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with Audio

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### 1 VOCABULARY: Countries and nationalities

#### A Read and complete the sentences.

- 1 I'm Peruvian. I'm from Lima in Peru.
- 2 I'm Japanese. I'm from Tokyo in Japan.
- 3 I'm from Tegucigalpa in Honduras. I'm Honduran.
- 4 I'm Spanish. I'm from Madrid in Spain.
- 5 I'm from Medellín in Colombia. I'm Colombian.
- 6 I'm Brazilian. I'm from Rio de Janeiro in Brazil.
- 7 I'm from Beijing in China. I'm Chinese.
- 8 I'm Russian. I'm from Moscow in Russia.
- 9 I'm from Miami in USA. I'm American.
- 10 I'm from Seoul in South Korea. I'm Korean.
- 11 I'm Chilean. I'm from Santiago in Chile.
- 12 I'm Mexican. I'm from Mexico City in Mexico.
- 13 I'm from Quito in Ecuador. I'm Ecuadorian.
- 14 I'm French. I'm from Paris in France.

### 2 GRAMMAR: *I am, you are*

#### A Circle the correct words.

- 1 I am / are Mexican.
- 2 Am / Are you from Russia?
- 3 Am / Are you María?
- 4 No, I 'm / 're Diana.
- 5 You 'm / 're not Ivan.
- 6 Yes, I 'm / 're in Seoul!





B Complete the conversation. Use the words in the box.

'm      are      are-you      I am  
I'm      I'm not      you      you're

Tony 1 Are you Ana?  
 Ana Yes, 2 I'm not.  
 Tony Hi, 3 you're Tony. I'm from Lima.  
 Ana Oh, 4 are you Peruvian. I 5 am Brazilian.  
 Tony 6 Are you from Rio?  
 Ana No, 7 I'm not. I'm not from Rio or São Paulo.  
 Tony Are 8 you from Brasília?  
 Ana Yes.

3 GRAMMAR AND VOCABULARY

A Write true sentences for you.

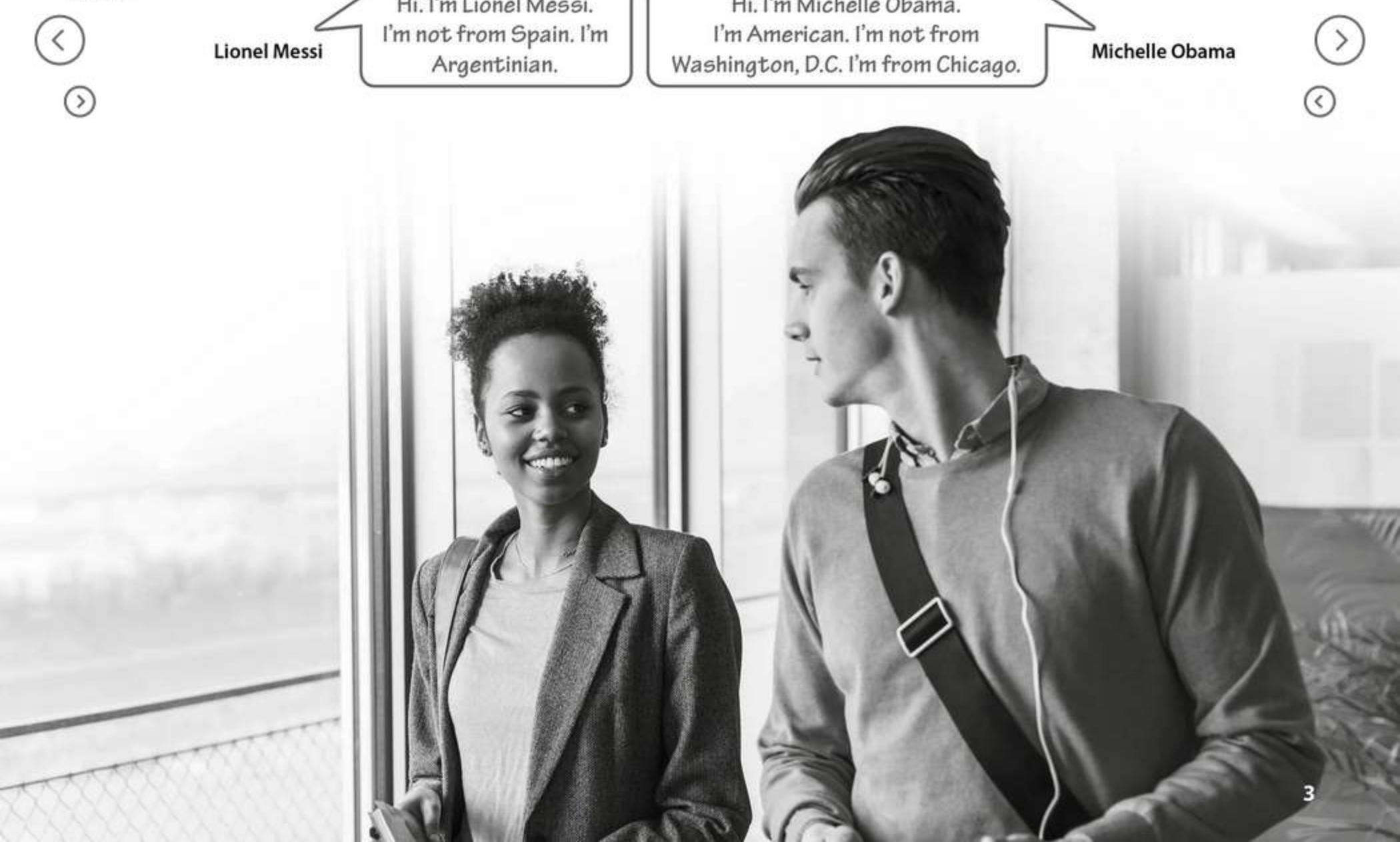
- 1 teacher I'm not a teacher.
- 2 student I'm a student.
- 3 Mexico City \_\_\_\_\_
- 4 American \_\_\_\_\_
- 5 Alex \_\_\_\_\_
- 6 Chile \_\_\_\_\_

B Think of three famous people. Write affirmative (+) and negative (-) sentences.



Lionel Messi Hi. I'm Lionel Messi.  
I'm not from Spain. I'm  
Argentinian.

Hi. I'm Michelle Obama.  
I'm American. I'm not from  
Washington, D.C. I'm from Chicago. Michelle Obama







## 2 GRAMMAR: *What's...? It's...*

A Read 1–6. Check (✓) *Question* or *Answer*.

	Question	Answer
1 What's your first name?	✓	_____
2 It's Nippon College.	_____	_____
3 What's the name of your company?	_____	_____
4 What's your last name?	_____	_____
5 It's Higuera.	_____	_____
6 It's ccomputers@mymail.org.	_____	_____

B Complete the questions and answers.

- 1 \_\_\_\_\_ your first name? \_\_\_\_\_ Mike.  
2 \_\_\_\_\_ your last name? \_\_\_\_\_ Ramirez.  
3 \_\_\_\_\_ the name of your \_\_\_\_\_ ? It's Nippon College.



## 3 GRAMMAR AND VOCABULARY

A Find and correct three mistakes in the conversation.

**Anna** Hello. What your last name?

**Mike** It's Lugo. L-U-G-O.

**Anna** Uh-huh. What's your first name?

**Mike** It Mike.

**Anna** And what's your email address?

**Mike** Its mikelugo@mymail.org.

B Answer the questions for you.

- 1 What's your last name? \_\_\_\_\_  
2 What's your first name? \_\_\_\_\_  
3 What's your email address? \_\_\_\_\_

## 1 FUNCTIONAL LANGUAGE: Checking into a hotel

A Complete the conversation. Use the words in the box.

cell phone number	It's	last	nights	room
sign	This is	Welcome	what's	

Clerk Hello. <sup>1</sup> Welcome to the Capital Hotel.

Anna Hello. I'm Anna. I'm here for two <sup>2</sup> \_\_\_\_\_.

Clerk What's your <sup>3</sup> \_\_\_\_\_ name, Anna?

Anna It's Wang. W-A-N-G.

Clerk Ah, yes. Anna Wang. What's your <sup>4</sup> \_\_\_\_\_, Anna?

Anna It's (243) 555-1968.

Clerk And <sup>5</sup> \_\_\_\_\_ your email address?

Anna <sup>6</sup> \_\_\_\_\_ wang99@mymail.org.

Clerk Thank you. One moment. Please <sup>7</sup> \_\_\_\_\_ here.

Anna OK.

Clerk <sup>8</sup> \_\_\_\_\_ the key. You're in <sup>9</sup> \_\_\_\_\_ 10F.

Anna Great. Thank you.

Clerk You're welcome.

## 2 REAL-WORLD STRATEGY: Checking spelling

A Dan is at a hotel. The clerk asks about spelling. Write the questions.

1 Dan I'm Dan Gonzales.

Clerk \_\_\_\_\_

Dan G-O-N-Z-A-L-E-S.

2 Dan My email address is dgonza14@mail.org.

Clerk \_\_\_\_\_

Dan D-G-O-N-Z-A-14 at M-A-I-L dot O-R-G.

3 Dan I'm from Martin Hotel Company.

Clerk \_\_\_\_\_

Dan M-A-R-T-I-N.







## 1 VOCABULARY: Jobs

A Look at the pictures and read the conversations. **Circle** an answer (a or b). Write the correct job in b.



1 Are you a salesperson?

- a Yes, I am.
- b No, I'm not. I'm a \_\_\_\_\_.



2 Are you an artist?

- a Yes, I am.
- b No, I'm not. I'm a \_\_\_\_\_.



3 Are you a teacher?

- a Yes, I am.
- b No, I'm not. I'm a \_\_\_\_\_.



4 Are you a hotel clerk?

- a Yes, I am.
- b No, I'm not. I'm a \_\_\_\_\_.

## 2 READING

A **READ FOR DETAILS** Read the profile. Check (✓) the information in the profile.

My name is David Pérez Delgado. David is my first name. Pérez and Delgado are my last names. In the United States my last name is Pérez. I'm a salesperson in Mexico. I'm from Mexico City. I'm an English student at a school in Texas. The name of the school is Texas International Language School. My teacher is from Austin, Texas. She is American.

- 1 nationality \_\_\_\_\_
- 2 last name \_\_\_\_\_
- 3 email address \_\_\_\_\_

- 4 job in Mexico \_\_\_\_\_
- 5 the name of the English school \_\_\_\_\_
- 6 the name of the English teacher \_\_\_\_\_



### 3 WRITING

A Complete the conversations. Use *Hello, Hi, or Hey*.

- 1 Teacher \_\_\_\_\_ My name is Mr. Hewson. You're new here.  
 Student \_\_\_\_\_ Yes. I'm a new student. My name is Yasuhiro Momoto.
- 2 Student \_\_\_\_\_ Yasu. How are you? Are you a student here?  
 Student \_\_\_\_\_ Jaime. Yes, I am. How are you?

B Change the sentences. Use capital letters and periods.

- 1 i'm emma durand \_\_\_\_\_ I'm Emma Durand.  
 2 i'm a french chef \_\_\_\_\_  
 3 my home is in new york \_\_\_\_\_  
 4 i'm from paris in france \_\_\_\_\_  
 5 i'm french and american \_\_\_\_\_  
 6 i'm a teacher \_\_\_\_\_  
 7 the name of the school is new york chef school \_\_\_\_\_  
 8 my students are from the united states, canada, mexico, and japan \_\_\_\_\_

C How are you and Emma Durand different? Write four sentences.

I'm not Emma Durand. I'm Lisa Santiago.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## CHECK AND REVIEW

Read the statements. Can you do these things?

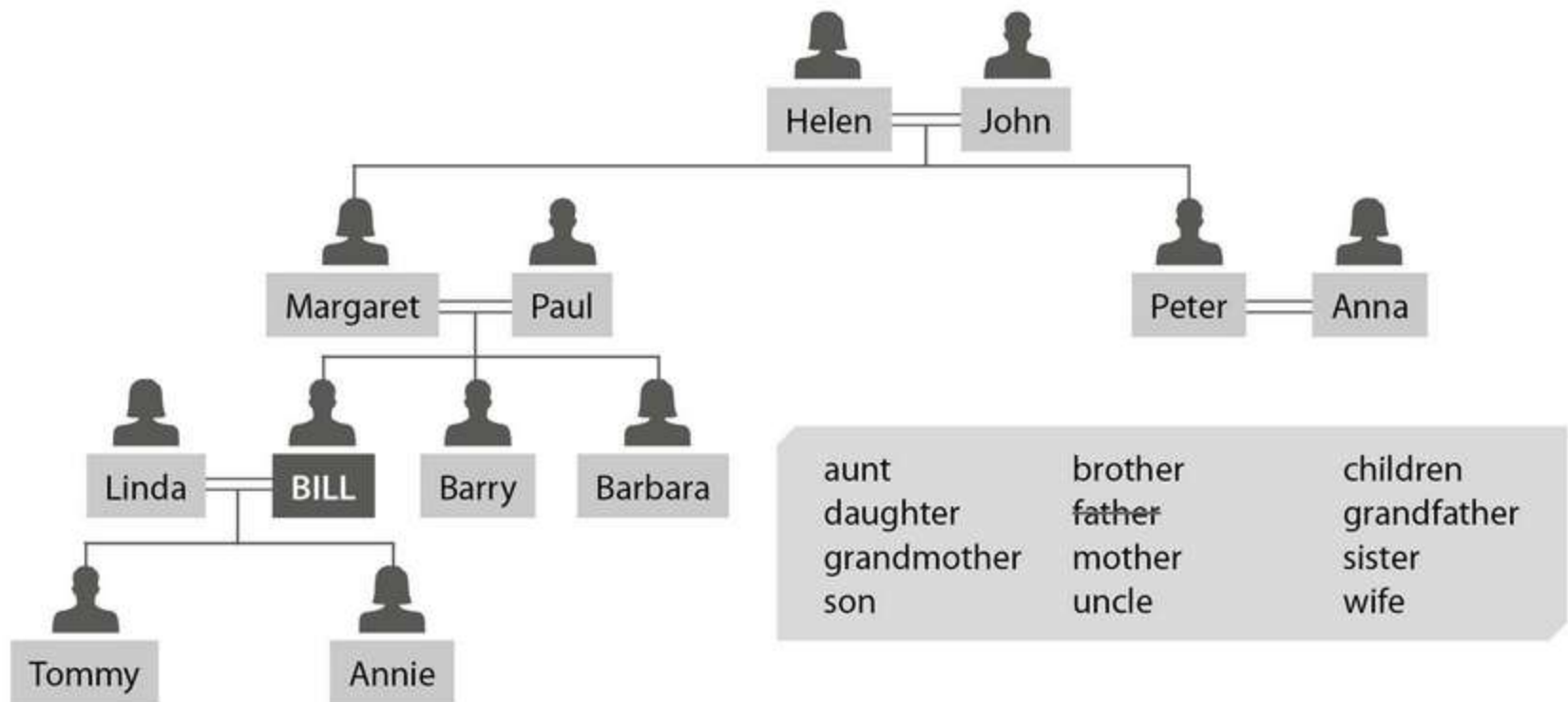
UNIT 1	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use words for countries and nationalities.	page 2
	<input type="checkbox"/> use the alphabet.	page 5
	<input type="checkbox"/> use words for personal information.	page 5
	<input type="checkbox"/> use words for numbers.	page 6
	<input type="checkbox"/> use words for jobs.	page 8
GRAMMAR	<input type="checkbox"/> use <i>I am</i> and <i>you are</i> .	page 3
	<input type="checkbox"/> ask and answer questions with <i>What's ... ?</i> and <i>It's ...</i>	page 5
FUNCTIONAL LANGUAGE	<input type="checkbox"/> check into a hotel.	page 6
	<input type="checkbox"/> check spelling.	page 7
SKILLS	<input type="checkbox"/> write a personal profile.	page 9
	<input type="checkbox"/> use capital letters and periods.	page 9

## 2.1

## A FAMILY PARTY

### 1 VOCABULARY: Family; numbers

A You are Bill. Look at the family tree. Then write the family words in 2–12.



- |                                  |                          |
|----------------------------------|--------------------------|
| 1 Paul is my _____ father _____. | 7 Tommy is my _____.     |
| 2 Helen is my _____.             | 8 Annie is my _____.     |
| 3 Barry is my _____.             | 9 Anna is my _____.      |
| 4 Tommy and Annie are my _____.  | 10 John is my _____.     |
| 5 Barbara is my _____.           | 11 Margaret is my _____. |
| 6 Linda is my _____.             | 12 Peter is my _____.    |

B Match the numbers and words.

13	sixty-five	18	eleven	47	seventy-one	16	eighteen	fifteen
one hundred	twenty-four	82	fourteen	19	60	twenty-nine		
fifty-five	94	88	30	ten	55	29	70	50
forty-six	65	eighty-two	forty-seven	ninety-three	46	thirty-nine		
ninety-four	thirteen	thirty	100	15	93	eighty-eight	11	twelve
seventy	sixteen	fifty	nineteen	12	24	71	10	39
								14



## 2 GRAMMAR: *is / are* in statements and *yes/no* questions

### A Complete the sentences with *is* or *are*.

Hello. My name <sup>1</sup> \_\_\_\_\_ *is* \_\_\_\_\_ Tamara. My family and I  
<sup>2</sup> \_\_\_\_\_ Colombian. We <sup>3</sup> \_\_\_\_\_ from  
Bogotá. My grandparents <sup>4</sup> \_\_\_\_\_ from Medellín.  
My father <sup>5</sup> \_\_\_\_\_ a teacher, and my mother  
<sup>6</sup> \_\_\_\_\_ an artist. My brothers <sup>7</sup> \_\_\_\_\_  
19 and 14. My sister <sup>8</sup> \_\_\_\_\_ 21. My sister and I  
<sup>9</sup> \_\_\_\_\_ college students.



### B Write questions and answers about Tamara. Use the words in parentheses ( ).

- (your name / Rosaria) *Is your name Rosaria?* \_\_\_\_\_  
*No, it isn't. It's Tamara.* \_\_\_\_\_
- (you and your family / Colombian) \_\_\_\_\_
- (you / from Medellín) \_\_\_\_\_
- (your grandparents / from Medellín) \_\_\_\_\_
- (your father / an artist) \_\_\_\_\_
- (your sister / 21) \_\_\_\_\_

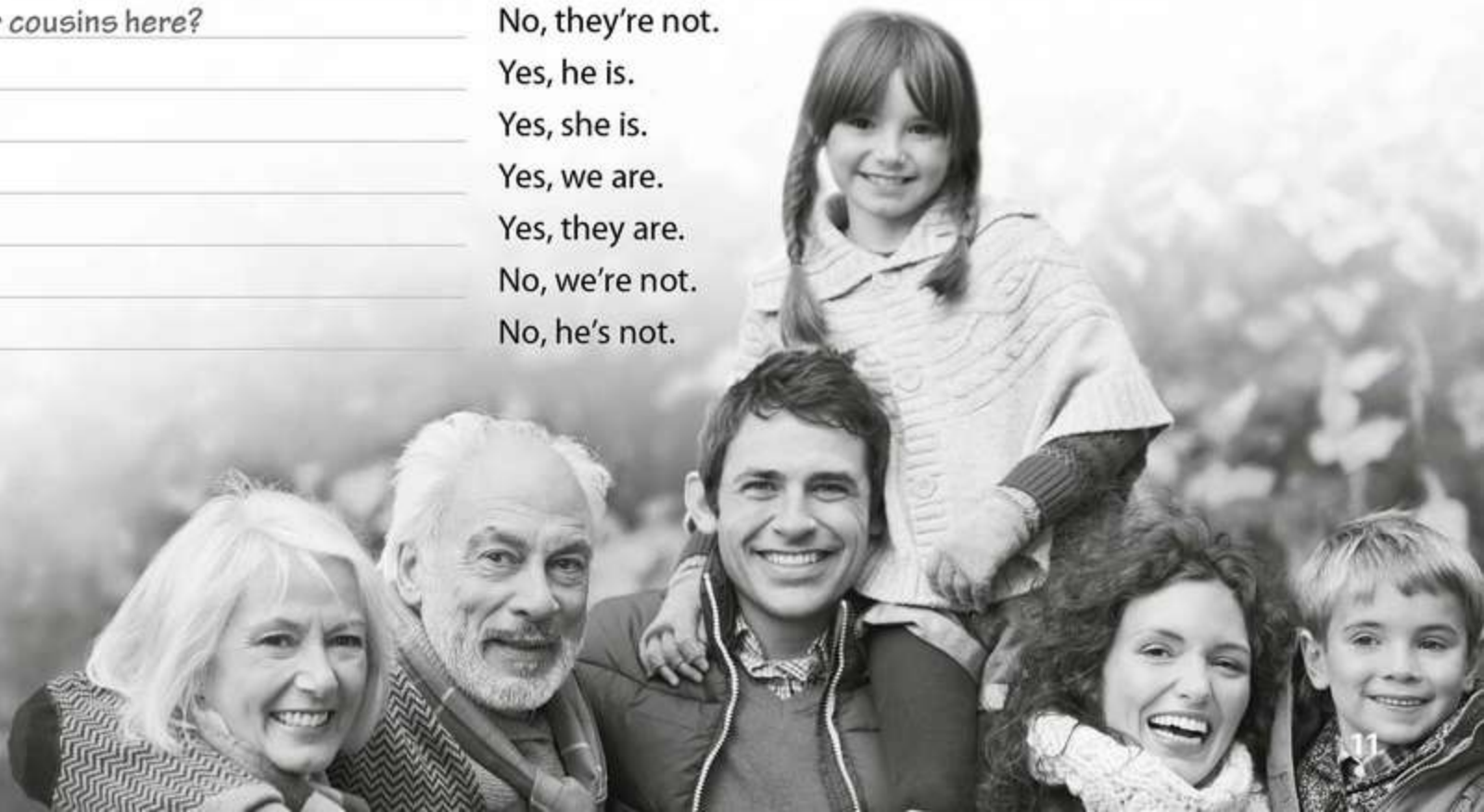
### C Write two more questions about Tamara.

