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- Simple tools for teachers to monitor progress such as scores, attendance, and time spent online
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Grammar plus written by Karen Davy
Work in groups of three. 
Listen and practice.
Open your books.
Work with a partner.
Give me your paper.
For homework, please...
Close your books.
Take out a piece of paper.
Turn to page...
Please repeat.
## Plan of Intro Book

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It's nice to meet you.

CONVERSATION My name is Jennifer Miller.

A Listen and practice.

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

first names last names
Jennifer Miller
Michael Ota

B PAIR WORK Introduce yourself to your partner.

SNAPSHOT

Listen and practice.

Popular Names in the U.S. for Both Males and Females
Taylor Jordan Casey Jamie Riley
Jessie Hayden Peyton Quinn Rory

Circle the names you know.
What are some popular names for males in your country? for females?
What names are popular for both males and females?

Source: www.babynames1000.com
3 GRAMMAR FOCUS

My, your, his, her

<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>My name is Taylor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s his name?</td>
<td>His name is Michael.</td>
</tr>
<tr>
<td>What’s her name?</td>
<td>Her name is Jennifer.</td>
</tr>
</tbody>
</table>

A Complete the conversations. Use my, your, his, or her.

1. A: Hello. What’s your name?
   B: Hi. My name is Antonio.
   A: What’s her name?
   B: Her name is Nicole.

2. A: What’s his name?
   B: His name is Michael.
   A: And what’s her name?
   B: Her name is Jennifer.

B PAIR WORK Practice the conversations with a partner.

4 SPELLING NAMES

A Listen and practice.

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

B CLASS ACTIVITY Listen and practice. Then practice with your own names. Make a list of your classmates’ names.

A: What’s your name?
B: My name is Sarah Conner.
B: Yes, that’s right.
A: How do you spell your last name? C-O-N-N-E-R?
B: No, it’s C-O-N-N-O-R.

5 LISTENING First names

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

1. √ Kara √ Cara
2. √ Mark √ Marc
3. √ Shawn √ Sean
4. √ Sophia

It’s nice to meet you.
A Listen and practice.

Miss Ito (single females)  Ms. Chen (single or married females)
Mrs. Morgan (married females)  Mr. Garcia (single or married males)

B Listen and write the titles.

1. ................. Lopez     2. ................. Smith     3. ................. Kim     4. ................. Anderson

SAYING HELLO

A Listen and practice.

Hi, Matthew. How's it going?  Great, thanks! How about you, Lisa?

I'm just fine, Alex. Thank you.

Good morning, Mr. Garcia. How are you?

Good afternoon, Linda. How are you?

Pretty good, thanks. How are you doing?

I'm OK, thank you.

Good evening, Mrs. Morgan.

Hello, Miss Chen. How are you?

B CLASS ACTIVITY  Go around the class. Greet your classmates formally (with titles) and informally (without titles).
CONVERSATION  He’s over there.

A  Listen and practice.

Jennifer:  Excuse me. Are you Steven Carson?
David:  No, I’m not. He’s over there.
Jennifer:  Oh, I’m sorry.

Jennifer:  Steven? This is your book.
Steven:  Oh, thank you. You’re in my class, right?
Jennifer:  Yes, I am. I’m Jennifer Miller.

Steven:  Hey, David, this is Jennifer.
She’s in our math class.
David:  Hi, Jennifer.
Jennifer:  Hi, David. Nice to meet you.

B  GROUP WORK  Greet a classmate. Then introduce him or her to another classmate.

“Hey, Ming, this is . . .”

GRAMMAR FOCUS

The verb be  

I’m  Jennifer Miller.
You’re  in my class.
She’s  in our class. (Jennifer is in our class.)
He’s  over there. (Steven is over there.)
It’s  Miller. (My last name is Miller.)

Are you  Steven Carson?
Yes, I am.
No, I’m not.
How are you?
I’m fine.

I’m = I am
You’re = You are
He’s = He is
She’s = She is
It’s = It is

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

David:  Hello, Jennifer. How are you? (is / are)
Jennifer:  . (She’s / I’m) fine, thanks.
David:  (I’m / It’s) sorry – what’s your name again?
Jennifer:  That’s right! David, this is Sarah Conner.
David:  (She’s / He’s) in our math class.
Sarah:  Hi, David. I think you’re in my English class, too.
David:  Oh, right! Yes, I am. (are / am).

It’s nice to meet you.  ●  5
B Complete the conversations. Then practice in groups.

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

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

Nicole: Are you Steven Carson?

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

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

10 PRONUNCIATION Linked sounds

Listen and practice. Notice the linked sounds.

I'm Antonio. She's over there. You're in my class.

11 PERSONAL INFORMATION

A Listen and practice.

0 zero (oh)
1 one
two
three
four
five
six
seven
eight
nine
ten

B PAIR WORK Practice these phone numbers and email addresses. Then listen and check your answers.

Allison Parker
402-555-2301 (work phone)
646-486-1004 (cell phone)
aparker1@cup.org (email address)

Kenji Mori
212-924-1764 (home phone)
643-555-2285 (cell phone)
kenjimori109@cambridge.org (email address)

"Her name is Allison Parker. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."
LISTENING  A class list

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone number</th>
<th>Email address</th>
</tr>
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<tr>
<td>David Medha</td>
<td>212-555-1937</td>
<td></td>
</tr>
<tr>
<td>Sarah Conner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven Carson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicole Johnson</td>
<td></td>
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</tr>
</tbody>
</table>

B CLASS ACTIVITY Make a list of your classmates' names, phone numbers, and email addresses.

A: What's your name?
B: I'm Anna Silva.

A: And what's your phone number?
B: It's 201-555-2491.

INTERCHANGE 1 Famous classmates

Meet some “famous classmates.” Go to Interchange 1 on page 114.

13 SAYING GOOD-BYE

A Listen and practice.

B CLASS ACTIVITY Go around the room. Say good-bye to your classmates and teacher.
What's this?

1 SNAPSHOT
Listen and practice.

What's in your bag?

☑ a hairbrush
☑ sunglasses
☑ keys
☑ a cell phone
☑ a wallet
☑ an umbrella
☑ a laptop
☑ a camera

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

2 ARTICLES Classroom objects

A Listen. Complete these sentences with a or an.

1. This is .......... book.
2. This is .......... eraser.
3. This is .......... English book.
4. This is .......... marker.
5. This is .......... notebook.
6. This is .......... clock.

B PAIR WORK Find and spell these things in your classroom.

board  book bag
desk  dictionary
eraser  map
pen  pencil
wall  wastebasket
door  notebook
table  window

A: This is a board.
B: How do you spell board?
A: B-O-A-R-D.
CONVERSATION It’s... interesting.

Listen and practice.

Wendy: Wow! What are these?
Helen: They’re earrings.
Wendy: Oh, cool! Thank you, Helen.
They’re great!
Helen: You’re welcome.
Rex: Now open this box!
Wendy: OK. Uh, what’s this?
Rex: It’s a scarf.
Wendy: Oh. It’s... interesting.
Thank you, Rex. It’s very nice.

PRONUNCIATION Plural -s endings

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

A

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>earring</td>
<td>earrings</td>
</tr>
<tr>
<td>phone</td>
<td>phones</td>
</tr>
<tr>
<td>book</td>
<td>book bags</td>
</tr>
<tr>
<td>desk</td>
<td>desks</td>
</tr>
<tr>
<td>laptop</td>
<td>laptops</td>
</tr>
<tr>
<td>wastebasket</td>
<td>wastebaskets</td>
</tr>
</tbody>
</table>

(e)s = /iz/

| pencil case | pencil cases |
| class | classes |
| box | boxes |

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

C Listen and check your answers.
Complete these conversations. Then practice with a partner.

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

A GROUP WORK Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.
CONVERSATION  Oh, no!

Listen and practice.

Kate: Oh, no! Where are my car keys?
Joe: I don’t know. Are they in your purse?
Kate: No, they’re not.
Joe: Maybe they’re on the table in the restaurant.

Server: Excuse me. Are these your keys?
Kate: Yes, they are. Thank you!
Server: You’re welcome. And is this your wallet?
Kate: Hmm. No, it’s not. Where’s your wallet, Joe?
Joe: It’s in my pocket. . . . Wait a minute! That is my wallet!

GRAMMAR FOCUS

Yes/No and where questions with be

<table>
<thead>
<tr>
<th>Is this your wallet?</th>
<th>Where’s your wallet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, it is. / No, it’s not.</td>
<td>It’s in my pocket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are these your keys?</th>
<th>Where are my keys?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they are. / No, they’re not.</td>
<td>They’re on the table.</td>
</tr>
</tbody>
</table>

A Complete these conversations. Then practice with a partner.

1. A: Is __________ this your umbrella?
   B: No, __________ not.
   A: Are __________ these your keys?
   B: Yes, __________ are. Thanks!

2. A: Where __________ my glasses?
   B: Are __________ your glasses?
   A: No, they’re __________
   B: Wait! __________ they in your pocket?
   A: Yes, __________ are. Thanks!

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

A: Is this your pen, Yuko?
B: No, it’s not.

A: Are these your keys, Sergio?
C: Let me see. Yes, they are.

What’s this?  11
A  Listen and practice.

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

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

1. The books are in the book bag.
2. The cell phone is in front of the television.
3. The map is on the chair.
4. The chair is under the table.
5. The wallet is in her purse.
6. The sunglasses are in front of the television.

C  PAIR WORK  Ask and answer questions about the pictures in part B.

A: Where are the books?  B: They're in the book bag.

10 LISTENING  Kate’s things

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

1. earrings ... 2. watch ... 3. sunglasses ... 4. camera ...
   a. under the table  b. in front of the television  c. on the chair  d. in her purse
PAIR WORK  Now help Joe find his things. Ask and answer questions.
briefcase  cell phone  newspaper  umbrella
camera    glasses    notebook   wallet

A: Where's his briefcase?
B: It's on the table.

INTERCHANGE 2  Find the differences

Compare two pictures of a room. Go to Interchange 2 on page 115.
Units 1–2 Progress check

SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce myself and other people (Ex. 1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Say hello and good-bye (Ex. 1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Exchange contact information, e.g., phone numbers (Ex. 2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand names for everyday objects and possessions (Ex. 3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ask and answer questions about where things are (Ex. 4, 5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

1 HOW ARE YOU?

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

Matt: Hi. How are you?
Nicki: I'm fine, thanks.
Matt: Pretty good, thanks.
Nicki: And I'm Nicki White.
Matt: 
Nicki: Nice to meet you, too.
Matt: Yes, I am.
Nicki: 
Matt: See you in class.

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

“Malena, this is my friend. His name is Tetsu. . . .”

2 IS YOUR PHONE NUMBER . . .?

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

A: Ali, is your phone number 781-555-1532?
B: No, it's not. Sorry!
A: Mila, is your . . . ?
LISTENING  What's this? What are these?

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

WHAT’S WRONG WITH THIS ROOM?

A  What's wrong with this room? Make a list. Find 10 things.

B  PAIR WORK  Ask and answer Where questions about the picture.

A: Where's the chair?  
B: It's on the desk.

YES OR NO GAME

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

A: Is the chair behind the clock?  
B: No, it isn't.

WHAT’S NEXT?

Look at your Self-assessment again. Do you need to review anything?
3 Where are you from?

1 SNAPSHOT

Listen and practice.

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

The Ten Largest Cities in the World

Cities
1. Tokyo
2. Seoul
3. Mexico City
4. New York City
5. Mumbai
6. Jakarta
7. São Paulo
8. Delhi
9. Osaka
10. Shanghai

Countries
a. Brazil
b. China
c. India
d. Indonesia
e. Japan
f. Mexico
g. South Korea
h. the U.S.

(based on population in the metropolitan area)

Source: www.worldatlas.com

2 CONVERSATION Are you from Seoul?

A Listen and practice.

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

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

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tony is from Italy.</td>
<td>[x]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Natasha is from New York.</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>3. Monique's first language is English.</td>
<td>[x]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
### Negative statements and yes/no questions with be

<table>
<thead>
<tr>
<th>Negative statement</th>
<th>Positive question</th>
<th>Negative question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not from New York.</td>
<td>Are you from California?</td>
<td>I am.</td>
</tr>
<tr>
<td>You’re not late.</td>
<td>Am I early?</td>
<td>You’re not.</td>
</tr>
<tr>
<td>She’s not from Russia.</td>
<td>Is she from Brazil?</td>
<td>She is.</td>
</tr>
<tr>
<td>He’s not from Italy.</td>
<td>Is he from Chile?</td>
<td>He is.</td>
</tr>
<tr>
<td>It’s not English.</td>
<td>Is it Korean?</td>
<td>It is.</td>
</tr>
<tr>
<td>We’re not from Japan.</td>
<td>Are you from China?</td>
<td>We are.</td>
</tr>
<tr>
<td>You’re not early.</td>
<td>Are we late?</td>
<td>You are.</td>
</tr>
<tr>
<td>They’re not in Mexico.</td>
<td>Are they in Canada?</td>
<td>They are.</td>
</tr>
</tbody>
</table>

*We’re* = *We are*

---

### A Complete the conversations. Then practice with a partner.

1. A: Hiroshi, are you and Maiko from Japan?  
   B: Yes, we are.  
   A: Oh? you from Tokyo?  
   B: No, not from Kyoto.

2. A: Laura from the U.S.?  
   B: No, not. She’s from the U.K.  
   A: she from London?  
   B: Yes, she is. But her parents are from Italy. not from the U.K. originally.  
   A: Laura’s first language Italian?  
   B: No, not. English.

3. A: Selina and Carlos from Mexico?  
   B: No, not. from Brazil.  
   A: you from Brazil, too?  
   B: No, not. I’m from Peru.  
   A: So, your first language Spanish?  
   B: Yes, it is.

---

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

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

---

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

*Where are you from?*
PRONUNCIATION  Syllable stress

A  Listen and practice. Notice the syllable stress.

<table>
<thead>
<tr>
<th>China</th>
<th>Japan</th>
<th>Canada</th>
<th>Morocco</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>Brazil</td>
<td>Mexico</td>
<td>Malaysia</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Arabic</th>
<th>Korean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>Honduras</td>
<td>Chinese</td>
<td>Peru</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Countries</th>
<th>Nationalities</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

WHERE ARE THEY FROM?

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

<table>
<thead>
<tr>
<th>Penelope Cruz</th>
<th>Robert Pattinson</th>
<th>Haru Nomura</th>
<th>Cate Blanchett</th>
<th>Javier Hernández</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>the U.S.</td>
<td>South Korea</td>
<td>Australia</td>
<td>Brazil</td>
</tr>
<tr>
<td>France</td>
<td>the U.K.</td>
<td>Japan</td>
<td>New Zealand</td>
<td>Mexico</td>
</tr>
<tr>
<td>Spain</td>
<td>Canada</td>
<td>China</td>
<td>South Africa</td>
<td>Chile</td>
</tr>
</tbody>
</table>

B  PAIR WORK  Compare your guesses. Then check your answers at the bottom of the page.

A: Is Penelope Cruz from Mexico?
B: No, she's not.
A: Is she from France?

CONVERSATION He’s cute.

Listen and practice.

Emma: Who’s that?
Jill: He’s my brother.
Emma: Wow! He’s cute. What’s his name?
Jill: James. We call him Jim.
Emma: Oh, how old is he?
Jill: He’s twenty-one years old.
Emma: What’s he like? Is he nice?
Jill: Yes, he is – and he’s very smart, too!
Emma: And who’s that?
Jill: My sister Tammy. She’s only twelve. She’s the baby of the family.

NUMBERS AND AGES

A Listen and practice.

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

B Listen and practice. Notice the word stress.

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

C PAIR WORK Look at the people in Jill’s family for one minute. Then close your books. How old are they? Tell your partner.


Where are you from? 19
**GRAMMAR FOCUS**

**Wh-questions with be**

<table>
<thead>
<tr>
<th>Wh-questions with be</th>
<th>Wh-questions with be</th>
<th>Wh-questions with be</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What's your name?</strong></td>
<td><strong>Who's that?</strong></td>
<td><strong>Who are they?</strong></td>
</tr>
<tr>
<td>My name is Jill.</td>
<td>He's my brother.</td>
<td>They're my classmates.</td>
</tr>
<tr>
<td><strong>Where are you from?</strong></td>
<td><strong>How old is he?</strong></td>
<td><strong>Where are they from?</strong></td>
</tr>
<tr>
<td>I'm from Canada.</td>
<td>He's twenty-one.</td>
<td>They're from Rio.</td>
</tr>
<tr>
<td><strong>How are you today?</strong></td>
<td><strong>What's he like?</strong></td>
<td><strong>What's Rio like?</strong></td>
</tr>
<tr>
<td>I'm just fine.</td>
<td>He's very nice.</td>
<td>It's very beautiful.</td>
</tr>
</tbody>
</table>

**Who's = Who is**

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

1. A: Look! **Who's that**?  
   B: Oh, he's a new student.  
   A: **Who's that**?  
   B: I think his name is Ming.  
   A: Ming? **Who's that**?  
   B: He's from China.

2. A: Serhat, **Where are you from**?  
   B: I'm from Turkey – from Istanbul.  
   A: **Where are you from**?  
   B: Istanbul is very old and beautiful.  
   A: **Who are they**?  
   B: My last name is Erdogan.

3. A: Hi, John. **How are you today**?  
   B: I'm just fine. My friend Teresa is here this week – from Argentina.  
   A: Oh, cool. **Who are they**?  
   B: She's really friendly.  
   A: **Who's your best friend**?  
   B: She's twenty-eight years old.

**B PAIR WORK** Write five Wh-questions about your partner and five Wh-questions about your partner’s best friend. Then ask and answer the questions.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Partner's best friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from?</td>
<td>Who's your best friend?</td>
</tr>
</tbody>
</table>
WORD POWER Descriptions

A Listen and practice.

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

<table>
<thead>
<tr>
<th>Personality</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>talkative</td>
<td>pretty</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

LISTENING Who's that?

Listen to three descriptions. Check (√) the two correct words for each description.

1. Elena is . . .
   - short
   - tall
   - talkative
   - pretty
   - nice
   - shy
   - friendly

2. Marco is . . .
   - short
   - tall
   - talkative
   - pretty
   - nice
   - shy
   - friendly

3. Andrew is . . .
   - short
   - tall
   - talkative
   - pretty
   - nice
   - shy
   - friendly

INTERCHANGE 3 Board game

Play a board game with your classmates. Go to Interchange 3 on page 118.
Whose jeans are these?

1) WORD POWER  Clothes

A) Listen and practice.

CLOTHES FOR WORK
- tie
- shirt
- blouse
- scarf
- high heels
- raincoat

CLOTHES FOR LEISURE
- hat
- sweater
- T-shirt
- shorts
- cap
- sneakers
- socks

B) Complete the chart with words from part A.

<table>
<thead>
<tr>
<th>Clothes for warm weather</th>
<th>Clothes for cold weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________</td>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
<td>_______________________</td>
</tr>
</tbody>
</table>

C) PAIR WORK  Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and ..."
2 COLORS

A Listen and practice.

B GROUP WORK Ask about favorite colors.

