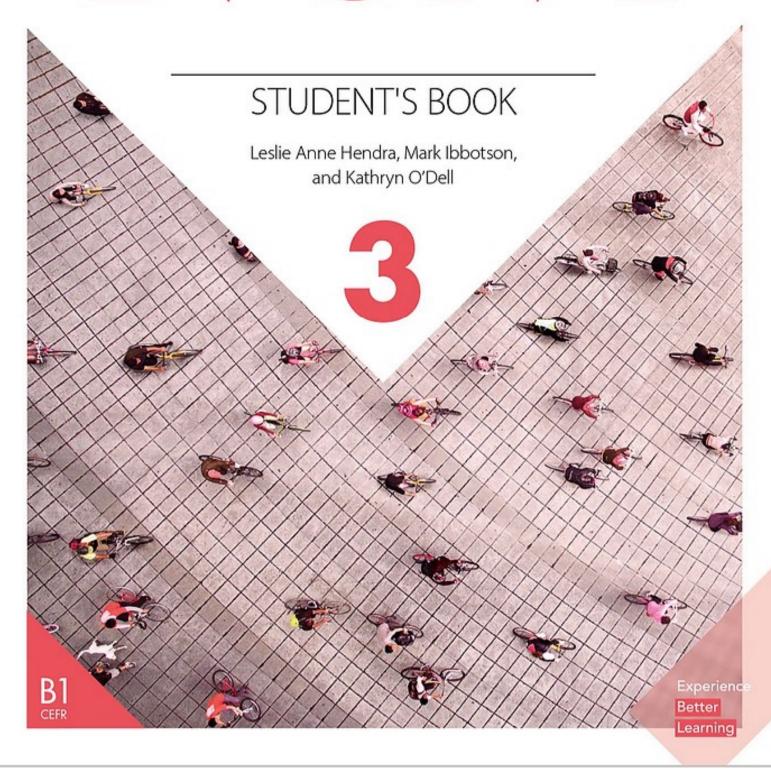
EVOLVE



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EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, **EVOLVE** is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching. Joy in learning.



Meet our student contributors (>)



Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



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Honest, easygoing, funny Centro Universitario Tecnológico, Honduras



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Creative, fun, nice The Institute, Boca del Rio,



CELESTE MARÍA ERAZO FLORES

Happy, special, friendly Unitec (Universidad Tecnológica Centroamericana), Honduras

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

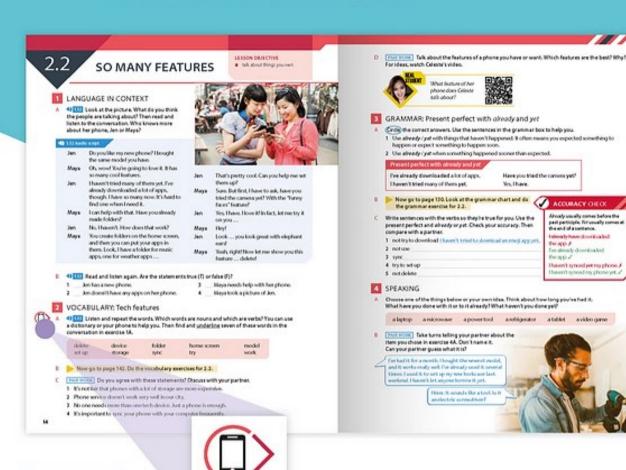
Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

"It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)



Find it

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

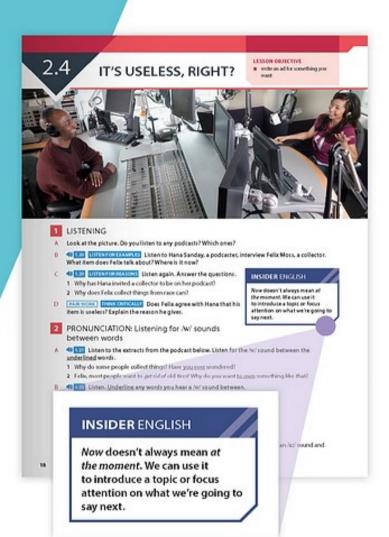
FIND IT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success



Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication

RESULT

Students understand more when listening and can be clearly understood when they speak.

