomorrow.

7. Have a good evening.

8. Good night.

Hi or Hello?

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

Hi.

Hello.

Bye.

Good-bye.

On your own

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

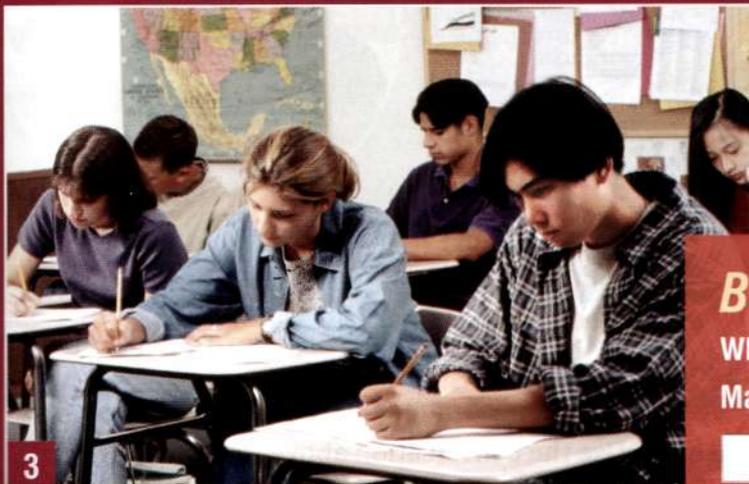


Unit 2

In class

In Unit 2, you learn how to . . .

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



Before you begin . . .

Where are these people?

Match the pictures with the sentences.

- | | | | |
|--------------------------|------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | He's at home. | <input type="checkbox"/> | They're in class. |
| <input type="checkbox"/> | 1 She's at work. | <input type="checkbox"/> | They're at the library. |

Classmates

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



1 Getting started

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

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

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

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

Jun **is** at work.

He's at work.

Laura's sick.

She's sick.

Kim and Phong **are** late.

They're late.

Laura's = Laura is

She's = She is

Jun **is not** here.

He's not here.

Laura's **not** in class.

She's not in class.

Kim and Phong **are not** here.

They're not here.

He's = He is

They're = They are

Is Jun here?

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

Is she sick?

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

Are they late?

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

In conversation . . .

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

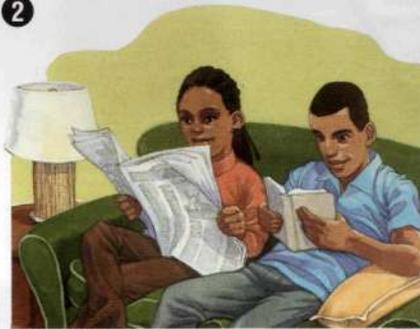
A These people are also Ana's classmates. Where are they today? Complete the sentences.

1



David _____

2



Connie and Dan _____

3



Sue and Min Ji _____

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

1. Is David sick?

3. _____ Connie and Dan at home?

5. _____ Sue at the library?

2. _____ Dan in class?

4. _____ Min Ji at work?

6. _____ Sue and Min Ji in class?

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

3 Listening *Who's absent?*

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

1. Jun's c a. at the library.

2. Kim's _____ b. at work.

3. Laura's _____ c. in the cafeteria.

4. David's _____ d. at home.

About you

B Pair work Ask and answer questions about your classmates.

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



What's in your bag?

1 Building vocabulary

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



Articles

a + consonant sound
a bag

an + vowel sound
an eraser

Word sort

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

a	an
a pencil	an umbrella

2 Building language

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



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



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



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

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

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

3 Grammar This and these; noun plurals

This is an MP3 player.

These are sunglasses.

What's this?

What are these?

It's an MP3 player.

They're sunglasses.

Is this your watch?

Are these your keys?

Yes, it is.

Yes, they are.

No, it's not.

No, they're not.

Regular plurals

bag bags
watch watches
dictionary dictionaries
key keys

Irregular plurals

man men
woman women
child children

Some nouns are only plural:

jeans, scissors, glasses, sunglasses

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



A What's this ?

B I think it's a cell phone .



A Is _____ your _____ ?

B No, _____ .



A What _____ ?

B _____ .



A Are _____ your _____ ?

B Yes, _____ .



A Are _____ your _____ ?

B No, _____ .



A What _____ ?

B _____ .

4 Speaking naturally Noun plural endings

/s/ wallets, books

/z/ pens, keys

/ɪz/ watches, oranges

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

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

What's in your bag?	/s/	/z/	/ɪz/
1. three textbooks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. two cell phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. four snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. my sunglasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. five credit cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



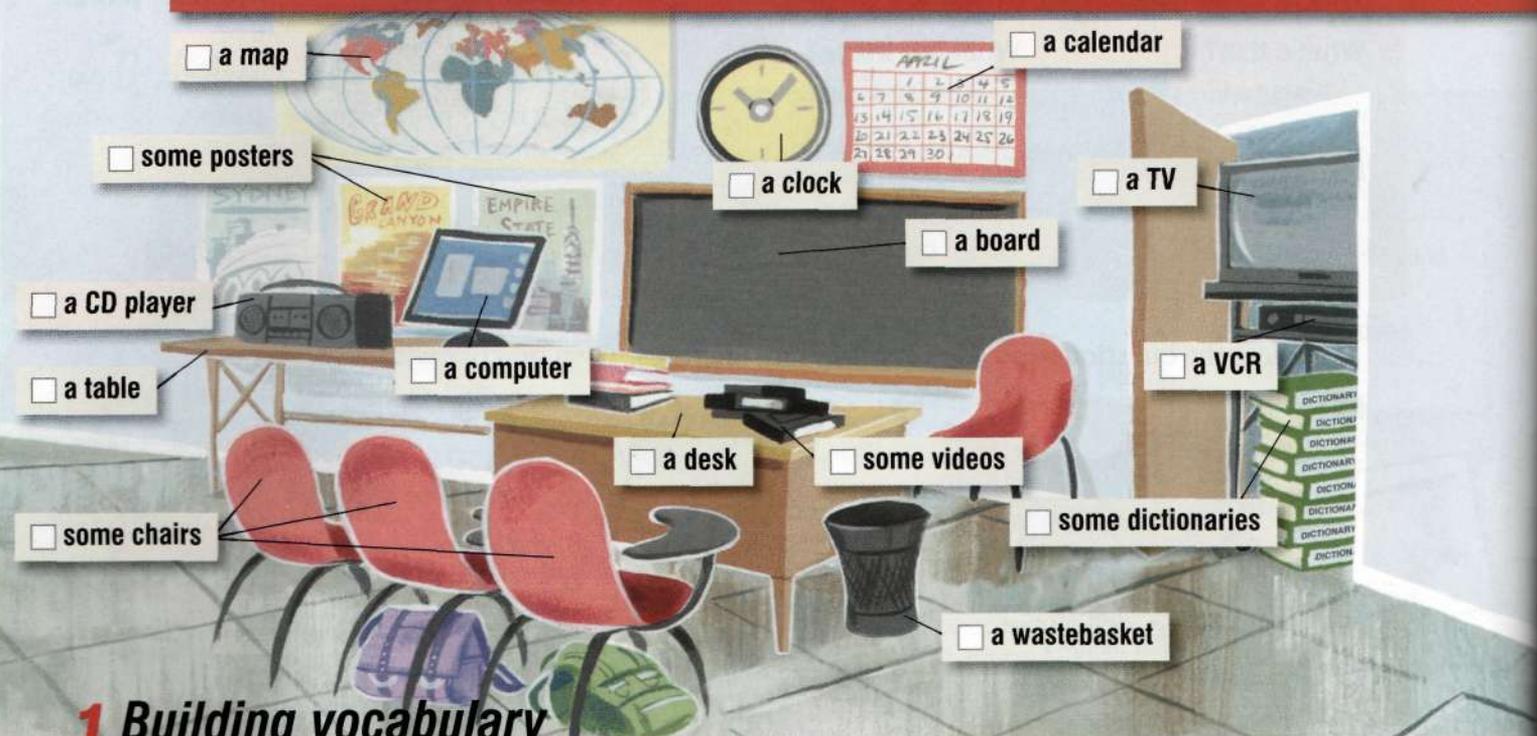
About you

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

"What's in your bag, Carlos?"

"A wallet, two keys, . . ."

In the classroom



1 Building vocabulary

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

Word sort

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

1 on the wall

a clock

2 on the floor

some bags

3 under your chair

4 in the closet

5 next to the window

6 in front of the board

C Pair work Ask and answer questions about your classroom.

“What’s on the wall?” “A clock, a map, and some posters . . .”

2 Building language

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

Mrs. Evans OK, so . . . where's the VCR?

Paula It's in the closet.

Mrs. Evans Oh, right. And the videos? Where are they?

Paula They're on the desk, under your coat.

Mrs. Evans OK, um . . . and where are the students' homework papers?

Paula They're on the floor.

Mrs. Evans Uh-oh, what's this under my foot?

Paula It's Mario's homework.

Mrs. Evans Oops! . . . Uh, where are my glasses?
They're not on my desk.

Paula Uh . . . they're on your head!



Figure it out

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

- Where _____ the VCR?
- Where _____ the teacher's coat?
- Where _____ the students' papers?

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

Where's Mario's homework?

It's on the floor.

Where's the teacher's coat?

It's on the desk.

Where are the students' papers?

They're on the floor.

Mario's homework

the teacher's glasses

three students' papers

Where's = Where is

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

- Where's the teacher's desk?
- Where's the TV?
- Where's the teacher's chair?
- Where are the students' dictionaries?
- Where's the computer?
- Where are the posters?

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

About you

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

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

4 Vocabulary notebook My things

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



1 Conversation strategy Asking for help in class

A Can you match the questions and answers?

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

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

Ming-wei Excuse me, what's the word for this in English?

Sonia Highlighter.

Ming-wei Thanks.

Sonia Sure.