C GROUP WORK Describe the clothes in Exercise 1.

3 CONVERSATION It's a disaster!

Pat: Great! Our clothes are dry. Where is my new blouse?
Julie: What color is it?
Pat: It's white.
Julie: Here's a light blue blouse. Is it yours?
Pat: No, it's not mine. Wait. It is mine. It's a disaster!
Julie: Oh, no! All our clothes are light blue.
Pat: Here's the problem. It's these new blue jeans. Whose jeans are these?
Julie: Uh, they're mine. Sorry.

4 PRONUNCIATION The letters s and sh

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

1. suit  socks  scarf
2. shirt  shorts  shoes

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

1. This is Sandra's new shirt.  3. Where are my shoes and socks?
2. These are Sam's purple shoes!  4. My shorts and T-shirts are blue!
A Complete the conversations with the correct words in parentheses. Then practice with a partner.

1. A: Hey! These aren't ........our........ (our / ours) clothes!
   B: You're right. ................ (Our / Ours) are over there.

2. A: These aren't ................ (my / mine) gloves. Are they ................ (your / yours)?
   B: No, they're not ................ (my / mine). Ask Sally. Maybe they're ................ (her / hers).

3. A: ................ (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?
   B: No, they're not ................ (their / theirs) T-shirts. But these socks are ................ (their / theirs). And these shorts are ................ (your / yours).

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

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

LISTENING  His shirt is green.

A  Listen to someone describe these clothes. Number the pictures from 1 to 6.

B PAIR WORK Now talk about the people. What colors are their clothes?

A: What color is Patrick's shirt?
B: It's green and white.
Weather and Seasons Around the World

It's spring in Brazil.
- It's warm. It's very sunny.

It's summer in South Korea.
- It's raining. It's hot and humid.

It's fall in the U.S.
- It's cool. It's cloudy and windy.

It's winter in Russia.
- It's snowing. It's very cold.

What season is it now?
What's the weather like today?
What's your favorite season?

CONVERSATION It's really cold!

Pat: Oh, no!
Julie: What's the matter?
Pat: It's snowing! And it's windy, so it's really cold.
Julie: Are you wearing your gloves?
Pat: No, I'm not. They're at home.
Julie: What about your scarf?
Pat: It's at home, too.
Julie: Well, you're wearing your coat.
Pat: But my coat isn't very warm. And I'm not wearing boots!
Julie: Let's take a taxi.
Pat: Good idea!
A Complete these sentences. Then compare with a partner.

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

It's very hot today. Toshi and Noriko are wearing shorts and T-shirts. It's really sunny, so they are wearing sunglasses.

Phil is wearing a suit today – he's wearing pants and a jacket. He's wearing a light blue shirt, but he isn't wearing a tie.

It's cold today, but Kathy isn't wearing a coat. She isn't wearing gloves and a hat. She is wearing boots. She is wearing sneakers.

Conjunctions

- It's snowing, and it's windy.
- It's sunny, but it's cold.
- It's windy, so it's very cold.
Present continuous yes/no questions

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

B PAIR WORK Ask and answer these questions about the people in part A.

1. Is Claire wearing a green suit?
2. Is she wearing a raincoat?
3. Is she wearing high heels?
4. Are Toshi and Noriko wearing swimsuits?
5. Are they wearing jackets?
6. Are they wearing sunglasses?
A: Is Claire wearing a green suit?
B: Yes, she is. Is she wearing a raincoat?
A: No, she's not. OR No, she isn't.

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

LISTENING He's wearing a T-shirt!

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

B GROUP WORK Ask questions about the people in the picture.
A: Is Bruce wearing a light brown jacket?
B: Yes, he is.
C: Is he wearing a tie?

C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

INTERCHANGE 4 Celebrity fashions

What are your favorite celebrities wearing? Go to Interchange 4 on pages 116–117.
SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions about countries of origin, nationalities, and languages (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand descriptions of people (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about people’s appearance and personality (Ex. 2, 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about people’s possessions (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk and write about my and other people’s favorite things (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about what people are wearing (Ex. 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTerview

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

1. Are you from Malaysia? .......... h ..........
   a. It’s very beautiful.
2. Where are you and your family from? .......... a.
   b. Yes, she is.
3. What is your hometown like? .......... c. We’re from Mexico.
5. Who is your best friend? .......... e. Yes, they are.
7. How old is your best friend? .......... g. He’s nineteen.
8. Is our teacher from the U.S.? .......... h. No, I’m not. I’m from Thailand.

LISTENING Who’s that?

A ( ) Listen to four conversations. Check (√) the correct description for each person. You will check more than one adjective.

1. Min-ho  □ tall  □ short  □ funny  □ friendly  □ talkative  □ quiet
2. Ryan  □ tall  □ short  □ funny  □ serious  □ nice  □ friendly
3. Angela  □ thin  □ heavy  □ pretty  □ shy  □ shy
4. Helen  □ thin  □ heavy  □ quiet  □ shy  □ serious

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

Is Min-ho friendly?
Is Ryan tall?
**3 WHOSE CLOTHES ARE THESE?**

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

A: Gina, is this your cap?  
B: No, it's not mine. Maybe it's Emi's.

A: Young-woo, are these your pants?  
B: Yes, they're mine. Thanks!

**4 MY FAVORITE THINGS**

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

<table>
<thead>
<tr>
<th>Favorite</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. clothes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Summer is my favorite season, and it's Kyle's favorite season. That's the same.  
My favorite color is blue, but Kyle's favorite color is brown, so that's different.

**5 GUESS THE CLASSMATE**

**GROUP WORK** Think of a student in the class. Your classmates ask yes/no questions to guess the student.

A: I'm thinking of a student in this class.  
B: Is it a man?  
A: Yes, it is.  
C: Is he short?  
A: No, he isn't.  
D: Is he wearing blue jeans?

**WHAT'S NEXT?**

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

**SNAPSHOT**
Listen and practice.

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

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

Listen and practice.

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

1. It's one o'clock.
2. It's one-thirty.
3. It's one forty-five.
4. It's one o'clock.
5. It's one-thirty.
6. It's one forty-five.

A: What time is it?
B: It's twenty after two. or It's two-twenty.

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

1. It’s nine o’clock in the evening. “It’s 9:00 P.M.”
2. It’s eight o’clock in the morning.
3. It’s twelve o’clock at night.
4. It’s three in the afternoon.
5. It’s 3:00 A.M.
6. It’s 6:00 P.M.
7. It’s 4:00 P.M.
8. It’s 12:00 P.M.
LISTENING  It's 4:00 p.m. in Vancouver.

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

<table>
<thead>
<tr>
<th>City</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver</td>
<td>4:00 p.m.</td>
</tr>
<tr>
<td>Bangkok</td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
</tr>
<tr>
<td>Tokyo</td>
<td></td>
</tr>
<tr>
<td>São Paulo</td>
<td></td>
</tr>
</tbody>
</table>

CONVERSATION  I'm really hungry!

Listen and practice.

Steve: Hi, Mom.
Mom: What are you doing, Steve?
Steve: I'm cooking.
Mom: Why are you cooking now?
   It's two o'clock in the morning!
Steve: Well, I'm really hungry!
Mom: What are you making?
Steve: Pizza.
Mom: Oh? What kind?
Steve: Cheese and mushroom.
Mom: That's my favorite! Now I'm getting hungry. Let's eat!

PRONUNCIATION  Rising and falling intonation

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

Is she getting up?  What's she doing?
Are they sleeping?  What are they doing?

B  Listen to the questions. Draw a rising arrow (↑) for rising intonation and a falling arrow (↓) for falling intonation.

1.  2.  3.  4.  5.  6.
What's Victoria doing?
She's sleeping right now.

What's Marcos doing?
It's 6:00 a.m., so he's getting up.

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

What's Celia doing?
She's going to work.

What are Jim and Ann doing?
It's noon, so they're eating lunch.

What's Andrei doing?
He's working.

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

What's Hiroshi doing?
He's checking his email.

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

A PAIR WORK Ask and answer the questions about the pictures.
1. Who's sleeping now?
2. Who's having breakfast?
3. Where's Andrei working?
4. Where's Hiroshi checking his email?
5. What's Célia wearing?
6. What's Marcos wearing?
7. Why is Marcos getting up?
8. Why are Jim and Ann having lunch?

B GROUP WORK Write five more questions about the pictures. Then ask and answer your questions in groups.
WORD POWER  Activities

A  Listen and practice. “She’s playing tennis.”

B  PAIR WORK  Ask and answer questions about the pictures in part A.

A: Is she playing soccer?
B: No, she’s not.
A: What’s she doing?
B: She’s playing tennis.

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

1  driving  2  eating dinner  3  riding a bike  4  swimming
5  dancing  6  playing tennis  7  shopping  8  watching television

INTERCHANGE 5  What’s wrong with this picture?

What’s wrong with this picture? Go to Interchange 5 on page 119.
Friends Across a Continent

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

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

megm: Hi, there!

kathyo: Hi, Meg!

megm: What are you doing?

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

megm: What are you working on?

kathyo: I'm writing an essay for Spanish class. :) Where are you?

megm: I'm in a café with my friend Carmen. I'm having coffee, and she's talking on the phone outside. How is your family?

kathyo: They're all fine! My father's watching a baseball game with his friends. My mother is out shopping.

megm: Where's your brother?

kathyo: John's playing soccer in the park. Oh, wait. My phone is ringing. My mother's calling me. I have to go! Bye!

megm: OK! Bye!

A Read the conversation. Who is doing these things? Complete the sentences.

1. ........................................ is writing an essay.
2. ........................................ is having coffee.
3. ........................................ is talking on the phone.
4. ........................................ is watching a baseball game.
5. ........................................ is shopping.
6. ........................................ is playing soccer.

B PAIR WORK Imagine you are texting or chatting online. Where are you? Who are you communicating with? Write a short conversation.

What are you doing? • 35
**SNAPSHOT**

Listen and practice.

**Transportation in the U.S.**
The Top Eight Ways to Get to Work

1. drive  
2. walk  
3. take the bus  
4. take the subway  
5. take the train  
6. ride a bike  
7. take a taxi/cab  
8. ride a motorcycle

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

**CONVERSATION** Nice car!

Listen and practice.

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

A  PAIR WORK Complete the sentences about the Carter family. Then listen and check your answers.

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

B  PAIR WORK Who are the people in your family? What are their names?

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

4 GRAMMAR FOCUS

Simple present statements  

<table>
<thead>
<tr>
<th>I walk to school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You ride your bike to school.</td>
</tr>
<tr>
<td>He works near here.</td>
</tr>
<tr>
<td>She takes the bus to work.</td>
</tr>
<tr>
<td>We live with our parents.</td>
</tr>
<tr>
<td>They use public transportation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I don't live far from here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don't live near here.</td>
</tr>
<tr>
<td>He doesn't work downtown.</td>
</tr>
<tr>
<td>She doesn't drive to work.</td>
</tr>
<tr>
<td>We don't live alone.</td>
</tr>
<tr>
<td>They don't need a car.</td>
</tr>
</tbody>
</table>

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

1. My family and I  
   (live / lives) in the suburbs. My wife and I  
   (work / works) near here, so we  
   (walk / walks) to work. Our daughter Emily  
   (work / works) downtown, so she  
   (drive / drives) to work. Our son  
   (don't / doesn't) drive. He  
   (ride / rides) his bike to school.

2. My parents  
   (live / lives) in the city. My mother  
   (take / takes) a train to work. My father is retired, so he  
   (don't / doesn't) work now. He also  
   (use / uses) public transportation, so they  
   (don't / doesn't) need a car.

verb endings: he, she, it

| walk  →  walks |
| ride  →  rides |
| study  →  studies |
| watch  →  watches |

My sister works downtown. □ 37
### Simple present statements with irregular verbs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form 1</th>
<th>Verb Form 2</th>
<th>Verb Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/we/you/he</td>
<td>I have a bike.</td>
<td>We do our homework every day.</td>
<td>My parents go to work by bus.</td>
</tr>
<tr>
<td>She/they</td>
<td>My father has a car.</td>
<td>My mother does a lot of work at home.</td>
<td>The bus goes downtown.</td>
</tr>
</tbody>
</table>

### B Ashley is talking about her family and her friend Jason.

Complete the sentences. Then compare with a partner.

1. My parents **have** (have / has) a house in the suburbs. My mom and dad **go** (go / goes) downtown to work. My parents are very busy, so I **do** (do / does) a lot of work at home.

2. My brother doesn’t live with us. He **has** (have / has) an apartment in the city. He **goes** (go / goes) to school all day, and he **does** (do / does) his homework at night.

3. I **have** (have / has) a new friend. His name is Jason. We **go** (go / goes) to the same school, and sometimes we **do** (do / does) our homework together.

### C PAIR WORK Tell your partner about your family.

“I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work.”

### PRONUNCIATION Third-person singular -s endings

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

- $s = /s/$
  - take, takes
  - drive, drives
  - dance, dances
- $s = /z/$
  - sleep, sleeps
  - study, studies
- (e)s = /ɪz/irregular
  - do, does
  - have, has

### CONVERSATION I get up at noon.

Listen and practice.

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

**Simple present questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get up early?</td>
<td>No, I get up late.</td>
</tr>
<tr>
<td>Does he eat lunch at noon?</td>
<td>No, he eats lunch at one o'clock.</td>
</tr>
<tr>
<td>Do they take the bus to class?</td>
<td>No, they take the subway.</td>
</tr>
<tr>
<td>What time do you get up?</td>
<td>At ten o'clock.</td>
</tr>
<tr>
<td>What time does he have dinner?</td>
<td>At eight o'clock.</td>
</tr>
<tr>
<td>When do they take the subway?</td>
<td>On Tuesdays and Thursdays.</td>
</tr>
<tr>
<td>Do you get up early?</td>
<td>No, I get up late.</td>
</tr>
<tr>
<td>Does he eat lunch at noon?</td>
<td>No, he eats lunch at one o'clock.</td>
</tr>
<tr>
<td>Do they take the bus to class?</td>
<td>No, they take the subway.</td>
</tr>
</tbody>
</table>

**A** Complete the questions with do or does.

1. Do you get up early on weekdays?
2. What time do you go home on Fridays?
3. Does your father work on weekends?
4. Does your mother cook every day?
5. When do your parents read in the evening?
6. When do you check your email at night?
7. What time do you have dinner?
8. When do you study?
9. Does your best friend drive to class?
10. What time does your father get up?

**B** **PAIR WORK** Ask and answer the questions from part A. Use time expressions from the box.

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

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

1. A: Do you check your email every day?  
   B: Yes, I check my email every day.
2. A: What time do you do / eat lunch?  
   B: At 1:00 P.M.
3. A: This class starts at eight o'clock?  
   B: No, this class starts at nine o'clock.
4. A: Do you study English in the evening?  
   B: I study English in the evening.
5. A: do / play sports on weekends?  
   B: Yes, we play soccer on Saturdays.
LISTENING  Marsha’s weekly routine

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>get up early</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to work</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exercise</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>see friends</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>see family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

MY ROUTINE

A What do you do every week? Write things in the chart.

<table>
<thead>
<tr>
<th>Day</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

B GROUP WORK Discuss your weekly routines. Ask and answer questions.

A: I go to bed late on Fridays.
B: What do you do on Friday nights?
A: I see my friends. We watch television or play video games.
C: On Fridays, I study in the evening. I see my friends on the weekend.

INTERCHANGE 6  Class survey

Find out more about your classmates. Go to Interchange 6 on page 120.
What's your schedule like?

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

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

Brittany Davis
College Student

Mike: What's your schedule like?
Brittany: My classes start at 8:00 a.m., so I get up at 7:00 and take the bus to school.
MS: When do your classes end?
BD: They end at noon. Then I have a job at the library.
MS: So when do you study?
BD: My only time to study is in the evening, from eight until midnight.

Justin Reid
City Tour Guide

Mike: What's your schedule like?
Justin: I get up at 6:15 a.m. and start work at 9:00.
MS: And what do you do before work?
JR: I go for a run at 6:30 a.m., and then I have breakfast at 7:00.
MS: And after work?
JR: I finish at 6:00 p.m., and I have dinner downtown.
MS: Do you work every day?
JR: No, I work on Fridays, Saturdays, and Sundays.

Maya Choo
Rock Musician

Mike: What's your schedule like?
Maya: Well, I work at night. I go to work at 10:00 p.m., and I play until 3:00 a.m.
MS: What do you do after work?
MC: I have dinner at 3:30 or 4:00. Then I take a taxi home.
MS: What time do you go to bed?
MC: I go to bed at 5:00 in the morning.

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

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

Justin Reid
a. He has breakfast.
b. He starts work.
c. He eats dinner.
d. He gets up.
e. He goes for a run.

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

B Write five sentences about your schedule. Are you an “early bird” or a “night owl”? Compare with a partner.
SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . . . . . . . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand times and descriptions of activities (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about present activities (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about personal routines (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about routines (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about people's lifestyles and appearance (Ex. 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 LISTENING  Around the world

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

<table>
<thead>
<tr>
<th>City</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sarah</td>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>2. Manuel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bob</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 ON VACATION

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

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

A: Hello?
B: Hi, it's . . . I'm on vacation in . . .
A: In . . .? Wow! What are you doing?
B: . . .
A: Who are you with?
B: . . .
A: What's he/she doing?
B: . . .
A: Well, have fun. Bye!
3 MY DAILY ROUTINE

A Choose one day of the week and write it in the blank. What do you do on this day? Complete the chart.

<table>
<thead>
<tr>
<th>Day</th>
<th>In the morning</th>
<th>In the afternoon</th>
<th>In the evening</th>
<th>At night</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B PAIR WORK Tell your partner about your routine.

A: On Saturdays, I exercise in the morning. I play soccer with my friends.
B: What time do you play?
A: We play at 10:00.

4 LIFESTYLE SURVEY

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you live with your parents?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do both your parents work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you watch television at night?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you eat dinner with your family?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you stay home on weekends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you work on Saturdays?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

5 WHO IS IT?

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

Is it a man? a woman? Does he/she live in...? Is he/she tall? short?
Does he/she a singer? an actor? Does he/she wear glasses?

WHAT’S NEXT?

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

Units 5–6 Progress check ◆ 43
What rooms are in houses in your country? What rooms are in apartments? What rooms are in your house or apartment?

2 CONVERSATION My new apartment

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!
A Complete the conversation. Then practice with a partner.

Linda: Do you live in an apartment?  
Chris: No, I live in a house.  
Linda: Does the house have a yard?  
Chris: Yes, it does.  
Linda: That sounds nice. Do you live alone?  
Chris: No, I live with my family.  
Linda: Does your house have any brothers or sisters?  
Chris: Yes, I have four sisters.  
Linda: Really? How many bedrooms are there?  
Chris: It has four.  
Linda: Does your house have your own bedroom?  
Chris: Yes, I have my own bedroom. I’m really lucky.

B PAIR WORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?  
2. Does his house have a yard?  
3. Does he live alone?  
4. Does he have his own room?

C PAIR WORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

LISTENING It has just one room.

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

Does it have a view?
A Listen and practice.