Insider English

INSIGHT

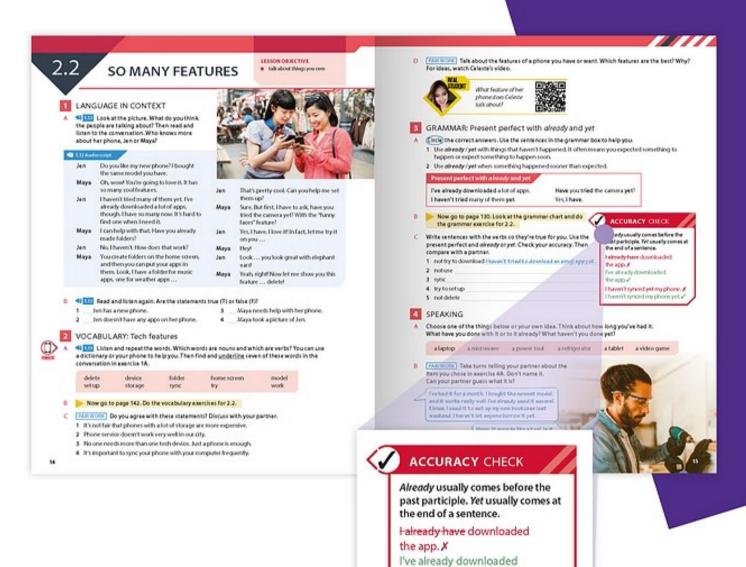
Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

in the real world.



Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for selfediting.

the app. ✓

I haven't synced yet my phone. X I haven't synced my phone yet. V

RESULT

Students avoid common errors in their written and spoken English. "The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan



Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to Speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.





Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real world strategy to help students handle unexpected conversational turns.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	 Talk about people's personalities Ask and answer questions about people Make introductions and get to know people Write an email to get to know someone Ask questions to test a leader's personality 	 Information questions Indirect questions 	 Describing personality Giving personal information 	Stressing new information
Unit 2 So much stuff	 Talk about things you've had for a while Talk about things you own Switch from one topic to another Write an ad for something you want Discuss items to take when you move 	 Present perfect with ever, never, for, and since Present perfect with already and yet 	Describing possessions Tech features	 Saying /t/ at the start of words Listening for /w/ sounds
Unit 3 Smart moves	 Ask and answer questions about your city Talk about how to get from one place to another Ask for and give directions in a building Write a personal statement for a job application Give a presentation about a secret spot in your city 	Articles Modals for advice	City features Public transportation	 Saying consonant clusters at the start of a word
	Review 1 (Review of Units 1–3)			
Unit 4 Think first	 Describe opinions and reactions Make plans for a trip Offer and respond to reassurance Write an email describing plans for an event Choose activities for different groups of people 	 be going to and will for predictions will for sudden decisions; present continuous for future plans 	 Describing opinions and reactions Making decisions and plans 	Saying /p/ at the start of a word Listening for linked sounds – final /n/
Unit 5 And then	 Talk about lost and found things Talk about needing and giving help Talk about surprising situations Write a short story Tell and compare stories 	 Simple past Past continuous and simple past 	 Losing and finding things Needing and giving help 	Showing surprise
Unit 6 Impact	 Talk about urban problems Talk about problems and solutions Express concern and relief in different situations Write a post giving your point of view Decide if a "green" plan will work 	 Quantifiers Present and future real conditionals 	 Urban problems Adverbs of manner 	 Unstressed vowels at the end of a word Listening for weak words
	Review 2 (Review of Units 4–6)			