Ming-wei Uh . . . how do you spell it?

Sonia I don't know. Sorry.

Ming-wei That's OK. Thanks anyway. . . . Can I borrow a pen, please?

Sonia Sure. Here you go.

Ming-wei Thank you.

Sonia You're welcome.

Ms. Larsen OK. Open your books to page 4.

Ming-wei Excuse me, can you repeat that, please? What page?

Ms. Larsen Sure. Page 4.

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

"What's the word for this in English?"

"How do you spell it?"

B Complete the conversations. Then practice with a partner.

- | | | |
|---|---|---|
| ① A What's this?
B It's an eraser.
A Oh, _____?
B E-R-A-S-E-R. | ② A Excuse me, can I _____ your dictionary, please?
B Sure. Here you go. | ③ A What's your phone number?
B _____, please?
A Yes. What's your phone number? |
|---|---|---|

About you

C Pair work Practice the conversations again. Use your own ideas.



SELF-STUDY
AUDIO CD
CD-ROM

2 Strategy plus Common expressions and responses

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

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

I'm sorry.

That's OK.

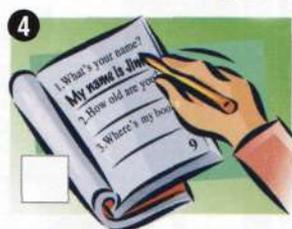


Circle the correct response. Then practice with a partner.

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

3 Listening and speaking Following instructions

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



- a. Listen to the conversation.
- b. Answer the questions on page 9.
- c. Turn to page 7, and look at Exercise 1.
- d. Write the word **eraser** in your notebook.

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

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

4 Free talk What do you remember?

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



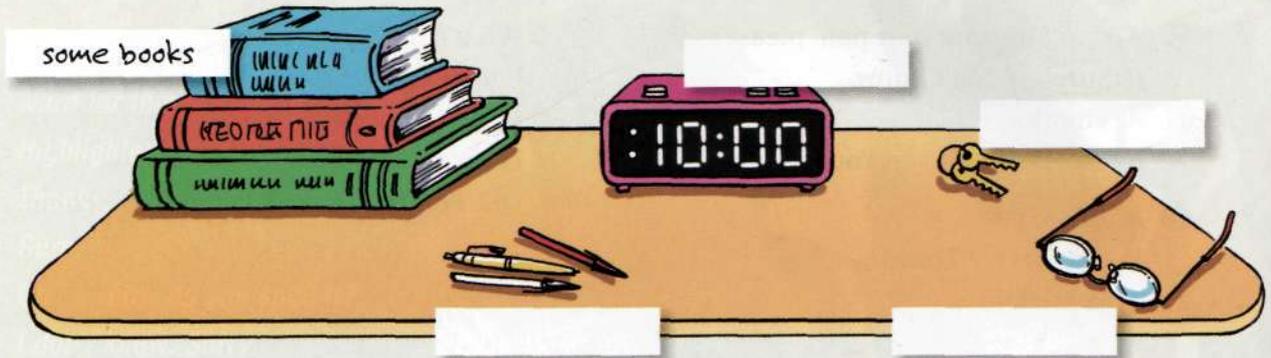


Learning tip *Linking things with places*

Make lists of things you keep in different places.

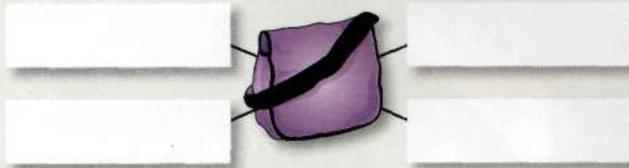
in my bag - my wallet, my keys

1 Label the things on the desk.



2 Now make lists of your things.

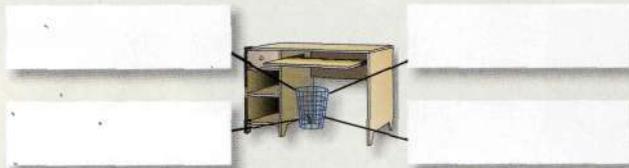
What's in your bag?



What's in your wallet?



What's under your desk?

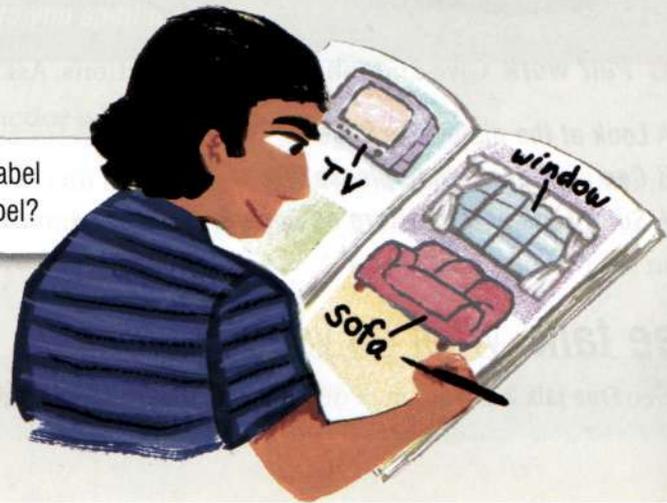


What's in your pockets?



On your own

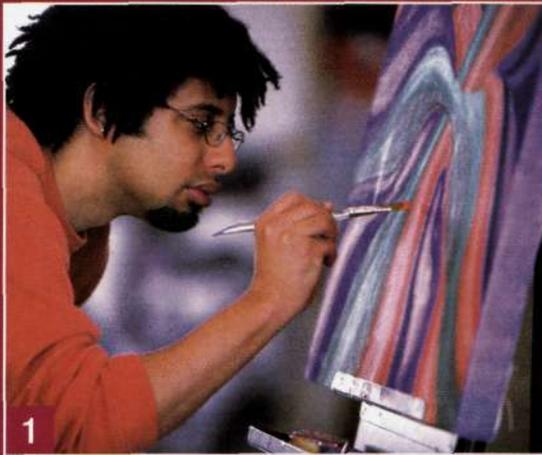
Find a magazine with pictures of things. Label the pictures. How many words can you label?



Favorite people

In Unit 3, you learn how to . . .

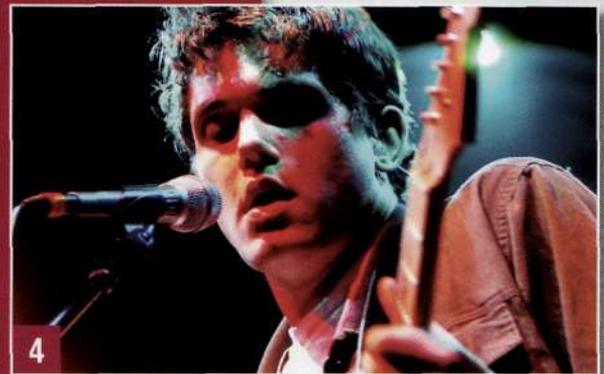
- use *my, your, his, her, our, and their*.
- use the verb *be* in information questions.
- talk about your favorite celebrities, friends, and family.
- show interest in a conversation.
- use *Really?* to show interest or surprise.



1



2



4



3

Before you begin . . .

Match the pictures with the sentences.

- | | |
|--|--|
| <input type="checkbox"/> He's a singer. | <input type="checkbox"/> They're soccer players. |
| <input type="checkbox"/> She's an actor. | <input type="checkbox"/> 1 He's an artist. |

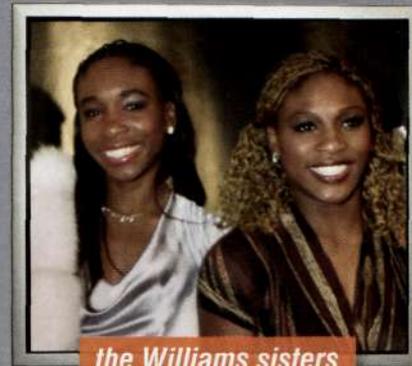
For each sentence, think of someone you know.



Sean Penn



Norah Jones



the Williams sisters

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

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

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



1 Getting started

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

Figure it out

B Can you complete the sentences? Use the information above to help you.