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

<table>
<thead>
<tr>
<th>Room</th>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
<td>table</td>
<td>stove</td>
</tr>
<tr>
<td>Dining room</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>Living room</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>Bedroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C GROUP WORK What furniture is in your house or apartment? Tell your classmates.

“My living room has a sofa, a rug, and a TV…”
CONVERSATION There aren’t any chairs.

Chris: This apartment is great.  
Linda: Thanks, I love it, but I really need some furniture.  
Chris: What do you need?  
Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn’t a table.  
Chris: And there’s no sofa here in the living room.  
Linda: And there aren’t any chairs. There’s only this lamp.  
Chris: So let’s go shopping next weekend.

GRAMMAR FOCUS

There’s a bed in the bedroom.  
There’s no sofa in the bedroom.  
There isn’t a table in the kitchen.  
There are some chairs in the kitchen.  
There are no chairs in the living room.  
There aren’t any chairs in the living room.  

Look at the picture of Linda’s apartment. Complete the sentences. Then practice with a partner.

1. There’s no ___________.  
2. ___________ in the kitchen.  
3. ___________ in the living room.  
4. ___________.  
5. ___________.  
6. ___________.  
7. ___________.  
8. ___________.

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

6. _________ in the classroom.

INTERCHANGE 7 Find the differences

Compare two apartments. Go to Interchange 7 on page 121.

Does it have a view?  
47
9 PRONUNCIATION  Words with th

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

/ð/ /θ/ /ð/ /ð/ /θ/ /θ/ /θ/

There are thirteen rooms in this house. The house has three bathrooms.

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

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

10 LISTENING  Furniture is expensive!

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

- armchairs
- a sofa
- a rug
- lamps
- a bookcase
- a mirror
- a coffee table
- curtains

11 MY DREAM HOME

A  Write a description of your dream home.

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

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .

B  PAIR WORK  Ask your partner about his or her dream home.

A: Does it have a view?  
B: Yes, it has a very nice view of the forest.
**Unusual Homes**

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

**Lofts**
- Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren’t any closets. The bookcase is in the middle of the living room.

**Free House**
- Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the “tree house,” is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.

A Read the article. What’s in each home? Complete the chart.

<table>
<thead>
<tr>
<th>Arakawa and Gins’s lofts</th>
<th>Dan Phillips’s tree house</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are colorful walls</td>
<td>4. There are ...</td>
</tr>
<tr>
<td>2. There aren’t any ...</td>
<td>5. There is a ...</td>
</tr>
<tr>
<td>3. There is a ... in the middle of the living room</td>
<td>6. There is a ...</td>
</tr>
</tbody>
</table>

B **GROUP WORK** Talk about these questions.

1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are building a house. Do you use new materials or recycled materials? Why?

Does it have a view? • 49
8 What do you do?

1 WORD POWER Jobs

A Match the jobs with the pictures. Then listen and practice.

a. accountant  e. electrician  i. painter  m. salesperson
b. bellhop      f. front desk clerk j. plumber  n. security guard
c. cashier      g. nurse      k. police officer o. taxi driver
d. doctor       h. office manager l. receptionist p. vendor

B PAIR WORK Ask questions about the people in part A. What are their jobs?

A: What's her job?
B: She's a police officer.
**A PAIR WORK** Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.

<table>
<thead>
<tr>
<th>In a hospital</th>
<th>In an office</th>
<th>In a store</th>
<th>In a hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wears a uniform</th>
<th>sits all day</th>
<th>talks to people</th>
<th>works hard</th>
<th>makes a lot of money</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B CLASS ACTIVITY** Ask and answer Who questions about jobs. Use these words.

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard...

**CONVERSATION** He works in a hotel.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too.
   He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!
A Complete these conversations. Then practice with a partner.

1. A: __________ does your sister ____________?  
   B: My sister? She’s a nurse.  
   A: ___________ does she ___________ it?  
   B: It’s difficult, but she loves it.

2. A: ___________ does your brother ____________?  
   B: In a hotel. He’s a front desk clerk.  
   A: Oh? ___________ does he ___________ it?  
   B: He doesn’t really like it.

3. A: ___________ do your parents ___________ their jobs?  
   B: Oh, I guess they like them.  
   A: I don’t remember. ___________ do they ___________?  
   B: In an office in the city.

4. A: ___________ do you ___________?  
   B: I’m a student.  
   A: I see. ___________ do you ___________ your classes?  
   B: They’re great. I like them a lot.

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

A: Where does David work?  
B: He works in . . .

5 PRONUNCIATION  Reduction of do

Listen and practice. Notice the reduction of do.

Where do you work?  Where do they work?  
What do you do?  What do they do?
Listen and practice.

What do you do? What's your job like?

I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.
I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.
I'm a social worker. It's difficult and really stressful, but I love my job.
I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.

Who likes his or her job? Who doesn't? Why or why not?
How do they describe their jobs? Write one more adjective for each job.

CONVERSATION Please be careful!

Listen and practice.

Richard: Hey, Stephanie. I hear you have a new job.
Stephanie: Yes. I'm teaching math at Lincoln High School.
Richard: How do you like it?
Stephanie: It's great. The students are terrific.
Richard: How are things with you?
Stephanie: Not bad. I'm a window washer now, you know.
Richard: Really? How do you like it?
Stephanie: It's a stressful job. And it's pretty dangerous.
Richard: Please be careful!

LISTENING It's pretty boring.

Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

<table>
<thead>
<tr>
<th>What do you do?</th>
<th>What's it like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monica</td>
<td></td>
</tr>
<tr>
<td>2. Hye-soon</td>
<td></td>
</tr>
<tr>
<td>3. Kirk</td>
<td></td>
</tr>
<tr>
<td>4. Philip</td>
<td></td>
</tr>
</tbody>
</table>
GRAMMAR FOCUS

Placement of adjectives

be + adjective
A doctor’s job is stressful.
A window washer’s job is dangerous.

adjective + noun
A doctor has a stressful job.
A window washer has a dangerous job.

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

1. A doctor’s job is interesting.  
   A doctor has an interesting job.
2. A police officer’s job is dangerous.
3. A teacher’s job is stressful.
4. A plumber has a boring job.
5. An electrician has a difficult job.
6. A vendor has an easy job.

B GROUP WORK  Write one job for each adjective.  
Do your classmates agree?

1. exciting  flight attendant
2. easy
3. dangerous
4. boring
5. difficult
6. relaxing

A: A flight attendant has an exciting job.
B: I don’t agree. A flight attendant’s job is boring.
C: I think . . .

INTERCHANGE 8  The perfect job

What do you want in a job? Go to Interchange 8 on page 122.

WORKDAY ROUTINES

GROUP WORK  Ask three classmates about their jobs (or their friends’ or family members’ jobs). Then tell the class.

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

Ask about a classmate’s friend or family member  
Tell me about your . . .  
Where does he/she work?  
What does he/she do, exactly?  
Is his/her job difficult?  
What time does he/she start work?  
When does he/she finish work?  
Does he/she like his/her job?  
What does he/she do after work? . . .
Looking at the photos, which jobs look interesting? Why?

**Dog Groomer**
Lots of Marco Mendez's friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's never boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!

**Wedding Planner**
Lila Martin goes to nice restaurants, eats cake, listens to bands—and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!

**Video Game Designer**
Hal Garner has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!

**Baker**
Junko Watanabe has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

---

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

1. "I go to work very early in the morning."
2. "I know every restaurant in town."
3. "After work, I need to take a bath!"
4. "I sit down all day long!"

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

*What do you do?* • 55
Units 7–8 Progress check

SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions about living spaces (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about rooms and furniture (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about work (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand descriptions of jobs (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give and respond to opinions about jobs (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A NEW APARTMENT

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

B PAIR WORK Ask questions about your partner's apartment.

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

A Complete the conversations with Wh-questions.

1. A: Where does your father work...?  
   B: My father? He works in a store.  
   A: He's a salesperson.  
   B: He likes his job a lot!

2. A: ________________?  
   B: I'm an accountant.  
   A: ________________?  
   B: I work in an office.  
   A: ________________?  
   B: It's OK. I guess I like it.

B PAIR WORK Your partner asks the questions in part A. Answer with your own information.

3 LISTENING Where do they work?

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

Where do they work? | What do they do?
--- | ---
1. Linda | office | receptionist | doctor
2. Kyle | hospital | nurse | teacher
3. Wendy | hotel | manager | bellhop

4 AN INTERESTING JOB

GROUP WORK What do you think of these jobs? Give your opinions.

A: I think a farmer has a boring job.  
B: I don’t really agree. I think a farmer’s job is relaxing.  
C: Well, I think a farmer’s job is difficult....

WHAT’S NEXT?

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

WORD POWER Foods

A: Listen and practice.

Food Guidelines

For good health, eat a lot of grains, vegetables, and fruit. Eat some dairy, meat, and other protein. Eat a little fat and oils.

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

A: I like rice, noodles, and oranges. I don't like fish, cheese, and carrots.

B: I like...
CONVERSATION  How about some sandwiches?

Listen and practice.

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

GRAMMAR FOCUS

Count and noncount nouns; some and any

<table>
<thead>
<tr>
<th>Count nouns</th>
<th>Noncount nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>an egg → eggs</td>
<td>bread</td>
</tr>
<tr>
<td>a sandwich → sandwiches</td>
<td>lettuce</td>
</tr>
<tr>
<td>Do we need any eggs?</td>
<td>Do we need any bread?</td>
</tr>
<tr>
<td>Yes. Let's get some (eggs).</td>
<td>Yes. Let's get some (bread).</td>
</tr>
<tr>
<td>No. We don't need any (eggs).</td>
<td>No. We don't need any (bread).</td>
</tr>
</tbody>
</table>

A  Complete the conversation with some or any.

Amanda: The store doesn't have ...any...... potato salad.
Adam: Well, we have lots of potatoes. Let's make .......... !
Amanda: OK. Do we have ............ mayonnaise?
Adam: No. We need to buy ............
Amanda: We need ............ onions, too.
Adam: Oh, I don't want ............ onions. I hate onions!
Amanda: Then let's get ............ celery.
Adam: No. I don't want ............ celery in my potato salad.
       But let's put ............ apples in it.
Amanda: Apples in potato salad? That sounds awful!

B  Complete the chart with foods from Exercise 1. Then compare with a partner.

<table>
<thead>
<tr>
<th>Count</th>
<th>Noncount</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>cream</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Do we need any eggs?  •  59
**PRONUNCIATION**  Sentence stress

A  Listen and practice. Notice the stressed words.

A: Do we need any eggs?  
B: Yes. We need some eggs.

A: Do we need any lettuce?  
B: No. We don't need any lettuce.

**PAIR WORK** Ask *Do we need...?* questions about the food in the picture. Then look at your shopping list and answer.

A: Do we need any oranges?  
B: Yes. We need some oranges. Do we need any lettuce?  
A: Let's see... No. We don't need any lettuce.

---

**SNAPSHOT**

Listen and practice.

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

- The United States
- Japan
- Mexico

- cereal with milk
- fresh fruit
- orange juice
- coffee
- fish
- rice
- soup
- pickles
- green tea
- eggs
- beans
- tortillas
- fresh fruit
- sweet bread
- coffee with milk

Source: www.about.com
CONVERSATION  Fish for breakfast?

Listen and practice.

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

GRAMMAR FOCUS

Adverbs of frequency

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

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

B Unscramble the sentences.

1. I / have breakfast / on / never / weekends
   I never have breakfast on weekends.
2. work / I / snacks / eat / at / hardly ever
3. eat / for / pasta / dinner / sometimes / I
4. have / I / dinner / with / often / family / my

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

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

Do we need any eggs?  61
LISTENING Really? Never?

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

B GROUP WORK Do you ever eat the foods in part A? Tell your classmates.

A: I often eat pasta.
B: Really? I never eat pasta.
C: Well, I ...

MEALTIME HABITS

A Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

1. Do you always eat breakfast?
2. What time do you usually eat lunch?
3. Do you ever eat cereal for dinner?
4. Do you ever go to a restaurant for breakfast?
5. What’s something you never eat for lunch?
6. What do you usually drink with dinner?
7. ?
8. ?

A: Manuel, do you always eat breakfast?
B: No, I hardly ever do.

B CLASS ACTIVITY Tell your classmates about your partners’ mealtime habits.

“Manuel hardly ever eats breakfast. But he always eats lunch and dinner....”

INTERCHANGE 9 Snack survey

Complete a snack survey. Go to Interchange 9 on page 123.
EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

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

- Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.
- In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.
- In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve — one grape for good luck in each month of the new year.
- At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.
- On New Year's Day in South Korea, people eat dduk guk — soup with rice cakes — for strength and health in the new year.
- Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.

A Read the article. Then correct these sentences.

1. In Mandarin, the word "tangerine" sounds like "wealth."
3. People in Spain eat 12 grapes, one grape for good luck in each hour of the day.
4. Swedish people eat rice pudding with money inside.
5. Koreans eat soup with chocolate cake for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollar bills.

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

Do we need any eggs? • 63
What sports do you play?

1 SNAPSHOT

Listen and practice.

Sports Seasons in the U.S. and Canada

In the spring, people...
- play golf
- play soccer
- play basketball

In the summer, people...
- play baseball
- play volleyball
- go swimming

In the fall, people...
- play football
- go bike riding
- go hiking

In the winter, people...
- play hockey
- go ice-skating
- go snowboarding

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

2 CONVERSATION I love sports.

Listen and practice.

Lauren: So, Justin, what do you do in your free time?
Justin: Well, I love sports.
Lauren: Really? What sports do you like?
Justin: My favorites are hockey, baseball, and soccer.
Lauren: Wow, you're a really good athlete!
When do you play all these sports?
Justin: Oh, I don't play these sports.
Lauren: What do you mean?
Justin: I just watch them on TV!
A Complete the conversations with the correct Wh-question words. Then practice with a partner.

1. A: I watch sports on TV every weekend.
   B: Really? What sports do you like to watch?
   A: Soccer. It's my favorite!
   B: Do you usually watch soccer?
   A: On Sunday afternoons.
   B: And do you usually watch it at home?
   A: No, at my friend's house. He has a really big TV!

2. A: Do you go bike riding?
   B: Oh, about once a month.
   A: I love to go bike riding. I go every Saturday.
   B: Really? Do you go?
   A: Usually at about one o'clock.
   B: Oh, yeah? Do you usually go with?
   A: My sister. Come with us next time!

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

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

C PAIR WORK Ask your partner five questions about sports or other activities. Then tell the class.

A: What sports do you like?
B: I don't like sports very much.
A: Oh? What do you like to do in your free time?
LISTENING  What sports do you like?

Listen to the conversations about sports. Complete the chart.

<table>
<thead>
<tr>
<th>Favorite sport</th>
<th>Do they play or watch it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Casey</td>
<td>golf</td>
</tr>
<tr>
<td>2. John</td>
<td></td>
</tr>
<tr>
<td>3. Sue</td>
<td></td>
</tr>
<tr>
<td>4. Henry</td>
<td></td>
</tr>
</tbody>
</table>

FREE-TIME ACTIVITIES

A Add one question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What sports do you like?</td>
<td></td>
</tr>
<tr>
<td>2. What sports do you dislike?</td>
<td></td>
</tr>
<tr>
<td>3. What do you do on Sundays?</td>
<td></td>
</tr>
<tr>
<td>4. What do you like to do in the summer?</td>
<td></td>
</tr>
<tr>
<td>5. How often do you play video games?</td>
<td></td>
</tr>
<tr>
<td>6. ?</td>
<td></td>
</tr>
</tbody>
</table>

A: Jae-hoon, what sports do you like?
B: I like a lot of sports. My favorites are soccer and baseball.

B CLASS ACTIVITY  Tell your classmates about your partners’ free-time activities.

CONVERSATION  I can’t sing.

Listen and practice.

Kayla: Oh, look. There’s a talent contest on Saturday. Let’s enter.
Philip: I can’t enter a talent contest. What can I do?
Kayla: You can sing really well.
Philip: Oh, thanks. . . . Well, you can, too.
Kayla: Oh, no. I can’t sing at all – but I can play the piano.
Philip: So maybe we can enter the contest.
Kayla: Sure. Why not?
Philip: OK. Let’s practice tomorrow!
A Kayla is talking about things she can and can’t do. Complete these sentences.

1. I _______ draw.
2. I _______ fix cars.
3. I _______ sing.
4. I _______ ice-skate at all.
5. I _______ play the piano.
6. I _______ act.

B PAIR WORK Ask and answer questions about the pictures in part A.

A: Can Kayla draw?
B: No, she can’t.

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

“Can you draw, Pedro?”

8 PRONUNCIATION Can and can’t

A Listen and practice. Notice the pronunciation of can and can’t.

_/kan/ /kænt/
I can play the piano. I can’t sing at all.

B PAIR WORK Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1. ✓ I can sing. 2. I can act. 3. I can dance. 4. I can swim.
   ○ I can’t sing. ○ I can’t act. ○ I can’t dance. ○ I can’t swim.

What sports do you play?  67
LISTENING  I can do that!

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

1. Craig
2. Julie
3. Rob

WORD POWER

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

✓ bake a cake
   download a video
   do yoga
   fix a car
   play chess
   play the violin
   ride a horse
   sing English songs
   snowboard
   tell good jokes
   upload photos
   write poems

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

A: Who can bake a cake?
B: I think Sophie can.
C: Who can download . . . ?

C  CLASS ACTIVITY  Go around the room and check your guesses.

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

INTERCHANGE 10  Hidden talents

Learn more about your classmates' hidden talents. Go to Interchange 10 on page 124.
An interview with Shawn Johnson

How often do you think professional athletes practice?

Get a sneak peek inside the life of this U.S. gold medal–winning Olympic gymnast!

Where are you from?
Des Moines, Iowa. I live there now.

Who do you train with?
A lot of people think I have a private coach. But I train with 13 other girls at the gym!

How often do you practice?
Most athletes train about 45 hours a week. But my parents want me to have a “normal life.” I train about 25 hours a week. I usually work out four hours a day during the week, and five to six hours on Saturdays. I don’t practice on Sundays.

What do you eat to stay healthy?
I have to watch my diet to be a healthy gymnast. But I don’t get stressed about it.

What are your favorite foods?
Chicken and steak kebabs, peaches and cream, and corn on the cob.

What do you do when you’re not training?
I love to ride horses and spend time with my friends.

What do you do for good luck?
I always travel with my blankets. But I don’t believe in good-luck charms!

Who are your biggest fans?
My mom, dad, and of course my coach!

A Read the interview. Then check (✓) the correct answers to the questions.

1. Who does Shawn train with?
   a. just her coach  b. other gymnasts
2. How often does she practice?
   a. 25 hours a week b. 45 hours a week
3. How much does she train on Saturdays?
   a. four hours  b. five to six hours
4. What does she like to do in her free time?
   a. eat in restaurants  b. ride horses and be with friends
5. What does she travel with?
   a. a good-luck charm  b. her blankets

B Group Work Do you think athletes have an easy life? Is playing a sport fun, or hard work? Discuss your reasons with your classmates.