- \_\_\_\_\_
- \_\_\_\_\_

## 3 GRAMMAR AND VOCABULARY

### A Read the answers. Write questions about your family.

- Is your mother American?* \_\_\_\_\_ No, she's not.
- Are your cousins here?* \_\_\_\_\_ No, they're not.
- \_\_\_\_\_ Yes, he is.
- \_\_\_\_\_ Yes, she is.
- \_\_\_\_\_ Yes, we are.
- \_\_\_\_\_ Yes, they are.
- \_\_\_\_\_ No, we're not.
- \_\_\_\_\_ No, he's not.



## 1 VOCABULARY: Describing people; *really / very*

A Write the correct adjectives from the box for the pictures.

boring    friendly    funny    interesting    old  
 short    shy    smart    tall    young



1 old  
 2 \_\_\_\_\_



3 \_\_\_\_\_  
 4 \_\_\_\_\_



5 \_\_\_\_\_  
 6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

B Circle the correct answer.



- 1
- a Her husband is tall.
  - b Her husband is really tall.
  - c Her husband isn't very tall.



- 2
- a Nicolas is boring.
  - b Nicolas is really boring.
  - c Nicolas isn't very boring.



- 3
- a My brother isn't very shy.
  - b My brother isn't shy.
  - c My brother is very shy.



- 4
- a Celia is smart.
  - b Celia isn't smart.
  - c Celia isn't very smart.



## 2 GRAMMAR: *is not / are not*

A Complete the sentences. Use *'s, is, 're, are, or isn't, aren't or not*.

- 1 Sachi is from Los Angeles. She's not from Peru.
- 2 My uncle's not very interesting. \_\_\_\_\_ boring.
- 3 My brother and I are in college. \_\_\_\_\_ very smart.
- 4 He \_\_\_\_\_ really tall, but I'm short.
- 5 My children are 2 and 4. \_\_\_\_\_ very old.
- 6 Joe is my dog. \_\_\_\_\_ really friendly!

B Write the sentences again. Use *'s not, isn't, 're not, and aren't*.

- 1 You are not boring. You are funny.  
You're not boring. You're funny!
- 2 My sister is not tall, and she is not old. She is five.  
\_\_\_\_\_
- 3 My husband and I are not from Mexico, and we are not from Canada. We are from the United States.  
\_\_\_\_\_
- 4 Mr. May is not my teacher, and he is not your teacher. He is the chef at our school.  
\_\_\_\_\_
- 5 Dr. Norton is not here, and she is not at home. She is at the college.  
\_\_\_\_\_
- 6 Rita and Lara are not sisters, and they are not cousins. They are friends.  
\_\_\_\_\_

## 3 GRAMMAR AND VOCABULARY

A Write true sentences. Use the words in the box.

My parents			boring
My mother			friendly
My father			funny
My grandparents	is		interesting
My cousins	isn't	really	old
My sister	are	very	short
My brother	aren't		shy
My best friend			smart
My teacher			tall
			young

- 1 My mother isn't very tall. My father is tall.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_



### 1 FUNCTIONAL LANGUAGE: Asking about and saying ages and birthdays

A Read the sentences (a–h). Then write a conversation for Diego, Anna, and Sophia.

- a Happy birthday, Diego!
- b Oh, right! You're seven this month? Happy birthday from me!
- c Oh, wow! When is your birthday, Sophia?
- d Thanks. Oh, Anna. This is my daughter, Sophia.
- e I'm six, and my brother is three years old.
- f ~~Today is my birthday.~~
- g Hello, Sophia. My name is Anna. How old are you?
- h It's on December 5.

Diego \_\_\_\_\_ *Today is my birthday.* \_\_\_\_\_

Sophia \_\_\_\_\_

Anna \_\_\_\_\_

Anna \_\_\_\_\_

Diego \_\_\_\_\_

Sophia \_\_\_\_\_

Anna \_\_\_\_\_

Anna \_\_\_\_\_

B Look at the underlined numbers. Write the words.

1 He's 4. \_\_\_\_\_ *four* \_\_\_\_\_ His birthday is February 4. \_\_\_\_\_ *fourth* \_\_\_\_\_

2 She's 30. \_\_\_\_\_ Her birthday is April 30. \_\_\_\_\_

3 He's 1. \_\_\_\_\_ His birthday is January 1. \_\_\_\_\_

4 She's 22. \_\_\_\_\_ Her birthday is March 22. \_\_\_\_\_

5 I'm 31. \_\_\_\_\_ My birthday is July 31. \_\_\_\_\_

6 She's 3. \_\_\_\_\_ Her birthday is June 3. \_\_\_\_\_

7 He's 27. \_\_\_\_\_ His birthday is May 27. \_\_\_\_\_

8 She's 18. \_\_\_\_\_ Her birthday is August 18. \_\_\_\_\_



**2 REAL-WORLD STRATEGY: Correcting yourself**

**A Read the sentences. Correct the mistakes with information in the box. Use *No, sorry,* or *Sorry, I mean.***

Alexa—12, March 2      Cecilia—15, May 30  
Sandra—19, April 30      Ariana—21, September 13

- 1 It's my sister Alexa's birthday today. She's 13.  
\_\_\_\_\_ *No, sorry, 12.*
- 2 My sister Cecilia is 15. Her birthday is April 30.  
\_\_\_\_\_
- 3 My sister Sandra's birthday is April 30. She's 17.  
\_\_\_\_\_
- 4 Ariana is 21. Her birthday is November 13.  
\_\_\_\_\_



**3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY**

**A Use the words in the box to complete the conversation.**

mean   old   sorry   when   years

- Paul**      This is my niece, Olivia.
- Gabriela**    Hi, Olivia! How <sup>1</sup> \_\_\_\_\_ are you?
- Olivia**      I'm 10. Sorry, I <sup>2</sup> \_\_\_\_\_ nine. I'm nine years and eleven months old.
- Gabriela**    You're a tall girl! <sup>3</sup> \_\_\_\_\_ is your birthday?
- Olivia**      It's June 31.
- Gabriela**    June 31?
- Olivia**      No, <sup>4</sup> \_\_\_\_\_, July 31.
- Gabriela**    Oh. So you're 9 <sup>5</sup> \_\_\_\_\_ old, and your birthday is July 31.

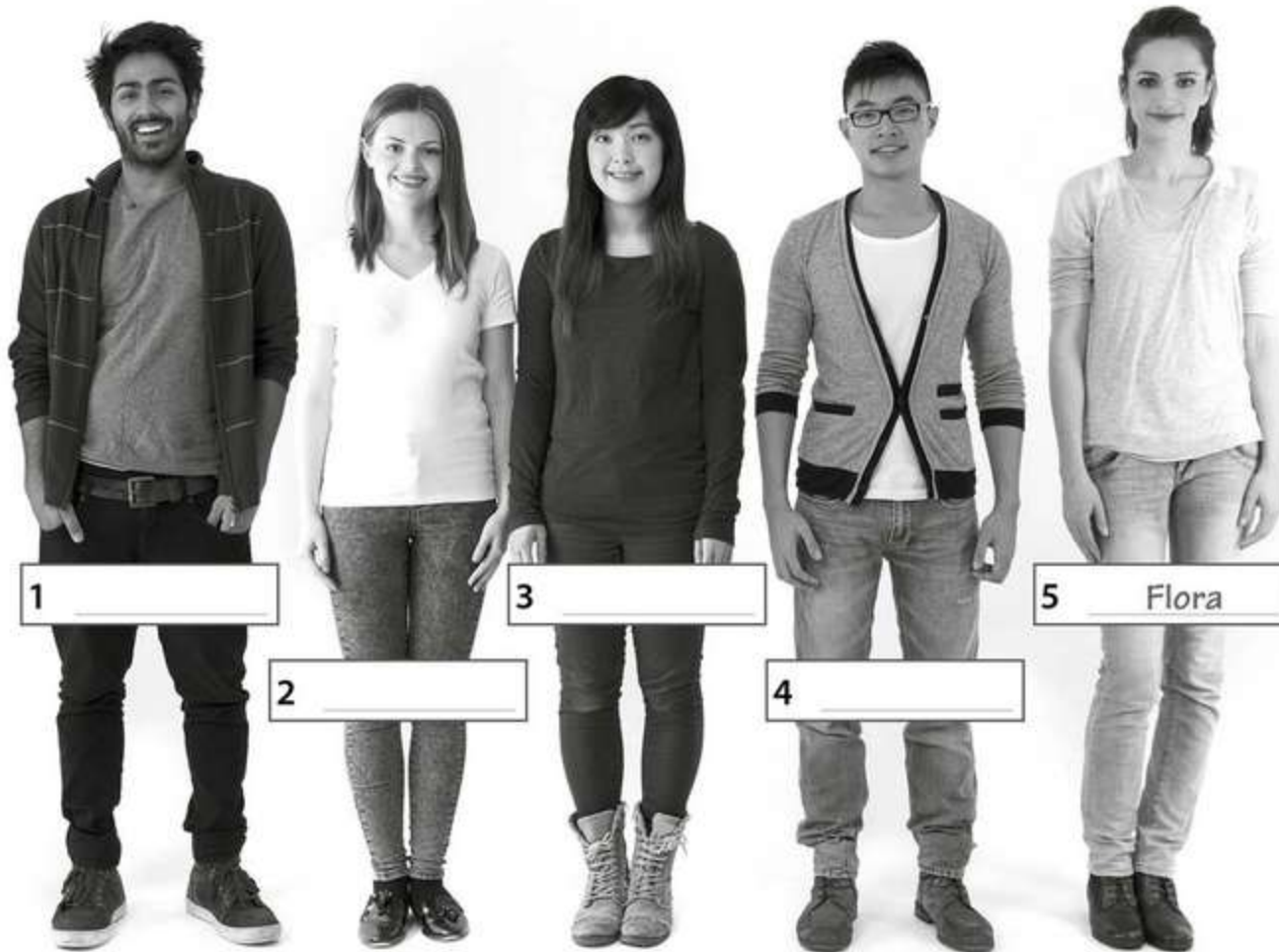
**B Write a conversation between you and Gabriela about the ages of people in your family.**

- |  |                       |
|--|-----------------------|
| <b>Gabriela</b> _____ <i>My brother is 18 years old.</i> | <b>Gabriela</b> _____ |
| <b>You</b> _____   | <b>You</b> _____      |
| <b>Gabriela</b> _____                                    | <b>Gabriela</b> _____ |
| <b>You</b> _____   | <b>You</b> _____      |




## 1 LISTENING

A  2.01 LISTEN FOR GIST What do the people do together?



B  2.01 LISTEN FOR DETAIL Write the names of the people in the photo: *Aniko, Tony, Claudia, and Zack*.

C  2.01 LISTEN FOR DETAIL Complete the sentences with names from the photo.

- 1     Zack     is 23.
- 2                      is from Los Angeles.
- 3                      is an artist.
- 4                      is really friendly.
- 5                      is a doctor.
- 6                      is 28.

## 2 GRAMMAR: Prepositions of place

A Read the sentences about the picture in exercise 1. **Circle** the correct words.

- 1 Aniko is *between* / *on the right* Claudia and Zack.
- 2 Tony is *in* / *on the left*.
- 3 Claudia is *next* / *next to* Tony.
- 4 We're *at* / *in* Chicago.
- 5 Flora isn't next to *I* / *me*.



### 3 WRITING

A Read the sentences. Underline *and* when it joins words. Circle *and* when it joins sentences.

- 1 We are from different countries, and we are different ages.
- 2 Jiyoung and I are from South Korea.
- 3 Three students are 19, and eight students are 20.
- 4 Klaus is from Germany, and he is a chef.
- 5 Klaus is between Jiyoung and me.
- 6 The teacher is interesting and funny.

B Read about the people. Join four sentences. Use *and*.

My friends and I are from different countries. We are different ages. I am from France. Jiyoung and Jinho are from South Korea. One friend is from China. Two friends are from Brazil. Yi is from China. Yi and I are artists. I'm 22. Yi is 24.

- 1 My friends and I are from different countries, and we are different ages.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

C Write about three people in your class. How old are they? Who is: next to you, on the left, on the right, and between you and another student? Use *and* to join words and sentences.

## CHECK AND REVIEW

Read the statements. Can you do these things?

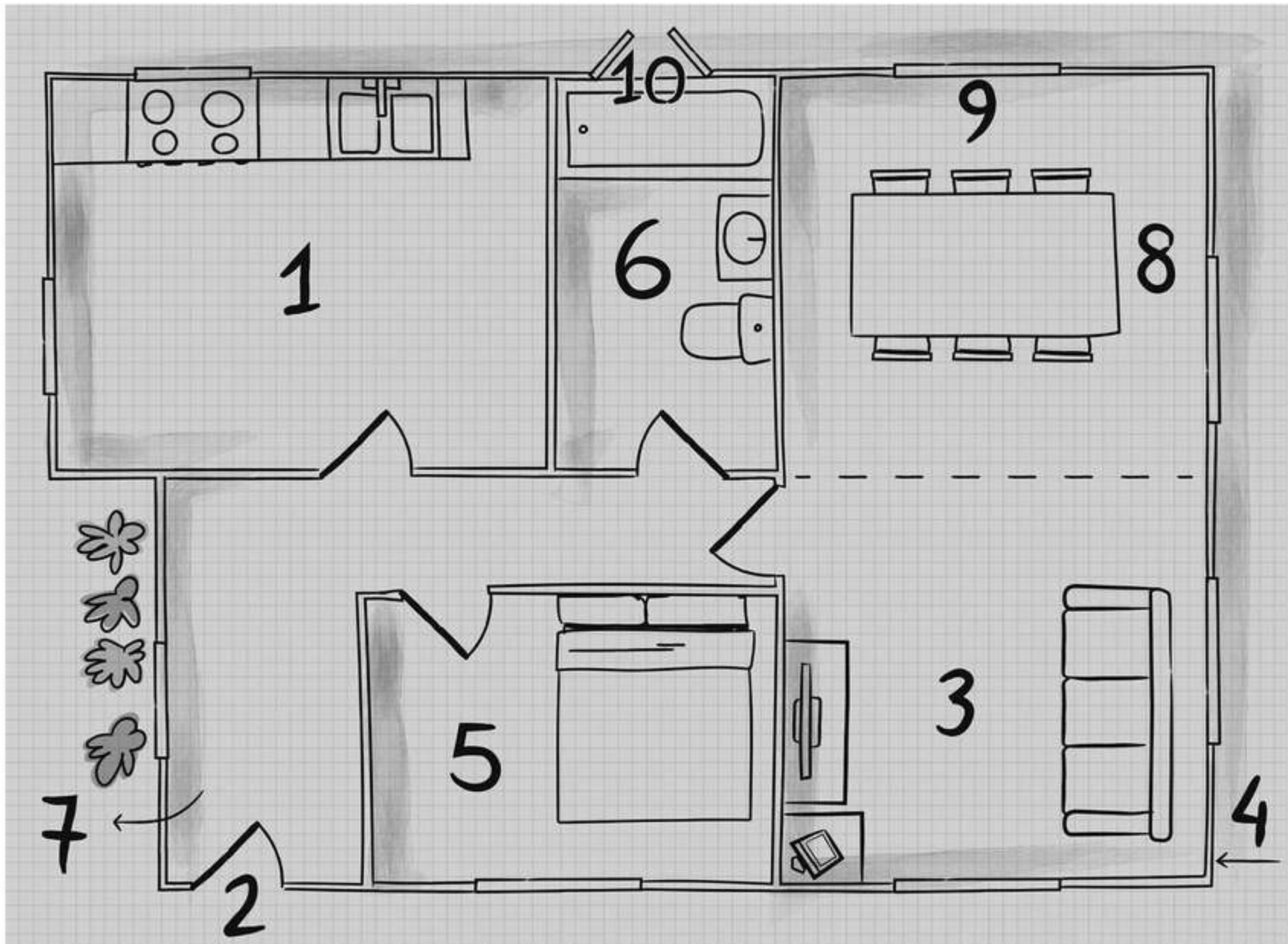
UNIT 2	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use words for family members. <input type="checkbox"/> say numbers. <input type="checkbox"/> use adjectives to describe people. <input type="checkbox"/> use <i>really</i> and <i>very</i> .	page 12 page 12 page 14 page 14
GRAMMAR	<input type="checkbox"/> use <i>is</i> and <i>are</i> in statements and <i>yes/no</i> questions. <input type="checkbox"/> use <i>is not</i> and <i>are not</i> . <input type="checkbox"/> use prepositions of place.	page 13 page 15 page 18
FUNCTIONAL LANGUAGE	<input type="checkbox"/> ask about and say people's ages and birthdays. <input type="checkbox"/> correct myself.	page 16 page 17
SKILLS	<input type="checkbox"/> write a description of the people in my class. <input type="checkbox"/> use <i>and</i> to connect words and sentences.	page 19 page 19

## 3.1

## WELCOME TO MY HOME

### 1 VOCABULARY: Rooms in a home

A Look at the apartment plan and read the words. Then correct the mistakes in sentences 2–10 below.



- 1 This is the living room.
- 2 This is the floor.
- 3 This is the dining area.
- 4 This is a picture.
- 5 This is a bathroom.
- 6 This is a bedroom.
- 7 This is the door.
- 8 This is the kitchen.
- 9 This is a window.
- 10 This is a wall.

No, it's the kitchen.

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## 2 GRAMMAR: Possessive adjectives; possessive 's and s'

A **Circle** the correct words.

- 1 I'm Mr. Costa. My / His / Your first name is Ricardo.
- 2 We are from Mexico. Your / Their / Our home is in Oaxaca.
- 3 My cousins are artists. These are my / their / his pictures.
- 4 Johann has three children. That's his / your / her daughter.
- 5 Are you married? Where is your / my / his wife?
- 6 Ms. Montero is an art teacher. Her / My / Your class is in Room 116.

B **Complete the sentences with possessive words.**

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 My parents sleep in this room.      | It's <u>my parents'</u> bedroom. |
| 2 Jonathan lives in this house.       | It's _____ house.                |
| 3 Her aunt has a picture on the wall. | It's her _____ picture.          |
| 4 The students have eight books.      | They are the _____ books.        |
| 5 Her cousins have a friendly dog.    | That's her _____ dog.            |
| 6 Sari has a new email address.       | What's _____ email address?      |

## 3 GRAMMAR AND VOCABULARY

A **Write sentences about your home or your friends' homes. Use the words in parentheses ( ).**

- 1 (bedroom / big) \_\_\_\_\_ My bedroom is big. OR My bedroom isn't big.
- 2 (dining area / next to) \_\_\_\_\_
- 3 (kitchen / new) \_\_\_\_\_
- 4 (picture / interesting) \_\_\_\_\_
- 5 (living room / small) \_\_\_\_\_
- 6 (bathroom / between) \_\_\_\_\_





# 3.2

## IS IT REALLY A CHAIR?

### 1 VOCABULARY: Furniture

A Look at the letters in A. Write the furniture in B. Write the name of the room in C.

A Letters	B Furniture	C Room / Rooms
1 sked	<u>desk</u>	<u>living room or bedroom</u>
2 koobseac	_____	_____
3 niks	_____	_____
4 gur	_____	_____
5 hersow	_____	_____
6 VT	_____	_____
7 malp	_____	_____
8 ebd	_____	_____
9 irach	_____	_____
10 bleat	_____	_____
11 gerretirfoar	_____	_____
12 ochuc	_____	_____

### 2 GRAMMAR: *It is*

A Look at the pictures. Complete the sentences. Use *'s, is, isn't, it's, or it's not*.



- The bookcase isn't in the living room. It's in the dining area.
- The lamp \_\_\_\_\_ in the bedroom. \_\_\_\_\_ in the living room.
- The TV \_\_\_\_\_ in the bedroom. \_\_\_\_\_ in the kitchen.
- The couch \_\_\_\_\_ in the living room. \_\_\_\_\_ in the bedroom.
- \_\_\_\_\_ the table in the kitchen? No, \_\_\_\_\_ in the dining area.
- \_\_\_\_\_ the bed in the bedroom? Yes, \_\_\_\_\_ in the bedroom.



B Complete the conversation. Use *is, isn't, it's, it is, it's not, or is it ...?*

Lucy This is our home. <sup>1</sup> \_\_\_\_\_ It's \_\_\_\_\_ in Toronto.

Hyun <sup>2</sup> \_\_\_\_\_ an apartment?

Lucy No, <sup>3</sup> \_\_\_\_\_. <sup>4</sup> \_\_\_\_\_ a house.

Hyun <sup>5</sup> \_\_\_\_\_ big?

Lucy No. <sup>6</sup> \_\_\_\_\_ small.

Hyun <sup>7</sup> \_\_\_\_\_ new?

Lucy Yes, <sup>8</sup> \_\_\_\_\_. And it's very nice. Is your home in Seoul?

Hyun My home <sup>9</sup> \_\_\_\_\_ in Seoul. It's in Busan. And <sup>10</sup> \_\_\_\_\_ an apartment, not a house. The apartment <sup>11</sup> \_\_\_\_\_ very big, but our small apartment is OK.



### 3 GRAMMAR AND VOCABULARY

A Read the words in the boxes. Then make sentences about your home.

#### Furniture

bed                      bookcase              chair              couch              desk              lamp  
refrigerator              rug                      shower              sink              table              TV

#### Rooms

bathroom              bedroom              dining area              kitchen              living room

#### Adjectives

big                      cool                      good                      great                      new  
nice                      old                      short                      small                      tall

- 1 The desk in my bedroom isn't very old. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

**1 FUNCTIONAL LANGUAGE:** Making and replying to offers; accepting a drink and snack

A Look at what Dan, Coco, and Dalia want. Then write the conversations below. Use the words in the box.

Dan tea, sugar (1), cookie

Coco coffee

Dalia tea, sugar (2), milk, cookie

cookie    coffee    tea    milk    sugar

**1**  
**You** Coffee or tea?  
**Dan** Tea, please.  
**You** With milk?  
**Dan** No, thanks.  
**You** With sugar?  
**Dan** Sure. One, please.  
**You** A cookie?  
**Dan** Yes, please.  
**You** Here you are.  
**Dan** Thank you.