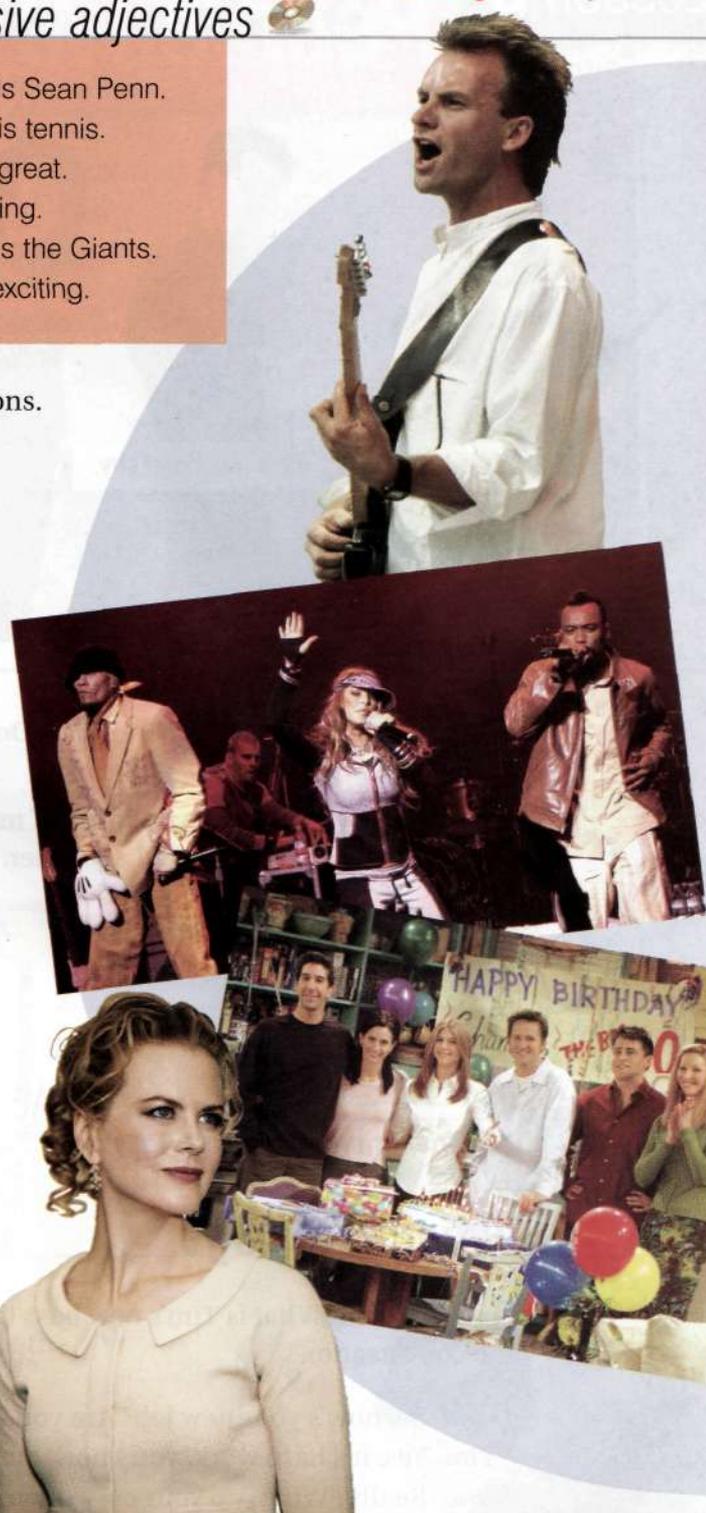
1. Sean Penn is an actor. _____ movies are very good.
2. Norah Jones is a famous singer. _____ new video is great.
3. The Williams sisters are tennis players. _____ matches are always great.

2 Grammar *Be in statements; possessive adjectives*

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

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

- A **I'm** / **My** a Sting fan.
 B Yeah, **he's** / **his** music is amazing.
 A You know, **he's** / **his** real name is Gordon Matthew Sumner.
- A **I'm** / **My** favorite band is Black Eyed Peas.
 B Oh, **they're** / **their** very good.
 A You know, **they're** / **their** new CD is out now.
- A Nicole Kidman's new movie is really great.
 B Yeah? **She's** / **Her** movies are always good.
 A I know. **She's** / **Her** my favorite actor.
- A What's **you're** / **your** favorite show?
 B **I'm** / **My** favorite show? *Friends*.
 A Yeah. It's **we're** / **our** favorite show, too.
 In our family, **we're** / **our** all *Friends* fans.



3 Talk about it *My favorite celebrities*

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

actor	Johnny Depp	band	
singer		team	
writer		artist	

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





She's **smart**. She's very **interesting**.



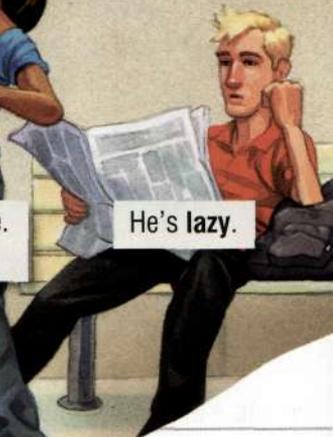
He's **quiet** and **shy**.



She's **friendly** and **outgoing**.



They're very **nice**. They're **fun**.



He's **lazy**.

1 Building vocabulary

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

Word sort

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

my friends	my best friend	my neighbor
very smart		

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

2 Building language

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

Dana So, how's your new job? Are you busy?

Tim Yes. It's hard work, you know. I'm tired.

Dana Really? What are your co-workers like? Are they nice?

Tim Yes, they are. They're really friendly.

Dana Great. And is your boss OK?

Tim She is, yeah. She's nice. Um . . . she's not very strict.

Dana Good, because you're late for work.

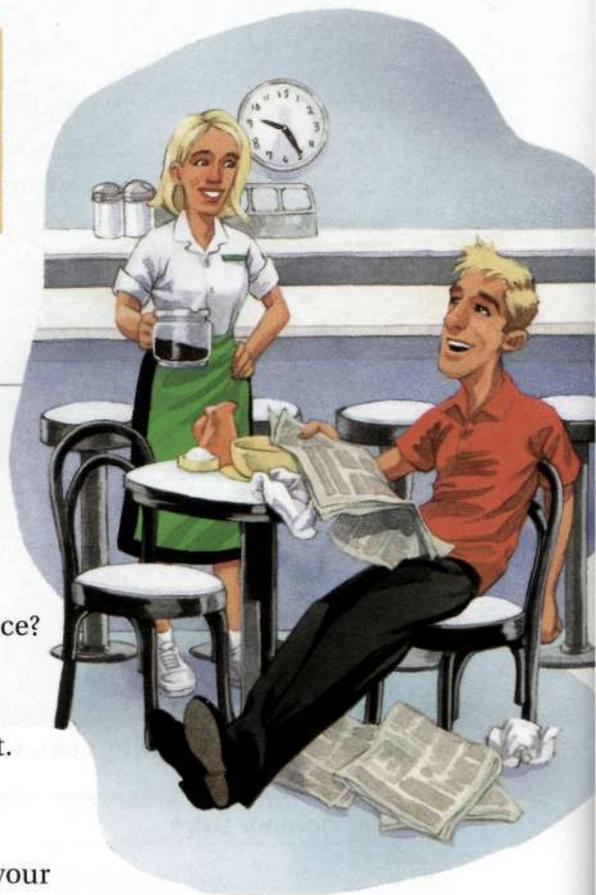


Figure it out

B Can you complete these questions and answers? Use your own ideas. Then compare with a partner.

① **A** How's your new teacher?
_____ she _____?

B Yes, she _____.

② **A** What about your classmates?
_____ they _____?

B Yes, they _____.

③ **A** And what's class like?
_____ it _____?

B No, it's not.

3 Grammar Yes-No questions and answers; negatives

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

About
you

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

- you / shy ?
Are you shy? Yes, I am.
- this class / easy ?

- the teacher / strict ?

- the students in this class / lazy ?

- your neighbors / nice ?

- your friends / outgoing ?

In conversation . . .

People use **'s not** and **'re not** after pronouns.

She's **not** strict.

They're **not** nice.

Isn't and **aren't** often follow nouns.

My boss **isn't** strict.

My co-workers **aren't** nice.

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

/ɪziy/

Is **he** a student?



/ɪʃiy/

Is **she** a student?



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

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

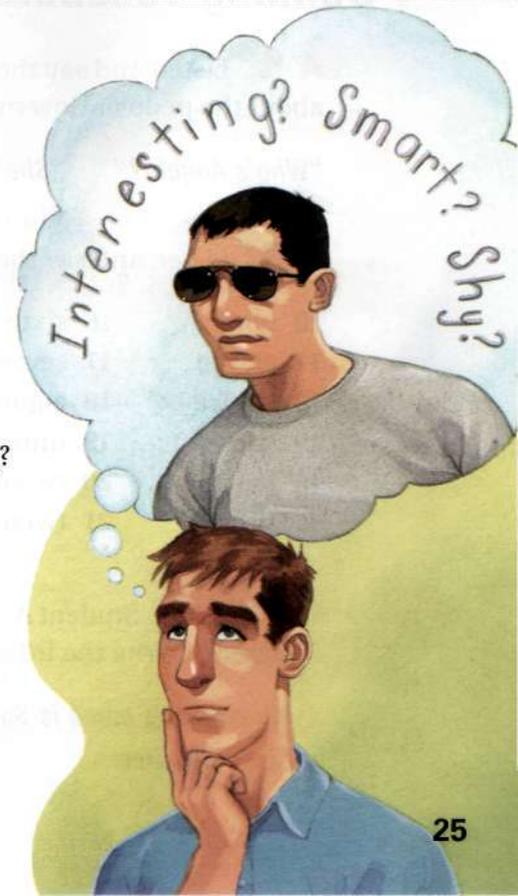
- Is **he** / **she** a friend from high school?
- Is **he** / **she** a college student?
- Is **he** / **she** shy?
- Is **he** / **she** smart?
- Is **he** / **she** interesting?
- Is **he** / **she** fun?