What sports do you play?
Units 9–10 Progress check

**SELF-ASSESSMENT**

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

<table>
<thead>
<tr>
<th>I can . . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make and respond to suggestions (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about food and drink (Ex. 1, 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about eating habits (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand descriptions of sporting activities (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about likes and dislikes (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about job abilities (Ex. 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1 CLASS PICNIC**

**GROUP WORK** Plan a class picnic. Choose two main dishes, two salads, two drinks, and two desserts. Then tell the class.

<table>
<thead>
<tr>
<th>Main dishes</th>
<th>Salads</th>
<th>Drinks</th>
<th>Desserts</th>
</tr>
</thead>
</table>

**useful expressions**

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

**2 AT THE MOVIES**

**PAIR WORK** Does your partner ever have these things at the movies? Ask questions and complete the survey.

<table>
<thead>
<tr>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>hardly ever</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. popcorn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. soda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. candy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. coffee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: Do you have popcorn at the movies?
B: Yes, I always have popcorn.
LISTENING  What do you play?

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

1. √ I play baseball.  2. ← Some friends from school.  3. ← At 6:30 P.M.  4. ← Every day.  5. ← On the weekends.  6. ← At the park.

WHAT DO YOU LIKE?

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

<table>
<thead>
<tr>
<th>I love ...</th>
<th>I like ...</th>
<th>I don't like ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

A: What sports do you love?
B: I love ice-skating.
A: Who do you usually go ice-skating with?

JOB ABILITIES

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

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

A: A chef can cook very well.
B: A chef can also bake things, like cakes.
C: Also, a chef can ...

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?
**What are you going to do?**

**MONTHS AND DATES**

A) Listen and practice the months.

<table>
<thead>
<tr>
<th>Months</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July</td>
<td>August</td>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

B) Complete the dates. Then listen and practice.

| Dates  | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | 13th | 14th | 15th | 16th | 17th | 18th | 19th | 20th | 21st | 22nd | 23rd | 24th | 25th | 26th | 27th | 28th | 29th | 30th | 31st |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|

C) CLASS ACTIVITY Go around the room. Ask your classmates' birthdays.

A: When's your birthday?
B: It's July twenty-first. When's yours?

**CONVERSATION Birthday plans**

Listen and practice.

Angie: Are you going to do anything exciting this weekend?
Philip: Well, I'm going to celebrate my birthday.
Angie: Oh, happy birthday! When is it, exactly?
Philip: It's August ninth - Sunday.
Angie: So what are your plans?
Philip: I'm going to go to my friend Kayla's house. She's going to cook a special dinner for me.
Angie: Nice! Is she going to bake a cake, too?
Philip: Bake a cake? Oh, I'm not sure.
**The future with be going to**

*Are you going to do anything this weekend?*
Yes, I am. I'm going to celebrate my birthday.
No, I'm not. I'm going to stay home.

*Is Kayla going to cook dinner for you?*
Yes, she is. She's going to cook a special dinner.
No, she's not. She's going to order takeout.

*Are your friends going to be there?*
Yes, they are. They're going to stop by after dinner.
No, they're not. They're going to be away all weekend.

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

1. They're going to go dancing.

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

"Are you going to go dancing this weekend?"

**PRONUNCIATION Reduction of going to**

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

A: Are you going to have a party?
B: No. I'm going to meet a friend.

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

**B PAIR WORK** Ask your partner about his or her evening plans. Try to reduce going to.

What are you going to do? » 73
LISTENING  Evening plans

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

B Listen to the interview. What are the people really going to do? Complete the chart.

<table>
<thead>
<tr>
<th>Your guess</th>
<th>What they're really going to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle, going to the gym</td>
<td>Michelle</td>
</tr>
<tr>
<td>Kevin</td>
<td>Kevin</td>
</tr>
<tr>
<td>Robert</td>
<td>Robert</td>
</tr>
<tr>
<td>Jackie</td>
<td>Jackie</td>
</tr>
</tbody>
</table>

INTERCHANGE 11  Guessing game

Make guesses about your classmates' plans. Go to Interchange 11 on page 125.

SNAPSHOT

Listen and practice.

Holidays in the United States

- New Year's Day: January 1st
- Valentine's Day: February 14th
- Independence Day: July 4th
- Holloween: October 31st
- Thanksgiving: The fourth Thursday in November
- Christmas: December 25th

Do you celebrate any of these holidays? What are some holidays in your country? What's your favorite holiday?
CONVERSATION  Have a good Valentine’s Day.

Listen and practice.

Mona: So, Tyler, do you have any plans for Valentine’s Day?
Tyler: I do. I’m going to take my girlfriend out for dinner.
Mona: Oh, really? Where are you going to eat?
Tyler: At Laguna’s. It’s her favorite restaurant.
Mona: How fancy! She’s going to like that!
Tyler: How about you? What are you going to do?
Mona: Well, I’m not going to go to a restaurant. I’m going to go to a dance.
Tyler: Sounds like fun. Well, have a good Valentine’s Day.

GRAMMAR FOCUS

Wh-questions with be going to

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

How is Mona going to get to the dance?

Where are Tyler and his girlfriend going to eat?

I’m going to go to a dance.
I’m not going to go to a restaurant.
She’s going to drive.
She’s not going to take the bus.
They’re going to eat at Laguna’s.
They’re not going to eat at Nick’s Café.

A  Complete these conversations with the correct form of be going to.
Then practice with a partner.

1. A: Where are you going to spend (spend) summer vacation?
   B: My parents and I (visit) my grandparents.
2. B: Who is going to invite (invite) to Thanksgiving dinner?
   A: I (ask) my family and some good friends.
3. A: What are you going to do for Halloween?
   B: I don’t know. I (not do) anything special.
4. A: How are your parents going to celebrate (celebrate) New Year’s Eve?
   B: They (go) to their neighbor’s party.
5. A: What are your sister going to do for her birthday?
   B: Her boyfriend (take) her out to dinner.

B  GROUP WORK  Ask your classmates about their plans.
Use the time expressions in the box.

A: What are you going to do tonight?
B: I’m going to go to a party.
C: Oh, really? Who’s going to be there?
B: Well, Lara and Rosa are going to come. But Jeff isn’t going to be there. . . .
WORD POWER  Ways to celebrate

A  Listen and practice.

- decorate
- eat special food
- go to a parade
- give gifts
- watch fireworks
- play music
- go on a picnic
- wear special clothes

B  PAIR WORK  Are you going to celebrate a special day this year? Are you (or is someone you know) going to do any of the things in part A?

A: I'm going to go to a wedding next month. I'm going to wear special clothes.
B: Is it a traditional wedding?

HOLIDAYS AND FESTIVALS

A  PAIR WORK  Choose any holiday or festival. Then ask and answer these questions.

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

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

B  CLASS ACTIVITY  Tell the class about your partner's plans.
What are you going to do on your birthday?

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

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

Ka-mei Shi
Taipei
“Tomorrow is my sixteenth birthday. It’s a special birthday, so we’re going to have a family ceremony. I’m probably going to get some money in ‘lucky’ envelopes from my relatives. My mother is going to cook noodles – noodles are for a long life.”

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

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

A Read the article. Then correct these sentences.

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

B GROUP WORK How do people usually celebrate birthdays in your country? Do you have plans for your next birthday? How about the birthday of a friend or a family member? What are you going to do? Tell your classmates.
A Pair Work Complete these sentences.

I have one ... I have two ... I have ten ...

A: I have one head, one nose, one mouth, one ...
B: And I have two eyes, two ears, two elbows, two ...
2 CONVERSATION  I don’t feel well.

Listen and practice.

Steve: Hi, Kyle. How’s it going?
Kyle: Oh, hi, Steve. Not so well, actually. I don’t feel well.
Steve: What’s the matter? Hey, you don’t look so good.
Kyle: I have a stomachache.
Steve: That’s too bad. Do you have the flu?
Kyle: No, I just feel really sick.
Steve: Well, do you want anything? A glass of soda?
Kyle: No, but thanks anyway.
Steve: Well, I’m going to have some pizza. Is that OK?

3 GRAMMAR FOCUS

Have + noun; feel + adjective

What’s the matter? How are you?
What’s wrong? How do you feel?
I have a headache. I feel sick.
I have a backache. I feel better.
I have the flu. I don’t feel well.

Negative adjectives Positive adjectives
horrible fine
awful great
terrible terrific
miserable fantastic

A Listen and practice. “He has a backache.”

B CLASS ACTIVITY Imagine you don’t feel well today.
Go around the class. Find out what’s wrong with your classmates.

A: How are you today, Jun?
B: I feel terrible. I have a stomachache.
A: I’m sorry to hear that.
B: How do you feel?

useful expressions
That’s good.
I’m glad to hear that.
That’s too bad.
I’m sorry to hear that.

What’s the matter?
LISTENING  What's wrong?

A  Where do these people hurt? Guess. Write down the parts of the body.


B  Listen to the conversations. Check your guesses.

SNAPSHOT

Listen and practice.

Common Medications

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

Source: Based on information from Almanac of the American People
CONVERSATION  Don't work too hard.

Listen and practice.

Dr. Young: Hello, Ms. West. How are you today?
Ms. West: Not so good.
Dr. Young: What's wrong, exactly?
Ms. West: I'm exhausted!
Dr. Young: Hmm. Why are you so tired?
Ms. West: I don't know. I just can't sleep at night.
Dr. Young: OK. Let's take a look at you.

A few minutes later

Dr. Young: I'm going to give you some pills.
Take one pill every evening after dinner.
Ms. West: OK.
Dr. Young: And don't drink coffee, tea, or soda.
Ms. West: Anything else?
Dr. Young: Yes. Don't work too hard.
Ms. West: All right. Thanks, Dr. Young.

LISTENING  Let's take a look.

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

<table>
<thead>
<tr>
<th>Cough drops</th>
<th>Aspirin</th>
<th>Cold pills</th>
<th>Eyedrops</th>
<th>Nasal spray</th>
<th>Muscle cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chuck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pam</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Joey</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4. Sandra</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

PRONUNCIATION  Sentence intonation

Listen and practice. Notice the intonation in these sentences.

Take some aspirin.  Don't drink coffee.
Try these eyedrops.  Don't work too hard.
Use some muscle cream.  Don't exercise this week.

PAIR WORK  Practice the conversation in Exercise 6 again. Pay attention to the sentence intonation.
Complete these sentences. Use the correct forms of the words in the box.

✔ call  stay  not go  not drink
see  take  ✔ not worry  not eat

1. ____________ a dentist.
2. ____________ too much.
3. ____________ two aspirin.
4. ____________ to school.
5. ____________ in bed.
6. ____________ a doctor.
7. ____________ coffee.
8. ____________ any candy.

**GOOD ADVICE?**

**A** Write two pieces of advice for each problem.

**My feet hurt.**

1. __________________________
2. __________________________

**I have a sore wrist.**

3. __________________________
4. __________________________

**I have the flu.**

5. __________________________
6. __________________________

**I can’t sleep at night.**

7. __________________________
8. __________________________

**B** **GROUP WORK** Act out the problems from part A. Your classmates give advice.

A: I feel awful!
B: What’s the matter?
A: My feet hurt.
B: I have an idea. Take a hot bath. And don’t...
C: Here’s another idea...

**INTERCHANGE 12** **Helpful advice**

Give advice for some common problems. Go to Interchange 12 on page 126.
10 Simple Ways to Improve Your Health

Believe it or not, you can greatly improve your health in 10 very simple ways.

1. Eat breakfast. Breakfast gives you energy for the morning.
2. Go for a walk. Walking is good exercise, and exercise is necessary for good health.
3. Floss your teeth. Don't just brush them. Flossing keeps your gums healthy.
4. Drink eight glasses of water every day. Water helps your body in many ways.
5. Stretch for five minutes. Stretching is important for your muscles.
6. Get enough calcium. Your bones need it. Dairy foods like yogurt, milk, and cheese have calcium.
7. Do something to challenge your brain. For example, do a crossword puzzle or read a new book.
8. Take a "time-out"—a break of about 20 minutes. Do something different. For example, get up and walk. Or sit down and listen to music.
9. Wear a seat belt. Every year, seat belts save thousands of lives.
10. Protect your skin. Use lots of moisturizer and sunscreen.

A Read the article. Then complete the sentences.

1. To get exercise, go for a walk.
2. To help your bones, get enough calcium.
3. To help your muscles, stretch for five minutes.
4. To keep your gums healthy, floss your teeth.
5. To have energy for the morning, eat breakfast.
6. To challenge your brain, do something different.

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

Source: Cooking Light® Magazine
Units 11–12 Progress check

**SELF-ASSESSMENT**

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

<table>
<thead>
<tr>
<th>I can . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions about future plans (Ex. 1, 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use future time expressions (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand conversations about problems (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about problems (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask how people are and give advice (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOLIDAY SURVEY**

**A** Complete the questions with names of different holidays.

<table>
<thead>
<tr>
<th>Are you going to . . .?</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat special food on</td>
<td></td>
</tr>
<tr>
<td>give gifts on</td>
<td></td>
</tr>
<tr>
<td>have a party on</td>
<td></td>
</tr>
<tr>
<td>play music on</td>
<td></td>
</tr>
<tr>
<td>wear special clothes on</td>
<td></td>
</tr>
</tbody>
</table>

**B** CLASS ACTIVITY Are your classmates going to do the things in part A? Go around the class and find out. Try to write a different person’s name on each line.

**PLANS, PLANS, PLANS**

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

1. How are you going to get home ............... **tonight** .......... ?
2. What time are you going to go to bed .......... .......... ?
3. Who's going to be here .......... .......... ?
4. Where are you going to go .......... .......... ?
5. What are you going to do .......... .......... ?
6. Who are you going to eat dinner with .......... .......... ?
**LISTENING What's the matter?**

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

1. This person needs some ketchup.
2. This person has a backache.
3. This person can't dance very well.
4. This person feels sad.
5. This person is going to ride a horse.
6. This person has the flu.

**THAT'S GREAT ADVICE!**

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

- My ankle hurts.
- Get some muscle cream.

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

A: I feel terrible.
B: What's the matter?
A: My ankle hurts.
B: I can help. Get some eyedrops.
A: That's terrible advice!

A: I feel awful.
C: Why? What's wrong?
A: My ankle hurts.
C: I know! Get some muscle cream.
A: That's great advice. Thanks!

**WHAT'S NEXT?**

Look at your Self-assessment again. Do you need to review anything?
You can’t miss it.

WORD POWER  Places and things

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

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

B  PAIR WORK  What else can you get or do in the places in part A?

A: You can get a magazine at a bookstore.
B: And you can send a package at the post office.
**LISTENING** I need a new swimsuit.

A Listen to the Anderson family’s conversations. What do they need? Where are they going to get the things? Complete the chart.

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean</td>
<td>a swimsuit</td>
</tr>
<tr>
<td>Mom</td>
<td></td>
</tr>
<tr>
<td>Dad</td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td></td>
</tr>
</tbody>
</table>

B **PAIR WORK** What do you need? Where are you going to get it? Tell your partner.

“I need a snack, so I’m going to go to a coffee shop…”

**CONVERSATION** It’s an emergency!

Listen and practice.

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

**PRONUNCIATION** Compound nouns

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

post office

gas station

restroom

coffee shop

drugstore

bookstore

supermarket

department store

B **PAIR WORK** Practice these sentences. Pay attention to the stress in the compound nouns.

There’s a restroom in the drugstore.
There’s a bookstore in the department store.

There isn’t a post office in the supermarket.
There isn’t a coffee shop in the gas station.
A Look at the map and complete the sentences. Then compare with a partner.

1. The coffee shop is _______ Second Avenue. It’s _______ the shoe store.
2. The movie theater is _______ Park and Main. It’s _______ the park.
3. The gas station is _______ the parking lot. It’s _______ First and Center.
4. The post office is _______ Center and Second. It’s _______ the hospital.
5. The bank is _______ the restaurant and the department store. It’s _______ Main Street.

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

the park, the drugstore, the bookstore, the hospital, the shoe store

A: Where is the park?
B: It’s between Park and First, across from the department store.
LISTENING Where is it?

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

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

SNAPSHOT

Listen and practice.

Top Tourist Attractions: New York City

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

CONVERSATION Is it far from here?

Listen and practice.

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

**Directions**

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

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

**A PAIR WORK** Imagine you are tourists at Grand Central Terminal.
Ask for directions. Follow the arrows.

A: Excuse me. How do I get to the Empire State Building?
B: Walk up 42nd Street. Turn left on...

**B PAIR WORK** Ask for directions to places near your school.

A: How do I get to the train station?
B: Walk...

**INTERCHANGE 13 Giving directions**

Student A, go to Interchange 13A on page 127; Student B, go to Interchange 13B on page 128.
Edinburgh’s Royal Mile

As you read, follow the route on the map below.

1. Start your walking tour at Edinburgh Castle. Climb up 187 steps to the top of Castle Hill for a great view. Then take a tour of the castle.

2. Walk down the Royal Mile three blocks to St. Giles Cathedral. Go inside and look at the colorful windows.

3. Take a break at Spoon Café. Go down the Royal Mile and turn right on South Bridge. The restaurant is on the left.

4. You’re almost at the Museum of Childhood, on the right on the Royal Mile. There’s a great collection of toys, dolls, and games here.

5. Continue down the Royal Mile. Stop at the Museum of Edinburgh to learn about the history of Scotland’s capital.

6. End your walking tour in Holyrood Park, right behind the museum.

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

1. rest and eat lunch
2. learn about Edinburgh's history
3. take a tour
4. see beautiful windows
5. see old games

B PAIR WORK Think of places in your city or town. Plan a walking tour of your town.

You can’t miss it.
Did you have fun?

SNAPSHOT

Listen and practice.

Top Eight Things People Hate to Do

1. stand in line
2. do laundry
3. travel to work
4. go to meetings
5. exercise
6. work in the yard
7. clean the house
8. open the mail

Source: Based on information from The Book of Lists

Do you hate to do these things? What other things do you hate to do? Why?

CONVERSATION I didn’t study!

Listen and practice.

Jason: Hi, Amy. Did you have a good weekend?
Amy: Well, I had a busy weekend, so I'm a little tired today.
Jason: Really? Why?
Amy: Well, on Saturday, I exercised in the morning. Then my roommate and I cleaned, did laundry, and shopped. And then I visited my parents.
Jason: So what did you do on Sunday?
Amy: I studied for the test all day.
Jason: Oh, no! Do we have a test today? I didn’t study! I just watched TV all weekend!
**3 GRAMMAR FOCUS**

**Simple past statements: regular verbs**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Formed</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>studied</td>
<td>on Sunday.</td>
</tr>
<tr>
<td>You</td>
<td>watched</td>
<td>TV.</td>
</tr>
<tr>
<td>She</td>
<td>stayed</td>
<td>home.</td>
</tr>
<tr>
<td>We</td>
<td>shopped</td>
<td>for groceries.</td>
</tr>
<tr>
<td>They</td>
<td>exercised</td>
<td>on Saturday.</td>
</tr>
<tr>
<td>I</td>
<td>didn’t study</td>
<td>on Saturday.</td>
</tr>
<tr>
<td>You</td>
<td>didn’t watch</td>
<td>a movie.</td>
</tr>
<tr>
<td>She</td>
<td>didn’t stay</td>
<td>out.</td>
</tr>
<tr>
<td>We</td>
<td>didn’t shop</td>
<td>for clothes.</td>
</tr>
<tr>
<td>They</td>
<td>didn’t exercise</td>
<td>on Sunday.</td>
</tr>
</tbody>
</table>

**Spelling**

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

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

On Friday night, I **waited** (wait) for a phone call, but my girlfriend **didn’t call** (not call). I just **stayed** (stay) home and **watched** (watch) TV.