**2**  
**You** Coffee or tea?  
**Coco** Coffee, please.  
**You** With milk?  
**Coco** \_\_\_\_\_  
**You** Sugar?  
**Coco** \_\_\_\_\_  
**You** A cookie?  
**Coco** \_\_\_\_\_  
**You** Here you are.  
**Coco** \_\_\_\_\_

**3**  
**You** Coffee or tea?  
**Dalia** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Dalia** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Dalia** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Dalia** \_\_\_\_\_  
**You** \_\_\_\_\_  
**Dalia** \_\_\_\_\_





## 2 REAL-WORLD STRATEGY: Asking about words you don't understand

A  3.01 Listen to the conversation. Then check (✓) *True* or *False*.

	True	False
1 Jason wants coffee.	<input type="checkbox"/>	<input type="checkbox"/>
2 Jason wants milk.	<input type="checkbox"/>	<input type="checkbox"/>
3 Jason wants sugar.	<input type="checkbox"/>	<input type="checkbox"/>
4 Jason understands <i>biscuit</i> .	<input type="checkbox"/>	<input type="checkbox"/>
5 Jason wants a cookie.	<input type="checkbox"/>	<input type="checkbox"/>

## 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Correct the four mistakes in the conversation.

- Lina Coffee or tea?  
Jason ~~Tea~~. *Tea, please.*  
Lina With milk?  
Jason Yes.  
Lina Sugar?  
Jason No.  
Lina And a biscuit?  
Jason Biscuit?  
Lina A biscuit is a cookie.  
Jason Oh, a cookie. Sure, please.



## 1 READING

A Read about vacation home-shares. Is each home good for two people or for a family (parents + two or three children)? Check (✓) the box.

- 1  Two people       Family

**\$65, center of Rio de Janeiro**

This is a great apartment for one or two weeks. The bedroom is small, but the bed is big. The couch in the living room is a good bed for a child. The living room has a big bookcase and cool pictures on the walls. It has interesting books about Brazil. The kitchen is big and has a table and four chairs. The apartment is a great place to stay. – MATT

- 2  Two people       Family

**\$110, Lapa, Rio de Janeiro**

This home is in Lapa, in Rio de Janeiro. The bedrooms in the home are great. One bedroom is big and has a big bed. The second bedroom has two beds. The third bedroom is small and has a small bed. It's good for a child. The apartment has two bathrooms! The showers are great. The kitchen is nice, but the refrigerator is small. It's a good place for four or five days. – KARA

B Read about the homes again. Check (✓) the things in the homes.

	Center of Rio de Janeiro	Lapa, Rio de Janeiro
1 bathroom		
2 bedroom		
3 dining area		
4 kitchen		
5 living room		
6 bookcase		
7 desk		
8 picture		
9 shower		
10 television		



## 2 GRAMMAR: Information questions with *be*

A Match the question words and answers.

- |                   |       |                   |
|-------------------|-------|-------------------|
| 1 What?           | _____ | a six years old   |
| 2 Where?          | _____ | b five            |
| 3 How old?        | _____ | c Maria Santos    |
| 4 Who?            | _____ | d Rio de Janeiro  |
| 5 How many rooms? | _____ | e myb@xyzmail.com |



B Write the questions and answers from exercise 2A.

- |                        |                                      |
|------------------------|--------------------------------------|
| 1 (your email address) | A <u>What is your email address?</u> |
|                        | B <u>It's myb@xyzmail.com</u>        |
| 2 (the apartment)      | A _____                              |
|                        | B _____                              |
| 3 (old/apartment)      | A _____                              |
|                        | B _____                              |
| 4 (owner)              | A _____                              |
|                        | B _____                              |
| 5 (rooms)              | A _____                              |
|                        | B _____                              |

### 3 WRITING

A Underline the five questions in the email. Change the periods to question marks.

Reply Forward

Dear Ms. Santos,

This email is about your apartment. Our son is six years old. How many bedrooms are in your apartment. Where is your apartment. What is the name of the street. In your apartment, are pets OK. Our dog is small. Is the TV in the living room.

Thank you.

Sincerely,  
Rose Chu

B Is the email in exercise 3A formal or informal?

C You go to a new city for one week. Write an email to the owner of a home-share. Ask questions.

## CHECK AND REVIEW

Read the statements. Can you do these things?

UNIT 3	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
	VOCABULARY <input type="checkbox"/> use words for rooms in my home. <span style="float: right;">page 22</span>	
	<input type="checkbox"/> use words for furniture. <span style="float: right;">page 24</span>	
	<input type="checkbox"/> use words for drinks and snacks. <span style="float: right;">page 26</span>	
GRAMMAR <input type="checkbox"/> use possessive adjectives, 's, and s'.	page 23	
<input type="checkbox"/> use <i>it is</i> .	page 25	
<input type="checkbox"/> ask questions with <i>be</i> for information.	page 28	
FUNCTIONAL LANGUAGE <input type="checkbox"/> make and reply to offers.	page 26	
<input type="checkbox"/> ask about words I don't understand.	page 27	
SKILLS <input type="checkbox"/> write an email about a vacation home.	page 29	
<input type="checkbox"/> use question marks.	page 29	

## 4.1

## FAVORITE THINGS

### 1 VOCABULARY: Technology

A Find the words in the box in the word search.

app    camera    cell phone    earphones  
game    laptop    tablet    smartwatch

B Write the correct word to match each picture. Use the words in the box in exercise 1A.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 cell phone



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

L	A	P	T	O	P	T	D	W	Z	T
Z	N	B	C	J	G	A	M	E	Q	A
J	K	Y	A	C	K	E	I	K	B	B
M	G	V	M	A	T	Z	I	K	H	L
R	Y	C	E	L	L	P	H	O	N	E
K	E	O	R	T	O	P	Z	A	M	T
A	P	L	A	S	E	T	Y	T	N	P
E	E	A	R	P	H	O	N	E	S	X
A	P	P	M	F	S	Z	N	R	V	K
F	S	M	A	R	T	W	A	T	C	H

### 2 GRAMMAR: Simple present statements with *I, you, and we*

A Write affirmative (+) and negative (-) statements.

- I / not have / a laptop // have / a tablet
- I like apps // not like / video games
- you / want / a small refrigerator  
// not want / a big refrigerator
- I / love / photo apps // not love / music apps
- we / have / an apartment // not have / a house
- we / not want / a new camera // want / a new computer

I don't have a laptop. I have a tablet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**B Write affirmative (+) and negative (-) sentences. Use the verbs in the box. Start the sentences with I or We.**

have   like   love   want

- 1 *We have a new apartment. We don't have a new couch.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**3 GRAMMAR AND VOCABULARY**

**A Write sentences that are true for you. Then add more information.**

- 1 love video games  
*I love video games. I have games on my phone.* \_\_\_\_\_  
OR  
*I don't love video games. I don't have games on my phone.* \_\_\_\_\_
- 2 have cool apps on my phone  
\_\_\_\_\_
- 3 like earphones  
\_\_\_\_\_
- 4 want a new tablet  
\_\_\_\_\_
- 5 have an old laptop  
\_\_\_\_\_
- 6 love my cell phone  
\_\_\_\_\_
- 7 want a smartwatch  
\_\_\_\_\_
- 8 like the camera on my phone  
\_\_\_\_\_



## 1 VOCABULARY: Using technology

A Look at the verbs (1–9). Which two words go after each verb? **Circle** the correct answers.

- |             |                  |                    |                    |
|-------------|------------------|--------------------|--------------------|
| 1 call      | a a game         | <b>b</b> a company | <b>c</b> my cousin |
| 2 chat with | a my best friend | b my couch         | c my sister        |
| 3 listen to | a my desk        | b music            | c my teacher       |
| 4 post      | a apps           | b messages         | c photos           |
| 5 read      | a an email       | b a photo          | c a text           |
| 6 send      | a an email       | b a photo          | c social media     |
| 7 leave     | a a message      | b a comment        | c an app           |
| 8 use       | a my music       | b my computer      | c my watch         |
| 9 watch     | a a comment      | b a movie          | c a video          |
| 10 buy      | a my family      | b apps             | c a cell phone     |

B Look at 1–6. Write *on*, or write *X* where *on* is not correct.

- |                      |                    |
|----------------------|--------------------|
| 1 _____ the internet | 4 _____ the tablet |
| 2 _____ my phone     | 5 _____ my laptop  |
| 3 _____ my room      | 6 _____ China      |

2 GRAMMAR: Simple present *yes/no* questions with *I, you, we*

A Complete the questions with the verbs.

- 1 \_\_\_\_\_ *Do you have* \_\_\_\_\_ a laptop? (you/have)
- 2 \_\_\_\_\_ social media apps? (you and your friends/love)
- 3 \_\_\_\_\_ your family? (you/call)
- 4 \_\_\_\_\_ photos on social media? (I/post)
- 5 \_\_\_\_\_ a new tablet? (you and your family want)
- 6 \_\_\_\_\_ videos on the internet? (you/watch)

B Answer the questions in exercise 2A so they are true for you.

- 1 \_\_\_\_\_ *Yes, I do. OR No, I don't.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_





### 3 GRAMMAR AND VOCABULARY

#### A Complete the sentences so they are true for you.

- 1 I use my \_\_\_\_\_ laptop \_\_\_\_\_ at school.
- 2 I chat with \_\_\_\_\_ on my phone.
- 3 I call my \_\_\_\_\_ on my tablet.
- 4 We watch \_\_\_\_\_ on my laptop at home.
- 5 I don't post \_\_\_\_\_.
- 6 I read \_\_\_\_\_ on the internet.
- 7 My friends and I send \_\_\_\_\_.
- 8 I leave messages for my \_\_\_\_\_.
- 9 I listen to \_\_\_\_\_ on my phone.
- 10 I don't play \_\_\_\_\_.



#### B Read the words and then write questions and answers that are true for you.

- 1 social media  
*Do you post comments on social media?* \_\_\_\_\_ *Yes, I do. OR No, I don't.* \_\_\_\_\_
- 2 chat on your phone  
\_\_\_\_\_
- 3 watch videos on TV  
\_\_\_\_\_
- 4 send emails  
\_\_\_\_\_
- 5 leave voice messages  
\_\_\_\_\_
- 6 call your friends  
\_\_\_\_\_



### 1 FUNCTIONAL LANGUAGE: Continuing a conversation

A Put the conversation in the correct order.

Juan Yes, and I send thank-you emails to my friends. \_\_\_\_\_

David No. I use email or social media. \_\_\_\_\_

Juan Do you send text messages to your parents? \_\_\_\_\_ 1

David Do you send thank-you cards, too? \_\_\_\_\_

David Yeah, I send birthday cards to my grandparents. How about you? \_\_\_\_\_

Juan What about cards? \_\_\_\_\_

Juan Yes, I send cards, too. I like cards with interesting pictures. \_\_\_\_\_

### 2 REAL-WORLD STRATEGY: Showing you are listening

A Circle the best response to complete the conversations.

1 A I love Instagram.

B Yeah, me too. / How about you?

A It's really cool.

2 A Do you use Snapchat?

B Right. / No. How about you?

A I love it.

3 A I use video chat a lot. What about you?

B Yeah. / OK.

A I like video chat.

4 A This is a great new app!

B Right. / No.

A I really like it.

5 A I buy music on the internet.

B Yeah. / I like email.

A It's good.

6 A Do you watch movies on your cell phone?

B No, I don't. / Right.

A I do. It's great.





### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Complete the sentences. Follow the instructions in parentheses ( ).

Ana I don't call my family on my cell phone.

Sam Really?

Ana Yeah, it's expensive.

Sam Yes, it is. <sup>1</sup>Do you use video chat? \_\_\_\_\_ (Ask a question to start a new topic.)

Ana Sorry, I don't understand. What is a video chat?

Sam You talk with your friends with video. I use video chat on the internet. It's free.

Ana <sup>2</sup> \_\_\_\_\_ (Show Ana is listening.)

Sam We have an app.

Ana <sup>3</sup> \_\_\_\_\_ Is Skype an app for video chats?

(Show Ana is listening.)

Sam Yes, it's one app. I use WhatsApp, too.

Ana <sup>4</sup> \_\_\_\_\_ (Ask a question to start a new topic.)

Sam I don't use email. I send texts.

Ana <sup>5</sup> \_\_\_\_\_ (Ask for a response about the topic.)


Sam Oh, no. I don't text my family. I call them. <sup>6</sup> \_\_\_\_\_  
(Ask for a response about the topic.)

Ana I send emails to my parents. They don't like texts.


Sam Really?



## 1 LISTENING

A  4.01 **LISTEN FOR DETAILS** What do Mai and Jonas talk about? **Circle** the correct answer.

- |               |                         |
|---------------|-------------------------|
| 1 video games | 3 product reviews       |
| 2 apps        | 4 their favorite things |

B  4.01 **LISTEN FOR SUPPORTING DETAILS** Listen again. Check (✓) what Mai and Jonas say about their phones.

	Mai	Jonas
1 loves the phone	✓	_____
2 doesn't like the phone	_____	_____
3 has great apps	_____	_____
4 reads email	_____	_____
5 sends text messages	_____	_____
6 posts comments on social media	_____	_____
7 doesn't like the music app	_____	_____

2 GRAMMAR: *a/an*; Adjectives before nouns

A **Circle** *a* or *an* in each sentence.

- 1 We don't have *a / (an)* apartment.
- 2 We have *a / an* house.
- 3 She has *a / an* app for video chat.
- 4 You don't have *a / an* email address.
- 5 He doesn't use *a / an* tablet.

B **Make one long sentence from the two short sentences.**

- |                                    |  |
|------------------------------------|--|
| 1 It's a book. It's interesting.   | _____ <i>It's an interesting book.</i> _____ |
| 2 I have a TV. It's expensive.     | _____  |
| 3 It's a card. It's great.         | _____  |
| 4 Are they games? Are they boring? | _____  |
| 5 It's a movie. It's old.          | _____  |
| 6 It's a smartwatch. It's cool.    | _____  |





### 3 WRITING

A Match the beginning of the sentence (1–6) with the end of the sentence (a–f).

- |                                      |         |                             |
|--------------------------------------|---------|-----------------------------|
| 1 I like to listen to music, but     | _____   | a my friends use it.        |
| 2 I don't like social media, but     | _____   | b it's old.                 |
| 3 I don't have a smartwatch because  | f _____ | c I don't like earphones.   |
| 4 We watch videos on the laptop, but | _____   | d it takes good pictures.   |
| 5 I don't use my laptop because      | _____   | e we want a new TV.         |
| 6 We like the camera because         | _____   | f they're really expensive. |

B Read the thank-you email. Add two exclamation points.



C Write a thank-you email for a gift.  
Say why you like the gift.



## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT 4</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use technology words. <input type="checkbox"/> use verbs for using technology. <input type="checkbox"/> use <i>on</i> before certain words.	page 34 page 36 page 36
GRAMMAR	<input type="checkbox"/> use the simple present with <i>I, you, and we</i> . <input type="checkbox"/> use <i>yes/no</i> questions in the simple present with <i>I, you, and we</i> . <input type="checkbox"/> use <i>a/an</i> and adjectives before nouns.	page 35 page 37 page 40
FUNCTIONAL LANGUAGE	<input type="checkbox"/> ask questions to develop a conversation. <input type="checkbox"/> show I am listening.	page 38 page 39
SKILLS	<input type="checkbox"/> write a thank-you email. <input type="checkbox"/> use exclamation points.	page 41 page 41

## 5.1

## PLAY OR FAST-FORWARD?

### 1 VOCABULARY: Days and times of day; everyday activities

A Look at the words in the box. Write the words.

in the morning	on Saturday	play soccer	work	on Wednesday	run
go out	on Thursday	in the evening	on Friday	at night	
in the afternoon	on Monday	on Tuesday	study	on Sunday	

Activities							
Days of the week	on Saturday						
Times	in the morning						

B Read about Rhea and Jon. Complete the sentences.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Rhea	morning: work	morning: work	morning: work  evening: go out with Teri and Jon	morning: work	morning: work  night: go out with Jon	morning: run with Jay	afternoon: go out with family
Jon	morning: study  evening: work	morning: study  evening: work	morning: study  evening: go out with Teri and Rhea	morning: study  evening: work	morning: work  night: go out with Rhea	morning: play soccer	morning: play soccer

- Rhea works in the morning from Monday to Friday.
- On Saturday, Rhea \_\_\_\_\_.
- On Wednesday evening, Rhea \_\_\_\_\_.
- Rhea \_\_\_\_\_ with her family \_\_\_\_\_.
- Jon \_\_\_\_\_ in the morning from Monday to Thursday.
- On the weekend, Jon \_\_\_\_\_.
- Jon works \_\_\_\_\_.
- On Friday night \_\_\_\_\_.

### 2 GRAMMAR: Simple present statements with *he, she* and *they*

A Complete the sentences with affirmative (+) verbs.

- Javier and Allie play soccer on Friday. Allie plays on Saturday, too.
- Maddie and Nat go to class on Monday night. Alma \_\_\_\_\_ on Wednesday night.
- Jay, Laura, and Terry have fun on weekends. Their brother \_\_\_\_\_ fun on weekdays.



- 4 My wife wants a refrigerator. My children \_\_\_\_\_ a TV.
- 5 My friends and I study before class. Hugo \_\_\_\_\_ after work.
- 6 Miranda works in the morning. Eric and Alan \_\_\_\_\_ in the afternoon.

**B Complete the sentences with negative (-) verbs.**

- 1 I don't study in the morning. My friends don't study at night.
- 2 Juliana and Roberta don't have free time on Friday. Max \_\_\_\_\_ free time on Thursday.
- 3 Robin doesn't run in the morning. Her friends \_\_\_\_\_ in the afternoon.
- 4 Mr. and Mrs. Cho don't go out on the weekend. Their son \_\_\_\_\_ out on weekdays.
- 5 I don't watch TV. My cousin \_\_\_\_\_ videos.
- 6 Chen and Juan don't like coffee. Sam \_\_\_\_\_ tea.

**C Read the words. Then make correct sentences.**

- 1  my laptop. / use / never / I \_\_\_\_\_ I never use my laptop.
- 2  and / hardly ever / soccer. / my friends / I / play \_\_\_\_\_
- 3  My sister / at / studies / usually / night. \_\_\_\_\_
- 4  go out / I / night. / Friday / often / on \_\_\_\_\_
- 5  at / on / always / are / the weekend. / They / home \_\_\_\_\_

### 3 GRAMMAR AND VOCABULARY

**A Complete the sentences about what you do and don't do in the week. Make them true for you.**

- 1 I always sleep in the morning on the weekends.
- 2 I usually \_\_\_\_\_ in the evening.
- 3 I often \_\_\_\_\_ in the morning.
- 4 I sometimes \_\_\_\_\_ on Monday afternoon.
- 5 I hardly ever \_\_\_\_\_ on Sunday.
- 6 I never \_\_\_\_\_.

**B Read about what Katya and Lucas do. Then write five affirmative (+) and negative (-) sentences.**

	Katya	Lucas
go out on Friday night	<i>never</i>	<i>usually</i>
have fun on weekends	<i>often</i>	<i>never</i>
play soccer	<i>never</i>	<i>hardly ever</i>
watch soccer games on Saturday	<i>sometimes</i>	<i>never</i>
run early in the morning	<i>usually</i>	<i>usually</i>
study at night	<i>usually</i>	<i>never</i>
study in the morning	<i>hardly ever</i>	<i>usually</i>
work on Saturday and Sunday	<i>never</i>	<i>always</i>
work on Friday night	<i>always</i>	<i>never</i>

- 1 Katya doesn't go out on Friday night. She always works on Friday night.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_







- 4 A \_\_\_\_\_ your teacher \_\_\_\_\_ on weekends?  
 B No, she doesn't work on weekends.  
 A \_\_\_\_\_ your teacher work?  
 B She works from Monday to Friday.
- 5 A \_\_\_\_\_ you \_\_\_\_\_ lunch at school?  
 B No, I don't eat lunch at school.  
 A \_\_\_\_\_ you eat lunch?  
 B I eat lunch at home.
- 6 A \_\_\_\_\_ your friends \_\_\_\_\_ to bed late on Friday and Saturday?  
 B Yes, they go to bed late on Friday and Saturday.  
 A \_\_\_\_\_ your friends go to bed on Friday and Saturday?  
 B They go to bed after midnight.

B Look at the *yes/no* questions in exercise 2A. Write true answers.

- 1 Yes, we do. OR No, we don't. 4 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_  
 3 \_\_\_\_\_ 6 \_\_\_\_\_

### 3 GRAMMAR AND VOCABULARY

A Write six questions. Use each word in column A.

A	B	C
What	you	do on weekends
What time	your parents	drink coffee / tea
When	your mother	eat breakfast / lunch / dinner
Where	your father	get up
Do	your brother(s) and sister(s)	go to bed / classes / work
Does	your brother(s)	go out
	your sister(s)	have breakfast / lunch / dinner
	your best friend	have fun
	your friends	play basketball / games / soccer
	your teacher	study
		work



- 1 Do your parents go out on the weekend? OR When do your parents go out?  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_

B Answer the questions in exercise 3A for you.

- 1 Do your parents go out on the weekend? No, they don't.  
 When do your parents go out? They go out on their birthdays.

## 1 FUNCTIONAL LANGUAGE: Showing you agree and have things in common

A **Circle** the correct responses.

- |   |  |
|---|--|
| <p>1 You study a lot.<br/> a Yeah, I know.<br/> b Me, neither.<br/> c Me, too.</p> <p>2 Sports are great.<br/> a Yeah, I know. They are boring.<br/> b That's true. I hardly ever watch them.<br/> c I agree. I play a lot of sports.</p> | <p>3 A good job is important.<br/> a I agree. What about you?<br/> b That's true.<br/> c Me, too.</p> <p>4 I don't work on weekends.<br/> a Me, neither. But I work on Friday.<br/> b Me, too. I work on Saturday morning.<br/> c I agree. I don't work on weekends.</p> |
|---|--|

B Val and Mateo have a lot in common. Complete Mateo's sentences with *Me, too* or *Me, neither*.