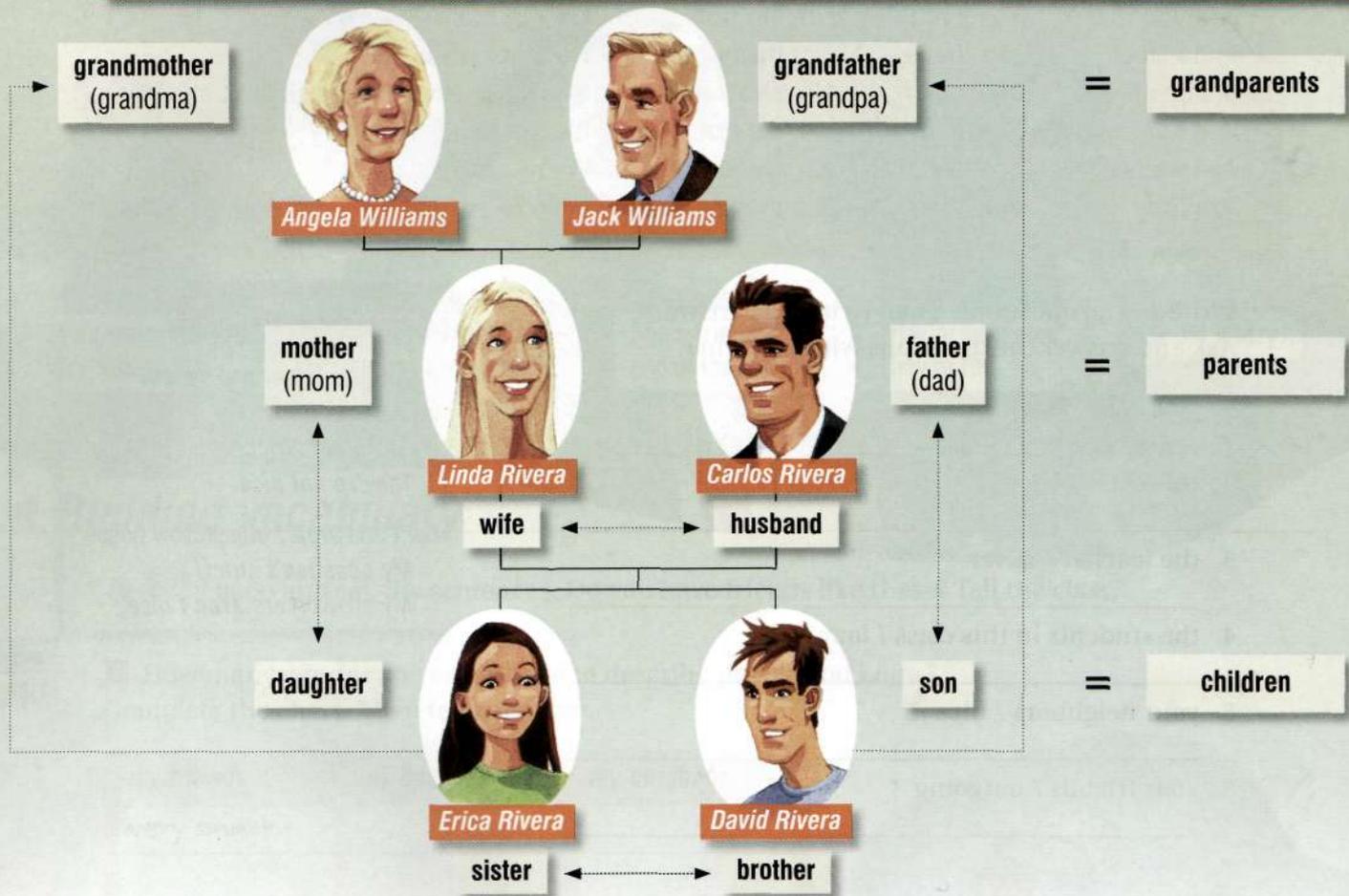
About
you

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

A *Is he a friend from high school?*

B *No, he's a neighbor.*





1 Building vocabulary

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

“Who’s Angela?” “She’s Jack’s wife. She’s Linda’s mother. She’s David’s grandmother.”

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

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

About you

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

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

Eva’s mother -
Sandra, 55



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

2 Building language

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

Akemi So, who's this?

Erica My grandma. And this is my grandpa.
He's a nice man. He's seventy-eight now.

Akemi Really? And how old is your grandmother?

Erica She's seventy-two.

Akemi She's very pretty. What's her name?

Erica Angela.

Akemi That's a nice name. So, where are your grandparents from originally?

Erica They're from Texas.



Figure it out

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

- are / from / parents / originally / where / your ?
- your / is / old / father / how ?
- names / your / what / grandparents' / are ?

3 Grammar Information questions with be

How are you?

I'm fine.

Who's this?

It's my grandmother.

How are your parents?

They're fine, thanks.

Where are you from?

I'm from Florida.

Where's she from?

She's from Texas.

Where are they today?

They're at home.

How old are you?

Twenty-three.

What's she like?

She's very smart.

What are their names?

Linda and Carlos.

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

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

About you

B Class activity Ask three classmates your questions.

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

4 Vocabulary notebook All in the family

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

1 Conversation strategy Showing interest

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

A Here's a picture of my best friend.

B Really? _____ ?



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

Mark This is a great photo.
Who is it?

Eve It's a friend of mine – Natasha.

Mark Oh? Where's she from?

Eve She's from London, but she's here in Miami now.

Mark London? Wow. Is she a student here?

Eve No, she's an artist – a painter. She's an amazing woman.

Mark A painter? Really? What are her paintings like?

Eve They're wonderful. Look.

Mark Oh. Interesting. . . . Um, what is it?

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

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

B Complete the responses. Then practice with a partner.

1 A My friend Gemma is a singer.
B A singer ? Is she in a band?

3 A My friends Joshua and Pat are actors.
B _____ ? Are they famous?

2 A My best friend's name is Vlad.
B _____ ? Where's he from?

About you

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



SELF-STUDY
AUDIO CD
CD-ROM

2 Strategy plus Really?

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

She's an artist.

In conversation . . .

Really is one of the top 50 words.



About you

Pair work Practice the conversations. Then ask the questions again. Give your own answers.

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

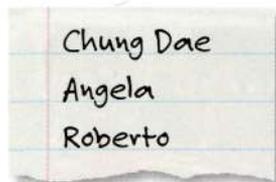
3 Listening and speaking Friends

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

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

About you

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



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

4 Free talk Talk about your favorite people.

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



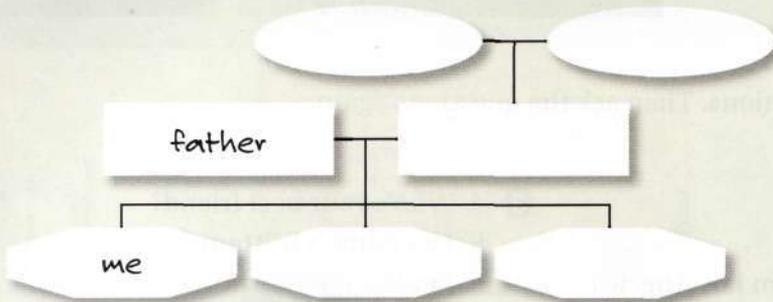


Learning tip Making diagrams

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

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

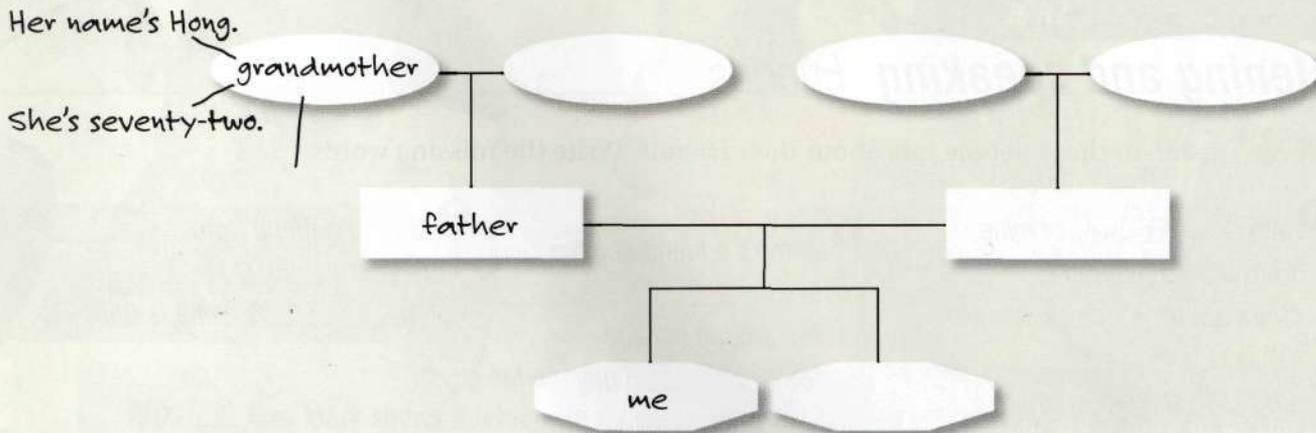
grandmother mother sister grandfather brother ✓father



Mom or Mother?

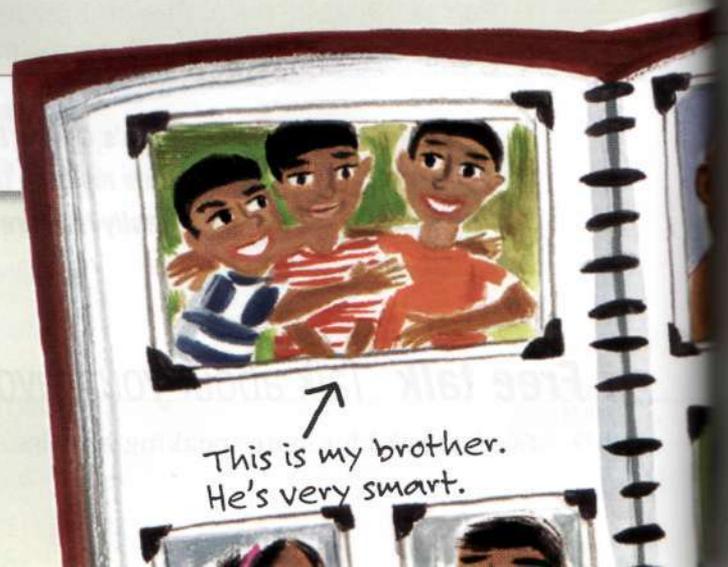
- Mom
- Mother
- Dad
- Father
- Grandma
- Grandmother
- Grandpa
- Grandfather

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



On your own

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

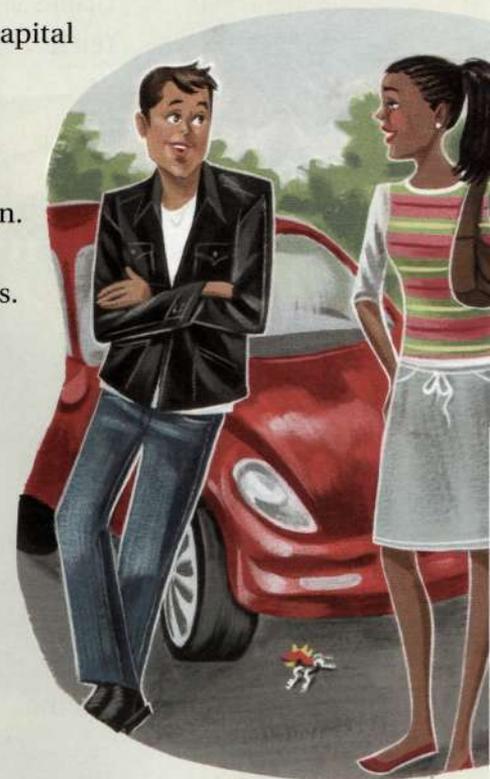


1 Can you complete this conversation?

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

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

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



2 Unscramble the questions.

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

1. full / teacher's / is / our / name / What ?
What is our teacher's full name ?
2. phone / the / What's / number / school's ?