On Saturday, I **visited** (visit) my friend Frank. We **talked** (talk) and **listened** (listen) to music. In the evening, he **invited** (invite) some friends over, and we **cooked** (cook) a great meal. I **didn’t work** (not work) very hard on Sunday. I **didn’t study** (not study) at all. I just **walked** (walk) to the mall and **shopped** (shop).

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

1. Yesterday, I **watched** (watch) TV.
2. Last night, I **stayed** (stay) home.
3. Last week, I **cleaned** (clean) the house.
4. Last month, I **shopped** (shop) for clothes.
5. Last year, I **visited** (visit) a different country.

**4 PRONUNCIATION Simple past -ed endings**

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

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>worked</td>
<td>cleaned</td>
<td>invited</td>
</tr>
<tr>
<td>watched</td>
<td>stayed</td>
<td>visited</td>
</tr>
</tbody>
</table>

**B** Listen and write these verbs under the correct sounds.

cooked           exercised         listened         needed         shopped         waited
**GRAMMAR FOCUS**

**Simple past statements: irregular verbs**

- I **did** my homework.
- You **got up** at noon.
- He **went** to the museum.
- We **met** our classmates.
- You **came** home late.
- They **had** a picnic.

- I **didn't do** laundry.
- You **didn't get up** at 10:00.
- He **didn't go** to the library.
- We **didn't meet** our teacher.
- You **didn't come** home early.
- They **didn't have** a party.

---

**A** Complete the chart. Then listen and check.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>bought</td>
<td>made</td>
<td>saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ate</td>
<td>read</td>
<td>saw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>felt</td>
<td>rode</td>
<td>sat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** **PAIR WORK** Did you do the things in the pictures yesterday? Tell your partner.

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

---

**LAST WEEKEND**

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

**B** **GROUP WORK** Tell your classmates about your weekend.

A: I saw a movie last weekend.
B: I didn’t see a movie. But I watched TV.
C: I watched TV, too! I saw...
CONVERSATION Did you like it?

Listen and practice.

Laura: So, did you go anywhere last summer, Erica?
Erica: Yes, I did. My sister and I went to Arizona.
   We saw the Grand Canyon.
Laura: Really? Did you like it?
Erica: Oh, yes. We loved it!
Laura: Did you go hiking?
Erica: No, we didn’t. Actually, we rode horses.
   And one day we went white-water rafting on the Colorado River!
Laura: Wow! Did you have fun?
Erica: Yes, I did. But my sister didn’t like the rafting very much.

GRAMMAR FOCUS

Simple past yes/no questions

Did you have a good summer?
Yes, I did. I had a great summer.
Did you ride a bicycle?
No, I didn’t. I rode a horse.
Did Erica like her vacation?
Yes, she did. She liked it a lot.
Did Erica and her sister go to Colorado?
No, they didn’t. They went to Arizona.

A Complete the conversations. Then practice with a partner.

1. A: Did you have a good summer?
   B: Yes, I did. I had a great summer.
      I went to the beach a lot.

2. A: Did you go anywhere last summer?
   B: No, I didn’t. I stayed here. I got a part-time job, so I made some extra money.

3. A: Did you take any classes last summer?
   B: Yes, I took tennis lessons, and I played tennis every day!

4. A: Did you speak English last summer?
   B: No, I didn’t. But I read English books and I watched English movies.

B PAIR WORK Ask the questions from part A. Answer with your own information.

A: Did you have a good summer?
B: Yes, I did. I went swimming every day.
LISTENING

I didn’t go anywhere.

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

1. Andy
   √ stayed home
   × saw movies
   × went bike riding
   × worked in the yard
2. Gail
   × stayed home
   √ saw movies
   × went bike riding
   × worked in the yard
3. Patrick
   √ stayed home
   × saw movies
   √ went bike riding
   × worked in the yard
4. Fran
   × stayed home
   × saw movies
   × went bike riding
   √ worked in the yard

WORD POWER
Summer activities

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

- camping
- a class
- fun
- √ a job
- √ a new bike
- new people
- old friends
- a picnic
- softball
- swimming
- a trip
- volleyball
- get a job
- a new bike
- go
- have
- meet
- play
- take

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

Did you … last summer?

- play any sports
- buy anything interesting
- eat any new foods
- meet any interesting people
- go anywhere interesting
- get a job
- play any games
- read any books
- see any movies
- take any trips
- take any classes
- have fun

A: Did you play any sports last summer?
B: Yes, I did. My friends and I played basketball a lot. We …

C Class Activity
Tell the class about your partner’s summer.

“Last summer, Maria went camping with her friend Lucia. They had a lot of fun.”

INTERCHANGE 14 Past and present

Are you different now from when you were a child? Go to Interchange 14 on page 129.
Did you have a good weekend?

Scan the chat room posts. Who had a terrible weekend? Who enjoyed the weekend? Who learned a lot? Who had a busy weekend?

Karen 12:45
I had a great weekend. I went to my best friend Mariela’s wedding. She got married in her parents’ garden. She wore a fantastic dress! Her parents served a nice meal after the ceremony. I’m really happy for her. And her new husband is really nice!

Pete 1:19
I didn’t go outside all weekend. I had so much work to do! On Saturday, I studied all day. On Sunday, I did the dishes, cleaned my apartment, and did laundry. Sunday night, I watched a DVD for my history class. My weekend wasn’t relaxing at all!

Lacey 2:02
I had an interesting weekend. I went camping for the first time. My friends and I drove to the campsite on Saturday. First, we put up the tent. Then we built a fire, cooked dinner, and told stories. On Sunday, we went fishing. I didn’t really like camping, but I learned a lot.

Jonathan 4:57
I went to a rock concert with some friends. I had an awful time! It took three hours to drive there. I didn’t like the band at all. Then on our way home, the car broke down! My parents came and got us. I finally got home at six in the morning. I’m so tired!

A Read the chat room posts. Then correct these sentences.

1. Karen got married. **Karen’s best friend got married.**
2. After the wedding, everyone went out to eat. ....................................................
3. Pete studied all day on Sunday. .................................................................
4. He watched TV Sunday night. .................................................................
5. Lacey went camping for the third time. ....................................................
6. Lacey liked camping a lot. .................................................................
7. Jonathan went to a rock concert with his parents. ........................................
8. It took three hours to get home after the concert. ........................................

B GROUP WORK Do you have a story about an interesting weekend?
Write four sentences about it. Then tell your classmates.
SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand conversations about where to get things in a town (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about where places are (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for and give directions (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about past activities (Ex. 3, 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about past activities (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LISTENING  What are you looking for?

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

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

WHERE IS THE . . . ?

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

bank  coffee shop  hospital  post office
bookstore  department store  park  supermarket

A: Where is the bank?
B: It's on Second Avenue. It's across from the Korean restaurant.

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

A: Go out of the school and turn left. Walk for about three minutes. It's on the right, next to the drugstore.
B: It's the coffee shop.
A: That's right!
MY LAST VACATION

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

- I ate at an expensive restaurant.
- It rained all day, every day.
- I didn’t go to a museum.
- I read two books.

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

A: On my last vacation, I ate at an expensive restaurant.
B: False.

LAST WEEKEND

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

- uploaded photos
- rode my bicycle
- cleaned the house
- played sports
- went shopping
- went to a supermarket
- met friends
- studied
- ate in a restaurant
- did laundry
- went dancing
- played video games
- talked on the phone
- saw a movie

B PAIR WORK Ask your partner about his or her weekend.

A: Did you upload photos last weekend, Keiko?
B: Yes, I did. I uploaded photos of my friends.
A: Did you upload photos?
B: No, I didn’t. . .
C GROUP WORK Join another pair. Tell them about your partner’s weekend.

"Keiko uploaded photos of her friends."

WHAT’S NEXT?

Look at your Self-assessment again. Do you need to review anything?
Where did you grow up?

SNAPSHOT

Listen and practice.

Where Were These People Born?

1. Takashi Murakami, artist
2. Shakira, singer
3. Christian Bale, actor
4. Marion Cotillard, actress
5. Jon Stewart, TV host

a. the U.S.
b. Colombia
c. France
d. the U.K.
e. Japan

Match the people with the countries. Then check your answers at the bottom of the Snapshot.

What famous people were born in your country? What do they do?

CONVERSATION I was born in South Korea.

Listen and practice.

Chuck: Where were you born, Melissa?
Melissa: I was born in South Korea.
Chuck: Oh! So you weren’t born in the U.S.
Melissa: No, I came here in 2005.
Chuck: Hmm. You were pretty young.
Melissa: Yeah, I was only seventeen.
Chuck: Did you go to college right away?
Melissa: No, my English wasn’t very good, so I took English classes for two years first.
Chuck: Well, your English is really good now.
Melissa: Thanks. Your English is pretty good, too.
Chuck: I hope so! I was born here.
A Melissa is talking about her family. Choose the correct verb forms. Then compare with a partner.

My family and I were (was / were) all born in South Korea – we weren’t (wasn’t / weren’t) born in the U.S. I wasn’t (was / were) born in the city of Incheon, and my brother wasn’t (was / were) born there, too. My parents weren’t (wasn’t / weren’t) born in Incheon. They were (was / were) born in the capital, Seoul. In South Korea, my father was (was / were) a businessman and my mother wasn’t (wasn’t / weren’t) a teacher.

B PAIR WORK Look at the picture below. Ask and answer these questions.

1. Was Adam on time for class yesterday?
2. Was it English class?
3. Was it a sunny day?
4. Was it 10:00?
5. Was Mrs. Carter very angry?
6. Were Cindy and Mark late to class?
7. Were they at the board?
8. Were the windows open?

A: Was Adam on time for class yesterday?
B: No, he wasn’t. He was late. Was it English class?
PRONUNCIATION Negative contractions

A Listen and practice.

<table>
<thead>
<tr>
<th>one syllable</th>
<th>two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>aren't</td>
<td>don't</td>
</tr>
<tr>
<td>isn't</td>
<td>doesn't</td>
</tr>
<tr>
<td>weren't</td>
<td>can't</td>
</tr>
<tr>
<td>wasn't</td>
<td>didn't</td>
</tr>
</tbody>
</table>

B Listen and practice.

He didn't eat dinner because he wasn't hungry.
I don't like coffee, and she doesn't like tea.
This isn't my swimsuit. I can't swim.
They weren't here yesterday, and they aren't here today.

C Write four sentences with negative contractions. Then read them to a partner.

I didn't go because my friends weren't there.

CONVERSATION I grew up in Texas.

Listen and practice.

Melissa: So, Chuck, where did you grow up?
Chuck: I grew up in Texas.
Melissa: Were you born there?
Chuck: Yeah. I was born in Dallas.
Melissa: And when did you come to Los Angeles?
Melissa: How old were you then?
Chuck: I was eighteen. I went to college here.
Melissa: Oh. What was your major?
Chuck: Drama. I was an actor for five years after college.
Melissa: Really? Why did you become a hairstylist?
Chuck: Because I needed the money. And I love it. So, what do you think?
Melissa: Well, uh...
**Grammar Focus**

**Wh-questions with did, was, and were**

Where did you grow up?
What did your father do there?
When did you come to Los Angeles?
Why did you become a hairstylist?
Where were you born?
When were you born?
How old were you in 2000?
What was your major in college?

- I grew up in Texas.
- He worked in a bank.
- I came to Los Angeles in 2000.
- Because I needed the money.
- I was born in Dallas.
- I was born in 1982.
- I was eighteen.
- Drama. I was an actor for five years.

A Match the questions with the answers. Then compare with a partner.

1. Where were you born? a. Her name was Yumiko.
2. Where did you grow up? b. She was really friendly.
3. How was your first day of school? c. I wanted to improve my English.
4. Who was your first friend in school? d. I grew up in Tokyo.
5. What was he/she like? e. In Hiroshima, Japan.
6. Why did you take this class? f. It was a little scary.

**Pair Work**

Ask and answer the questions in part A. Use your own information.

**Group Work**

Ask the questions. Use a year in your answers.

1. When were you born?
2. When was your father born?
3. When was your mother born?
4. When did you turn 13?
5. When did you start high school?
6. When did you begin to study English?

**Listening**

When was she born?

A Listen. When were these people born?
Complete the first column of the chart.

<table>
<thead>
<tr>
<th>When were you born?</th>
<th>Where did you grow up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jill</td>
<td></td>
</tr>
<tr>
<td>2. Roger</td>
<td></td>
</tr>
<tr>
<td>3. Bianca</td>
<td></td>
</tr>
<tr>
<td>4. Ahmed</td>
<td></td>
</tr>
</tbody>
</table>

B Listen again. Where did these people grow up?
Complete the second column of the chart.
WORD POWER

A Complete the word map with words from the list. Then listen and check.

cafeteria
classroom
college
computer lab
elementary school
high school
history
junior high school
library
math
physical education
science

B Pair Work Find out about your partner's elementary, junior high, or high school days. Ask these questions. Then tell the class.

What classes did you take?  Who was your favorite teacher? Why?
What was your favorite class? Why?  Where did you spend your free time? Why?
What classes didn't you like? Why not?  What was a typical day of school like?
Who was your best friend?  What didn't you like about school?

"In elementary school, Dan spent his free time in the library because he liked to read. . . ."

WHAT DO YOU REMEMBER?

A Group Work How often does this English class meet? What do you remember from your last class? Ask and answer these questions.

1. Who was in class? Who wasn't there?
2. Were you early, late, or on time?
3. Where did you sit?
4. What did you talk about?
5. What did you learn about your classmates?
6. What words did you learn?
7. Did you have any homework?
8. What did you do after class?

B Class Activity What does your group remember? Tell the class.

INTERCHANGE 15 Life events

Make a time line of your life. Go to Interchange 15 on page 130.
Seven years ago, Mackenzie Bearup hurt her knee. She was just ten years old. A week later, the pain was still there. The pain didn’t stop. Then she found out about a disease called RSD. This disease tells the brain her knee is still injured, even though it isn’t. There is no cure for the pain. Her knee feels terrible all the time.

Sometimes, Mackenzie felt so awful that she stayed in bed for months. It was very difficult to walk. Her doctors tried everything: medicine, exercise, and other treatments. Nothing worked . . . except books.

Mackenzie read lots of books. The books helped her stop thinking about the pain. And she decided to help other children forget their pain, too.

She found out about a treatment center for children nearby. The center had a new library, but no books. She asked all her friends and her parents’ friends to give books. Then she put ads in newspapers and made a website.

Mackenzie’s goal was to give 300 books to the library. But she soon had 3,000 books, and more were on the way! Today, that number is more than 40,000. She started an organization. Sheltering Books now helps children in many states in the U.S.

Mackenzie’s knee still hurts all the time. But she feels better because she’s helping other kids with their pain.

A Read the article. Then write a question for each answer.

1. When did Mackenzie hurt her knee? Seven years ago.
2. ____________________________________________ ? She felt terrible.
3. ____________________________________________ ? Medicine, exercise, and other treatments.
4. ____________________________________________ ? They helped her forget her pain.
5. ____________________________________________ ? She asked her family and friends.
6. ____________________________________________ ? To give 300 books.

B Number these events in Mackenzie’s life from 1 (first) to 7 (last).

a. She made a website. e. She discovered books helped her pain.
b. She found out about RSD. f. She asked her friends for books.
c. She hurt her knee. g. She tried lots of different treatments.
d. She started an organization.

C GROUP WORK Why do you think books help people with pain? Can you think of other things that could help? Tell your classmates.

Where did you grow up? • 105
Can she call you later?

1 CONVERSATION  She’s in a meeting.

Listen and practice.

Receptionist: Good morning. Digital Media.
Tony: Hello. Can I speak to Kathy Wilson, please?
Receptionist: I’m sorry, but she’s in a meeting right now.
Tony: Oh.
Receptionist: Can I take a message?
Tony: Yes, thanks. This is her friend Tony. Please ask her to call me at home.
Receptionist: Does she have your number?
Tony: Yes, she does.
Receptionist: OK. I’ll give her your message.
Tony: Thank you so much.

2 WORD POWER  Prepositional phrases

A Listen and practice.

at home  at the mall  in bed  in the shower  on vacation
at work  at the library  in class  in the hospital  on a trip
at school  at the beach  in Mexico  in a meeting  on his/her break

B PAIR WORK  Make a list of five friends and family members.
Give it to your partner. Where are these people right now?
Ask and answer questions.

A: Where’s your brother right now?
B: He’s on vacation. He’s in Thailand.
3 LISTENING I was in the shower.

A Listen to Brian return three phone calls. Where was he? Complete the sentences.

1. He was ___________ in the shower.
2. He was ____________________.
3. He was ____________________.

B Listen again. What did the callers ask? Correct the questions.

1. Donna: "Can you please call?"
2. Jun: "Can I see your notes from class today?"
3. Ruth: "Can you study on Saturday night?"

4 GRAMMAR FOCUS

Subject and object pronouns

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>You</td>
<td>you</td>
</tr>
<tr>
<td>He</td>
<td>him</td>
</tr>
<tr>
<td>She</td>
<td>Tony left her</td>
</tr>
<tr>
<td>got Tony's message.</td>
<td>a message.</td>
</tr>
<tr>
<td>We</td>
<td>us</td>
</tr>
<tr>
<td>They</td>
<td>them</td>
</tr>
</tbody>
</table>

A Complete the phone conversations with the correct pronouns. Then practice with a partner.

1. A: Can ____________ speak with Ms. Fee, please?
   B: ____________, it's not here. But maybe ____________ can help you.
   A: Please give ____________ my new phone number. It's 555-2981.

2. A: Hi, this is David. Is Mr. Roberts there?
   B: ____________, I'm sorry, but ____________ isn't here right now.
   A: Do you want to leave a message?
   B: Yes. Please tell ____________ to call me at work.

3. A: Hello, this is Carol's Café. Are Kate and Joe in?
   B: No, ____________ aren't. Can ____________ help you?
   A: ____________ found Kate and Joe's keys. ____________ left ____________ on the table.
   B: Just bring ____________ the keys. I can give ____________ to Kate and Joe.
   A: I'm sorry, but ____________ can't. Can Kate and Joe call ____________?
   B: OK.

B PAIR WORK Roleplay this phone conversation.

Student A: "Call" your friend Calvin. He needs your new phone number.
Student B: Answer the phone. Calvin is not in. Take a message.

C PAIR WORK Change roles. This time give an email address.
Check (✓) the activities that are popular in your country.
What other activities are popular in your country?
What are your favorite activities? Why?

CONVERSATION  I'd love to!

Listen and practice.