- |   |                       |
|---|-----------------------|
| 1 Val I love my phone.                  | Mateo <u>Me, too.</u> |
| 2 Val I don't get up early on weekends. | Mateo _____           |
| 3 Val I don't eat a big breakfast.      | Mateo _____           |
| 4 Val I run in the evening.             | Mateo _____           |
| 5 Val I go to bed late.                 | Mateo _____           |
| 6 Val I don't drink tea.                | Mateo _____           |

## 2 REAL-WORLD STRATEGY: Short answers with adverbs of frequency

A Answer the questions for you. Use adverbs of frequency.

- 1 A Do you run?  
B Sometimes.
- 2 A Do you eat breakfast?  
B \_\_\_\_\_
- 3 A Do you go out on weekends?  
B \_\_\_\_\_
- 4 A Do you study in the morning?  
B \_\_\_\_\_
- 5 A Do you go to bed at 10 o'clock?  
B \_\_\_\_\_
- 6 A Do you play video games?  
B \_\_\_\_\_







## 1 READING

A **SKIM** Skim the magazine article. Then check (✓) the correct title.

- \_\_\_\_\_ **Title One:** All Play and No Work Is Not Good for Children  
 \_\_\_\_\_ **Title Two:** All Work and No Play Is Not Good for Children  
 \_\_\_\_\_ **Title Three:** All Sleep and No Play Is Not Good for Children

Eva is 12 years old. She gets up at 6:00 a.m. and studies for an hour before breakfast. She goes to school at 8:30 and comes home after 6 o'clock. She eats lunch at school and studies for an hour before her afternoon classes. After school on Monday, she has guitar lessons. After school on Tuesday and Thursday, she has Chinese class. After dinner, she plays the guitar and studies from 7:00 to 10:30. She usually goes to bed at 11:00 p.m.

What does Eva do on weekends? Does she have fun? She gets up at 8:00 or 8:30. But after breakfast, she plays the guitar from 10 a.m. to 1 p.m. Then she eats lunch and reads a book. She doesn't have time for fun on the weekends! She goes to bed early – she's *always* tired!

Eva's a very good student, but is she happy? Are children happy when they don't play? Doctors say "no." Many children study in the evenings and on the weekends. This isn't good and the children aren't happy. Children want free time! Doctors tell parents: "Make sure your children work AND play!"



B **READ FOR DETAIL** Read again. Complete the chart with three of Eva's weekday activities and the times for morning, afternoon, and evening/night.

Morning activities	Afternoon activities	Evening/Night activities
1 <i>She gets up at 6:00 a.m.</i>	1 _____	1 _____
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____

## 2 LISTENING

A **5.01 LISTEN FOR SUPPORTING DETAILS** Listen to the conversation. Write the numbers in the sentences.

- Dave: "I have one/1 chocolate cookie before I go to bed."
- Dave sleeps four or \_\_\_\_\_ hours a night.
- He drinks \_\_\_\_\_ cups of coffee a day.
- He eats \_\_\_\_\_ meals a day.
- He runs \_\_\_\_\_ days a week.
- He works at his desk \_\_\_\_\_ or \_\_\_\_\_ hours a day.



### 3 WRITING

A Read the headings (1–3) in the report. Use the sentences about Dave in exercise 2A to complete sentences a–f.

B **REGISTER CHECK** Write the sentences without *a.m.* or *p.m.*

- 1 We play basketball at 7 p.m.  
*We play basketball at seven in the evening.*
- 2 I go to class at 8 a.m.  
\_\_\_\_\_
- 3 I study at 1 p.m.  
\_\_\_\_\_
- 4 I run at 6 a.m.  
\_\_\_\_\_
- 5 I go to bed at 11:30 p.m.  
\_\_\_\_\_

C Write your routines in the chart and make a “Good for You” report. Put a score at the end.



## The “Good for You” Report

1 Great for you

a \_\_\_\_\_

b \_\_\_\_\_

2 Not good, but not bad for you

c *I have one chocolate cookie before I go to bed.*

d \_\_\_\_\_

3 Really bad for you

e \_\_\_\_\_

f \_\_\_\_\_

SCORE:





Great for you	Not good, but not bad for you	Really bad for you
SCORE		
		

## CHECK AND REVIEW

Read the statements. Can you do these things?

UNIT 5	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student’s Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> say days of the week and times of day. <input type="checkbox"/> tell the time. <input type="checkbox"/> use words for activities and routines.	page 44 page 46 pages 44 and 46
GRAMMAR	<input type="checkbox"/> use the simple present with <i>he/she/they</i> . <input type="checkbox"/> ask <i>yes/no</i> and information questions in the simple present.	page 45 page 47
FUNCTIONAL LANGUAGE	<input type="checkbox"/> show I agree or have things in common with someone. <input type="checkbox"/> answer questions with adverbs of frequency.	page 48 page 49
SKILLS	<input type="checkbox"/> write a report.	page 51



## 6.1

## GOOD PLACES

### 1 VOCABULARY: Places in cities

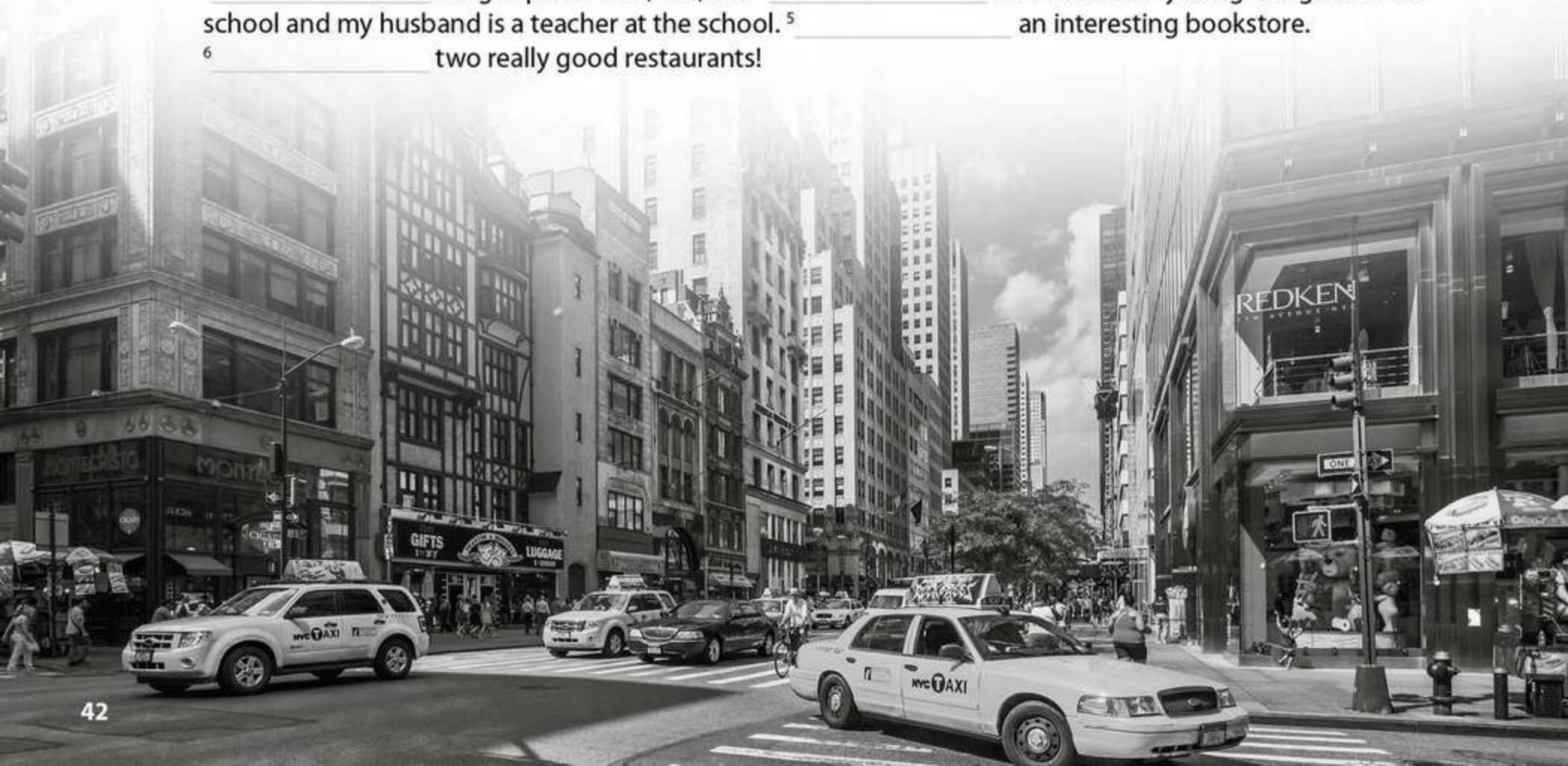
A Match the sentences (1–14) with the places (a–n).

- |  |       |                 |
|--|-------|-----------------|
| 1 "I like animals."  | n     | a bookstore     |
| 2 "I want a new book."                                     | _____ | b café          |
| 3 "I'm a doctor."  | _____ | c college       |
| 4 "I love movies."   | _____ | d hospital      |
| 5 "I'm a student, and I'm 20 years old."                   | _____ | e hotel         |
| 6 "I'm a student, and I'm 12 years old."                   | _____ | f mall          |
| 7 "I'm from the United States. I'm in Lima for five days." | _____ | g movie theater |
| 8 "I love pictures by great artists."                      | _____ | h museum        |
| 9 "I want an expensive dinner."                            | _____ | i park          |
| 10 "I want coffee and a cookie."                           | _____ | j restaurant    |
| 11 "My children play with their friends after school."     | _____ | k school        |
| 12 "I don't have milk or sugar at home."                   | _____ | l store         |
| 13 "I want some earphones, a camera, and tea."             | _____ | m supermarket   |
| 14 "I want new furniture."                                 | _____ | n zoo           |

### 2 GRAMMAR: *There's, There are; a lot of, some, no*

A Complete the sentences about Amy's apartment. Use *there's* or *there are*.

I live in a small town. In our town <sup>1</sup> there's a big park, but <sup>2</sup> \_\_\_\_\_ no zoo.  
<sup>3</sup> \_\_\_\_\_ a big supermarket, too, and <sup>4</sup> \_\_\_\_\_ three stores. My daughter goes to the school and my husband is a teacher at the school. <sup>5</sup> \_\_\_\_\_ an interesting bookstore.  
<sup>6</sup> \_\_\_\_\_ two really good restaurants!







**B Complete the conversation about Don's hotel. Use *no, a, some, or a lot of*.**

**Clara** Do you like your hotel, Don?

**Don** Yes, I do. It's a big hotel! There are <sup>1</sup> \_\_\_\_\_ rooms.

**Clara** Does the hotel have a restaurant?

**Don** Yes, it has <sup>2</sup> \_\_\_\_\_ big restaurant. I eat breakfast in the restaurant every day.

**Clara** What about the restaurants near the hotel? Are they good?

**Don** Yes. There are <sup>3</sup> \_\_\_\_\_ great restaurants near the hotel. Italian, Japanese, Spanish ...

**Clara** And is your room good?

**Don** It's OK. There's <sup>4</sup> \_\_\_\_\_ desk, <sup>5</sup> \_\_\_\_\_ chair, and <sup>6</sup> \_\_\_\_\_ big TV, but there's <sup>7</sup> \_\_\_\_\_ sofa. It's not good!

### 3 GRAMMAR AND VOCABULARY

**A Write sentences about Ramón's city. Use *there's, there are, a, no, some, and a lot of*.**

8 parks	2,000,000 people
3 hospitals	0 movie theaters
5 cafés	20 restaurants
1 hotel	0 good restaurants

- |  |         |
|--|---------|
| 1 _____ <i>There are a lot of parks.</i> _____ | 5 _____ |
| 2 _____  | 6 _____ |
| 3 _____  | 7 _____ |
| 4 _____  | 8 _____ |

**B Write six sentences about things you like and don't like about your city. Use *there's, there are, a, no, some, and a lot of*.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## 1 VOCABULARY: Nature

A Look at the pictures and check (✓) the correct box.



- 1  island, lake, snow  
 river, flowers, hills  
 forest, beach, mountains



- 3  desert, snow, forest  
 forest, river, mountains  
 hills, plants, flowers



- 2  island, grass, trees  
 hills, plants, lake  
 beach, flowers, ocean



- 4  plants, desert, mountains  
 snow, trees, hills  
 beach, grass, island

## 2 GRAMMAR: Count and non-count nouns

A Circle the five mistakes.

## Count nouns

apartment  
 artist  
 grass  
 milk  
 refrigerator  
 restaurant  
 sugar

## Non-count nouns

animal  
 coffee  
 furniture  
 house  
 nature  
 plant  
 snow





**B Complete the sentences. Use *a, an, or some*.**

- 1 I am \_\_\_\_\_ *an* \_\_\_\_\_ artist.
- 2 I have \_\_\_\_\_ house in a small city.
- 3 I don't have \_\_\_\_\_ large apartment.
- 4 There's \_\_\_\_\_ grass in my garden.
- 5 There's \_\_\_\_\_ table in the dining area.
- 6 There's \_\_\_\_\_ furniture in the house.
- 7 There's \_\_\_\_\_ plant in the living room.
- 8 There's \_\_\_\_\_ refrigerator in the kitchen.
- 9 There's \_\_\_\_\_ milk in the refrigerator.
- 10 There's \_\_\_\_\_ coffee next to the refrigerator.

**3 GRAMMAR AND VOCABULARY**

**A Complete the sentences. Use *There's* or *There are* and *a* or *a lot of*.**

- 1 *There are* \_\_\_\_\_ *a lot of* \_\_\_\_\_ hills in my city.
- 2 \_\_\_\_\_ very tall tree.
- 3 \_\_\_\_\_ grass.
- 4 \_\_\_\_\_ flowers.
- 5 \_\_\_\_\_ lake.
- 6 \_\_\_\_\_ plants.
- 7 \_\_\_\_\_ mountain.
- 8 \_\_\_\_\_ snow on the mountain.

**B Look out your window. What do you see? Write six sentences. Use *There is* or *There are*. Use *a, an, no, some, or a lot of*.**

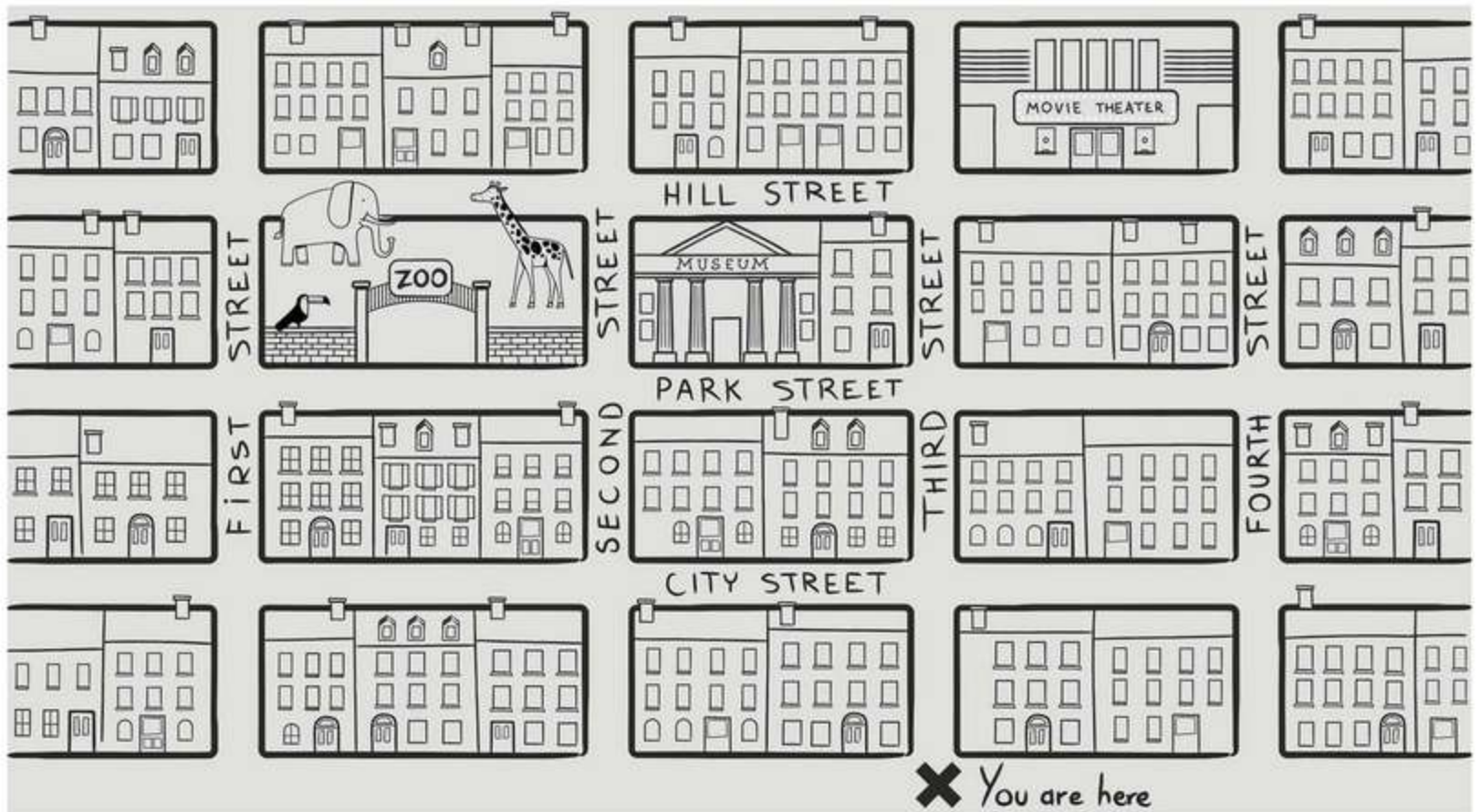






### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Look at the map and read the conversation. Complete the directions.



Rodrigo Excuse me. Where's the zoo?

Ji-young The zoo?

Rodrigo Yes, the zoo. Is it near here?

Ji-young Yes. It's near here. It's on \_\_\_\_\_ Street. Walk down Third Street.  
Go two blocks and then turn \_\_\_\_\_.

Rodrigo So, go two blocks and then turn left. Is that the zoo?

Ji-young No, that's Park Street. Go one \_\_\_\_\_. It's on the right.

Rodrigo So, go one block, and it's on the \_\_\_\_\_?

Ji-young Yes. The zoo is on the right.

Rodrigo Great. Thanks.

Ji-young You're welcome.

B You are at the zoo. Write directions from the zoo to the movie theater.

---



---



---

C You are at the movie theater. Write directions from the movie theater to the museum.

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## 1 LISTENING

A  6.01 LISTEN FOR GIST Where are the people? Check (✓) the correct answer.

\_\_\_\_\_ in a movie theater \_\_\_\_\_ in a car \_\_\_\_\_ in a house

B  6.01 LISTEN FOR EXAMPLES Listen again. Check (✓) the things the people see.

- |  |  |
|--|--|
| 1 <input checked="" type="checkbox"/> a building | 6 <input type="checkbox"/> plants on a wall  |
| 2 <input type="checkbox"/> a garden              | 7 <input type="checkbox"/> flowers on a wall |
| 3 <input type="checkbox"/> a park                | 8 <input type="checkbox"/> trees on a wall   |
| 4 <input type="checkbox"/> a green building      | 9 <input type="checkbox"/> animals on a wall |
| 5 <input type="checkbox"/> a garden on a wall    | 10 <input type="checkbox"/> grass on a wall  |

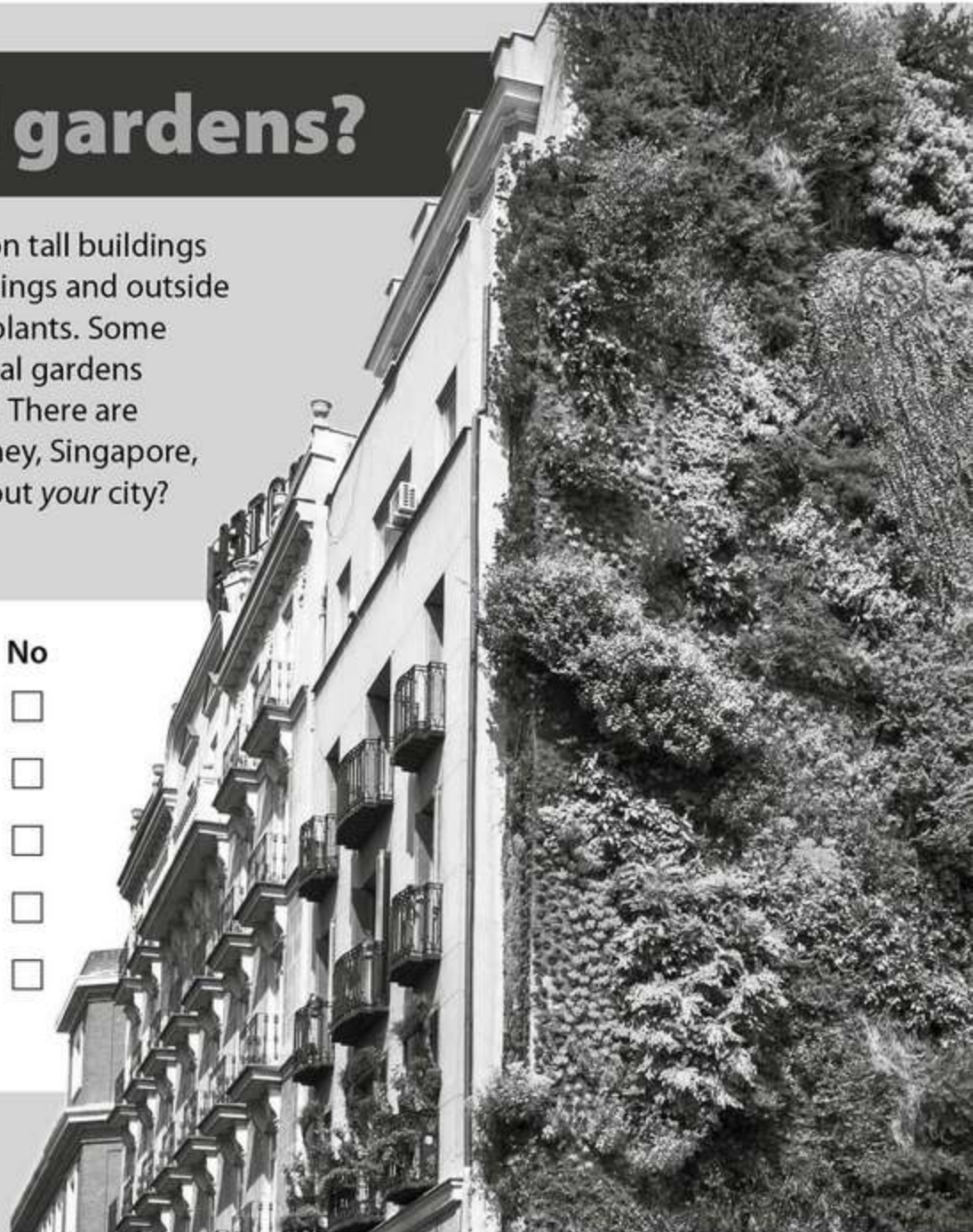
## 2 READING

A Read the article and the questions. Are the answers to the questions in the article? Check (✓) Yes or No.