3. class / hard / our / English / Is ?

4. this class / students / Are / smart / the / in ?

5. today / not / Who's / in class ?

6. books / are / Where / your ?

3 How many words do you remember?

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

classroom items	locations in class
clock	on the wall

family and other people	words to describe people
neighbors	friendly

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

4 Do you know these expressions?

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

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



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

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

5 Who has the same answer?

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

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

Self-check

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

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

Study plan

What do you want to review? Circle the lessons.

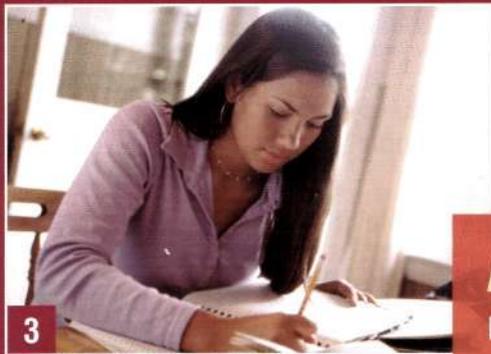
- grammar 1B 1C 2A 2B 2C 3A 3B 3C
- vocabulary 1A 1C 2A 2B 2C 3A 3B 3C
- conversation strategies 1D 2D 3D

Unit 4

Everyday life

In Unit 4, you learn how to . . .

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



Before you begin . . .

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

do homework

exercise

work

watch TV

What's a typical morning like in your home?



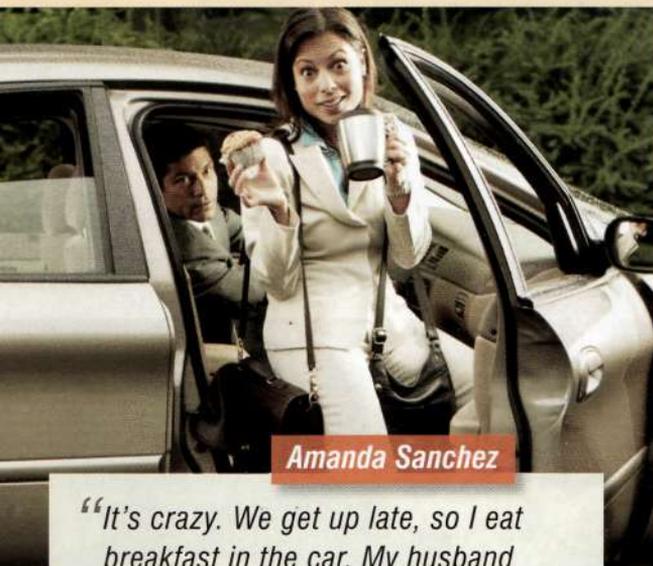
Greg O'Neal

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



Jennifer Lee

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



Amanda Sanchez

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



Alex Stern

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

1 Getting started

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

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

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

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

- | | | |
|--|--|---|
| <input type="checkbox"/> I get up early. | <input type="checkbox"/> I do my homework. | <input type="checkbox"/> I listen to the radio. |
| <input type="checkbox"/> I watch TV. | <input type="checkbox"/> I talk a lot. | <input type="checkbox"/> I check my e-mail. |

2 Grammar Simple present statements

I eat	breakfast.	I don't eat	lunch.
You have	coffee.	You don't have	tea.
We get up	late.	We don't get up	early.
They read	the paper.	They don't read	books.
He listens	to the radio.	He doesn't listen	to CDs.
She watches	TV.	She doesn't watch	videos.

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

Verb endings: *he, she, it*

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

A Complete these sentences.

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

About
you

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

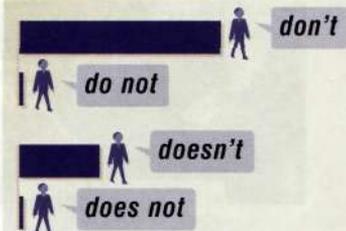
I don't eat breakfast.

A I don't eat breakfast. How about you?

B I have breakfast every morning.

In conversation ...

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



3 Speaking naturally -s endings of verbs

/s/ likes /z/ listens /ɪz/ relaxes

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

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

In your group . . .	/s/	/z/	/ɪz/
1. Who uses an alarm clock?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Who gets up late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Who exercises in the morning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Who sings in the shower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Who eats a big breakfast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Who drives to class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About
you

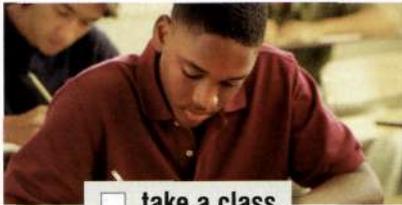
C Group work Take turns asking and answering the questions.

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



1 Building vocabulary

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



take a class



play sports



clean the house



go shopping



do the laundry



make phone calls

Word
sort

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	play soccer					

"On Mondays, I play soccer."

2 Building language

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

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

Figure
it out

About
you

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

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

3 Grammar Yes-No questions and short answers

Do you **go** to a class in the evening?

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

Does your mother **work** on the weekends?

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

Do you and your friends **play** sports after class?

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

Do your friends **make** phone calls at night?

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

A Complete the questions. Compare with a partner.

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

Time expressions

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

About
you

B Pair work Ask and answer the questions.

How many of your answers are the same?

A Do you eat a lot of snacks every day?

B Yes, I do. I eat two or three snacks in the afternoon.

4 Survey

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

Who has a busy week?

Find someone who . . .

belongs to a club.

plays on a team.

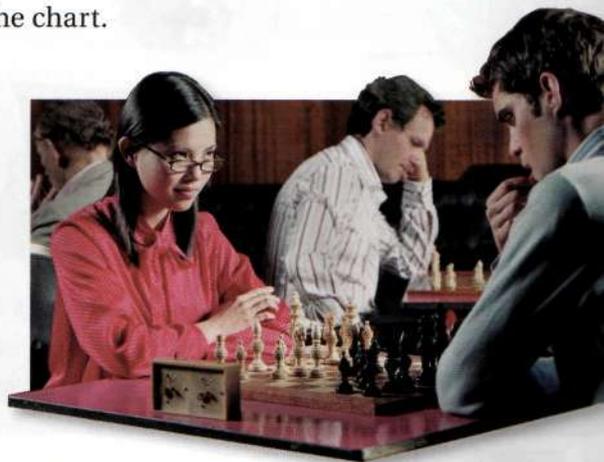
works on the weekends.

has breakfast in the car.

studies English before breakfast.

gets up early on Sundays.

Name



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

B Tell the class something interesting about a classmate.

"Anton belongs to a chess club."

5 Vocabulary notebook Verbs, verbs, verbs

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



Do you come here every day?

1 Conversation strategy *Saying more than yes or no*

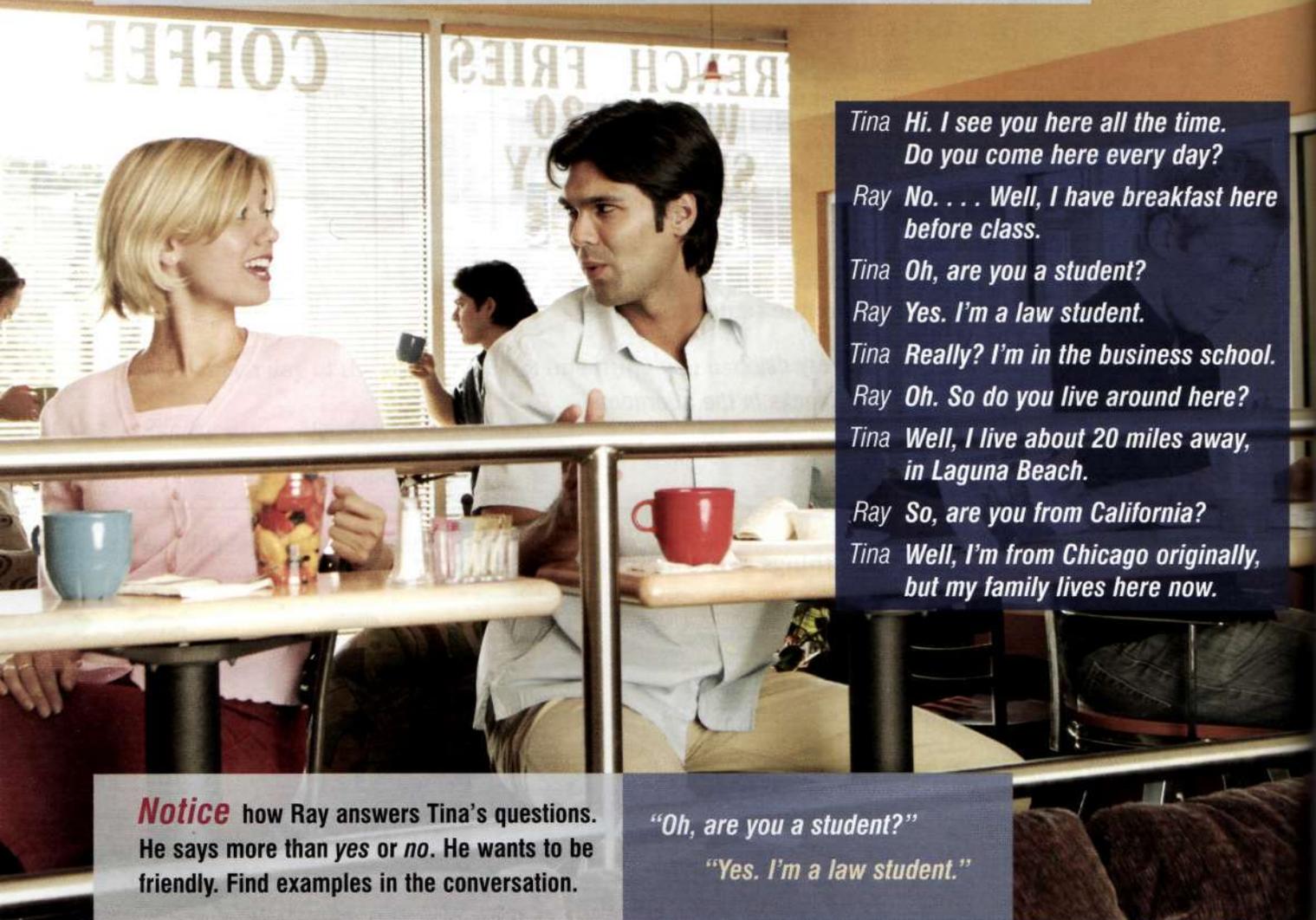
A Can you answer this question with more than *yes* or *no*?