Tony: Hello?
Tony: Hi. Thanks for calling me back. Sorry I called you at work.
Kathy: Oh, that's OK. But I have to get back soon. What's up?
Tony: Well, do you want to see a movie with me tonight?
Kathy: Tonight? I'm sorry, but I can't. I have to work late tonight.
Tony: Oh, that's too bad. How about tomorrow night?
Kathy: Uh... sure. I'd love to. What time do you want to meet?
Tony: How about around seven o'clock?
Kathy: Terrific!
**7** PRONUNCIATION Reduction of want to and have to

A Listen and practice. Notice the reduction of want to and have to.

/waⁿ/a/
A: Do you want to go to a party with me tonight?
/hæftə/
B: I'm sorry, but I can't. I have to study for a test.

B PAIR WORK Practice the conversation in Exercise 6 again. Try to reduce want to and have to.

**8** GRAMMAR FOCUS

**Invitations:** verb + to

**Do you want to see** a movie with me tonight?
Sure. I'd really like to see a good comedy.
I'd like to (see a movie), but I have to work late.

**Would you like to go** to an art festival?
Yes, I'd love to (go to an art festival)!
I'd like to (go), but I need to study.

'I'd = I would'

A Complete the invitations. Then match them with the responses.

**Invitations**

1. Would you like to go to an amusement park this weekend?
2. Do you go to a basketball game tomorrow night?
3. Would you see a play tonight?
4. Do you go swimming on Saturday?
5. Do you play soccer after school today?
6. Would you go to a hip-hop concert on Saturday night?

**Responses**

a. I'd like to, but I don't have a swimsuit!
b. I'm sorry, but I have to talk to the teacher after school.
c. I don't really like basketball. Do you want to do something else?
d. I'd like to, but I can't. I'm going to go on a trip this weekend.
e. Yes, I'd love to. It's my favorite type of music.
f. Tonight? I can't. I need to help my parents.

B PAIR WORK Practice the invitations from part A. Respond with your own information.

A: Would you like to go to an amusement park this weekend?
B: I'd like to, but I can't. I have to . . .
EXCUSES, EXCUSES!

A Do you ever use these excuses? Check (✓) Often, Sometimes, or Never. Compare with a partner.

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to babysit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to study for a test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have to work late.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to go to bed early.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to visit my family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a headache.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm not feeling well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to do laundry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I already have plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Write down three things you want to do this weekend.

I want to go to the baseball game on Saturday.

C CLASS ACTIVITY Go around the class and invite your classmates to do the things from part B. Your classmates respond with excuses.

A: Would you like to go to the baseball game on Saturday?
B: I'm sorry, but I can't. I need to do laundry on Saturday.

LISTENING I'd love to, but . . .

A Tony invited some people to a party. Listen to his voice-mail messages. Who can come? Who can't come? Check (✓) the correct answers.

<table>
<thead>
<tr>
<th></th>
<th>Can come</th>
<th>Can't come</th>
<th>Excuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Roy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Angie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teresa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Aaron</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Listen again. Why can't some people come? Write their excuses.

INTERCHANGE 16 Let's make a date!

Make a date with your classmates. Go to Interchange 16 on page 131.
Look at the events. Which would you like to go to? Number the pictures from 1 (very interesting) to 5 (not interesting).

Festivals:
Bella Via Street Painting Festival
Santa Clarita
All day
Bella Via is Italian for "beautiful street." Watch as artists turn the streets into works of art. This event features food, live music, a 5-kilometer race, and children's activities.

Music:
Concert at Hollywood Bowl
7:00 P.M. to midnight
Come hear some great music under the stars! Six terrific bands are going to get your feet moving. Sandwiches, pizza, and drinks for sale.

Movies:
Los Angeles Film Festival
Various Theaters in Westwood
Check listings for times.
Do you want to see the best North American films of the year? More than 200 films. Seats sell out fast, so get tickets now.

Art:
Fiesta Hermosa Arts and Crafts Fair
Hermosa Beach
Starts at 11:00 A.M.
Do you need to decorate your home? Visit this colorful art fair. Find paintings, crafts, and photographs. Jewelry, too! Food and live music.

Attractions:
Aquarium of the Pacific
Whale Tour
11:30 A.M. and 3:00 P.M.
Do you want to see the largest animal on the planet? Go on a boat tour and learn about the amazing blue whale. Then visit the aquarium to see thousands of beautiful fish and sea birds.

A Read the web page. Where can you do these things? Write two places.

1. buy clothes or jewelry
2. buy food
3. sit indoors
4. be outdoors
5. see a live performance

B GROUP WORK Where do you like to go in your city or town? What events do you like? Tell your classmates.

Can she call you later? • 111
SELF-ASSESSMENT

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

<table>
<thead>
<tr>
<th>I can . . .</th>
<th>Very well</th>
<th>OK</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about my past (Ex. 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask about famous people using simple past yes/no questions (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about someone’s past (Ex. 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand phone calls and leave or pass on messages (Ex. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about things I want, need, and have to do (Ex. 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make and respond to invitations (Ex. 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERVIEW

A PAIR WORK Choose three years in your partner’s life. Then ask your partner the questions and complete the chart.

<table>
<thead>
<tr>
<th>19</th>
<th>20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old were you in . . .?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where were your friends in . . .?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were you like in . . .?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B CLASS ACTIVITY Tell the class about your partner’s life.

“In 1999, Raul was four. He…”

WHO WAS HE?

GROUP WORK Think of a famous person from the past. Your classmates ask yes/no questions to guess the person.

Was he/she born in . . .?  
Was he/she a singer? an actor?  
Was he/she tall? heavy? good-looking?

A: I’m thinking of a famous man from the past.  
B: Was he born in the U.S.?  
A: No, he wasn’t.  
C: Was he . . .?
LISTENING  On the phone

- Listen and check (✓) the best response.

1. Yes. Please tell her to call me.
4. I'm going to visit my parents.
   Yes. Please tell him to call me.
   I had a terrible headache.

2. Sure. Does he have your number?
5. I'd love to, but I can't.
   No, sorry. He's not here right now.
   No, I didn't go. I was at work.

3. Yes, you do.
6. I'm sorry. He's not here right now.
   No, I don't.
   No, Sandra is at work right now.

FIND SOMEONE WHO...

A CLASS ACTIVITY  Go around the class. Ask questions to complete the chart. Try to write a different name on each line.

<table>
<thead>
<tr>
<th>Find someone who...</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs to do laundry this weekend</td>
<td></td>
</tr>
<tr>
<td>wants to go home early</td>
<td></td>
</tr>
<tr>
<td>has to babysit this week</td>
<td></td>
</tr>
<tr>
<td>wants to go shopping this weekend</td>
<td></td>
</tr>
<tr>
<td>wants to see a movie tonight</td>
<td></td>
</tr>
<tr>
<td>has to go to the doctor this week</td>
<td></td>
</tr>
<tr>
<td>needs to work this weekend</td>
<td></td>
</tr>
<tr>
<td>doesn't want to do homework tonight</td>
<td></td>
</tr>
</tbody>
</table>

A: Megumi, do you need to do laundry this weekend?
B: Yes, I do.

B PAIR WORK  Share your answers with a partner.

INVITATIONS

A  Make a list of five things you want to do this weekend.

B CLASS ACTIVITY  Go around the class. Invite your classmates to do the things from part A. Your classmates accept or refuse the invitations.

A: Would you like to go to a museum this weekend?
B: I'm sorry, but I can't. I have to . . .

C: Do you want to go to a soccer match on Sunday?
D: Sure, I'd love to! When would you like to . . .?

WHAT'S NEXT?

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

**FAMOUS CLASSMATES**

A Imagine you are a famous person. Write your name, phone number, and email address on the card.

| Name: Rafael Nadal | Name: | Phone: 646-555-0831 | Phone: | Email: rafaelnadal@cup.org | Email: |

B **CLASS ACTIVITY** Go around the class. Introduce yourself to three "famous people." Ask and answer questions to complete the cards.

A: Hi. My name is Angelina Jolie.
B: I'm Rafael Nadal. Nice to meet you, Angelina.
A: Rafael, what's your email address?
A: I'm sorry. Can you repeat that?

useful expressions

- I'm sorry.
- Can you repeat that?
- How do you spell that?
PAIR WORK  How are the two pictures different?
Ask questions to find the differences.

A: Where are the sunglasses?
B: In picture 1, they're next to the television.
A: In picture 2, they're in front of the television.
GROUP WORK  Take turns. Describe the people at the party.
Don't say the person's name. Your classmates guess the person.

A: He's wearing blue jeans, a yellow shirt, and a black jacket. Who is it?
B: Is it Daniel Radcliffe?
A: No, it isn't.
C: Is it Will Smith?
A: That's right.

B: They're wearing dresses. Who are they?
C: Are they Sandra Bullock and Cameron Diaz?
B: That's right.
**A  Pair Work**  Play the board game. Follow these instructions.

1. Choose a marker. Place it on **Start**.
2. **Student A** tosses a coin and moves one or two spaces.
   - “Heads” means move two spaces.
   - “Tails” means move one space.
3. **Student A** asks **Student B** a question with the words in the space.
4. Take turns. Continue until both markers are on **Finish**.

**Useful Expressions**
- It’s your turn.
- It’s my turn.
- I don’t know.

**A:** It’s “heads.” I move two spaces. What’s your last name?
**B:** It’s Lee. Now it’s my turn!

---

**B  Class Activity**  Tell the class two things about your partner.

“Ricardo is from Quito. Quito is beautiful and very exciting.”
WHAT'S WRONG WITH THIS PICTURE?

GROUP WORK  What's wrong with this picture? Tell your classmates.

“Ellen is swimming, but she's wearing high heels and a hat!”
A CLASS ACTIVITY  Go around the class and find this information.
Try to write a different name on each line.

Find someone who . . .

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name</th>
<th>Activity</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>gets up at 5:00 A.M. on weekdays</td>
<td></td>
<td>takes a bus to class</td>
<td></td>
</tr>
<tr>
<td>gets up at noon on Saturdays</td>
<td></td>
<td>rides a motorcycle to class</td>
<td></td>
</tr>
<tr>
<td>does homework on Sunday night</td>
<td></td>
<td>cooks on weekends</td>
<td></td>
</tr>
<tr>
<td>works at night</td>
<td></td>
<td>plays the drums</td>
<td></td>
</tr>
<tr>
<td>works on weekends</td>
<td></td>
<td>has two brothers</td>
<td></td>
</tr>
<tr>
<td>has a pet</td>
<td></td>
<td>checks email every day</td>
<td></td>
</tr>
<tr>
<td>lives in the suburbs</td>
<td></td>
<td>speaks three languages</td>
<td></td>
</tr>
<tr>
<td>lives alone</td>
<td></td>
<td>doesn’t eat breakfast</td>
<td></td>
</tr>
<tr>
<td>have a pet</td>
<td></td>
<td>play the drums</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>speak three languages</td>
<td></td>
</tr>
</tbody>
</table>

A: Do you get up at 5:00 A.M. on weekends, Jung-ho?
B: No, I get up at 7:00 A.M.
A: Do you get up at 5:00 A.M. on weekdays, Victor?
C: Yes, I get up at 5:00 A.M. every day.

B GROUP WORK  Compare your answers.

A: Victor gets up at 5:00 A.M.
B: María gets up at 5:00 A.M., too.
C: Jung-ho gets up at . . .
A PAIR WORK Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment

Rachel's apartment

A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B GROUP WORK Compare your answers.
**A PAIR WORK** Imagine you’re looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.

<table>
<thead>
<tr>
<th>Do you want to...?</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk to people</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>help people</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>work from 9 to 5</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>use a computer</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>use English</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>work at home</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>work outdoors</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>work in an office</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>perform in front of people</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>be on TV</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>travel</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>work with a team</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>wear a suit</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>wear blue jeans</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>have an exciting job</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>have a relaxing job</td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

**B PAIR WORK** Think of a good job for your partner.

A: You want to use English, travel, and have an exciting job. Do you want to be a tour guide?
B: No, a tour guide’s job is very stressful.
A: Well, do you want to be...?
A Complete the snack survey. Use these foods and other foods you know.

B Pair Work Compare your information.

A: I often eat watermelon.
**A CLASS ACTIVITY** Go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

**Can you . . .?**
- play two musical instruments
- whistle a song
- say “Hello” in three languages
- swim underwater
- raise one eyebrow
- do a handstand
- fix a computer
- make your own clothes
- say the alphabet backward
- wiggle your ears

<table>
<thead>
<tr>
<th>Can</th>
<th>Can't</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

**B CLASS ACTIVITY** Share your answers with the class.

“Ai-li can't play two musical instruments, but Claudia can. She can play the violin and the piano.”

**C** Do you have any other “hidden talents”?
A PAIR WORK Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to . . . ?

1. have a snack after class
2. watch TV tonight
3. go to bed late tomorrow night
4. go out with friends tomorrow night
5. go dancing this weekend
6. eat at a restaurant this weekend
7. go to the gym next week
8. buy something expensive this month
9. go on a trip next month
10. get a job next summer

My guesses | My partner’s answers
--- | ---
Yes | No
Yes | No

B PAIR WORK Ask and answer questions to check your guesses.

A: Are you going to watch TV tonight?
B: Yes, I am. I’m going to watch my favorite show.

C CLASS ACTIVITY How many of your guesses are correct?
Who has the most correct guesses?
HELPFUL ADVICE

A  PAIR WORK  Imagine you have these problems. Your partner gives advice.

1. I don't have any energy. I know I need to exercise, but I don't like sports.
2. My job is very stressful. I usually work 10 hours a day and on weekends.
3. I can never get up on time in the morning. I'm always late for school.
4. I'm new in town, and I don't know any people here. How can I make some friends?
5. It's my best friend's birthday, and I don't have a gift for her. All the stores are closed!
6. I have a big test tomorrow. My family is very noisy, so I can't study!

A: I don't have any energy....
B: Eat a good breakfast every day. Don't...

B  CLASS ACTIVITY  Think of a problem you have. Then tell the class. Your classmates give advice.

A: I don't understand this activity.
B: Read the instructions again.
C: Don't worry! Ask the teacher.
Student A

A PAIR WORK Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage  supermarket  flower shop

A: Excuse me. How do I get to the garage?
B: Walk down Third Avenue to . . .

B PAIR WORK Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

| Go up/Go down . . . | It's on the corner of . . . Street and . . . Avenue. | It's next to . . . |
| Walk up/Walk down . . . | It's between . . . and . . . | It's behind . . . |
| Turn right/Turn left . . . | It's in front of . . . | It's across from . . . |
**GIVING DIRECTIONS**

**Student B**

**A PAIR WORK** Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?
B: Walk down Third Avenue to...

| Go up/Go down   | It's on the corner of ... Street and ... Avenue. | It's next to ...
|-----------------|-----------------------------------------------|----------------|
| Walk up/Walk down | It's between ... and ...                      | It's behind ...
| Turn right/Turn left | It's across from ...                        | It's in front of ...

**B PAIR WORK** Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

coffee shop    shoe store    bookstore
PAIR WORK
Ask your partner questions about his or her past and present. Check (√) the answers.

A: Did you argue with your friends as a child?
B: Yes, I did. OR No, I didn’t.

A: Do you argue with your friends now?
B: Yes, I do. OR No, I don’t.

Did you ... as a child?
Do you ... now?

- argue with your friends
- clean your room
- make your bed
- get up early
- sleep late on Saturdays
- have a computer
- listen to rock music
- play a musical instrument
- play a sport
- ride a bicycle
- wear glasses
- wear braces

GROUP WORK
Join another pair. Tell them about changes in your partner’s life.

“Hee-jin argued with her friends as a child, but she doesn’t argue with her friends now.”
A What were five important events in your life? Mark the years and events on the timeline. Then write a sentence about each one.

I was born...
I started elementary school...
I won an award...
I opened a bank account...
I traveled with friends...
I graduated from high school...
I moved to a new place...
I started college...

1. I was born in 1992.
2. 
3. 
4. 
5. 

B Pair Work Ask your partner about his or her time line.

A: What happened in 2003?
B: I moved to a new place.
A: How old were you?
B: I was twelve.
Imagine this is next month's calendar. Write 10 plans on the calendar. Use these expressions and your own ideas.

- go to (the movies/a party)
- go (dancing/shopping)
- go (on a trip/on vacation)
- study for (a test/on exam)
- go out with (my girlfriend/boyfriend)
- play (basketball/video games)
- meet (my friend/teacher)
- have dinner with (my brother/parents)
- visit (my parents/grandparents)
- see (the dentist/doctor)

**GROUP WORK** Look at your calendars. Agree on a date to do something together.

A: Do you want to do something on March third?
B: I'd like to, but I can't. I'm going to play volleyball then. How about March fourth?
C: That works for me. What time?

**GROUP WORK** Now decide what to do together. Then share your plans with the class.

A: We can all do something on March fourth. Would you like to play video games?
B: No, I don't like to play video games very much. Do you want to go to a museum?
C: Well, I really don't like museums...
Unit 1

My, your, his, her (page 3)

- Use his with males and her with females: His name is David. (not: Her name is David.) Her name is Maria. (not: His name is Maria.)

Complete the conversations with my, your, his, or her.

1. A: Hello. My name is Carlos.
   B: Hi, Carlos. What's last name?
   A: It's Gonzales.
   A: No, it's G-O-N-Z-A-L-E-S. And what's name?
   B: name is Bill Powers. Nice to meet you.

2. A: What's Ms. Robinson's first name?
   B: first name is Katherine. nickname is Katie.
   A: I'm sorry. What's first name again?
   B: It's Katherine. And what's Mr. Weber's first name?
   A: first name is Peter.
   B: That's right. And nickname is Pete.

The verb be (page 5)

- In questions, the be verb comes before the noun or pronoun: Is he your teacher?
- Don't use contractions in short answers with Yes: Are you in my class? Yes, I am. (not: Yes, I'm.)

Complete the conversations. Use the words in the box.

am I'm it's she's
are I am I'm not you you're

1. A: Excuse me. Are you Patty Wilson?
   B: No, over there.
   A: OK. Thanks.

2. A: Hi, Are Patty Wilson?
   C: Yes.
   A: Oh, good. Sergio Baez in my English class.
   C: Yes, I nice to meet you, Sergio.
Unit 2

1 This/these; it/they; plurals (page 10)

- Don’t use a contraction with What + are: What are these? (not: What’re these?)
- Use this with singular nouns: This is a book. Use these with plural nouns: These are earrings.

Circle the correct words.

1. A: What’s / What are these?
   B: It’s / They’re my earring / earrings.

2. A: What’s / What are this?
   B: It’s / They’re a / an cell phone.

3. A: What’s this / these?
   B: It’s / They’re a / an address book.

2 Yes/No and where questions with be (page 11)

- In questions with where, the verb comes after Where: Where are my sunglasses? (not: Where my sunglasses are?)

A Match the questions with the answers.

1. Is that your wallet? a. They’re in your purse.
2. Are these your glasses? b. No, it’s not.
3. Where are my keys? c. Oh, yes, it is!
4. Is this your pen? d. It’s in my pocket.
5. Where’s your watch? e. No, they’re not.

B Complete the conversation. Use the words in the box.