## What are vertical gardens?

They are gardens on walls. Vertical gardens are on tall buildings and on short buildings, and they are inside buildings and outside buildings. These gardens have a lot of different plants. Some vertical gardens have 400 different plants! Vertical gardens are good for cities and they are good for people. There are vertical gardens in many cities in the world. Sydney, Singapore, and Mexico City have vertical gardens. What about *your* city? Does it have a vertical garden?

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1 What is a vertical garden?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who makes vertical gardens?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Is a vertical garden expensive?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Are gardens good for people?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 What are the names of some cities with vertical gardens? | <input type="checkbox"/> | <input type="checkbox"/> |





### 3 WRITING

#### A Read the words and make sentences.

- 1 nice / have / parks / some / we / small
- 2 there / beautiful / trees / some / tall / are
- 3 of / are / lot / flowers / small / interesting / there / a
- 4 plants / big / are / there / a / of / nice / lot
- 5 tall / the / has / trees / great / some / park

We have some nice small parks.

---



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---



---

#### B Read the fact sheet and add *very* to make the adjectives strong.

- › Via Verde is a busy road in Mexico City.
- › There are 30 kilometers of vertical gardens next to the road.
- › Via Verde is a big vertical garden. There are 700 small gardens in it.
- › There are a lot of interesting plants in the gardens.
- › People like the plants and flowers on Via Verde.
- › People in Mexico City think the vertical gardens are interesting.
- › Vertical gardens are important to Mexico City.



#### C Write a fact sheet about an interesting place you know. Use *very*. Do not use contractions.

## CHECK AND REVIEW

Read the statements. Can you do these things?

UNIT 6	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use words for places in cities. <input type="checkbox"/> use words for places in nature.	page 54 page 56
GRAMMAR	<input type="checkbox"/> use <i>There's/There are</i> with <i>a/an, some, a lot of, no</i> . <input type="checkbox"/> use count and non-count nouns.	page 55 page 57
FUNCTIONAL LANGUAGE	<input type="checkbox"/> ask for and give directions. <input type="checkbox"/> check information by repeating.	page 58 page 59
SKILLS	<input type="checkbox"/> write a fact sheet. <input type="checkbox"/> use <i>very</i> correctly.	page 61 page 61

## 7.1

## A GOOD TIME TO CALL

### 1 VOCABULARY: Activities around the house

A Cross out the words that do not complete the sentences.

- |                                     |                 |             |                    |
|-------------------------------------|-----------------|-------------|--------------------|
| 1 I clean _____ on the weekend.     | the bathroom    | the kitchen | <del>my hair</del> |
| 2 We cook _____ every day.          | coffee          | dinner      | breakfast          |
| 3 He washes _____ at night.         | the computer    | his hair    | the dog            |
| 4 She brushes _____ in the morning. | her hair        | her bed     | her teeth          |
| 5 I take _____ every morning.       | a bath          | my room     | a shower           |
| 6 They do _____ in the evening.     | their breakfast | the dishes  | their homework     |
| 7 You help _____ a lot.             | your friends    | your home   | your mother        |

### 2 GRAMMAR: Present continuous statements

A Write the *-ing* form of the verbs.

- 1 chat     chatting
- 2 do     \_\_\_\_\_
- 3 eat     \_\_\_\_\_
- 4 get     \_\_\_\_\_
- 5 go     \_\_\_\_\_
- 6 have     \_\_\_\_\_
- 7 play     \_\_\_\_\_
- 8 run     \_\_\_\_\_
- 9 shop     \_\_\_\_\_
- 10 study     \_\_\_\_\_
- 11 take     \_\_\_\_\_
- 12 work     \_\_\_\_\_





B Complete the sentences with the present continuous form of the verbs in parentheses ( ).

- 1 I'm *chatting* \_\_\_\_\_ (chat) on the phone right now.
- 2 We \_\_\_\_\_ (do) the dishes in the kitchen.
- 3 Sara and Tomas are at a store. They \_\_\_\_\_ (shop) for new furniture.
- 4 Riu is in the bathroom. He \_\_\_\_\_ (take) a shower.
- 5 The girls are in the park. They \_\_\_\_\_ (run).
- 6 This game isn't boring. We \_\_\_\_\_ (have) fun.
- 7 The children are in bed, but they \_\_\_\_\_ (get) up now.
- 8 I'm in the kitchen. I \_\_\_\_\_ (eat) lunch.

3 GRAMMAR AND VOCABULARY

A Complete the sentences with the affirmative (+) or negative (-) form of the present continuous.

- 1 I usually take a shower at 7:30 a.m. It's 9:00 now.  
I'm *not taking* \_\_\_\_\_ a shower right now.
- 2 Sandra doesn't cook lunch on weekdays. It's noon on Tuesday. Sandra \_\_\_\_\_ lunch at the moment.
- 3 Benjamin and Deb do the dishes after dinner. It's after dinner. They \_\_\_\_\_ the dishes.
- 4 Harry always brushes his teeth after he eats. It's after lunch. He \_\_\_\_\_ his teeth now.
- 5 Eva always helps her parents on the weekend. It's Saturday. She \_\_\_\_\_ her parents right now.
- 6 My family and I never clean our house on a weekday. It's Monday. We \_\_\_\_\_ our house.



B Circle the correct words.

- 1 I sometimes take / *am taking* a bath at night.
- 2 Ruiz *doesn't cook* / *isn't cooking* dinner right now.
- 3 The students often *do* / *are doing* their homework before class.
- 4 I always *am brushing* / *brush* my teeth in the morning and at night.
- 5 My family and I never *do* / *are doing* the dishes together.
- 6 Katya *cleans* / *is cleaning* her room right now.

C Look at the sentences in exercise 3B. Then write what you are doing (or not doing) right now.

- 1 \_\_\_\_\_ I'm not taking a bath right now.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_





C Read the short conversations. Write the questions for B.

1 A Lisa isn't waiting for her husband.

B *Who is she waiting for?*

A She's waiting for her brother.

2 A I'm not going to work right now.

B \_\_\_\_\_

A I'm going to the supermarket.

3 A Yoko's in the kitchen.

B \_\_\_\_\_

A She's studying for her exam. And drinking coffee!

4 A The boys are carrying some big bags.

B \_\_\_\_\_

A Because they're helping their aunt.

5 A I'm helping my daughter with her homework.

B \_\_\_\_\_

A Because she has an exam on Friday.

6 A My children are in the park.

B \_\_\_\_\_

A No, not soccer. They're playing basketball.

3 GRAMMAR AND VOCABULARY

A You are on a train. People are talking on their cell phones. Write present continuous questions for the answers. Use the words in the box.

go    on the bus    ride your bike    ~~take the train~~    wait for your friend    walk

1 A *Are you taking the train?*

B Yes, I am. I'm visiting my friend.

2 A \_\_\_\_\_

B No, I'm not. She's here.

3 A \_\_\_\_\_

B No, I'm not. I'm on the train.

4 A \_\_\_\_\_

B I'm walking to the movie theater.

5 A \_\_\_\_\_

B I'm going to a party.

6 A \_\_\_\_\_

B No. My brother has my bike.

B You are on a bus. People are talking on their cell phones. Write two conversations. Use the words in the box in exercise 3A.

1 A \_\_\_\_\_

B \_\_\_\_\_

2 A \_\_\_\_\_

B \_\_\_\_\_



### 1 FUNCTIONAL LANGUAGE: Asking how things are going

A Put the phone conversation in the correct order.

- \_\_\_\_\_ Jesse Really? Me, too.
- \_\_\_\_\_ 1 Jesse Hello.
- \_\_\_\_\_ Jesse Hey, Gustavo!
- \_\_\_\_\_ Jesse Not bad, thanks. How are you?
- \_\_\_\_\_ Gustavo How are you doing?
- \_\_\_\_\_ Gustavo Hi, Jesse. It's Gustavo.
- \_\_\_\_\_ Gustavo I'm fine. I'm doing my homework right now.

### 2 REAL-WORLD STRATEGY: Reacting to news

A Read the sentences. Check (✓) good news, bad news, or ordinary news. Write *Oh*, *Oh wow!*, or *Oh no*.

	Good news	Bad news	Ordinary news	Reaction
1 I love my new job!				
2 I'm helping my son with his homework.				
3 My grandmother is 100 years old.				
4 There are no rooms at the hotel today.				
5 I have one brother and one sister.				
6 I'm 20 minutes late for class.				



### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

#### A Complete the conversation.

Anna <sup>1</sup> \_\_\_\_\_ Hello.

Paul Hi, Anna. <sup>2</sup> \_\_\_\_\_ Paul.

Anna <sup>3</sup> \_\_\_\_\_, Paul. How <sup>4</sup> \_\_\_\_\_ you?

Paul Good. How are you <sup>5</sup> \_\_\_\_\_ ?

Anna <sup>6</sup> \_\_\_\_\_ fine, thanks. Are you at home?

Paul No. I'm driving to work.

Anna On Sunday?

Paul Yeah. I'm working on Sundays these days.

Anna Oh, <sup>7</sup> \_\_\_\_\_ ! Why?

Paul I have a new job on weekends.

Anna <sup>8</sup> \_\_\_\_\_ . Do you like it?

Paul Yeah, I love it!

Anna Oh, <sup>9</sup> \_\_\_\_\_ ! That's great.

#### B Read about Sylvia and Rafael. How many children does Sylvia have? What is Rafael's bad news?


Sylvia and Rafael are cousins. They live in Florida. Sylvia's children are six, nine, and fourteen years old. Sylvia is always busy – at work and at home. Rafael has some bad news. His wife, Pearl, is not in Florida right now. She is working in California.


#### C Sylvia and Rafael are talking. Write their conversation. Use the information in exercise 3B.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## 1 READING

A **SCAN** Read the blog. When does the restaurant close?




## The Life of a Chef: A to Z by Chef Andy

*B is for Busy!*

[Thursday, January 15, 5:30 a.m.] I'm having breakfast at the restaurant. This is my favorite time of the day. There are no people here.

[Thursday, January 15, 6:00 a.m.] Now there are ten people in the restaurant. They're drinking coffee and chatting. The same ten people come every day from 6:00 to 7:00. Then they take the 7:10 train to work.

[Thursday, January 15, 8:30 a.m.] Here are the moms and dads with small children. They're walking to the restaurant. Now they're opening the door. Oh, no! The children are running in the restaurant. I don't like that.

[Thursday, January 15, 9:15 a.m.] I'm cooking today's lunch. The restaurant's servers, Nick and Alicia are helping me in the kitchen.

[Thursday, January 15, 11:15 a.m.] I'm eating lunch with Nick and Alicia. We always eat before people come for lunch.

[Thursday, January 15, 12:00 p.m.] It's noon now. People are waiting at the door. There are 20 people!

[Thursday, January 15, 2:30 p.m.] There usually aren't a lot of people in the restaurant in the afternoon. We're cleaning the kitchen and the tables in the dining area.

[Thursday, January 15, 4:30 p.m.] I'm cooking dinner. Mac and Pilar are helping me now. We are cooking food for 50 people! The restaurant closes at 11 p.m. It's a very busy day. But people love my food, so I love my job!

B **READ FOR DETAILS** Read the blog again. Then complete the chart with the times.

5:30 a.m.	Andy is having breakfast.		Andy is cooking lunch.
	Ten people are drinking coffee and talking.		Andy and two people are having lunch.
	Parents are coming to the restaurant with their children.		People are coming for lunch at the restaurant.
			Andy is cooking dinner.

## 2 LISTENING

A  **7.01** **LISTEN FOR SUPPORTING DETAILS** Listen to Andy talk about his job. Choose the correct answers.

- 1 How many people does Andy cook for every day?
  - a 100
  - b four
  - c 200
- 2 How many days a week is the restaurant open?
  - a seven
  - b three
  - c four
- 3 Why do the people like the restaurant?
  - a because they're not cooking at home
  - b because the restaurant is busy
  - c because they're not at work
- 4 What does Andy do in his free time?
  - a cooks at home
  - b eats in restaurants
  - c helps his friends



### 3 WRITING

A Match 1–6 with a–f. Then write sentences below. Add *too* or *also* and use the correct punctuation.

- |   |       |                                |        |
|---|-------|--------------------------------|--------|
| 1 I like Nick and Alicia.                         | f     | a I cook dinner.               | (too)  |
| 2 My job is busy.                                 | _____ | b They're playing with things. | (also) |
| 3 The children are running in the restaurant.     | _____ | c I'm a writer.                | (too)  |
| 4 I cook breakfast and lunch.                     | _____ | d They come for dinner.        | (also) |
| 5 Mr and Mrs Garcia come for breakfast on Friday. | _____ | e I work a lot of hours.       | (also) |
| 6 I'm a chef.                                     | _____ | f I like Mac and Pilar.        | (too)  |

- 1 I like Nick and Alicia. I like Mac and Pilar, too.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

B Add *And*, *But*, or *Also* to the sentences below. Use the correct punctuation.

- 1 I like the blog. And OR Also, I think the comments are interesting.
- 2 The writer has a busy life. \_\_\_\_\_ he has fun.
- 3 She works in a Mexican restaurant. \_\_\_\_\_ she goes to school at night.
- 4 Clara and Hugo really like the Couch Café. \_\_\_\_\_ they think it's expensive.

C Write a blog post about a day in your life. Give your blog a title (for example, *F is for Fun*). Write about what you do at different times of the day. What is your favorite time of the day? Why?

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT</b> <b>7</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use words about activities around the house. <input type="checkbox"/> use transportation words.	page 66 page 68
GRAMMAR	<input type="checkbox"/> use the present continuous in statements. <input type="checkbox"/> ask questions in the present continuous.	page 67 page 69
FUNCTIONAL LANGUAGE	<input type="checkbox"/> start a phone call. <input type="checkbox"/> react to news.	page 70 page 71
SKILLS	<input type="checkbox"/> write a blog about things happening now. <input type="checkbox"/> use <i>and</i> , <i>but</i> , and <i>also</i> .	page 73 page 73

## 8.1

## SHE LIKES MUSIC, BUT SHE CAN'T DANCE!

### 1 VOCABULARY: Verbs to describe skills

A Look at the pictures and complete the sentences. Use the correct form of the verbs in the box.

dance      draw      fix things      paint      play the guitar      read music  
sing      skateboard      surf      snowboard      speak two languages      swim



1 Matt swims every week.

2 Jorge is an artist and draws beautiful pictures.

3 Sidney speaks two languages for people.

4 Natalia is Mexican-American. She sings.



5 Renato goes to the beach every weekend and surfs.

6 Ben is in a music class and plays the guitar well.

7 Jaime snows in the mountains in winter.

8 Aiko often goes to the park and skateboards.



9 Lorena plays the guitar in a band.

10 Paola dances with her cousin at family parties.

11 Sergei sings his favorite music in the morning.

12 Emma skateboards with her friends after school.



## 2 GRAMMAR: *can* and *can't* for ability; *well*

A Read the text. Circle *can* or *can't* to complete the sentences.

My family is from the United States. My brother and I <sup>1</sup>*can* / *can't* speak English and Spanish. My brother lives in France now, and he <sup>2</sup>*can* / *can't* speak French, too. My mom only speaks English – she <sup>3</sup>*can* / *can't* speak other languages. My dad <sup>4</sup>*can* / *can't* speak other languages, but he <sup>5</sup>*can* / *can't* read music. He loves his piano!

We have other skills, too. My mom <sup>6</sup>*can* / *can't* fix things, for example the car, or our bikes. They always work well. My brother <sup>7</sup>*can* / *can't* draw well, and he <sup>8</sup>*can* / *can't* paint well, too. I love his pictures! I <sup>9</sup>*can* / *can't* sing well – my brother says I'm not very good. But I <sup>10</sup>*can* / *can't* dance – I love it!

B Write sentences with *can*. Use the verbs in the box and *well*.

cook   draw   drive   play music   play soccer   speak English

- 1 Soccer players *can play soccer well*.
- 2 Bus drivers \_\_\_\_\_.
- 3 A chef \_\_\_\_\_.
- 4 English teachers \_\_\_\_\_.
- 5 An artist \_\_\_\_\_.
- 6 People in a band \_\_\_\_\_.

## 3 GRAMMAR AND VOCABULARY

A Complete the chart for you. Then write questions and answers with *can* or *can't* and the words in parentheses ( ).

	dance	draw	fix things	paint	play the guitar	read music	ride a bike	sing	skateboard	snowboard	speak two languages	surf	swim
Carla	✓	x	✓	x	✓	✓	✓	✓	x	x	✓	x	✓
Tony	✓	✓	✓	✓	x	x	✓	x	✓	x	✓	✓	✓
You													

- 1 (Carla / play the guitar) Can Carla play the guitar? Yes, she can.
- 2 (Tony / sing) \_\_\_\_\_
- 3 (Carla and Tony / snowboard) \_\_\_\_\_
- 4 (Carla and Tony / speak two languages) \_\_\_\_\_
- 5 (Carla / surf) \_\_\_\_\_
- 6 (Tony / paint) \_\_\_\_\_
- 7 (you / read music) \_\_\_\_\_
- 8 (you / fix things) \_\_\_\_\_

B Look at the answers. Write questions about people you know. Use the verbs in exercise 3A.

- |                                |               |                         |
|--------------------------------|---------------|-------------------------|
| 1 <u>Can your mother swim?</u> | Yes, she can. | 4 _____ No, she can't.  |
| 2 _____                        | Yes, he can.  | 5 _____ No, they can't. |
| 3 _____                        | No, he can't. | 6 _____ Yes, they can.  |



## 1 VOCABULARY: Work

A Complete the sentences with the words in the box.

company	coworkers	have a meeting	office
take a break	think	work hard	workers

I work for a big <sup>1</sup> company. Its name is Verulia. There are 250 <sup>2</sup> \_\_\_\_\_ in my company. Some people work in the capital city, but 50 of us work in Gardon, near my home. I like my <sup>3</sup> \_\_\_\_\_. They are very friendly. The <sup>4</sup> \_\_\_\_\_ is nice because it is near a park. I usually <sup>5</sup> \_\_\_\_\_ at 10:30 for half an hour. I go for a walk in the park. Sometimes 10 or 15 of us <sup>6</sup> \_\_\_\_\_ in the park. It's really good because we <sup>7</sup> \_\_\_\_\_ of great ideas outside. I <sup>8</sup> \_\_\_\_\_ – sometimes for six days a week – but I love my job!

## 2 GRAMMAR: *can* and *can't* for possibility

A Complete the sentences with *can* or *can't*.

- It's possible to swim in the lake.  
We *can swim in the lake*.
- It's not possible to surf there.  
You \_\_\_\_\_
- It's not possible to use my cell phone in the mountains.  
I \_\_\_\_\_
- It's possible to ride our bikes in the park.  
We \_\_\_\_\_
- Maria doesn't walk a lot. It's possible to take the bus.  
She \_\_\_\_\_
- It's not possible for a dog to go in a restaurant.  
A dog \_\_\_\_\_



B Write questions about your English class. Use *can* or *can't* and the words in parentheses ( ). Then write answers for the questions.

- 1 (be late for class)  
*Can you be late for class?*  
 \_\_\_\_\_  
*No, I (OR we) can't.*  
 \_\_\_\_\_
- 2 (speak your language in class)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 (ask your teacher questions)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 (use your cell phone in class)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5 (when / have a meeting with your teacher)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 6 (what / do on your break)  
 \_\_\_\_\_  
 \_\_\_\_\_



### 3 GRAMMAR AND VOCABULARY

A Look at the chart. How are New Tech Company and Best Tech Company different? Write sentences about each company. Use *can* and *can't*.

	New Tech Company	Best Tech Company
work at home or in the office	✓	
work in the office every day		✓
30 hours a week + 10 minute coffee break every day		✓
50 hours a week + breaks when you want	✓	
meetings in the office three times a week		✓
Skype meetings every month	✓	

- 1 *At New Tech Company, you can work from home or in the office.*  
 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

B Do you want to work at New Tech Company or Best Tech Company? Write your answer. Give two or three reasons.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 1 FUNCTIONAL LANGUAGE: Giving and asking for opinions

#### A Put the words into the correct order to make questions.

1 Do / have happy workers? / that / you / think / great companies

*Do you think that great companies have happy workers?*

2 Why / friends are important? / you / do / think

3 you / technology / a good thing? / is / think / Do

4 fun? / you / think / Do / school / is

5 a job? / Why / you / think / want / do / people

#### B Match the questions from exercise 1A with the answers below.

a \_\_\_\_\_ Yes. I think technology is changing the world. It's good.

b \_\_\_\_\_ I think people want a job because they want money.

c \_\_\_\_\_ Yes, I do. I think that good companies always have happy workers.

d \_\_\_\_\_ No. I think school is boring.

e \_\_\_\_\_ I think friends are important because they are fun and interesting.

#### C Answer the questions so they are true for you. Give your opinion. Use *I think so* or *I don't think so*.

1 Are you good at sports? \_\_\_\_\_ *I don't think so.*

2 Are you a good worker? \_\_\_\_\_

3 Are you good at video games? \_\_\_\_\_

4 Are you a good coworker? \_\_\_\_\_

5 Are you good at teamwork? \_\_\_\_\_



### 2 REAL-WORLD STRATEGY: Explaining and saying more about an idea

#### A Circle *a* or *b* to complete the sentences.

1 I think this is a great company. I mean,

a It's a good place to work.

b I'm a really good worker.