Functional language	Listening	Reading	Writing	Speaking
Make introductions; say how you know someone; end a conversation Real-world strategy Meet someone you've heard about		We're family! ■ An email to a cousin in a different country	A message introducing yourself An email to a relative in another country Paragraphs	 Talk about questions you ask new people Ask and answer questions about famous people Introduce yourself and ask questions Describe someone's personality Time to speak Decide what makes a good leader
 Introduce new topics; change the subject; stay on track Real-world strategy Use short questions to show interest 	It's useless, right? A podcast interview with a collector		An online advertisement An ad requesting something you want one and ones	 Talk about the "history" of personal objects Talk about how long you've had items Talk about personal interests Talk about someone's reasons for collecting Time to speak Discuss things to take in a move
 Ask for directions; give directions Real-world strategy Repeat details to show you understand 		Maybe you can help ■ An ad for volunteer jobs	A volunteer application A personal statement for an application Checking punctuation, spelling, and grammar	 Ask and answer city questions Talk about routes to places in your city Give directions to places at school or work Talk about a volunteer job Time to speak Discuss "secret spots" in your city
 Offer reassurance; respond to reassurance Real-world strategy Use at least to point out the good side of a situation 	Business and pleasure Colleagues discussing plans for a fun event for students		An email with an event schedule An email describing plans for an event Linking words to show order	 Talk about your plans for the week and weekend Make plans for a weekend trip Talk about difficult situations Choose the best group activity Time to speak Plan a "microadventure"
 Give surprising news; react with surprise Real-world strategy Repeat words to express surprise 		Storytelling An article about how to tell a good story	A true story A story Expressions for storytelling	 Talk about things you have lost or found Describe a time you helped someone Talk about surprising personal news Say what makes a story good Time to speak Share "amazing but true" stories
 Express concern; express relief Real-world strategy Use though to give a contrasting idea 	Beating the traffic ■ A podcast about drone deliveries		Online comment reacting to a podcast Comment about a podcast Using questions to make points	 Discuss the impact of urban problems Talk about city problems and solutions Talk about worrisome situations Evaluate someone's ideas Time to speak Discuss making cities "green"

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	 Discuss your changing tastes in music Talk about TV shows and movies Refuse invitations and respond to refusals Write a movie review Talk about changing tastes 	used to Comparisons with (not) as as	Music TV shows and movies	Saying /m/ in J'm
Unit 8 Getting there	Talk about what you've been doing Talk about progress Catch up with people's news Write a post about managing your time Decide on better ways to use your time	Present perfect continuous Present perfect vs. present perfect continuous	Describing experiences Describing progress	Saying /c/ and /c/ vowel sounds Listening for weak forms of didn't
Unit 9 Make it work	Talk about college subjects Discuss rules for working and studying at home Express confidence and lack of confidence Write the main part of a résumé Decide how to use your skills	Modals of necessity Modals of prohibition and permission	College subjectsEmployment	■ Grouping words
	Review 3 (Review of Units 7-9)			
Unit 10 Why we buy	Say what things are made of Talk about where things come from Question or approve of someone's choices Write feedback about company products Design a commercial	Simple present passive Simple past passive	 Describing materials Production and distribution 	Saying /u/, /au/, and /u/ vowel sounds Listening for contrastive stress
Unit 11 Pushing yourself	 Talk about how to succeed Talk about imaginary situations Give opinions and ask for agreement Write a personal story Talk about a person you admire 	 Phrasal verbs Present and future unreal conditionals 	 Succeeding Opportunities and risks 	■ Saying /ʃ/ and /ʤ/ sounds
Unit 12 Life's little lessons	 Talk about accidents Talk about extreme experiences Describe and ask about feelings Write an anecdote about a life lesson Plan a fun learning experience 	■ Indefinite pronouns ■ Reported speech	Describing accidents Describing extremes	 Saying -ed at the end of a word Listening for 'll
	Review 4 (Review of Units 10–12	2)		

Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152

Functional language	Listening	Reading	Writing	Speaking
 Refuse invitations; respond to a refusal Real-world strategy Soften comments 		Animation for all ages An online article about animated movies and TV shows	A review of an animated movie A movie review Organizing ideas	 Talk about how musical tastes have changed Compare favorite movies/ TV shows Invite someone to an event and refuse an invitation Talk about humor in animated movies Time to speak Discuss changing tastes in entertainment
 Say how long it's been; ask about someone's news; answer Real-world strategy Use that would be to comment on something 	A time-saving tip A podcast interview about time management		A post about a podcast A post about time management Time expressions	 Talk about what you've been doing recently Explain what you've been spending time on Talk to a friend you haven't seen for a while Talk about someone's new habits Time to speak Prioritize tasks to improve balance
 Express confidence; express lack of confidence Real-world strategy Focus on reasons 		A job search An online job ad and a résumé for the job	A résumé Experiences and activities for a résumé How to write a résumé	 Talk about subjects in school that prepare you for the future Present rules for working or studying at home Discuss plans for doing challenging activities Identify what job an ad is for Time to speak Describe skills for an ideal job
 Question someone's choices; approve someone's choices Real-world strategy Change your mind 	Not just customers – fans A podcast about customers as fans		Online customer feedback about products Feedback about products However and although to contrast ideas	Describe how materials affect the environment Share where things you own were produced Talk about things you want to buy Talk about companies you like Time to speak Discuss reasons why people buy things
 Ask for agreement; agree Real-world strategy Soften an opinion 		Outside the comfort zone An online article about benefits of leaving your comfort zone	A story about a challenging new activity A story about pushing yourself Comparing facts	Talk about a failure and its effects Discuss what you might risk for money Express opinions about topics with two sides Talk about pushing yourself Time to speak Discuss what makes people successful
 Describe your feelings; ask about or guess others' feelings Real-world strategy End a story 	Lessons learned? An expert presentation about life lessons		A story about learning a lesson An anecdote about a life lesson Using different expressions with similar meanings	 Talk about a small, amusing accident Describe an extreme experience Talk about emotions associated with an experience Talk about learning from mistakes Time to speak Talk about activities to learn new skills

CLASSROOM LANGUAGE

4) 102 PAIR WORK AND GROUP WORK

Choosing roles

Do you want to go first?

I'll be Student A, and you be Student B.

Let's switch roles and do it again.

Eliciting opinions

What do you think,

3

How about you,

Asking for clarification or more information

I'm not sure I understand. Can you say that again?

Does anyone have anything to add?

Completing a task

We're done.

We're finished. What should we do now/next?

CHECKING YOUR WORK

Comparing answers

Let's compare answers.

What do you have for number ...?

I have ...

I have the same thing.

I have something different.

I have a different answer.



Offering feedback

Let's switch papers.

I'm not quite sure what you mean here.

I really like that you ...

It looks like you ...

I wondered about ...

Can you say this another way?

I wanted to ask you about ...

Let's check this one again.

UNIT OBJECTIVES

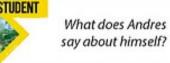
- talk about people's personalities
- ask and answer questions about people
- make introductions and get to know people
- write an email to get to know someone
- ask questions to test a leader's personality

WHO WE ARE



START SPEAKING

- A Where are these people? What are they doing?
- B What do you think the people are like? Guess as much as you can about them.
- C Imagine you're in this place talking to these people. What are you asking them? What are you telling them about yourself? For ideas, watch Andres's video.





1.1

WHAT'S YOUR PERSONALITY?

LESSON OBJECTIVE

talk about people's personalities

- 1 LANGUAGE IN CONTEXT
- A PAIR WORK Do you meet new people often? Where do you meet them? Who have you met lately?
- B Read the article. How does Kenneth say you can learn about someone?

What kind of person are you?

The answer is in your questions.

How do you get to know someone new? You can ask a lot of questions: What's your name? Whose class are you in? Which neighborhood do you live in? Where did you go to school? What kind of work do you do? But the answers don't tell you about someone's personality. I think it's best to listen to the questions that people ask you.