<table>
<thead>
<tr>
<th>are they</th>
<th>it is</th>
<th>they are</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>it’s</td>
<td>this</td>
<td>✓ where’s</td>
</tr>
</tbody>
</table>

A: Where’s my pen?
B: I don’t know. Is in your book bag?
A: No, not.
B: Is your pen?
A: Yes, . Thanks! Now, are my keys?
B: on your desk?
A: Yes, . Thank you!
Unit 3

1 Negative statements and yes/no questions with be (page 17)

Use be + not to form negative statements: Ana isn’t a student. (NOT: Ana is not a student.)
You is a singular and a plural pronoun: Are you from Rio? Yes, I am./Yes, we are.

A Unscramble the words to write negative statements.

1. in California / not / New York City / is
   New York City is not in California.

2. London / not / from / we’re
   We’re not from London.

3. not / you and Tim / in my class / are
   You and Tim are not in my class.

4. is / my first language / Spanish / not
   My first language is not Spanish.

5. from / my mother / not / is / Seoul
   My mother is not from Seoul.

6. my keys / not / are / they
   My keys are not they.

B Complete the conversations.

1. A: Are you and your family from Mexico?
   B: No, not from Guatemala.

2. A: Is your first language English?
   B: Yes, it is. My parents are from Australia.

3. A: Kenji and his friend Japanese?
   B: Yes, they are. But they are in the U.S. now.

4. A: Are my mother and I late?
   B: No, not early!

2 Wh-questions with be (page 20)

Use what to ask about things. Use where to ask about places. Use Who to ask about people. Use What...like? to ask for a description.
Use how to ask for a description: How are you today? Use How old to ask about age: How old is he?
In answers about age, you can use only the number or the number + years old: He’s 18, or He’s 18 years old.

Complete the questions with how, what, where, or who. Then match the questions with the answers.

1. Who is that?  d. We’re from Thailand – from Bangkok.
2. Is her name?  b. She’s 16.
3. Is she like?  c. Her name is Nittaya.
4. Old is she?  d. She’s my sister.
5. Is your family from?  e. It’s really beautiful.
6. Is Bangkok like?  f. She’s a little shy.

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Unit 4

1 Possessives (page 24)

- The noun comes after a possessive adjective: This is my T-shirt.
- Don’t include the noun after a possessive pronoun: This T-shirt is mine.
- Whose can be used with singular and plural nouns: Whose bag is this? Whose keys are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his    mine    my    your    yours  ✓ whose

1. A: Whose jacket is this? Is it , Phil?
   B: No, it’s not . Ask Nick. I think it’s .

2. A: These aren’t books. Are they ?
   B: No, they’re not . Maybe they’re Young-min’s.

3. A: sweaters are these? Are they Julie’s?
   B: No, they’re not . sweaters. But these shorts are .

2 Present continuous statements; conjunctions (page 26)

- The present continuous is the present of be + verb + -ing: It’s raining.
- She’s wearing shoes.
- The two negative contractions mean the same: He’s not/He isn’t wearing a coat. We’re not/We aren’t wearing gloves.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Lee are wearing hats. Mr. and Mrs. Lee aren’t wearing hats. 
2. It isn’t raining.
3. I’m wearing sunglasses.
4. You’re wearing a new suit.
5. Michiko isn’t wearing gloves.

3 Present continuous yes/no questions; adjective + noun (page 27)

- In questions, the present continuous is be + subject + verb + -ing: Is it raining?
- Are you wearing brown shoes?
- Adjectives can come before nouns or after the verb be: He’s wearing a blue hat.
- His hat is blue.
- Adjectives don’t have a plural form: a green hat; two green hats

Write questions using the words in parentheses. Then complete the responses.

1. A: Is he wearing a gray suit? (wear, gray suit)
   B: No, he 

2. A: (wear, brown boots)
   B: No, we 

3. A: (wear, sunglasses)
   B: Yes, I 

4. A: (rain)
   B: Yes, it
**Unit 5**

1. **What time is it? / Is it A.M. or P.M.? (page 31)**

   - Remember: you can say times different ways: 1:15 = **one-fifteen or a quarter after one**.

   Write each sentence in a different way.
   1. It's a quarter to four. **It's three forty-five**.
   2. It's 12:00 P.M. **It's noon**.
   3. It's six-fifteen. **It's six fifteen**.
   4. It's ten o'clock at night. **It's ten o'clock at night**.
   5. It's three oh-five. **It's three oh-five**.
   6. It's twenty-five to eleven. **It's twenty-five to eleven**.
   7. It's one o'clock in the morning. **It's one o'clock in the morning**.
   8. It's midnight. **It's midnight**.

2. **Present continuous Wh-questions (page 33)**

   - Use the present continuous to talk about actions that are happening right now: **What are you doing? I'm talking to you!**
   - In questions, the be verb comes before the subject: **What are you doing?**
   - To form the continuous of verbs ending in -e, drop the e and add -ing: **have → having.**
   - For verbs ending in vowel + consonant, double the consonant and add -ing: **get → getting.**

   What are the people doing? Write conversations. Use the words in parentheses.
   1. A: **What's Steve doing?**
      B: **He's watching TV.**
      (Steve)
      (watching TV)
   2. A: **What are Jon and Megan doing?**
      B: **They are taking a walk.**
      (Jon and Megan)
      (taking a walk)
   3. A: **What are you doing?**
      B: **I'm writing conversations.**
      (you)
      (writing conversations)
   4. A: **What is Chris doing?**
      B: **He is calling Ashley.**
      (Chris)
      (calling Ashley)
   5. A: **What are you and Taylor doing?**
      B: **We are shopping.**
      (you and Taylor)
      (shopping)
   6. A: **What is Sara doing?**
      B: **She is having dinner.**
      (Sara)
      (having dinner)
   7. A: **What are Victor and Sam doing?**
      B: **They are running in the park.**
      (Victor and Sam)
      (running in the park)
   8. A: **What are you and Paulo doing?**
      B: **We are chatting online.**
      (you and Paulo)
      (chatting online)
Unit 6

1 Simple present statements (page 37) and Simple present statements with irregular verbs (page 38)

- In affirmative statements, verbs with he/she/it end in -s: He/She walks to school, but I/You/We/They walk to school.
- In negative statements, use doesn't with he/she/it and don't with all the others: He/She/It doesn't live here, I/You/We/They don't live here.
- Don't add -s to the verb: She doesn't live here, (not: She doesn't lives here.)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I ___________ live ______________ (live) in the city. We _______________ (have) an apartment on First Avenue. My sister ______________ (go) to school near our apartment, so she _______________ (walk) to school. My father _______________ (work) in the suburbs, so he _______________ (drive) to his job. My mother _______________ (use) public transportation - she _______________ (take) the bus to her office downtown. She _______________ (have) a new job, but she _______________ (not like) it very much. And me? Well, I _______________ (not work) far from our apartment, so I _______________ (not need) a car or public transportation. I _______________ (ride) my bike to work!

2 Simple present questions (page 39)

- In questions, use does with he/she/it and do with all the others: Does he/she/it get up early? Do I/you/we/they get up early?
- Don't add -s to the verb: Does she live alone? (not: Does she lives alone?)

A Write questions to complete the conversations.

1. A: Do you use public transportation?
   B: Yes, I use public transportation.

2. A: __________________________
   B: No, my family doesn’t eat dinner at 5:00.

3. A: __________________________
   B: No, my brother doesn’t take the bus to work.

4. A: __________________________
   B: No, I don’t get up late on weekends.

- Use in with the morning/afternoon/evening. Use at with night: I go to school in the afternoon and work at night.
- Use at with clock times: She gets up at 8:00
- Use on with days: He sleeps late on weekends. She has class on Mondays.

B Complete the conversation with at, in, or on.

A: Does your family have breakfast together ________________ the morning?
B: Well, we eat together ________________ weekends, but ________________ weekdays we’re all busy. My parents go to work early - ________________ 6:30. But we eat dinner together ________________ the evening, and we have a big lunch together ________________ Sundays. We eat ________________ noon. Then ________________ the afternoon, we play tennis or go to the movies.
Unit 7

1 Simple present short answers (page 45)

Remember: I/You/We/They do/don't. He/She/It does/doesn't.

Circle the correct words.
A: Do / Does your family live / lives in an apartment?
B: No, we don't / doesn't. We have / has a house.
A: That's nice. Do / Does your house have two floors?
B: Yes, it do / does. It have / has four rooms on the first floor. And we have / has three bedrooms and a bathroom on the second floor.
A: And do / does you and your family have / has a yard?
B: Yes, we do / does. And how about you, Tim? Do / Does you live / lives in a house, too?
A: No, I don't / doesn't. My wife and I have / has a small apartment in the city.
B: Oh. Do / Does you like / likes the city?
A: Yes, I do / does. But my wife don't / doesn't.

2 There is, there are (page 47)

Use there is with singular nouns: There's a bed. Use there are with plural nouns: There are two chairs.

Use some in affirmative statements: There are some chairs in the kitchen. Use any in negative statements: There aren't any chairs in the bedroom.

Read the information about the Diaz family's new house. Write sentences with the phrases in the box.

| there's a | there are some |
| there's no | there are no |
| there isn't a | there aren't any |

1. A living room? Yes
2. A dining room? No
3. A dishwasher in the kitchen? No
4. A table in the kitchen? Yes
5. Curtains on the windows? Yes
6. Rugs on the floors? No
7. Closets in the bedrooms? Yes
8. Bookcases in the bedrooms? No

1. There's a living room.
2. ..................................................
3. ..................................................
4. ..................................................
5. ..................................................
6. ..................................................
7. ..................................................
8. ..................................................
Unit 8

1 Simple present Wh-questions (page 52)

Use What to ask about things: What do you do? Use Where to ask about places: Where do you work? Use How do/does ... like ...? to ask for an opinion: How does he like his job?

Complete the conversations.


3. A: How ___? B: My job? I don't really like it very much. A: That's too bad. What ___? B: I'm a manager. I work at a clothing store.

4. A: What ___? B: My brother is a doctor, and my sister is a lawyer. A: How ___? B: They work very hard, but they love their jobs.

2 Placement of adjectives (page 54)

Adjectives come after the verb be: A doctor's job is stressful. Adjectives come before nouns: A police officer has a dangerous job. (NOT: A police officer has a job dangerous.)

Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT ... have stressfuls jobs.)

Use the information to write two sentences.

1. accountant / job / boring
   An accountant's job is boring.
   An accountant has a boring job.

2. salesperson / job / stressful
   ...

3. security guard / job / dangerous
   ...

4. nurse / job / exciting
   ...

5. taxi driver / job / interesting
   ...

6. electrician / job / difficult
   ...
1 Count and noncount nouns; some and any (page 59)

- Count nouns name things you can count: vegetables, eggs, cookies. Count nouns have a singular and plural form: 1 book, 2 books. Noncount nouns name things you can't count: water, spinach, cheese.

- Use some in affirmative sentences: We have some chicken. Use any in negative sentences and questions: We don't have any bread. Do we have any cheese?

Complete the conversations with some or any.

1. A: What do you want for lunch?
   B: Let's make .......... sandwiches.
   A: Good idea! Do we have ................. bread?
   B: I think there's ................. in the refrigerator. Let me see... No, I don't see ................. .
   A: Well, let's go to the store. We need ................. milk, too. And do we have ................. cheese?
   B: Yes, we do. There's ................. cheese here, and there are ................. tomatoes, too.
   A: Do we have ................. mayonnaise? I love ................. mayonnaise on my sandwiches.
   B: Me, too. But there isn't ................. here. Let's buy ................. .

2. A: Let's make a big breakfast tomorrow morning.
   B: OK. What do we need? Are there ................. eggs?
   A: There are ................. , but I think we need to buy ................. more.
   B: OK. And let's get ................. yogurt, too. We don't have ................. , and I love yogurt for breakfast.
   A: Me, too. Do you see ................. bread in the refrigerator?
   B: Yes, there's ................. in the refrigerator.
   A: Great! So we don't need to buy ................. at the store.
   B: That's right. Just eggs and yogurt!

2 Adverbs of frequency (page 61)

- Adverbs of frequency usually go before the main verb: always, almost always, usually, often, sometimes, hardly ever, almost never, never. She never plays tennis. I almost always eat breakfast. Sometimes can begin a sentence: Sometimes I eat breakfast.

Rewrite the conversation. Add the adverbs in the correct places.

A: Where do you have lunch? (usually)
B: I go to a restaurant near work. (often)
A: Do you eat at your desk? (ever)
B: No, I stay in for lunch. (hardly ever)
A: And what do you have? (usually)
B: I have soup and a sandwich. (always)
A: Me, too. I have a big lunch. (never)

A: Where do you usually have lunch?
B: ........................................
A: ........................................
B: ........................................
A: ........................................
B: ........................................
A: ........................................
A: ........................................
Unit 10

1 Simple present Wh-questions (page 65)

- Remember: who = what person; where = what place; how often = what frequency; when = what days; what time = what time of day
- Remember: use do or does after the question word.

Complete the questions with the correct question word and do or does. Then match the questions with the answers.

2. How often you go to games with? b. Usually at three o'clock.
4. How often they play? d. Once a week.
5. How often they play? e. On Saturday afternoons.

2 Can for ability (page 67)

- Use the base form of the verb with can. With third-person singular, don't add an -s to can or to the base form: She can play the piano. (not: She can plays the piano.)

A Write sentences about the things people can and can't do. Use can or can't with and, but, or or. (√ = can, X = can't)

1. Sally: ride a bike √ drive a car X
   Sally can ride a bike, but she can’t drive a car.
2. John: play the piano √ play the violin √
3. Brad and George: act √ sing X
4. Maria: snowboard √ ice-skate X
5. Justin: upload photos X download a video X
6. Lisa: write poems X tell good jokes √

B Look at part A. Answer the questions. Write short sentences.

1. Can Brad and George sing? No, they can’t.
2. Who can tell good jokes?
3. Can Sally drive a car?
4. Can John play the piano?
5. Who can snowboard?
6. What can George do?
Unit 11

1 The future with be going to (page 73)

Use am/is/are + going to + base form for the future: We’re going to stay home tonight.
In questions with be going to, the be verb comes before the noun or pronoun: Is he going to bake me a cake?

A Complete Robert’s story. Use the correct form of be going to and the verbs in parentheses.

Tomorrow...is going to be... (be) a very exciting day. It’s my birthday, and my friends and I ... (celebrate). In the morning, Scott and I ... (drive) to the beach. Our friend Sara ... (meet) us there. We ... (stay) at the beach for a few hours. Then we ... (have) lunch at my favorite restaurant. After lunch, Scott ... (go) to work, and Sara and I ... (see) a movie. After the movie, we ... (go) to our friend Charlie’s house. He ... (cook) dinner for Sara and me.

B Write questions. Then look at part A and answer the questions.

1. Robert / celebrate / with his family?
   Q: Is Robert going to celebrate with his family?
   A: No, he’s going to celebrate with his friends.

2. Scott and Robert / take the bus / to the beach?
   Q:
   A:

3. the friends / have lunch / at a restaurant?
   Q:
   A:

4. Sara and Robert / go to a museum?
   Q:
   A:

5. Sara and Robert / have dinner / at a restaurant?
   Q:
   A:

2 Wh-questions with be going to (page 75)

Use is in questions with Who as the subject: Who’s going to be there? (NOT: Who are going to be there?)

Complete the conversation with the correct form of be going to.

A: What ... are ... you ... going to do ... (do) this weekend?
B: I ... have ... a very busy weekend. My friend Ali ... (visit) me, and we ... (spend) the weekend in the city.
A: That’s nice. ... you ... (stay) in a hotel?
B: No, we ... (stay) with our friend Donna. And Donna ... have ... a big party on Saturday night.
A: Really? And who ... (be) at the party? Do you know any of Donna’s friends?
B: No, I don’t. But Ali and I ... (meet) everyone on Saturday night.
Unit 12

1 Have + noun; feel + adjective (page 79)

For most health problems, use a/an: I have a cold. I have an earache. With flu, use the: I have the flu. (Not: Have a flu.)

Complete the conversation. Use the sentences in the box.

A: Hi, Chris. How are you?
B: I'm terrific, thanks. How about you?
A: ..........................................................
B: Oh, no! What's the matter?
A: ..........................................................
B: That's too bad. Do you have a headache?
A: ..........................................................
B: Are you going to see a doctor?
A: ..........................................................
B: Well, feel better soon.
A: ..........................................................

2 Imperatives (page 82)

Use the base form of the verb in affirmative imperatives: Go home and rest, Pat.
Use don't + base form of the verb in negative imperatives. The form doesn't change: Don't go to school today, Pat.

Read the situations. Give the people advice. Use the phrases in the box.

✓ drink coffee in the afternoon
eat any cold food
exercise today or tomorrow
take an antacid
take two aspirins
work too hard

1. Dan can't sleep at night. Don't drink coffee in the afternoon.
2. Casey has a headache. ..........................................................
3. Kristina works 12 hours a day. .............................................
4. Michael has sore muscles. ...................................................
5. Min-ho has a toothache. ....................................................
6. Laila has an awful stomachache. .......................................
Unit 13

1 Prepositions of place (page 88)

- Use on with the names of streets and avenues: The bookstore is on Center Street. The theater is on Park Avenue.
- Across from is another way of saying opposite: The library is across from the theater. = The library is opposite the theater.

Circle the correct words.

A: Excuse me. Is there a gas station around here?
B: Yes, there is. It's in / on Third Avenue.
A: Where on Third Avenue?
B: It's in / on the corner of Center Street and Third Avenue.
A: Across from / to Stacy's Department Store?
B: Yes, that's right. It's next to / from the park.
A: Thanks. Oh, and where is the post office?
B: It's on Center Street - between / next to the hospital and the bank.
A: Great. Thanks very much.
B: You're welcome.

2 Directions (page 90)

- Walk up/Go up mean the same. Walk down/Go down also mean the same.

Bob doesn't know the city at all. Correct Bob's directions. Write the opposite of what he says.

1. Dan: How do I get to the library?
   Bob: Walk up Park Avenue.
   You: No, don't walk up Park Avenue. Walk down Park Avenue.

2. Dan: How can I get to the park?
   Bob: Turn right on Main Street.
   You: ...................................................

3. Dan: How do I get to the post office?
   Bob: Go down First Avenue.
   You: ...................................................
   Bob: It's on the left.
   You: ...................................................
Unit 14

1 Simple past statements: regular verbs and irregular verbs (pages 93–94)

- Use simple past verbs to talk about the past. Regular verbs end in -ed: I watched TV last night. For verbs ending in -e, add -ed: live → lived. For verbs ending in vowel + consonant, double the consonant and add -ed: shop → shopped.
- Use didn’t + base form in negative statements. The form doesn’t change: He didn’t shop for groceries yesterday. (not: He didn’t shopped for groceries yesterday.)

Daniela wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi!

I didn’t do (not do) anything special this weekend, but I have (have) a lot of fun. I go (not go) out on Friday night. I stay (stay) home.