2 We love our dog. I mean,

a her name is Kiki.

b she's always fun and happy.

3 My coworkers are great. I mean,

a we work well together.

b we work in the same office.

4 I'm not very good at soccer. I mean,

a I watch soccer on TV, but I can't *play* soccer.

b I watch soccer with my friends a lot.






## 1 LISTENING

- A  8.01 LISTEN FOR DETAILS Listen to part of a podcast about robots. What do Emily and Joel think? **Circle** the correct answer.

Emily and Joel *think / do not think* that a robot can be a child's friend.

- B  8.01 LISTEN FOR SUPPORTING DETAILS Listen again. What is good about robots for children? Check (✓) the things Emily and Joel say.

- |  |                          |
|--|--------------------------|
| 1 Children can play games with robots.             | <input type="checkbox"/> |
| 2 Children can learn about technology from robots. | <input type="checkbox"/> |
| 3 Children can play soccer with robots.            | <input type="checkbox"/> |
| 4 Robots and children can have birthday parties.   | <input type="checkbox"/> |
| 5 Robots are not real friends.                     | <input type="checkbox"/> |
| 6 Children can do things with robots all day.      | <input type="checkbox"/> |

## 2 READING

- A Read the article. Then choose the correct title. **Circle** 1, 2, or 3.

- 1 New Robots
- 2 Our Grandparents' Problems
- 3 Robots for Our Grandparents

Companies now have talking robots for grandparents. Sometimes, our grandparents do not live with other people. They do not talk to other people every day and they don't see their friends often. This is a problem, and the new robots can help.

Elena Cho is an example. She is an old woman. She doesn't live with her family. But now, she has a talking robot. It can tell her about new books or interesting movies. Also, it can play music for Elena. Her robot knows her favorite songs and singers.

Elena Cho says, "My robot is not a friend, but I like it very much."

- B Read the article again. Check (✓) the correct sentences.

- |  |                                     |
|--|-------------------------------------|
| 1 Some grandparents do not live with other people. | <input checked="" type="checkbox"/> |
| 2 New robots can help grandparents.                | <input type="checkbox"/>            |
| 3 Elena Cho's robot goes to the movies with her.   | <input type="checkbox"/>            |
| 4 Elena Cho's robot plays her favorite music.      | <input type="checkbox"/>            |
| 5 Elena doesn't like her robot.                    | <input type="checkbox"/>            |





### 3 WRITING

- A Read three people's online comments about the podcast. Find the quotes from Emily and Joel. Change the punctuation for the quotes.

**Claudia, Bogotá**  
I don't think Emily is right. She says our children are playing with their robots and not with other children. My two children often play with other children. They use robots for 30 minutes a day. I don't think that's a lot.

**Helena, Belo Horizonte**  
I think robots are a good thing. Joel says children can play with robots and learn from them. I agree. Children can play with other children, but I don't think they learn from other children. They learn from their robots.

**Moe, Toronto**  
I think Emily is right. Robots are sometimes a problem for children. She says robots are now our children's friends. It's true for my six-year-old nephew. He always plays with his robot. He doesn't want to play with other children. It's a big problem for my sister and her husband.

- B Look at the sentences about robots for old people. Change the sentences to quotes. Use *says* or *said* and the correct punctuation.

**Informal writing:**

- 1 Elena Cho: I like my new talking robot.
- \_\_\_\_\_

- 2 Elena Cho's son: The robot helps my mother a lot.
- \_\_\_\_\_

**Formal writing:**

- 3 Ronaldo Benson: Our company makes robots for grandparents.
- \_\_\_\_\_

- 4 Doctor Wu: Robots are good for grandparents because their families don't see them every day.
- \_\_\_\_\_

- C Write an online comment. Give your opinion about robots for grandparents.

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT</b> <b>8</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure. <b>I can ...</b>	If you are not sure, go back to these pages in the Student's Book.
	<b>VOCABULARY</b> <input type="checkbox"/> use verbs to describe skills. <input type="checkbox"/> use words about work.	page 76 page 78
	<b>GRAMMAR</b> <input type="checkbox"/> use <i>can</i> or <i>can't</i> for ability. <input type="checkbox"/> use <i>well</i> . <input type="checkbox"/> use <i>can</i> or <i>can't</i> for possibility.	page 77 page 77 page 79
	<b>FUNCTIONAL LANGUAGE</b> <input type="checkbox"/> ask for and give opinions. <input type="checkbox"/> explain and say more about an idea.	page 80 page 81
	<b>SKILLS</b> <input type="checkbox"/> write an online comment. <input type="checkbox"/> use quotations for other people's words.	page 83 page 83

## 9.1

## I LOVE IT HERE!

## 1 VOCABULARY: Travel

A Complete the sentences with the words in the box.

boat	country	plane	ranch
tickets	tour	town	vacation

- Silvia and Raúl aren't working. They are on vacation.
- Raúl loves animals. He's on a farm in the \_\_\_\_\_, away from the city.
- Silvia loves the ocean. She goes on a \_\_\_\_\_ on the water.
- Silvia and Raúl buy \_\_\_\_\_ for the museum. They are \$25 each.
- Silvia doesn't like animals. A \_\_\_\_\_ is not a good place for her.
- Silvia lives in a small \_\_\_\_\_. It has 10,000 people.
- Silvia and Raúl go on a \_\_\_\_\_ of the museum. A woman tells them about the interesting art.
- Silvia sits next to Raúl on the \_\_\_\_\_. She looks out the window and sees buildings and trees.

2 GRAMMAR: *This and These*A Complete the conversations. Use *this* or *these* and the words in the box.

museum	photos	seats
your hotel	your tickets	your train

- A Is this your train ?  
B Yes, it is. We're going home.
- A Are \_\_\_\_\_ ?  
B Yes. We need them for the movie.
- A \_\_\_\_\_ cool.  
B Yes. They are from our vacation.
- A Is \_\_\_\_\_ ?  
B Yes, our room is very nice!
- A Wow, \_\_\_\_\_ comfortable.  
B Yes, they are.
- A \_\_\_\_\_ interesting.  
B Yes. It has a lot of beautiful pictures.





### 3 GRAMMAR AND VOCABULARY

A Look at the pictures from people's vacations. Imagine you are writing messages about each trip. Write two or three sentences for each picture. Use *this* or *these*. How many words from the box can you use?

boat    country    farm    ranch    plane    ticket    tour    town    vacation

1 We're on a bike tour. There are many interesting places on the tour. It's not boring!

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2

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3

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### 1 VOCABULARY: Travel arrangements

A Cross out the words that do not complete the sentences.

- |  |                    |                |                      |
|--|--------------------|----------------|----------------------|
| 1 We have to arrive _____ at 2 p.m.    | at our destination | at the airport | <del>on a trip</del> |
| 2 They are buying _____.               | friends            | some coffee    | tickets              |
| 3 The flight _____ at 10 a.m.          | arrives            | leaves         | stays                |
| 4 We are _____ my aunt's house.        | checking in at     | staying at     | traveling to         |
| 5 Our _____ is from June 15 to July 1. | destination        | trip           | vacation             |
| 6 We can check in at the _____.        | airport            | hotel          | museum               |
| 7 We _____ on the plane for 12 hours.  | arrive             | fly            | travel               |
| 8 People can buy plane tickets _____.  | at the airport     | online         | on a flight          |

### 2 GRAMMAR: *like to, want to, need to, have to*

A Circle the correct answers.

- 1 My husband has a business trip this week. He has to / likes to go to Boston.
- 2 This is our favorite restaurant. We like to / need to go there for lunch on Sunday.
- 3 My brother is studying to be a doctor. He wants to / needs to study for five years.
- 4 This camera is not in the stores. You want to / have to buy it online.
- 5 Can we take the bus to the mall? I don't have to / want to drive.
- 6 My friends and I are learning Chinese. We want to / need to go to China on vacation next year.
- 7 I like to / have to eat cookies for breakfast, but I know it's bad for me.
- 8 My friend wants to / likes to work at a big technology company. She has an interview there next week!





B Complete the sentences with affirmative (+) or negative (-) forms of *have to*, *like to*, *need to*, or *want to*. Sometimes there are two correct answers.

- 1 It's 10 a.m. My flight is at 12 p.m. I'm late! I need to OR have to go to the airport.
- 2 My sister \_\_\_\_\_ go on vacation with our parents. She likes to travel with her friends.
- 3 Jason's very hungry. He \_\_\_\_\_ eat dinner now.
- 4 Sari \_\_\_\_\_ travel on the subway. It's busy and hot.
- 5 My parents' car is very old. They \_\_\_\_\_ buy a new car.
- 6 We're planning our next vacation. We \_\_\_\_\_ go to a lot of interesting places.

### 3 GRAMMAR AND VOCABULARY

A Write sentences that are true for you.

- 1 have / check in / three hours before my flight

I have to check in three hours before my flight at the airport near my city.

- 2 like / fly

\_\_\_\_\_

- 3 have / buy plane tickets online

\_\_\_\_\_

- 4 like / stay at hotels

\_\_\_\_\_

- 5 need / arrive / at the bus stop 15 minutes early

\_\_\_\_\_

- 6 want / work / at an airport

\_\_\_\_\_

- 7 need / leave / home before 8:00 a.m.

\_\_\_\_\_

- 8 like / take / trips to places near my home

\_\_\_\_\_

- 9 want / travel / to New York

\_\_\_\_\_





### 1 FUNCTIONAL LANGUAGE: Asking for missing information and clarification

#### A Correct four mistakes in the conversations.

- 1 A Excuse me. Where <sup>is</sup> the women's restroom?  
B It's over there, near the door.
- 2 A Excuse me. What time the bus to San Diego leave?  
B It leaves at 11:15 a.m.
- 3 A Excuse me. How much this guide book?  
B It's \$12.99.
- 4 A Excuse me. I need buy a ticket to Bogotá. How much is it?  
B A bus ticket \$147.

#### B Put the conversation in the correct order.

- \_\_\_\_\_ A And for a child? Is it the same price?
- 1 A Excuse me. How much is one ticket?
- \_\_\_\_\_ A Then one ticket for me and one ticket for my son, please.
- \_\_\_\_\_ A Where are seats 10A and 10B?
- \_\_\_\_\_ B Tickets are \$15.
- 8 B They're on the right.
- \_\_\_\_\_ B OK. Your seats are 10A and 10B.
- \_\_\_\_\_ B No, it isn't. Tickets for children are \$5.

### 2 REAL-WORLD STRATEGY: Asking someone to repeat something

#### A Check (✓) two correct ways to ask someone to repeat something.

- 1 Sorry, repeat, please. \_\_\_\_\_
- 2 Sorry, can you repeat that, please? \_\_\_\_\_
- 3 Sorry, what you say? \_\_\_\_\_
- 4 Sorry, can you say that again? \_\_\_\_\_





### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Mia is at a store. She talks to a clerk. Use the information below to write their conversation.

- 1 Mia wants to know the price of the flowers.
- 2 The clerk says a price.
- 3 Mia wants to know the price of a plant, too.
- 4 The clerk says a price for the flowers and the plant together.
- 5 Mia doesn't understand.
- 6 The clerk repeats the information.
- 7 Mia understands. Now she wants to know where a good café is.
- 8 The clerk gives directions.
- 9 Mia doesn't understand.
- 10 The clerk repeats the directions.
- 11 Mia thanks the clerk.
- 12 The clerk finishes the conversation.

1 Mia *Excuse me. How much are the flowers?*

2 Clerk

3 Mia

4 Clerk

5 Mia

6 Clerk

7 Mia

8 Clerk

9 Mia

10 Clerk

11 Mia

12 Clerk





## 1 READING

A **SKIM** Skim the article. Check (✓) the things the article mentions.

- |   |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <input type="checkbox"/> horses                     | <input type="checkbox"/> museums | <input type="checkbox"/> hotels |
| <input type="checkbox"/> countries in South America | <input type="checkbox"/> food    |                                 |

### GLOSSARY

ride a horse (v) sit on a horse

## South American ranch vacations



**Do you like animals and nature? Do you want to travel and meet people? Why not visit a *gaucho* ranch?**

A *gaucho* ranch is a very big farm with horses and other animals. The workers there are called *gauchos*. They are really good with horses. People can visit *gaucho* ranches and learn about the farm and the animals.

Can you ride a horse well? The *gauchos* can take you on a tour of the ranch.

Do you want to learn to ride a horse? The *gauchos* can help you!

There are *gaucho* ranches in South America, for example in Argentina, Bolivia, Chile, and Uruguay. You can visit for a week, or you can work on a *gaucho* ranch for a month. Some ranches even have one-day tours.

You don't have to ride a horse every day. You can also walk around the ranch and see all the interesting plants and animals.

Maybe you don't want to go to the country, but you're interested in ranches. Some towns near ranches have *gaucho* museums. One *gaucho* museum is only 90 minutes from Buenos Aires. You can go there and learn a lot about *gaucho* life. Also, the museum is free!

So, go to a *gaucho* ranch and have a great vacation!



An Argentinian gaucho on his horse

B **Read the article again. Answer the questions. Write complete sentences.**

- Where does a gaucho work? \_\_\_\_\_
- What countries have gaucho ranches? \_\_\_\_\_
- How long can you stay at a gaucho ranch? \_\_\_\_\_
- What can you learn about in a gaucho museum? \_\_\_\_\_

## 2 LISTENING

A **9.01 LISTEN FOR DETAILS** Listen to Ella talk about her vacation. Does she like it?

B **9.01 LISTEN FOR SUPPORTING DETAILS** Listen again. Choose the correct answer.

- Ella is visiting \_\_\_\_\_.
  - a ranch
  - an island
  - a museum
- What does Ella think about the people there?
  - They are interesting.
  - They are different.
  - They are friendly.
- What can Ella do in the afternoon?
  - cook lunch
  - go for a walk
  - talk to her mother
- Next year, Ella wants to \_\_\_\_\_.
  - come with her mother
  - stay longer
  - get a bigger room



### 3 WRITING

A Read the advice below. Complete the paragraphs with affirmative (+) and negative (-) imperative verbs in the box.

drive eat go x2 read ride take

#### How to plan your ranch vacation

Ranch vacations in Argentina are great, but <sup>1</sup> read the online reviews before you go.

<sup>2</sup> \_\_\_\_\_ from October to December or from April to June. These are good times to visit.

<sup>3</sup> \_\_\_\_\_ from January to March. It can be very hot. Some ranches are hundreds of miles from Buenos Aires. <sup>4</sup> \_\_\_\_\_ to the ranches in a car. It's very far. <sup>5</sup> \_\_\_\_\_ a plane and then a taxi.

Is this your first time on a horse? You can have lessons on the ranch. They're not expensive. Or can you ride a horse well? <sup>6</sup> \_\_\_\_\_ to a different part of the ranch every day. Ranches are really big. You need to visit for a week or two!

<sup>7</sup> \_\_\_\_\_ a lot at lunch. Dinner is a big meal, and the food is great!

B Change the formal sentences to informal sentences. Use imperatives.

1 You need to come for a week. Come for a week.

2 You can visit the place in August. \_\_\_\_\_

3 You have to take a taxi. \_\_\_\_\_

4 You need to eat a big breakfast \_\_\_\_\_

C Think about a place you like. Write about what people can do and see there. Use imperatives to give advice.

## CHECK AND REVIEW

Read the statements. Can you do these things?

UNIT 9	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use travel words. <input type="checkbox"/> use words for travel arrangements.	page 86 page 88
GRAMMAR	<input type="checkbox"/> use <i>this</i> and <i>these</i> . <input type="checkbox"/> use <i>like to</i> , <i>want to</i> , <i>have to</i> , and <i>need to</i> .	page 87 page 89
FUNCTIONAL LANGUAGE	<input type="checkbox"/> ask for and give missing information. <input type="checkbox"/> ask someone to repeat something.	page 90 page 91
SKILLS	<input type="checkbox"/> write a description of a place. <input type="checkbox"/> use imperatives to give advice.	page 93 page 93

### 1 VOCABULARY: Going out

A Use the words in the box to complete the conversation.

eat      get      go      have      look at      meet      take x2

A What do you usually do on the weekend? I need ideas!

B I visit the mall and <sup>1</sup> \_\_\_\_\_ shopping. Sometimes I <sup>2</sup> \_\_\_\_\_ together with friends. What about you?

A I like to go to the museum near my home and <sup>3</sup> \_\_\_\_\_ art. I like to <sup>4</sup> \_\_\_\_\_ a walk outside, too. I often go to the park.

B The park is great! You can <sup>5</sup> \_\_\_\_\_ a picnic in the park. It's fun to <sup>6</sup> \_\_\_\_\_ outside!

A Good idea! I never have picnics in the park. Usually I <sup>7</sup> \_\_\_\_\_ my husband out to dinner at our favorite restaurant. But not this weekend.

B Oh? Why not? Where is he?

A He's in New York right now. He's going to be home next week. I want to <sup>8</sup> \_\_\_\_\_ him at the airport.

### 2 GRAMMAR: Statements with *be going to*

A Imagine that it is 10 a.m. on Thursday, July 6. Look at the future plans below. Replace the underlined words with future time expressions from the box. You won't use all the words.

next month      on Saturday      this weekend      next Saturday      this afternoon  
 this year      next week      this month      tomorrow      next weekend  
 this Saturday      tonight      next year      this week

1 I'm going to swim in six hours.

*I'm going to swim this afternoon.*

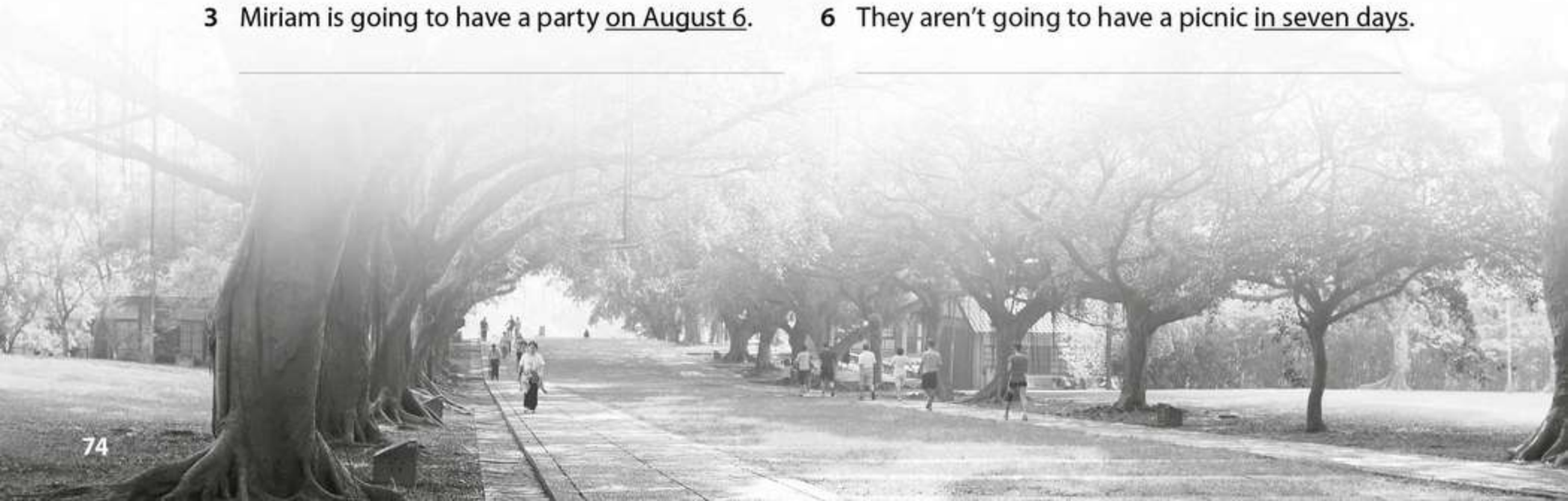
2 The doctor is going to call in 24 hours.

4 We're going to meet our friend in two days.

5 We're going to buy the tickets in 10 hours.

3 Miriam is going to have a party on August 6.

6 They aren't going to have a picnic in seven days.





**B Write sentences with *be going to*.**

- 1 It's Monday today. I meet my friends every Tuesday.  
*I'm going to meet my friends tomorrow* \_\_\_\_\_.
- 2 Felipe takes a walk every night.  
 \_\_\_\_\_ tonight.
- 3 Marco and his friends go to the mall every weekend.  
 \_\_\_\_\_ next weekend.
- 4 Sara doesn't want to take a trip next year.  
 \_\_\_\_\_ next year.
- 5 Kate and her coworkers take a break every day at 11:00.  
 \_\_\_\_\_ this morning at 11:00.
- 6 I have class every Tuesday.  
 \_\_\_\_\_ on Tuesday.



**3 GRAMMAR AND VOCABULARY**

**A Look at Simon's plans for Friday, Saturday, and Sunday. Write sentences about what he is going to do.**

Thursday	Friday	Saturday	Sunday
Today!	Meet my friend at the airport	Picnic at the beach	Go shopping at the mall
	Take my friend out for dinner		Free time

- 1 *On Friday, Simon is going to meet his friend at the airport.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**B Write five true sentences about you. Use the words in exercise 1A, *be going to*, and future time expressions from exercise 2A.**

- 1 *I'm going to meet my sister tomorrow afternoon. Then we're going to go shopping.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## 1 VOCABULARY: Clothes; seasons

A Cross out the word that does not belong in each sentence.