A *Do you live around here?*

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



Now listen. What do you find out about Ray?



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

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

Tina *Oh, are you a student?*

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

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

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

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

Ray *So, are you from California?*

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

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

"Oh, are you a student?"

"Yes. I'm a law student."

About you

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

- | | |
|--|--|
| 1. Do you live around here? <u>£</u> | a. Yeah. Well, I play on a softball team. |
| 2. Are you from here originally? _____ | b. Yeah, I work at a restaurant on the weekends. |
| 3. Do you have a part-time job? _____ | c. No, they live in a small town near the ocean. |
| 4. Do you like sports? _____ | d. No, I'm from Rio originally. |
| 5. Do you have brothers and sisters? _____ | e. No, I'm an only child. |
| 6. Do your parents live around here? _____ | f. No, I live near the beach. |



SELF-STUDY
AUDIO CD
CD-ROM

2 Strategy plus Well

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

Are you from California?



Well, I'm from Chicago originally, . . .

In conversation . . .

Well is one of the top 50 words.

About you

Pair work Practice the conversations. Then ask the questions again. Give your own answers.

- 1 A What are your neighbors like?
B Well, they're very noisy. They like loud music.
- 2 A Do you see your family a lot?
B Well, not really. They don't live around here.
- 3 A Do you study every day?
B Well, not every day. I go out with friends on the weekends.



3 Listening and speaking What's the question?

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

"Do you go out on the weekends?"

1

"Do you read a lot?"

"Do you know people from other countries?"

"Do you live with your parents?"

"Do you exercise every day?"

About you

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

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

Do you ~~go out~~ on the weekends?

read

watch TV

1 Reading

About
you

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

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

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

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

IN THE LIFETIME OF AN AVERAGE AMERICAN...



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

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

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

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

In a lifetime, an average American spends . . .

- _____ hours at work.
- _____ years on the telephone.
- _____ years in bed.
- _____ years in front of the TV.

2 Listening Teen habits

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

An average teenager . . .

drinks 16 cans of soda a week.
eats dinner at home 3 times a week.
spends about 5 hours a month online.
watches TV 20 hours a week.

Christine . . .

drinks about _____ cans of soda a week.
eats dinner at home _____ times a week.
spends about _____ hours a month online.
watches TV _____ hours a week.

About
you

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

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

3 Writing and speaking An average week

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

My week: On average . . .

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

My partner's week: On average . . .

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

Subject: My new friend

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

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

Help note

Capitals and periods

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

Her name is Mei-ling.

↑ ↑ ↑

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

4 Free talk Interesting facts

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





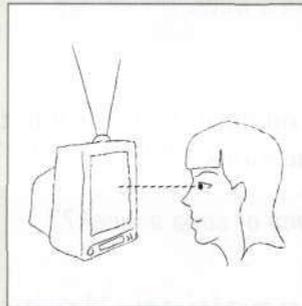
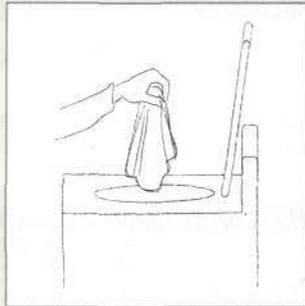
Learning tip Drawing pictures

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

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



read the newspaper



2 Draw and label your own pictures of activities.



3 Complete the chart with your everyday activities.

Write two things you do . . .

every day

I read the newspaper.

in the afternoon

on Sundays

after breakfast

before bed

On your own

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



Unit 5

Free time

In Unit 5, you learn how to . . .

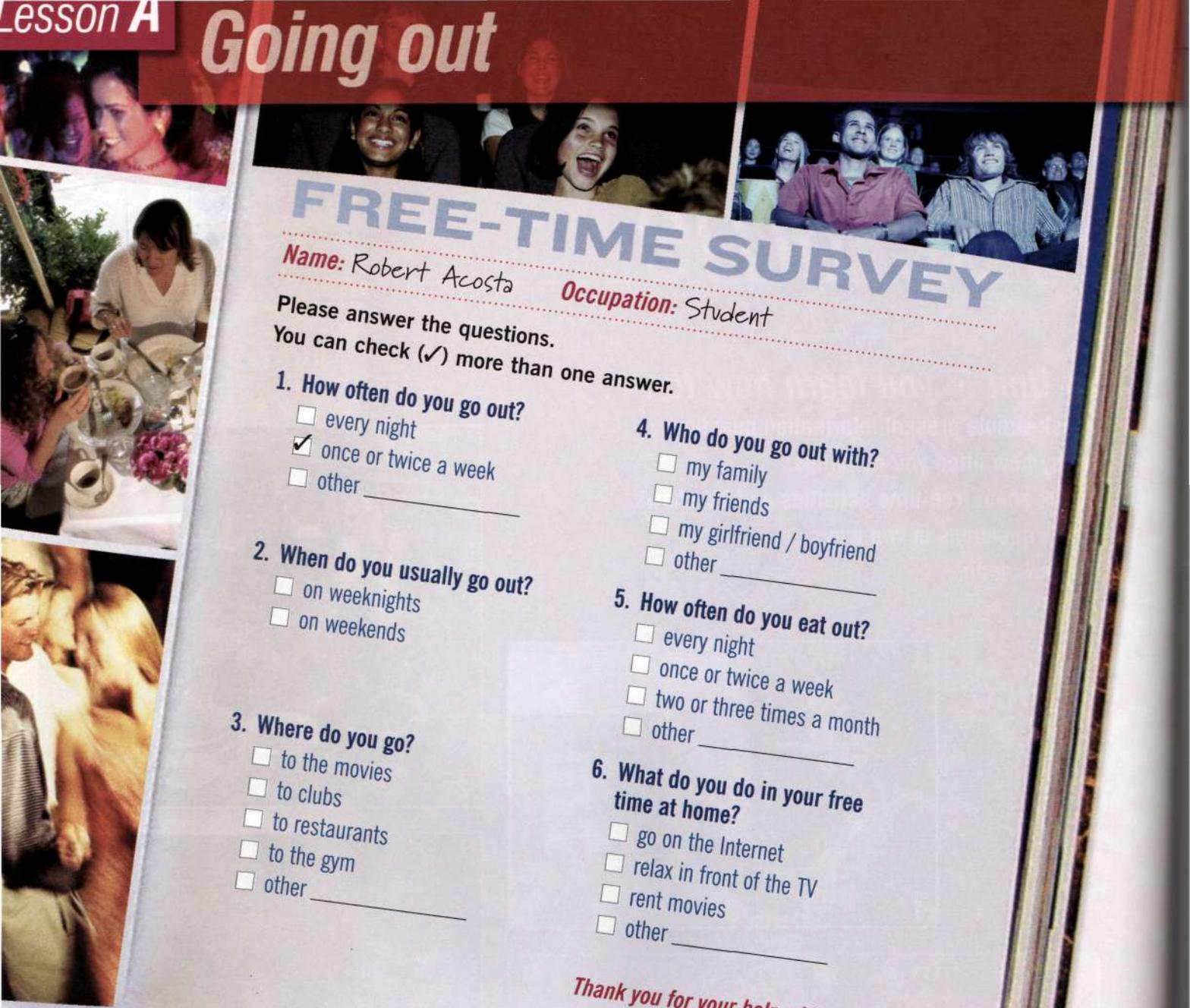
- ask simple present information questions.
- say how often you do things.
- talk about free-time activities and TV shows.
- ask questions in two ways.
- use *I mean*.



Before you begin . . .

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

- | | |
|---|---|
| <input type="checkbox"/> go on the Internet | <input type="checkbox"/> eat out |
| <input type="checkbox"/> go to a club | <input type="checkbox"/> go to the movies |



FREE-TIME SURVEY

Name: Robert Acosta

Occupation: Student

Please answer the questions.

You can check (✓) more than one answer.

1. How often do you go out?

- every night
 once or twice a week
 other _____

2. When do you usually go out?

- on weeknights
 on weekends

3. Where do you go?

- to the movies
 to clubs
 to restaurants
 to the gym
 other _____

4. Who do you go out with?

- my family
 my friends
 my girlfriend / boyfriend
 other _____

5. How often do you eat out?

- every night
 once or twice a week
 two or three times a month
 other _____

6. What do you do in your free time at home?

- go on the Internet
 relax in front of the TV
 rent movies
 other _____

Thank you for your help with our survey!