I clean (do) laundry. I help my sister with her homework, and then we watch (watch) TV. On Saturday, my friend Taylor comes (come) over. She needs (need) some new shoes, so we shop (shop) for a long time, but Taylor doesn’t (not like) any of the shoes at Harry’s. She buys (buy) some purple socks, but she doesn’t (not buy) any shoes. On our way back to my house, we stop (stop) at the gym and exercise. We don’t (not exercise) very hard. I invite (invite) Taylor for dinner, and my dad cooks (cook) hamburgers in the yard. After dinner, Taylor and I talk (talk) and play (play) video games. She doesn’t (not stay) very late – Mom drives (drive) her home at around ten.

On Sunday, my whole family visit (visit) my mother’s best friend and her family. They have a swimming pool, so my sister and I go (go) swimming all afternoon.

Tell me about your weekend!

2 Simple past yes/no questions (page 95)

- Use did + base form in questions. The form doesn’t change: Did you have fun yesterday? (not: Did you had fun yesterday?)

Complete the conversation. Use the simple past form of the verbs in parentheses.

A: Did you enjoy (enjoy) your vacation?
B: Yes, I have (have) a great time.
A: Did you take (take) a lot of pictures?
B: No, we didn’t. But we bought (buy) a lot of postcards.
A: That’s good. Did you see (see) a lot of interesting things?
B: Yes, we did. And we ate (eat) a lot of new foods.
A: How about you? Did you have (have) a good summer?
B: Well, I didn’t (not go) anywhere, but I read (read) a lot of good books and saw (see) some great movies.
Unit 15

1 Past of be (page 101)

Complete the conversations with was, wasn’t, were, or weren’t.

1. A: ________you here yesterday?
   B: No, I ________ home in bed.
   A: Oh, ________ you sick?
   B: No, I ________ just really tired.

2. A: Where ________ you born?
   B: I ________ born here in New York.
   A: Really? What about your parents? ________ they born here, too?
   B: No, they ________ . They ________ born in Brazil – in Salvador.

3. A: Where ________ Yusef last week? ________ he on vacation?
   B: Yes, he ________ . He and his best friend ________ in Spain. They ________ in Barcelona.
   A: ________ it a good trip?
   B: Yes, it was. Yusef said it ________ a terrific trip!

2 Wh-questions with did, was, and were (page 103)

Don’t use did with the past of be: Where were you last Tuesday? (not: Where did you were last Tuesday?) Use did in simple past questions with other verbs:

Where did you go last Tuesday?

Because answers the question Why?

Complete the questions. Use the words in the box.

<table>
<thead>
<tr>
<th>how</th>
<th>what</th>
<th>where</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>how old</td>
<td>when</td>
<td>who</td>
<td></td>
</tr>
</tbody>
</table>

1. A: ________ was your childhood?
   B: I had a fantastic childhood!

2. A: ________ did you grow up?
   B: I grew up in Dallas, Texas.

3. A: ________ were you when you started school?
   B: I think I was five.

4. A: ________ did you leave home?
   B: In 2008.

5. A: ________ was your best friend in high school?
   B: My best friend was a girl named Alice.

6. A: ________ was your first job?
   B: I worked as a server in a restaurant.

7. A: ________ did you leave Dallas?
   B: Because I wanted to live in a small city.
Unit 16

1 Subject and object pronouns (page 107)

Subject pronouns usually come before verbs, and object pronouns go after verbs: I saw him, but he didn’t see me.

A Complete the conversations.

1. A: Hello. Is Mr. Chin there?
B: No, he’s not here right now. Can take a message?
A: Yes. Please tell to call Rob Taylor.
B: Does have your number?
A: No, but please give it to . It’s 555-0987.

2. A: Hi. This is Eliza. Is Maria home?
B: No, at the mall with her brother. Their dad drove there this morning.
A: Oh. Well, can I leave a message?
B: Sure.
A: Sonia and I are going to see a movie tomorrow. Maybe Maria can go with .
B: I can ask . And she can call tonight.

2 Invitations; verb + to (page 109)

You can use both Do you want to...? and Would you like to...? to invite a person to do something.

Don’t confuse would like to with like to. Would like to means the same as want to.

I’d (really) like to and I’d love to both mean the same as I want to.

Rewrite the conversations. Write the sentences in a different way.

1. A: Do you want to see a movie tonight?
B: Oh, I can’t. I need to work.
A: Would you like to see a movie tonight?
B: ____________________________

2. A: Do you want to play tennis on Saturday?
B: I’d love to, but I have to help my parents.
A: ________________
B: ____________________________

3. A: I want a job at Mike’s store.
B: You need to speak to him.
A: ____________________________
B: ____________________________

4. A: Would you like to go to a party with me?
B: I want to, but I can’t. I have to study.
A: ____________________________
B: ____________________________
Grammar plus answer key

Unit 1

1 My, your, his, her
1. B: Hi, Carlos. What's your last name?
A: It's Gonzales.
B: How do you spell your last name?
A: No, it's G-O-N-Z-A-L-E-Z. And what's your name?
B: My name is Bill Powers. Nice to meet you.
2. A: What's Ms. Robinson's first name?
B: Her first name is Katherine. Her nickname is Katie.
A: I'm sorry. What's her first name again?
B: It's Katherine. And what's Mr. Weber's first name?
A: His first name is Peter.
B: That's right. And his nickname is Pete.

2 The verb be
1. A: Excuse me. Are you Patty Wilson?
B: No, I'm not. She's over there.
A: OK. Thanks.
2. A: Hi, are you Patty Wilson?
C: Yes, I am.
A: Oh, good. I'm Sergio Baez. You're in my English class.
C: Yes, I am. It's nice to meet you, Sergio.

Unit 2

1 This/these; it/they; plurals
1. A: What are these?
B: They're my earrings.
2. A: What's this?
B: It's a cell phone.
3. A: What's this?
B: It's an address book.

2 Yes/No and where questions with be
A
e3.a4.b5.d
B
B: I don't know. Is it in your book bag?
A: No, it's not.
B: Is this your pen?
A: Yes, it is. Thanks! Now, where are my keys?
B: Are they on your desk?
A: Yes, they are. Thank you!

Unit 3

1 Negative statements and yes/no questions with be
A
2. We're not from London.
3. You and Tim are not in my class.
4. Spanish is not my first language. My first language is not Spanish.
5. My mother is not from Seoul.
6. They are not my keys.
B
1. B: No, we're not. We're from Guatemala.
2. A: Is your first language English?
B: Yes, it is. My parents are from Australia.
3. A: Are Kenji and his friend Japanese?
B: Yes, they are. But they're / they are in the U.S. now.
4. A: Are my mother and I late?
B: No, you're not. You're early!

2 Wh-questions with be
2. What is her name? c
3. What is she like? f
4. How old is she? b
5. Where is your family from? a
6. What is Bangkok like? e

Unit 4

1 Possessives
1. A: Whose jacket is this? Is it yours, Phil?
B: No, it's not mine. Ask Nick. I think it's his.
2. A: These aren't our books. Are they yours?
B: No, they're not ours. Maybe they're Young-min's.
3. A: Whose sweaters are these? Are they Julie's?
B: No, they're not her sweaters. But these shorts are hers.

2 Present continuous statements; conjunctions
2. It's raining.
3. I'm not wearing sunglasses.
4. You're not / You aren't wearing a new suit.
5. Michiko is wearing gloves.
Unit 5

1 Present continuous yes/no questions
1. B: No, he's not / he isn't.
2. A: Are you wearing brown boots?
   B: No, we're not / we aren't.
3. A: Are you wearing sunglasses?
   B: Yes, I am.
4. A: Is it raining?
   B: Yes, it is.

2 Present continuous Wh-questions (page 33)
2. A: What are Jon and Megan doing?
   B: They're taking a walk.
3. A: What are you doing?
   B: I'm writing conversations.
4. A: What's Chris doing?
   B: He's calling Ashley.
5. A: What are you and Taylor doing?
   B: We're shopping.
6. A: What's Sara doing?
   B: She's having dinner.
7. A: What are Victor and Sam doing?
   B: They're running in the park.
8. A: What are you and Paulo doing?
   B: We're chatting online.

Unit 6

1 Simple present statements; Simple present statements with irregular verbs
My family and I live in the city. We have an apartment on First Avenue. My sister goes to school near our apartment, so she walks to school. My father works in the suburbs, so he drives to his job. My mother uses public transportation — she takes the bus to her office downtown. She has a new job, but she doesn't like it very much. And me? Well, I don't work far from our apartment, so I don't need a car or public transportation. I ride my bike to work!

2 Simple present questions
A
2. A: Does your family eat dinner at 5:00?
3. A: Does your brother take the bus to work?
4. A: Do you get up late on weekends?
B
Well, we eat together on weekends, but on weekdays we're all busy. My parents go to work early — at 6:30. But we eat dinner together in the evening, and we have a big lunch together on Sundays. We eat at noon. Then in the afternoon, we play tennis or go to the movies.

Unit 7

1 Simple present short answers
A: Does your family live in an apartment?
B: No, we don't. We have a house.
A: That's nice. Does your house have two floors?
B: Yes, it does. It has four rooms on the first floor. And we have three bedrooms and a bathroom on the second floor.
A: And do you and your family have a yard?
B: Yes, we do. And how about you, Tim? Do you live in a house, too?
A: No, I don't. My wife and I have a small apartment in the city.
B: Oh. Do you like the city?
A: Yes, I do. But my wife doesn't.

2 There is, there are
2. There's no dining room. / There isn't a dining room.
3. There's no dishwasher in the kitchen. / There isn't a dishwasher in the kitchen.
4. There's a table in the kitchen.
5. There are some curtains on the windows.
6. There are no / There aren't any rugs on the floors.
7. There are closets in the bedrooms.
8. There are no / There aren't any bookcases in the bedroom.

Unit 8

1 Simple present Wh-questions
1. A: Really? Where does he work?
2. A: Where do you work?
   B: I work in a restaurant.
   A: Nice! What do you do?
   B: I'm a cook.
3. A: How do you like your job?
   B: My job? I don't really like it very much.
4. A: What do your brother and sister do?
   B: My brother is a doctor, and my sister is a lawyer.
   A: How do they like their jobs?

2 Placement of adjectives
2. A salesperson's job is stressful.
   A salesperson has a stressful job.
3. A security guard's job is dangerous.
   A security guard has a dangerous job.
4. A nurse's job is exciting.
   A nurse has an exciting job.
5. A taxi driver's job is interesting.
   A taxi driver has an interesting job.
6. An electrician's job is difficult.
   An electrician has a difficult job.
Unit 9

1 Count and noncount nouns; some and any
1. A: What do you want for lunch?
   B: Let's make some sandwiches.
   A: Good idea! Do we have any bread?
   B: I think there's some in the refrigerator. Let me see... No, I don't see any.
   A: Well, let's go to the store. We need some milk, too. And do we have any cheese?
   B: Yes, we do. There's some cheese here, and there are some tomatoes, too.
   A: Do we have any mayonnaise? I love some mayonnaise on my sandwiches.
   B: Me, too. But there isn't any here. Let's buy some.
2. A: Let's make a big breakfast tomorrow morning.
   B: OK. What do we need? Are there any eggs?
   A: There are some, but I think we need to buy some more.
   B: OK. And let's get some yogurt, too. We don't have any, and I love yogurt for breakfast.
   A: Me, too. Do you see any bread in the refrigerator?
   B: Yes there's some in the refrigerator.
   A: Great! So we don't need to buy any at the store.
   B: That's right. Just eggs and yogurt!

2 Adverbs of frequency
   B: I often go to a restaurant near work.
   A: Do you ever eat at your desk?
   B: No, I hardly ever stay in for lunch.
   A: And what do you usually have?
   B: I always have soup and a sandwich.
   A: Me, too. I never have a big lunch.

Unit 10

1 Simple present Wh-questions
   2. Who do you go to games with?
   3. How often does your team play?
   4. When do they play?
   5. Where do they play?
   6. What time do the games start?

2 Can for ability
   A
   2. John can play the piano and the violin.
   3. Brad and George can act, but they can't sing.
   4. Maria can snowboard, but she can't ice skate.
   5. Justin can't upload photos or download a video.
   6. Lisa can't write poems but she can tell good jokes.
   B
   2. Lisa can.
   3. Yes, she can.
   4. Yes, he can.
   5. Maria can.

Unit 11

1 The future with be going to
   Tomorrow is going to be a very exciting day. It's my birthday, and my friends and I are going to celebrate. In the morning, Scott and I are going to drive to the beach. Our friend Sara is going to meet us there. We're going to stay at the beach for a few hours. Then we're going to have lunch at my favorite restaurant. After lunch, Scott is going to go to work, and Sara and I are going to see a movie. After the movie, we're going to go to our friend Charlie's house. He is going to cook dinner for Sara and me.

2 Wh-questions with be going to
   A: What are you going to do this weekend?
   B: I'm going to have a very busy weekend. My friend Ali is going to visit me, and we're going to spend the weekend in the city.
   A: That's nice. Are you going to stay in a hotel?
   B: No, we're going to stay with our friend Donna. And Donna is going to have a big party on Saturday night.
   A: Really? And who's going to be at the party? Do you know any of Donna's friends?
   B: No, I don't. But Ali and I are going to meet everyone on Saturday night.

Unit 12

1 Have + noun; feel + adjective
   A: Hi, Chris. How are you?
   B: I'm terrific, thanks. How about you?
   A: I feel awful, actually.
   B: Oh, no! What's the matter?
   A: I think I have a fever.
   B: That's too bad. Do you have a headache?
   A: Yes, I do. And I have a stomachache, too.
   B: Are you going to see a doctor?
   A: Yes, I'm going to call my doctor in a few minutes.
   B: Well, feel better soon.
   A: Thanks.
2 Imperatives
2. Take two aspirins.
3. Don't work too hard.
4. Don't exercise today or tomorrow.
5. Don't eat any cold food.
6. Take an antacid.

Unit 13
1 Prepositions of place
A: Excuse me. Is there a gas station around here?
B: Yes, there is. It's on Third Avenue.
A: Where on Third Avenue?
B: It's on the corner of Center Street and Third Avenue.
A: Across from Stacy's Department Store?
B: Yes, that's right. It's next to the park.
A: Thanks. Oh, and where is the post office?
B: It's on Center Street – between the hospital and the bank.

2 Directions
2. You: No, don't turn right on Main Street. Turn left on Main Street.
3. You: No, don't go down First Avenue. Go up First Avenue.
   You: No, it's not on the left. It's on the right.

Unit 14
1 Simple past statements: regular verbs and irregular verbs
Hi!
I didn't do anything special this weekend, but I had a lot of fun. I didn't go out on Friday night. I stayed home. I cleaned my room and did laundry. I helped my sister with her homework, and then we watched TV. On Saturday, my friend Taylor came over. She needed some new shoes, so we took the bus downtown to Harry's Shoe Store. We shopped for a long time, but Taylor didn't like any of the shoes at Harry's. She bought some purple socks, but she didn't buy any shoes. On our way back to my house, we stopped at the gym and exercised. We didn't exercise very hard. I invited Taylor for dinner, and my dad cooked hamburgers in the yard. After dinner, Taylor and I talked and played video games. She didn't stay too late – Mom drove her home at around ten. On Sunday, my whole family visited my mother's best friend and her family. They have a swimming pool, so my sister and I went swimming all afternoon.

2 Simple past yes/no questions
A: Did you enjoy your vacation?
B: Yes, I did. My brother and I had a great time.
A: Did you take a lot of pictures?
B: No, we didn't. But we bought a lot of postcards.
A: That's good. Did you see a lot of interesting things?

B: Yes, we did. And we ate a lot of new foods.
A: How about you? Did you have a good summer?
B: Well, I didn't go anywhere, but I read a lot of good books and saw some great movies.

Unit 15
1 Past of be
1. A: Were you here yesterday?
   B: No, I wasn't. I was home in bed.
   A: Oh, were you sick?
   B: No, I was just really tired.
2. A: Where were you born?
   B: I was born here in New York.
   A: Really? What about your parents? Were they born here, too?
   B: No, they weren't. They were born in Brazil – in Salvador.
3. A: Where was Yusef last week? Was he on vacation?
   B: Yes, he was. He and his best friend were in Spain. They were in Barcelona.
   A: Was it a good trip?
   B: Yes, it was. Yusef said it was a terrific trip!

2 Wh-questions with did, was, and were
1. A: Where
   2. A: How
   3. A: When
   4. A: Who
   5. A: What
   6. A: Why

Unit 16
1 Subject and object pronouns
1. A: Hello. Is Mr. Chin there?
   B: No, he's not here right now. Can I take a message?
   A: Yes. Please tell him to call Rob Taylor.
   B: Does he have your number?
   A: No, but please give it to him. It's 555-0987.
2. A: Hi. This is Eliza. Is Maria home?
   B: No, she's at the mall with her brother. Their dad drove them there this morning.
   A: Oh, well, can I leave her a message?
   B: Sure.
   A: Sonia and I are going to see a movie tomorrow. Maybe Maria can go with us.
   B: I can ask her. And she can call you tonight.

2 Invitations; verb + to
1. A: Would you like to play tennis on Saturday?
   B: I'd like to, but I need to help my parents.
2. A: I'd like a job at Mike's store.
   B: You have to speak to him.
3. A: Do you want to go to a party with me?
   B: I'd like to, but I can't. I need to study.
How to install the DVD-ROM content and software

Windows XP, Vista, and 7
- Open My Computer and double-click the Interchange Fourth Edition Self-study DVD-ROM.
- For detailed installation instructions, open "IC4 DVD-ROM Installation Instructions.pdf". Otherwise, skip to the step below and begin the installation process.
- Double-click the file Windows_Installer.
- If you see a Security Warning asking you whether you are sure you want to run this software, click 'Run'.
- Follow the instructions of the installation software. It is recommended that you install to the default location.
- Once the content has been installed, you will see a message for "Application Install". Click Install and follow the on-screen instructions. It is recommended that you install to the default location.
- Once installation is complete, you can start using the software.

Mac OS X
- Double-click the Interchange Fourth Edition Self-study DVD-ROM icon on your desktop.
- For detailed installation instructions, open "IC4 DVD-ROM Installation Instructions.pdf". Otherwise, skip to the step below and begin the installation process.
- Double-click the file Mac_Installer.
- Follow the instructions of the installation software. It is recommended that you install to the default location.
- Once the content has been installed, you will see a message for "Application Install". Click Install and follow the on-screen instructions. It is recommended that you install to the default location.
- Once installation is complete, you can start using the software.

What's on the DVD-ROM?
- Interactive practice activities
  For extra practice of vocabulary, grammar, listening, speaking, reading, and video comprehension, click on one of the unit numbers (1-16). Then choose a skill. Finally, choose an exercise, and click on it to start.
- Progress chart
  Click on Progress at the top of the screen to see your score for each of them.

System requirements
- DVD-ROM optical drive
- 512MB of RAM (1GB recommended)
- 1GB free hard disk space
- 1024x768 resolution or higher
- speakers or headphones
- a microphone if you wish to record yourself speaking

Windows
- XP, Vista, or 7
- 2.33GHz or faster x86-compatible processor

For Mac
- Mac OS X v10.6 or v10.7
- Intel Core Duo or faster processor

Support
If you experience difficulties with this DVD-ROM, please visit: www.cambridge.org/esl/support
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