- |          |       |         |           |         |       |
|----------|-------|---------|-----------|---------|-------|
| 1 jeans  | pants | T-shirt | 4 shorts  | sweater | skirt |
| 2 shorts | coat  | hat     | 5 sweater | shirt   | boots |
| 3 dress  | shoes | boots   | 6 pants   | skirt   | jeans |

B Read the descriptions of clothes. Which season is each person talking about? Write words in the box.

dry season    fall    rainy season    spring    summer    winter

- There's no rain, and it's hot! I wear shorts every day. dry season
- It's very cold! I'm wearing a coat and a hat. \_\_\_\_\_
- I'm on the beach. I'm wearing shorts and a T-shirt, and no shoes! \_\_\_\_\_
- It's not summer, but I can see new flowers. I'm wearing a shirt and pants. I don't need to wear a sweater. \_\_\_\_\_
- There's a lot of rain, but it's not cold. I'm wearing a coat and my big boots. \_\_\_\_\_
- I'm wearing a dress. I have a coat, but I'm not wearing it. The next season is winter. \_\_\_\_\_

2 GRAMMAR: Questions with *be going to*

A Read the sentences and complete the questions. Then answer the questions so they are true for you. Write short answers.

- I'm not going to get together with friends this weekend.  
*Are you going to get together* \_\_\_\_\_ with friends next weekend?  
 Yes, I am. OR No, I'm not. \_\_\_\_\_
- My friend isn't going to meet me tonight.  
 \_\_\_\_\_ you tomorrow?
- My family and I aren't going to be on vacation this month.  
 \_\_\_\_\_ next month?
- My friends aren't going to take me out to dinner this week.  
 \_\_\_\_\_ you out to dinner next week?
- My teacher isn't going to work this summer.  
 \_\_\_\_\_ next summer?
- I'm not going to buy a car in the spring.  
 \_\_\_\_\_ next fall?



B Write questions for the answers. Use *What, When, Where, or Who*.

- 1 A Who are you going to meet?  
B I'm going to meet my cousins.
- 2 A \_\_\_\_\_  
B The class is going to take a break in 20 minutes.
- 3 A \_\_\_\_\_  
B The stores are going to open at 9 a.m.
- 4 A \_\_\_\_\_  
B We're going to go shopping at the mall.
- 5 A \_\_\_\_\_  
B My brother is going to buy a TV.
- 6 A \_\_\_\_\_  
B I'm going to visit my parents.

### 3 GRAMMAR AND VOCABULARY

A Use the words to write questions. Then write true answers. Use *be going to*.

- 1 who / you / visit / this fall  
Who are you going to visit this fall?  
I'm going to visit my friend in Canada.
- 2 who / go / with / you / on your trip  
\_\_\_\_\_  
\_\_\_\_\_
- 3 what clothes / you / take / on your next trip  
\_\_\_\_\_  
\_\_\_\_\_
- 4 when / you / buy / boots  
\_\_\_\_\_  
\_\_\_\_\_
- 5 what / country / you / travel / in the rainy season?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 where / your friend / wear / her new dress  
\_\_\_\_\_  
\_\_\_\_\_
- 7 where / your cousin / buy / new pants  
\_\_\_\_\_  
\_\_\_\_\_
- 8 when / you / wear / a sweater  
\_\_\_\_\_  
\_\_\_\_\_



### 1 FUNCTIONAL LANGUAGE: Making and responding to suggestions

A Look at the conversations. Circle the correct responses.

- |  |  |
|--|--|
| <p>1 A There's a good Chinese restaurant near here.<br/>B a Why don't we eat Chinese food?<br/>b Why don't we walk there?</p> <p>2 A I don't want to cook dinner tonight.<br/>B a Let's eat at home.<br/>b Let's go to a restaurant.</p> <p>3 A It's a beautiful day outside.<br/>B a Why don't we take a walk?<br/>b Why don't we watch a movie?</p> <p>4 A The museum is 15 kilometers from here.<br/>B a Let's walk to the museum.<br/>b Let's take a bus.</p> <p>5 A Let's eat outside.<br/>B a Yes, we do.<br/>b Good idea.</p> <p>6 A Why don't we have a picnic on Sunday?<br/>B a Sorry, I'm busy.<br/>b No, we don't.</p> | <p>7 A Why don't we meet at the hotel?<br/>B a Yes, sure.<br/>b Let's meet at the hotel.</p> <p>8 A Let's go to the beach.<br/>B a I'm sorry.<br/>b OK, sounds good.</p> |
|--|--|



### 2 REAL-WORLD STRATEGY: Saying why you can't do something

A Look at Amy's week below. Then write her responses to sentences 1–5. Use *have to*.

*Things to do next week:*

Monday — Friday — work from 8 a.m.–4 p.m.

Monday — doctor, 6 p.m.

Tuesday — make dinner for my family

Saturday — Aunt Beatriz's party

Sunday — study

- |  |     |  |
|--|-----|--|
| 1 Let's go to the mall Monday evening.   | Amy | <u>I'm sorry, but I can't. I have to go to the doctor.</u> |
| 2 Why don't we meet for lunch on Friday? | Amy | _____  |
| 3 Let's have dinner together on Tuesday. | Amy | _____  |
| 4 Why don't we get together on Saturday? | Amy | _____  |
| 5 Let's go to the beach on Sunday.       | Amy | _____  |



### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Alex and Jay are making plans for their friend Keiko's birthday. Put the sentences in the correct order.

- \_\_\_\_\_ Keiko Hello.
- \_\_\_\_\_ Alex Good idea. Let's go to the new Korean restaurant on First Street. It's really good.
- 1 Alex So, it's Keiko's birthday on Friday.
- \_\_\_\_\_ Keiko I'm sorry, but I can't. I'm busy then. My family is going to have a birthday party for me. Hey, why don't you and Alex come to the party?
- \_\_\_\_\_ Alex Hi, Keiko. It's Alex. Jay and I are talking about your birthday. We want to take you out for dinner. Why don't we meet at the new Korean restaurant next Friday?
- \_\_\_\_\_ Jay OK, great. Let's call Keiko and ask her.
- \_\_\_\_\_ Jay Oh, yeah! Why don't we take her out to dinner for her birthday?
- 9 Alex Thanks, Keiko. We love birthday parties. We can take you out to dinner next weekend.
- \_\_\_\_\_ Alex Sure. I have her number on my phone. I'm calling her now ...



B Read the information below. Then write a conversation.

You are making plans with two friends for next weekend. Talk about what you are going to do and when you are going to do it. You and your friends are not free at the same time. Find a time to get together.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## 1 LISTENING

A **10.01 LISTEN FOR DETAILS** Listen to Susana talk about her trip to Stockholm, Sweden. Check (✓) the things Susana says about Stockholm.

It's famous.

There are a lot of things to do.

There are old buildings.

It's not hot.

B **10.01 LISTEN FOR SUPPORTING DETAILS** Listen again. Put the things to do in the order Susana says them. Cross out the sentences that she does not talk about.

\_\_\_\_\_ a go to a museum

\_\_\_\_\_ e go shopping and eat something

\_\_\_\_\_ b go to the beach

\_\_\_\_\_ f go for a bike ride

\_\_\_\_\_ c go to an island

\_\_\_\_\_ 1 g tour famous places

\_\_\_\_\_ d find a place to go dancing

\_\_\_\_\_ h have a picnic

## 2 READING

A Read the article about Midsummer Day in Sweden. Write *T* if the sentence is true or *F* if the sentence is false.

*Midsummer Day* is a very important day in Sweden. There is sun in the day *and* night. The holiday is on June 24, but the activities are always on the weekend. People wear holiday clothes for the day's activities, and they wear flowers, too. Children and adults dance and play games. They eat different foods – and the first strawberries of summer. Midsummer is also a time of love. Girls and young women take home seven different flowers. When they go to sleep on Midsummer Night, they see who their husband is going to be. Midsummer Day is really an important day.



\_\_\_\_\_ T 1 It is always in June.

\_\_\_\_\_ 3 People wear different clothes.

\_\_\_\_\_ 2 Midsummer Day is only for children.

\_\_\_\_\_ 4 Flowers are important.



### 3 WRITING

A Read the online invitation. Underline six full forms. Change the full forms to contractions.

**Event** Beach party!  
**Host** Brianna  
**When?** Saturday, June 20  
**Where?** Miami Beach

**Message from Brianna**

*Jeff's*  
 Jeff is going to be 25 on June 10. We are going to have a beach party for him. Be at Miami Beach near Fifth Street at 6:00 p.m. We are going to have a big picnic. Then we are going to go out. It is going to be a fun night! Do not tell Jeff about the party. He does not know about it.

B **Circle** the contractions in the sentences. Write *F* if the sentence is formal. Write *I* if the sentence is informal.

- 1 There's going to be dancing.
- 2 Jenny is going to send the invitation.
- 3 I am going to ask 30 people to come to the party.
- 4 We're going to have a lot of fun.
- 5 Do not be late.

C Imagine it's a friend's birthday party. Write an invitation for their party. Describe what you are going to do. Use contractions.

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT 10</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
	VOCABULARY <input type="checkbox"/> use words for going out activities.	page 98
	<input type="checkbox"/> use words for clothes and seasons.	page 100
	GRAMMAR <input type="checkbox"/> use <i>be going to</i> in statements.	page 99
	<input type="checkbox"/> use <i>be going to</i> in <i>yes/no</i> and information questions.	page 101
FUNCTIONAL LANGUAGE <input type="checkbox"/> make and respond to suggestions.	page 102	
<input type="checkbox"/> say why I can't do something.	page 103	
SKILLS <input type="checkbox"/> write an online invitation.	page 105	
<input type="checkbox"/> use contractions.	page 105	

## 11.1

## FLASHBACK FRIDAY

### 1 VOCABULARY: Describing people, places, and things

A Match the adjectives (1–5) with their opposites (a–e).

- |            |               |             |
|------------|---------------|-------------|
| 1 awful    | <u>  e  </u>  | a boring    |
| 2 exciting | <u>      </u> | b noisy     |
| 3 fast     | <u>      </u> | c old       |
| 4 new      | <u>      </u> | d slow      |
| 5 quiet    | <u>      </u> | e wonderful |

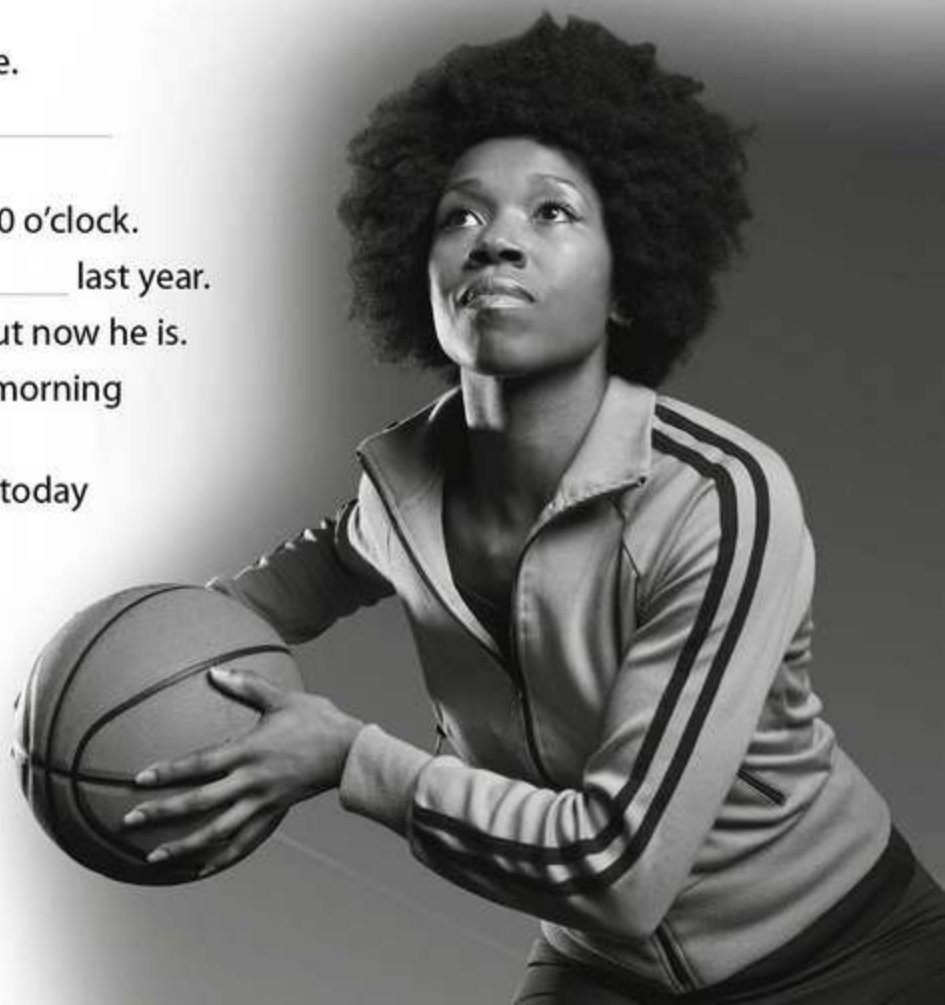
B Cross out the word that people do not use with *beautiful* and *cute*.

- |             |       |      |       |            |             |
|-------------|-------|------|-------|------------|-------------|
| 1 beautiful | day   | girl | man   | picture    | woman       |
| 2 cute      | class | dog  | dress | little boy | little girl |

### 2 GRAMMAR: Statements with *was* and *were*

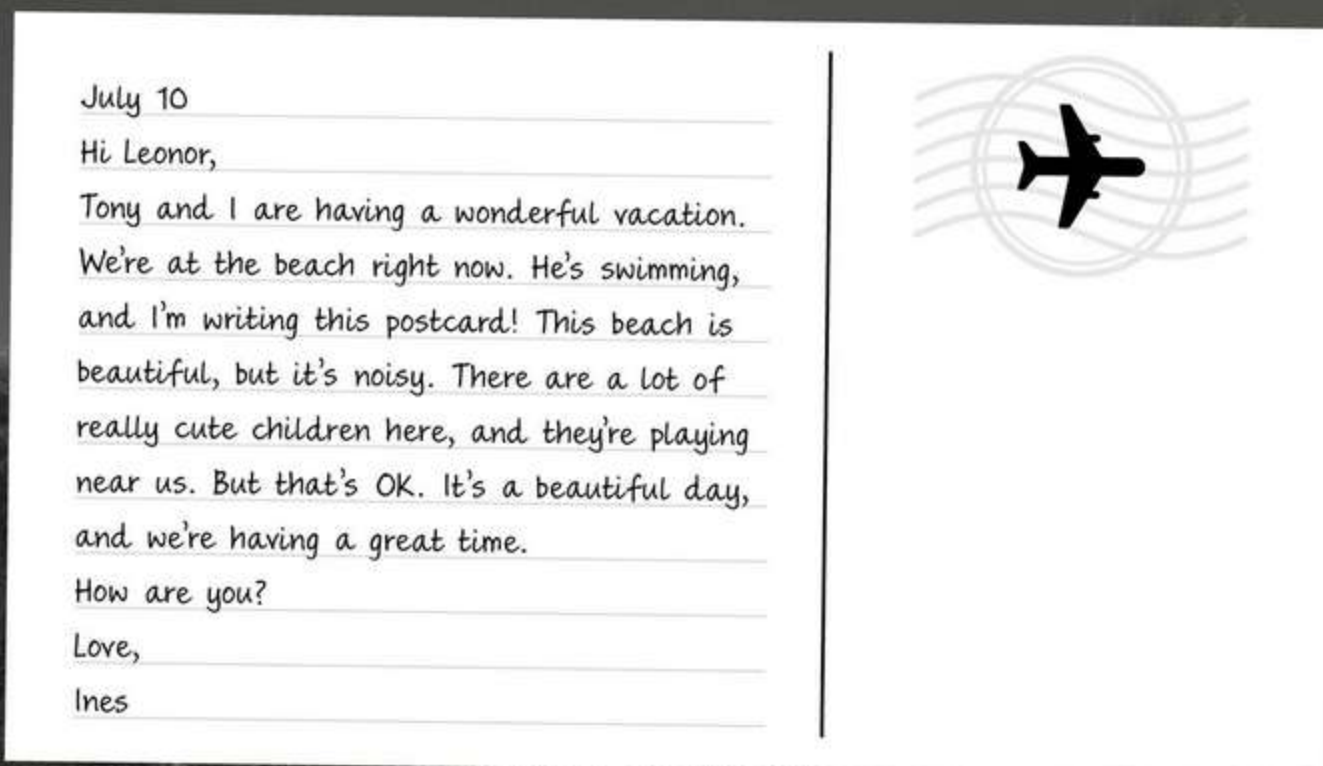
A Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

- 1 I'm tall now, but I   wasn't   a tall child.
- 2 My grandparents are always home now, but in 2015, they                      at work.
- 3 We're in the same class now, but we                      in the same class last year.
- 4 Gabriel is in college now, but in 2016, he                      in high school.
- 5 I'm not on vacation now, but I                      on vacation last week.
- 6 School is fun now, but it                      fun before.
- 7 Yessica is good at basketball now, but she                      good last year.
- 8 You're here now, but you                      here at 10 o'clock.
- 9 My friends are in college now, but they                      last year.
- 10 Sergio                      at our company last year, but now he is.
- 11 It                      nice and quiet in my house this morning because my children                      asleep.
- 12 I                      in the office all week, but I'm not today because it's Sunday!





B Read the postcard. Then complete the sentences with *was*, *wasn't*, *were*, or *weren't*.



July 10  
 Hi Leonor,  
 Tony and I are having a wonderful vacation.  
 We're at the beach right now. He's swimming,  
 and I'm writing this postcard! This beach is  
 beautiful, but it's noisy. There are a lot of  
 really cute children here, and they're playing  
 near us. But that's OK. It's a beautiful day,  
 and we're having a great time.  
 How are you?  
 Love,  
 Ines

- 1 It's August now. Ines \_\_\_\_\_ on vacation in July.
- 2 Ines's parents \_\_\_\_\_ with her.
- 3 Ines and Tony \_\_\_\_\_ at the beach on July 10.
- 4 The beach \_\_\_\_\_ quiet.
- 5 There \_\_\_\_\_ a lot of children.

3 GRAMMAR AND VOCABULARY

A Read the sentences. Then write two sentences that are the opposite. Use *wasn't* or *weren't* for A. Use *was* or *were* for B.

- |   |                                       |
|---|---------------------------------------|
| <p>1 I was quiet in class.<br/>                 A <u>I wasn't quiet in class.</u></p> | <p>B <u>I was noisy in class.</u></p> |
| <p>2 I was awful at sports in school.<br/>                 A _____</p>                | <p>B _____</p>                        |
| <p>3 My school was in an old neighborhood.<br/>                 A _____</p>           | <p>B _____</p>                        |
| <p>4 New books were boring for me.<br/>                 A _____</p>                   | <p>B _____</p>                        |
| <p>5 My first job was wonderful.<br/>                 A _____</p>                     | <p>B _____</p>                        |
| <p>6 My friends and I were noisy.<br/>                 A _____</p>                    | <p>B _____</p>                        |
| <p>7 My first computer was new.<br/>                 A _____</p>                      | <p>B _____</p>                        |
| <p>8 I was a good student.<br/>                 A _____</p>                           | <p>B _____</p>                        |

### 1 VOCABULARY: Colors

#### A Unscramble the color words.

- 1 ckbal \_\_\_\_\_
- 2 earong \_\_\_\_\_
- 3 twihe \_\_\_\_\_
- 4 dre \_\_\_\_\_
- 5 llowye \_\_\_\_\_
- 6 gary \_\_\_\_\_
- 7 lbeu \_\_\_\_\_
- 8 pkni \_\_\_\_\_
- 9 neerg \_\_\_\_\_
- 10 nrowb \_\_\_\_\_
- 11 lepurp \_\_\_\_\_



#### B Complete the sentences so they are true for you. Use color words from exercise 1A.

- 1 My cell phone is \_\_\_\_\_.
- 2 My favorite shirt is \_\_\_\_\_.
- 3 My bag is \_\_\_\_\_.
- 4 I'm wearing \_\_\_\_\_ clothes today.
- 5 I don't like the color \_\_\_\_\_.

### 2 GRAMMAR: Questions with *was* and *were*

#### A Complete the *yes/no* questions with *was* or *were*. Then answer the questions so they are true for you. Use short answers.

- 1 I wasn't at home on Sunday.  
 Were you at home on Saturday? \_\_\_\_\_ Yes, I was. OR No, I wasn't.
- 2 My family and I weren't on vacation in August.  
 \_\_\_\_\_ on vacation in June? \_\_\_\_\_
- 3 I wasn't in class on Tuesday.  
 \_\_\_\_\_ in class on Wednesday? \_\_\_\_\_
- 4 My cousins weren't in college in 2016.  
 \_\_\_\_\_ in college in 2017? \_\_\_\_\_
- 5 My friends weren't busy on Saturday.  
 \_\_\_\_\_ busy on Friday? \_\_\_\_\_
- 6 My teacher wasn't at work on Sunday.  
 \_\_\_\_\_ at work on Monday? \_\_\_\_\_



B Use the words to write questions with *was* or *were*. Then answer the questions so they are true for you.

1 what / your first teacher's name

What was your first teacher's name? \_\_\_\_\_

My first teacher's name was Ms. Song. \_\_\_\_\_

2 where / your first school

\_\_\_\_\_

\_\_\_\_\_

3 how old / you / in 2005

\_\_\_\_\_

\_\_\_\_\_

4 what color / your first cell phone

\_\_\_\_\_

\_\_\_\_\_

5 where / you / on Saturday night

\_\_\_\_\_

\_\_\_\_\_

6 who / with you / on the weekend

\_\_\_\_\_

\_\_\_\_\_

### 3 GRAMMAR AND VOCABULARY

A Read the questions about when you were a child. Correct the mistake in each question. Then answer the questions so they are true for you.

1 What things <sup>were</sup> was brown in your home?

Our kitchen table and chairs were brown. \_\_\_\_\_

2 What your favorite color was?

\_\_\_\_\_

3 What color were your favorite toy?

\_\_\_\_\_

4 Was your shoes always black?

\_\_\_\_\_

5 Your desk was white?

\_\_\_\_\_

6 Are there gray walls in your first home?

\_\_\_\_\_





### 1 FUNCTIONAL LANGUAGE: Expressing uncertainty

A Erica and Chris are at a party. Erica asks questions about the people she sees. **Circle** the correct words to complete the conversation.

Erica Who's that man over there?

Chris <sup>1</sup>I'm *not* / *no* sure. <sup>2</sup>I *think* / *know* he's Alma's brother.