1 Getting started

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

Figure it out

B Can you complete these questions? Use the survey to help you. Compare with a partner.

① A _____ do you go to the movies?
 B Once or twice a month.

③ A _____ do you go with your friends?
 B To restaurants and clubs.

② A _____ do you go to the movies with?
 B My best friend.

About you

C Pair work Complete the survey for your partner. Ask and answer the questions.

2 Grammar Simple present: Information questions

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

Time expressions

How often?

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

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

1. do / you / do / what / on Friday nights ?

What do you do on Friday nights?

2. after class / where / go / your friends / do ?

3. you / who / do / on the weekends / go out with ?

4. do / your parents / how often / go on the Internet ?

5. your family / does / have dinner together / when ?

6. on weeknights / go out / do / you / how often ?

About
you

B Pair work Ask and answer the questions with a partner.

A *What do you do on Friday nights?*

B *I go to a club.*



3 Speaking naturally Do you . . . ?

Do you go out a lot?

Where do you go?

What do you do?

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

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

① **A** Do you relax in your free time?

B Well, yes, on the weekends.

A _____

B I sleep late, read, watch TV . . .

② **A** _____

B Yes, I do. I like movies a lot.

A _____

B Two or three times a week.

About
you

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

1 Building language

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

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

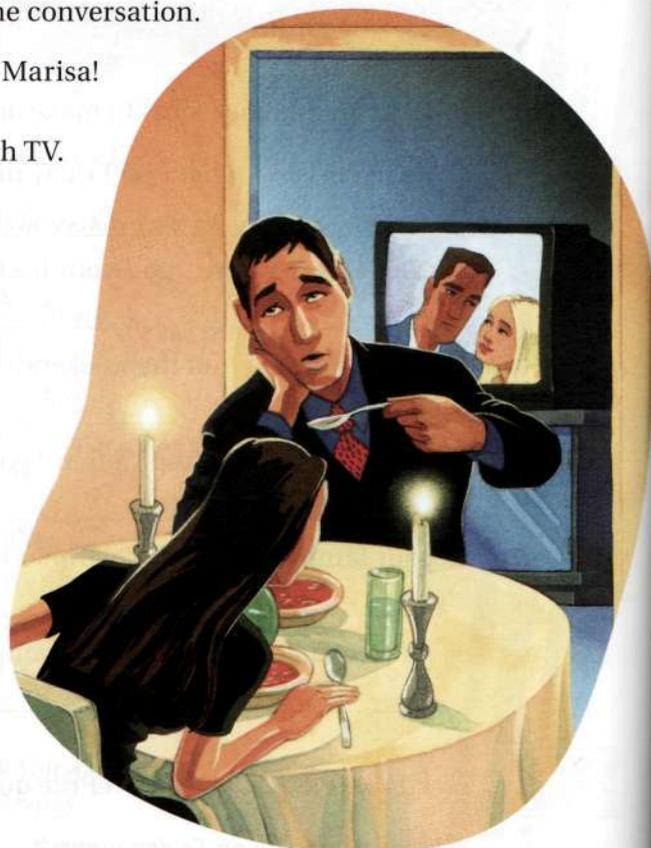


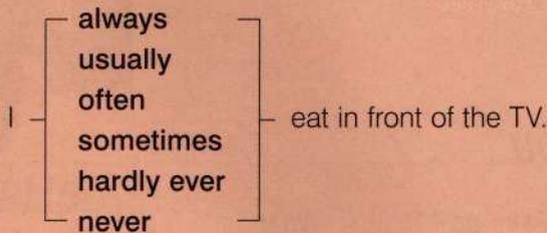
Figure it out

B Can you find words to complete the sentences? Use the conversation to help you.

- _____ Marisa watches the morning shows.
- Marisa _____ watches the late movie.
- Marisa _____ has dinner in front of the TV.

2 Grammar Frequency adverbs

always
never



Sometimes I eat in front of the TV.

In conversation . . .

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



Sometimes I . . .

I sometimes . . .

About you

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

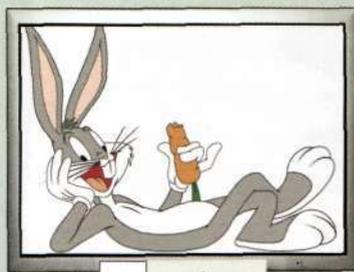
- never
- I watch TV in the morning.
 - I watch TV shows in English.
 - My family has dinner in front of the TV.
 - I rent movies on the weekends.
 - My family watches TV late at night.
 - We watch videos in our English class.

A I never watch TV in the morning.

B Really? I always watch TV in the morning.

3 Building vocabulary

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



cartoon



soap opera



talk show



game show



documentary



reality show



1 sitcom



the news

**Word
sort**

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

Likes

☺☺☺ = I love cartoons _____
 ☺☺ = I really like _____
 ☺ = I like _____

Dislikes

☹☹☹ = I hate _____
 ☹☹ = I can't stand _____
 ☹ = I don't like _____

**About
you**

C Pair work Find out what kinds of TV shows your partner likes.

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

4 Talk about it Do you watch too much TV?

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

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

5 Vocabulary notebook Do what? Go where?

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



Do you go straight home?

1 Conversation strategy Asking questions in two ways

A Can you complete the second question?

A *What do you do after work? Do you _____ ?*

B *Well, I usually go shopping and then go home.*



Now listen. What does Lori do after class?



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

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

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

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

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

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

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

B Match the first question to a good second question.

- | | |
|--|---|
| 1. What do you do after class? <u>c</u> | a. I mean, do you eat out? |
| 2. How do you get home? _____ | b. Do you go shopping a lot? |
| 3. Do you ever feel tired after class? _____ | c. Do you go out for coffee? |
| 4. Do you work in the evening? _____ | d. I mean, do you usually need a break? |
| 5. How often do you go shopping? _____ | e. Do you take the subway or the bus? |
| 6. What do you do for lunch? _____ | f. I mean, do you have a part-time job? |

About you

C Pair work Ask and answer the pairs of questions. Give your own answers.

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



SELF-STUDY
AUDIO CD
CD-ROM

2 Strategy plus I mean

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

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

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

In conversation . . .

I mean is one of the top 15 expressions.



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

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

About you

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

3 Listening and speaking What do they say next?

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

Conversation 1

- a** . . . what are your hobbies?
b . . . where do you work?

Conversation 2

- a** . . . I take French, too.
b . . . the food is good.

Conversation 3

- a** . . . do you watch TV?
b . . . do you live around here?

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

About you

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

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

4 Free talk Play a board game.

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



1 Reading

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

The Internet is a great place to . . .	
<input type="checkbox"/> make new friends and "chat."	<input type="checkbox"/> find information.
<input type="checkbox"/> spend your free time.	<input type="checkbox"/> practice your English.
<input type="checkbox"/> listen to music.	

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

ARE YOU AN INTERNET ADDICT?



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

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

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

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

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

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

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

2 Listening and speaking Using computers

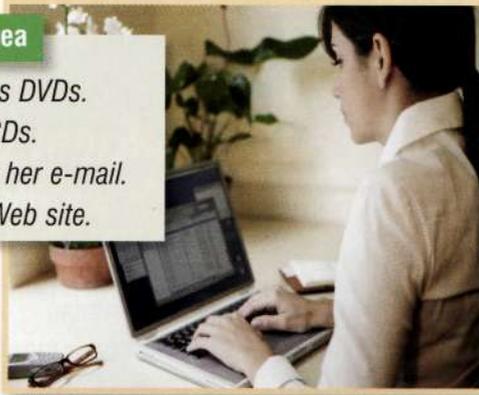
A Why do people use computers? How many different ideas can you think of?

"They watch DVDs. They . . ."

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

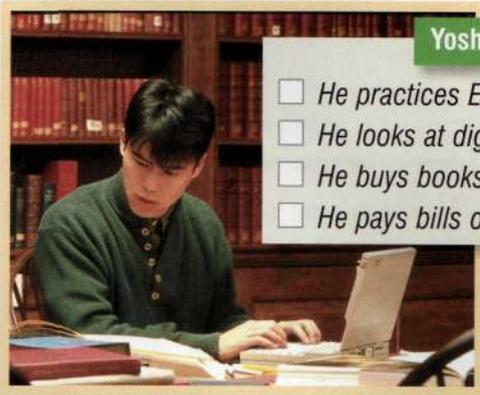
Andrea

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



Yoshi

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



About you

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

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

3 Writing A message to a Web site

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

E-pals in English

E-Pals in English

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

Hello.

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

I _____.

Help note

Linking ideas with **and** and **but**

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

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



Learning tip Verbs + ...

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

play	music
	sports
	soccer

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

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

play	music	eat		take		do	

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

go	to a class	watch	documentaries	read	
	out				

On your own

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



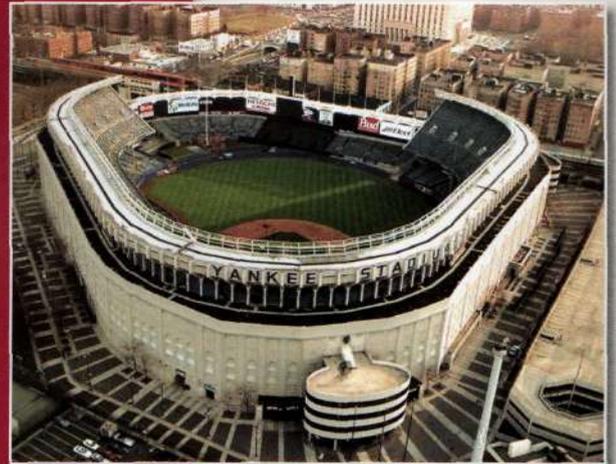
Neighborhoods

In Unit 6, you learn how to . . .