Erica OK. And who's the woman next to him?

Chris Oh, that's Jamie's wife. Her name is Mischa, <sup>3</sup>I *know* / *think*.

Erica Right. Where's Alma? It's her birthday party and I can't see her!

Chris <sup>4</sup>I have *no* / *not* idea!

Erica There's Jamie. <sup>5</sup>*Maybe* / *Yeah* Jamie can tell us!

### 2 REAL-WORLD STRATEGY: Taking time to think

A Chris needs time to think about Erica's questions. Write *Let me think*, *Uh*, or *Um* in the conversation. There can sometimes be more than one answer.

Erica Do you need more food, Chris?

Chris \_\_\_\_\_, I'm not hungry, thanks.

Erica What time do you want to leave?

Chris \_\_\_\_\_. Maybe in an hour?

Erica Do you want to dance?

Chris \_\_\_\_\_, yeah!



### 3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Read sentences 1–5. Write a conversation between you and a friend. Use the words in the box in your friend's answers.

I have no idea.    Uh, ...    I don't know.    I think ...  
Maybe ...    Um, ...    Let me think.    I'm not sure.

1 You want to know Leonardo DiCaprio's age in *Titanic*.

**You** How old was Leonardo DiCaprio in *Titanic*?

**Your friend** Uh, I don't know.

2 You want to know where Leonardo DiCaprio's parents are from.

**You** \_\_\_\_\_

**Your friend** \_\_\_\_\_

3 You want to know the name of the actor in a TV show.

**You** \_\_\_\_\_

**Your friend** \_\_\_\_\_

4 You want to know when a movie was popular.

**You** \_\_\_\_\_

**Your friend** \_\_\_\_\_

5 You want to know who is in a famous band.

**You** \_\_\_\_\_

**Your friend** \_\_\_\_\_



## 1 READING

A **SKIM** Read the article. Find three reasons why people keep things.

## Why do we keep things?

Old toys. Old music. Old soccer balls. Why are they so important? Why do we keep them? Here are three reasons:

### Our feelings

5 Maybe your favorite toy when you were a child was from your grandparents. You don't play with the toy now. You never see it. But you still want to keep it. Why? Because it's from your grandparents. You love them very much. So you


10 keep the toy.

### Money

Do you have your parents' old music? Maybe the music was five dollars in the 1970s. Maybe it is going to be 50 or 100 dollars in 20 years. Sometimes we keep things because we can get money for them in the future.

15 **The future**

Why are you keeping your old soccer ball or your old guitar? You don't need them now. You don't play soccer or the guitar. But maybe your son or daughter is going to be a great soccer player or a wonderful guitar player. You're keeping them for your children.



B **READ FOR DETAIL** Read words 1–5 below. Circle the words in the article. Then match the words with their meanings (a–g). You don't need to use all the meanings.

- |                  |       |                         |          |
|------------------|-------|-------------------------|----------|
| 1 it (line 7)    | g     | a children              | f things |
| 2 them (line 9)  | _____ | b grandparents          | g toy    |
| 3 it (line 13)   | _____ | c music                 |          |
| 4 them (line 14) | _____ | d parents               |          |
| 5 them (line 18) | _____ | e soccer ball or guitar |          |

## 2 LISTENING

A **11.01 LISTEN FOR DETAILS** Listen to the conversation. Write *T* for True and *F* for False.

- \_\_\_\_\_ 1 Tadeo and Jen are shopping for old things.
- \_\_\_\_\_ 2 School wasn't very important for Tadeo.
- \_\_\_\_\_ 3 Tadeo's teacher was good.

B **11.01 LISTEN FOR SUPPORTING DETAILS** Listen to the conversation again. What does Tadeo keep? Does he keep it because it's expensive, or because he loves it?



### 3 WRITING

A Read Ichiko's email. Write the correct topic sentences (a–c) for the paragraphs (1–3).

- a There's a photo of you and me at the airport.
- b Do you remember our trip to Colombia in 2010?
- c I have a photo of you on the beach.

Reply Forward

Hi Rafa,

1 \_\_\_\_\_

We went to the beach in Santa Marta. We were there day and night because there were no hotels. It was great. It wasn't very expensive, and it was really beautiful. I'm writing to you because I have some pictures from the trip!

2 \_\_\_\_\_

You're in the water 🏊 next to a really tall man, and you're wearing a new shirt. You were very cute. Do you remember the guy's name? I think he was from Canada. 🇨🇦

3 \_\_\_\_\_

I'm wearing a long skirt with flowers. 🌸 The flowers on my skirt were red, yellow, and orange. Your shirt was pink and purple. I can't remember your shorts. They weren't very nice. Do you remember them? Do you have the photo? 📷

Love,  
Ichiko

B Read the sentences and check (✓) where emojis are correct.

- 1 (At the doctor's office) Can the doctor see me tomorrow? 🤔 \_\_\_\_\_
- 2 (On social media) I was at work until 10:30 last night. 😞 \_\_\_\_\_
- 3 (In a text message) Do you want to get together on the weekend? 🤔 \_\_\_\_\_
- 4 (At school) Professor Marumi, I'm not going to be in class next week. 😞 \_\_\_\_\_

C Write an email about a trip in the past. Use one paragraph for each idea. Write a topic sentence for each paragraph.

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT 11</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
VOCABULARY	<input type="checkbox"/> use adjectives to describe people, places, and things.	page 108
	<input type="checkbox"/> use words for colors.	page 110
GRAMMAR	<input type="checkbox"/> use statements with <i>was</i> and <i>were</i>	page 109
	<input type="checkbox"/> use questions with <i>was</i> and <i>were</i>	page 111
FUNCTIONAL LANGUAGE	<input type="checkbox"/> express uncertainty.	page 112
	<input type="checkbox"/> take time to think.	page 113
SKILLS	<input type="checkbox"/> use topic sentences in your writing.	page 115
	<input type="checkbox"/> write an email about an experience in the past.	page 115



## 12.1

## BACKPACKING AND SNACKING

### 1 VOCABULARY: Snacks and small meals

A Cross out the word that does not complete each sentence.

- |  |           |             |         |
|--|-----------|-------------|---------|
| 1 I usually drink _____ juice with my breakfast. | apple     | pineapple   | potato  |
| 2 _____ comes from an animal.                    | Chicken   | Beef        | Soup    |
| 3 _____ is a dairy product.                      | Lamb      | Cheese      | Butter  |
| 4 _____ is made from grain.                      | a cracker | a pineapple | bread   |
| 5 _____ are fruit that grow on trees.            | Potatoes  | Coconuts    | Oranges |
| 6 I often have _____ for lunch.                  | soup      | sandwiches  | butter  |
| 7 I use _____ to make vegetable soup.            | tomatoes  | potatoes    | apples  |

### 2 GRAMMAR: Simple past statements

A Complete the sentences. Write the simple past form of the verbs.

- I like apples. I liked apples when I was a child.
- They don't go to the supermarket on Saturday. They \_\_\_\_\_ to the supermarket last Saturday.
- Elena tries a different restaurant every month. She \_\_\_\_\_ a different restaurant last month.
- We eat bread every day. We \_\_\_\_\_ bread yesterday.
- I don't drink tea at night. I \_\_\_\_\_ tea last night.
- Max always buys food on Sunday. He \_\_\_\_\_ food last Sunday.







**B** Change the affirmative (+) verbs so they're negative (-). Change the negative (-) verbs so they're affirmative (+).

- 1 I didn't eat beef. I \_\_\_\_\_ ate \_\_\_\_\_ chicken.
- 2 I didn't drink coffee. I \_\_\_\_\_ tea.
- 3 Ramon liked the Chinese restaurant. He \_\_\_\_\_ the French restaurant.
- 4 The bus didn't arrive at 10:15. It \_\_\_\_\_ at 10:20.
- 5 We went to the supermarket. We \_\_\_\_\_ to the park.
- 6 We didn't stop for lunch. We \_\_\_\_\_ for a snack.

### 3 GRAMMAR AND VOCABULARY

**A** Write true affirmative (+) and negative (-) sentences about the past. Use the words in the box or your own ideas.

apple/apples	butter	cracker/crackers	potato/potatoes
banana/bananas	cheese	lamb	sandwich/sandwiches
beef	chicken	orange/oranges	soup
bread	coconut/coconuts	pineapple/pineapples	tomato/tomatoes

- 1 I / have / for dinner last night  
 I had chicken for dinner last night. I didn't have lamb. \_\_\_\_\_
- 2 I / buy / last week  
 \_\_\_\_\_
- 3 I / need / yesterday  
 \_\_\_\_\_
- 4 I / like / when I was a child  
 \_\_\_\_\_
- 5 I / want / last weekend  
 \_\_\_\_\_
- 6 I / eat / for breakfast this morning  
 \_\_\_\_\_

### 1 VOCABULARY: Food, drinks, and desserts

A Find the words in the box in the word search.

black beans	chocolate cake
cookies	eggs
fish	green beans
ice cream	juice
pizza	rice
soda	steak
water	

C	F	D	J	U	Z	G	R	Y	Z	K	W	P
O	F	J	A	G	P	R	H	S	O	D	A	L
O	C	O	B	J	R	E	G	Y	U	I	T	V
K	J	T	L	U	Q	E	Y	H	P	F	E	I
I	L	F	G	I	H	N	J	O	P	I	R	C
E	B	L	A	C	K	B	E	A	N	S	C	E
S	A	X	C	E	V	E	B	G	D	H	M	C
Z	D	P	P	I	Y	A	Y	R	G	J	S	R
W	A	A	I	J	K	N	O	Q	W	S	T	E
R	X	D	R	Z	K	S	H	S	A	F	E	A
I	H	B	S	T	Z	A	Z	C	V	R	A	M
C	H	O	C	O	L	A	T	E	C	A	K	E
E	F	U	O	P	T	F	J	E	M	G	K	M

### 2 GRAMMAR: Simple past questions; *any*

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

- I didn't have \_\_\_\_\_ *any* \_\_\_\_\_ breakfast this morning.
- Armando wanted \_\_\_\_\_ cookies last night.
- Did you eat \_\_\_\_\_ rice yesterday?
- We didn't have \_\_\_\_\_ homework last week.
- I had \_\_\_\_\_ juice with my breakfast this morning.
- Manolo went to the supermarket because he wanted to buy \_\_\_\_\_ fruit.
- Were there \_\_\_\_\_ desserts at lunch?
- My children didn't drink \_\_\_\_\_ soda with lunch.







**B Use the words to write questions about the past. Then answer the questions for you.**

1 you / see / your friends / on the weekend

*Did you see your friends on the weekend?*

*No, I didn't. They were working.*

2 you and your family / have / dinner at home / last Friday

3 what / you / eat / yesterday

4 how / they / hear / about the new café

5 he / drink / soda / at breakfast

6 you / go / to the movie theatre / after dinner

7 where / she / buy / the pineapples

8 you / take / your friends / to your favorite restaurant / last month

**3 GRAMMAR AND VOCABULARY**

**A Write questions so the answers are true for you. Use the words in exercise 1A. You can use *any*.**

1 A *Did you have any juice yesterday morning?*

B Yes, I did. I had some orange juice.

2 A \_\_\_\_\_ last week?

B No, I didn't. I don't like it, so I never drink it.

3 A \_\_\_\_\_ yesterday afternoon?

B Yes, I did. I had some with lunch.

4 A \_\_\_\_\_ yesterday?

B Yes, I did. I eat some every day.

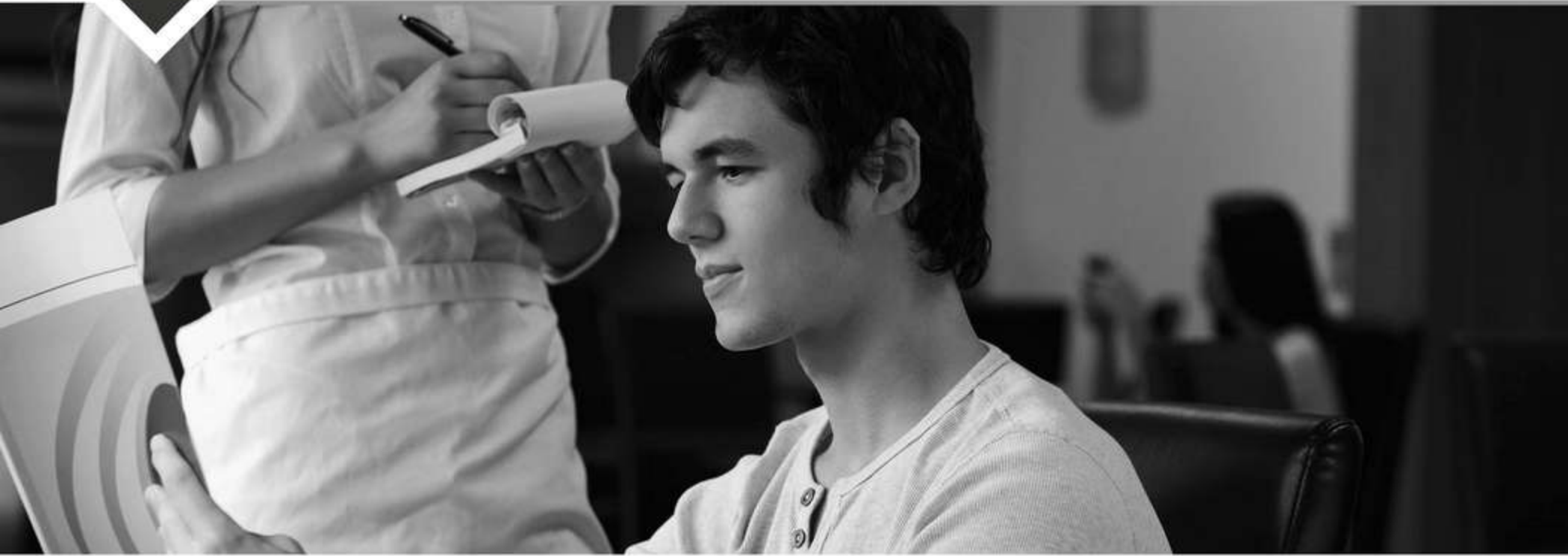
5 A Where \_\_\_\_\_ ?

B At the supermarket.

6 A How \_\_\_\_\_ ?

B I didn't cook them. I never cook them.





## 1 FUNCTIONAL LANGUAGE: Making and responding to offers and requests

### A Rewrite the sentences. Use *would like* or *'d like*.

1 I want some fish, please.

I would like (OR I'd like) some fish, please.

2 Do you want some rice with the fish?

3 What do you want to drink?

4 When do you want the bread?

5 We want a table for six people.

6 Do you want a table near the window?

### B Circle the correct words.

Server Is everything OK?

Endo <sup>1</sup>I want water. / Can I have some water, please?

Server <sup>2</sup>Of course. / Thanks. [ ... ] <sup>3</sup>Here you are. / This is your food.

Endo Thank you. I <sup>4</sup>like / 'd like some juice, too. <sup>5</sup>Do you have / How about orange juice?

Server I'm sorry. <sup>6</sup>We have / It's orange soda but not orange juice. <sup>7</sup>Do / Would you like some orange soda?

Endo No, thanks. [ ... ] Luis, please <sup>8</sup>take / pass the bread.

Luis <sup>9</sup>Here you are. / No, thank you.

Endo Thanks.

## 2 REAL-WORLD STRATEGY: Using *so* and *really* to make words stronger

### A Add *so* or *really* to the sentences.

1 This chocolate cake is good.

2 I want to go to the pizza restaurant.

3 My cell phone is cool.

4 Our apartment is small.

5 I need a vacation!





## 1 LISTENING

A  12.01 LISTEN FOR DETAILS Listen to Mia and Seb talking about hotels. Which hotel do they choose – Astoria Hotel, Capital Hotel, or White Doors Hotel?

B  12.01 LISTEN FOR SUPPORTING DETAILS Listen again. Match the hotels (1–3) with the correct information (a–f). You can use some information two times.

- |                     |       |   |
|---------------------|-------|---|
| 1 Astoria Hotel     | _____ | a It's expensive.                               |
| 2 Capital Hotel     | _____ | b It's near the ocean.                          |
| 3 White Doors Hotel | _____ | c It's on a quiet street.                       |
|                     |       | d People need a car for this hotel.             |
|                     |       | e The reviews of the hotel restaurant are good. |
|                     |       | f The hotel always has great reviews.           |




## 2 READING


A Read the hotel review. Write (+) next to the things the reviewer liked. Write (-) next to the things the reviewer didn't like. Write (X) next to the things the reviewer did not write about.

VACATION REVIEWS

Home Reviews Sign in

Search

Rating 

 We really liked the Ace Hotel. It's a large hotel with 75 rooms, and it's near the train station. The workers at the hotel were very friendly. Our room was quiet, and the bed was big. The hotel has a beautiful swimming pool. Our children loved it. There's a very nice restaurant for breakfast, lunch, and dinner. We didn't eat dinner at the restaurant, but we had breakfast there every morning. There were a lot of different things to eat and drink on the menu. The weather was beautiful, and sometimes we ate outside. The only problem was the shower. It was very small, and one time we didn't have hot water.

1	+	the people	5	_____	the restaurant
2	_____	the price	6	_____	the shower
3	_____	the room	7	_____	the swimming pool
4	_____	the TV	8	_____	internet in the room



### 3 WRITING

**A Add commas to the sentences when necessary.**

- 1 We stayed at the hotel on Monday, Tuesday, and Wednesday.
- 2 The room was noisy and small.
- 3 We had lunch and dinner at the hotel.
- 4 The hotel is near popular restaurants cafés and stores.
- 5 The busy months at my job are May June and July.
- 6 I went with my brother my sister and my cousin.

**B Read the questions and answers. Check (✓) when the speaker answers his or her own question.**

- |   |                                |                                     |       |
|---|--------------------------------|-------------------------------------|-------|
| 1 | Where did you stay?            | At a hotel near the beach.          | _____ |
| 2 | Am I happy?                    | Of course, I'm happy.               | _____ |
| 3 | Did I like the chocolate cake? | I loved the chocolate cake!         | _____ |
| 4 | Do you want some pizza?        | No, thank you. I'd like a sandwich. | _____ |

**C Imagine you stayed at a hotel in your town. Write a review of the hotel. Describe the hotel and where it is. Say what is good (or bad) about the hotel.**

## CHECK AND REVIEW

Read the statements. Can you do these things?

<b>UNIT 12</b>	Mark the boxes. <input checked="" type="checkbox"/> I can do it. <input type="checkbox"/> I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	<b>I can ...</b>	
<b>VOCABULARY</b>	<input type="checkbox"/> use words for snacks and small meals.	page 118
	<input type="checkbox"/> use words for food, drinks, and desserts.	page 120
<b>GRAMMAR</b>	<input type="checkbox"/> use the simple past in statements.	page 119
	<input type="checkbox"/> use the simple past in <i>yes/no</i> and information questions.	page 121
	<input type="checkbox"/> use <i>any</i> .	page 121
<b>FUNCTIONAL LANGUAGE</b>	<input type="checkbox"/> offer and request food and drink.	page 122
	<input type="checkbox"/> use <i>so</i> and <i>really</i> to make words stronger.	page 123
<b>SKILLS</b>	<input type="checkbox"/> use commas in lists.	page 125
	<input type="checkbox"/> write a hotel review.	page 125

# EXTRA ACTIVITIES

## 1 TIME TO SPEAK People from history

- A **Go online. Find information about the people in the photos in Student's Book lesson 1.5 (page 10).**
- Find the people's jobs.
  - Find one other piece of information.
  - Write one sentence for each person. Say the job and one other thing.

## 2 TIME TO SPEAK What's true for me

- A **Write sentences that are true for you and your friends.**
- Write how you and your friends are the same.
  - Write how you are different.
- B **Read your sentences to your class.**

## 3 TIME TO SPEAK A new home

- A **Go online. Find something to buy for your home.**
- B **Write three sentences about it. For example:**
- It's an interesting color.
  - It's cool.
  - It's good for my desk.
- C **Read your sentences to your class.**

## 4 TIME TO SPEAK Playlists

- A **Go online. Find a song in English. Are the verbs from Unit 4 in the Student's Book in the song?**
- B **Circle *a* or *an* in the words of the song.**

## 5 TIME TO SPEAK Life = 5 + 2

- A **Go online and research the work week in three countries.**
- B **How many days do people work? How many hours do they work?**
- C **Read your sentences to your class.**

## 6 TIME TO SPEAK A good place to live

- A **Look online for pictures of a city in your country or another country.**
- B **Plan your visit. What places do you want to see in the city? What do you want to do in the city?**
- C **Write about the things you want to do in the city.**



## 7 TIME TO SPEAK Your life these days

A Look online for books, movies, and songs.

- What books are people reading these days?
- What movies are people watching these days?
- What songs are people listening to these days?

B Write sentences and read to your class.

## 8 TIME TO SPEAK National skills

A People in these countries speak English. Choose five countries.

- Australia
- Canada
- Ireland
- Jamaica
- New Zealand
- South Africa
- the United Kingdom
- the United States

B Write sentences about what people in each country can do really well.

C Read your sentences to your class. Do other students agree?

## 9 TIME TO SPEAK Vacation plans

A Make travel plans.

- Where do you want to go?
- What do you want to do?
- What do you need to do to travel there?

*I want to go to San Diego ... I want to swim and go to the zoo. I need to fly from my city.*

B Tell the class about your vacation plans.

C Do other students have different ideas?

## 10 TIME TO SPEAK 48 hours in your city

A Imagine a group of college students is going to visit your city next month. Plan 48 hours in your city for the group. Make a list of interesting things they can do in your city.

B Read your list to the class. Do you have the same ideas?

## 11 TIME TO SPEAK TV memories

A Talk to your family and friends about their favorite childhood TV shows.

B Go online and find information (names, places, things) about the shows.

C Write sentences about the shows.

D Read your sentences to your class. Did other students write sentences about the same shows?

## 12 TIME TO SPEAK Recipe for a great restaurant

A Look online for a restaurant you want to visit.

B Read reviews for the restaurant. What do people like about the restaurant? What do people not like?

C Show the restaurant website to the class. Tell the class about the reviewers' comments.







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