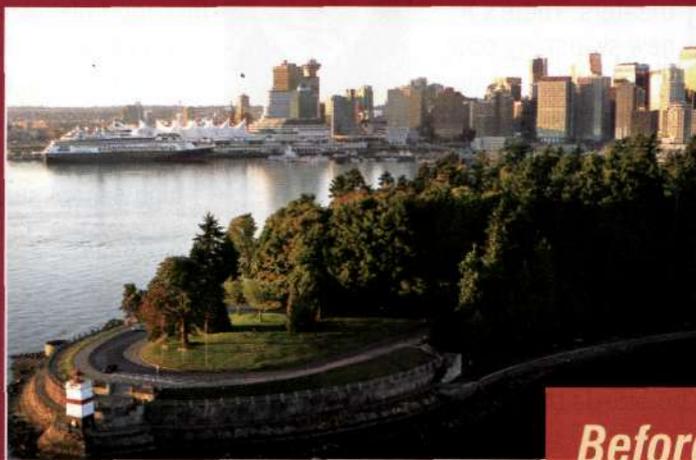
- use *There's* and *There are*.
- use *some*, *no*, *a lot of*, and *a couple of*.
- talk about your neighborhood and local events.
- ask for and tell the time.
- use *Me too* or *Me neither* to show you're like someone.
- use *Right* and *I know* to agree.



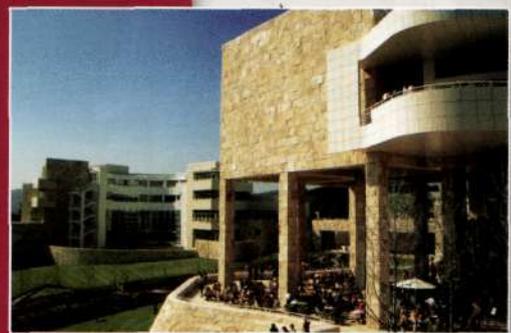
The Mall of America, Bloomington, Minnesota



Yankee Stadium, New York City



Stanley Park, Vancouver



The J. Paul Getty Museum, Los Angeles

Before you begin . . .

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

THE DAILY HERALD

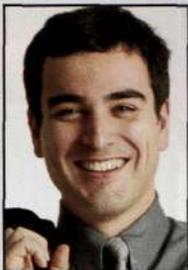
How do you like your neighborhood?

People talk about the popular neighborhood called Parkview.



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

– Janet Carson, 47, medical researcher



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

– Rick Martinez, 33, stockbroker



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

– Megan Novak, 15, high school student

1 Getting started

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

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

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

2 Grammar *There's and There are; quantifiers*

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

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

There's = There is

In conversation . . .

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

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

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

About you

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

A *There's a big stadium in my neighborhood.*

B *What sports do they play there?* **or** *How often do you go there?*

3 Speaking naturally *Word stress*

movie *stadium* *apartment*

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

B Listen. Write the words in the correct column.

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

1	2	3
movie	stadium	apartment

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

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

1 Building vocabulary

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



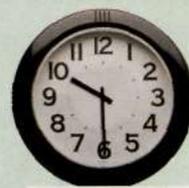
It's eleven (**o'clock**).



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



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



It's ten-thirty.



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



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



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



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

Notice ...

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

B Pair work Take turns asking and telling the time.



In conversation ...

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



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

2 Listening What's on this weekend?

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



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



3 Building language

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

Kyle Hey, there's a free jazz concert tomorrow night.

Erin Oh, that sounds like fun. Where?

Kyle At Grant Park.

Erin What time does it start?

Kyle Um, it starts at . . . 7:00.

Erin OK, well, let's go. Let's meet at the park at a quarter to seven.

Kyle But they don't usually have a lot of seats, so . . .

Erin Oh, well, in that case, let's get there early – say, around 6:30.



Figure it out

B Complete these suggestions with verbs. Have a conversation with a partner.

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

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

What time is it?

It's 6:30.

What time does the concert start?

It starts **at** 9 o'clock.

What time do supermarkets close?

(**At**) **about** 10:00 p.m.

What time do you go out at night?

Usually **around** 8:00 or 8:30.

Suggestions

Let's go.

Let's meet at 6:45.

Let's get there early.

In conversation . . .

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

Find out what time . . .

- they get home on Saturday nights.
- they leave work or school in the afternoon.
- their local supermarket opens and closes.
- their favorite TV show starts.
- the last train leaves their local station.
- buses start running in the mornings.

What time do you get home on Saturday nights?

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

About you

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

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

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



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

A Can you match each statement with the correct response?

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

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

Ben *I just love this neighborhood.*

Jessica *Me too. I bet it's a great place to live.*

Ben *Yeah. It has some great restaurants.*

Jessica *Right. But they're expensive.*

Ben *Yeah, I know. There are a lot of rich people around here.*

Jessica *Well, I'm not rich!*

Ben *No, me neither.*

Jessica *By the way, are you hungry? I'm starving.*

Ben *Me too. But let's eat somewhere else. It's kind of expensive around here.*



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

"I just love this neighborhood."

"Me too."

About you

B Make true sentences about your neighborhood. Circle an expression or add your own.

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

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



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

2 Strategy plus Right and I know

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

In conversation . . .

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

It has some great restaurants.

Right. But they're expensive.

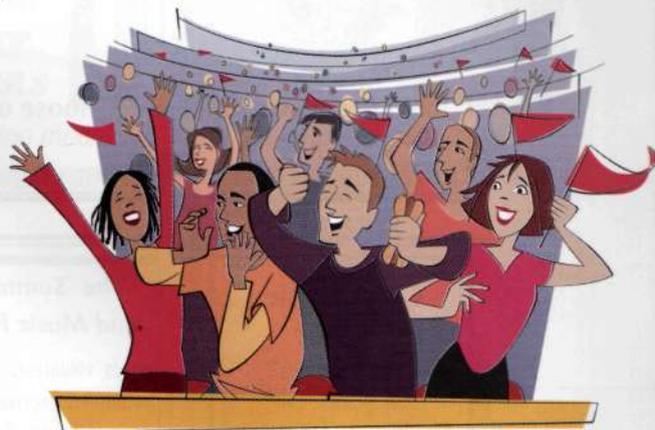
Yeah, I know.



About you

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

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



3 Listening City living

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

- a** the restaurants
b the people
- a** his neighbors
b places to shop
- a** concerts
b sporting events

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

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

4 Free talk Find the differences.

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



1 Reading

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

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

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

<p>1</p> <p>Classes</p> <p>City Music Center <input type="checkbox"/></p> <p>offers guitar lessons in small groups. Call Ross Williams between 9:00 and 5:00, Tuesday through Saturday, 689-555-4040.</p>	<p>2</p> <p>The Summer Art and Music Festival</p> <p>needs volunteers. All volunteers receive free concert tickets. Call 689-555-0999 or visit www.artfestcup.org for more information.</p>	<p>3</p> <p>Carter's Restaurant</p> <p>needs servers to work evenings from 6:00 to 10:00 p.m. Call 689-555-5401, and ask for John or Sue. No experience necessary.</p>	<p>4</p> <p>Bay College Theater Group</p> <p>presents a new play, <i>The Tourist</i>, at the Bay College Theater, Monday through Saturday at 8:00 p.m. Tickets are \$15 for adults, and \$10 for students and seniors.</p>
<p>5</p> <p>Almost-new G6 laptop computer and \$300 printer for sale. Only \$450, so hurry. Call Jared at 689-555-1001 or 789-555-3782 (cell phone).</p>	<p>6</p> <p>Do you want to speak perfect English?</p> <p>Experienced teacher gives classes at 7:30 p.m. on Mondays and Thursdays. Classes are \$15 an hour. Please call Ian at 689-555-0600 afternoons or evenings only.</p>	<p>7</p> <p>New in-line skates for sale. Women's size 7. \$75 or best offer. Call Sun Hee at 689-555-3854 after 7:30 p.m., or send an e-mail to Sunhee2@cup.org.</p>	<p>8</p> <p>City Library needs your help with its monthly book sale. Please bring your old books and magazines to the library. Our hours are 9:00-5:00, Monday through Saturday; Sunday, 12:00-5:00.</p>

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

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

2 Talk about it Too much advertising?

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



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

INBOX	
From	Subject
University of Prescott	Get a college degree!
Dr. Barnum	Want beautiful hair?
John Graham	Need money fast?
Andrea	Free Advice on Love
University of Prescott	Get a college degree!

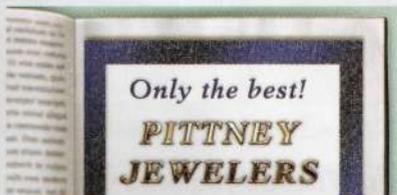
▶ Do you get a lot of "**spam**"—unwanted e-mails?



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



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



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



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

3 Writing and speaking Bulletin boards

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

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



Help note

Prepositions

Store hours are **from** 6:00 **to** 10:00.

Call **between** 9:00 **and** 5:00.

The store is open Monday **through** Saturday.

The play is **at** 8 p.m. **at** the library.

Call Jim **at** 555-7777, or **on** his cell phone.

Call us **for** more information.

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

A Do you need yoga classes? . . .

B What time do your yoga classes finish? . . .

C Are your classes fun? . . .



Learning tip *Linking ideas*

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

6:30 a.m. - I get up.

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

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

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

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

On your own

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



1 That's not quite right.

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

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

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

2 How much do you know about your partner?

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

Your guesses:

Are your guesses . . .

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



A Do you read a lot of books?

B No, I don't. But I read the newspaper every day.

A OK. I'm right about that. Do you . . . ?

3 How well do you know your city?

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

Places in a city	Words to describe places
restaurant	expensive

Useful expressions

a couple of	some
a lot of	no

"There are a lot of expensive restaurants in our city."

"That's right, but they're not very good."

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

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

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

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

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

5 Are you the same or different?

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

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

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

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

6 What's your routine?

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

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

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

Self-check

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

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

Study plan

What do you want to review? Circle the lessons.

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