A sociable person, for example, will ask you a lot of questions. Quiet people don't ask you much. The same is true about selfish people – they show little interest in other people. Or imagine you're telling someone about a problem you have. A generous person might ask, "How can I help?" But if you ask someone for help first, and they agree, are you sure they're really helpful? Or are they just afraid to say "no"?

So, the next time you meet someone, ask less, and listen more. The questions people ask show more about their personalities than their answers do.

Kenneth Spears



- C PAIR WORK Read the article again. Do you agree with Kenneth? Why or why not?
- VOCABULARY: Describing personality
- A 10 1.03 Listen and repeat the words. Which words describe the people in the pictures? More than one answer is possible.

brave cheerful easygoing generous helpful honest intelligent nervous reliable selfish serious sociable









B GROUP WORK Which three words in exercise 2A describe you best? Tell your group.

Now go to page 141. Do the vocabulary exercises for 1.1.

D PAIR WORK Use the words in exercise 2A to talk about people you know. For ideas, watch Angie's video.



Do you know anyone like the person Angie describes?



3 GRAMMAR: Information questions

- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Use what / which to ask a general question.
 - 2 Use what / which to ask about a specific group of people or things.
 - 3 Use whose to ask who someone is / who something belongs to.
 - 4 Use how to ask about the way to do something / when to do something.

Information questions

Whose class are you in?

Where did you go to school?

Which neighborhood do you live in?

How can I help?

What are you doing these days?

B Look at the words in the box. Complete the information questions with the correct words. Then ask and answer the questions with a partner.

	How	When	Where	Who	Whose	Why	
1			_do you us	ually meet	your friends	? At night or on the weekend	ls?
2			do you gr	eet new pe	ople? With a	smile?	
3			do you go	with your	friends to ha	ve fun?	
4			's the mos	t sociable	oerson you k	now?	
5			are you le	arning Eng	lish? For wor	k?	
6	Do you	ever use s	omeone els	e's compu	ter?	computer do you	use?



- Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.
- D Write information questions for the answers below.

1	?	I had eggs for breakfast.
2	?	I speak English and Spanish.
3	?	My keys are in my pocket.
4	?	I got here by bus.
5	?	Lusually get up at 6:30.

E PAIR WORK Ask and answer the questions in exercise 3D with your own information.

4 SPEAKING

GROUP WORK What questions do you ask when you meet people for the first time? What do you think your questions say about you?

I usually ask people, "What do you do for fun?" Sometimes we like the same things!

> What do you think that question says about you?

I think it shows people that I am interested in them.



1.2 TRUE FRIENDS?

LESSON OBJECTIVE

 ask and answer questions about people

LANGUAGE IN CONTEXT

- 104 Look at the picture. Do you think the people are good friends? Why or why not? Then read and listen to Jared interview Amber for his podcast. Why does Amber ask questions about his friend Scott?
- 104 Read and listen again. What questions does Amber ask Scott? Can you answer these questions about your good friends?



1.04 Audio script

200 200 200 200 200 200 200 200 200 200			
Jared	Today, I'm talking with Amber Crane, a friendship expert. So, Amber, you have	Amber	Good. Now I'd like to know what sports or hobbies he's into.
	some questions that show if someone is a true friend. Tell me more.	Jared	He's into soccer, and he likes to paint. Hey, I'm answering harder questions.
Amber	OK. I'm going to show you by example. Give me the name of one of your friends.		Does that mean Scott and I are true friends?
Jared	Um, Scott.	Amber	Well, no. You could know these things
Amber	Let's see how well you know Scott. Is he		about anyone through social media.
	single or married?	Jared	True. So, what question can I answer that
Jared	He's married.		shows Scott is a true friend?
Amber	OK. Can you tell me where he was born and raised?	Amber	Try this one. Do you know if he likes broccoli?
Jared	Yes. He was born in Chicago, but he was raised in Oswego.	Jared	I'll tell you after the break and after I text Scott!

VOCABULARY: Giving personal information

A 105 Complete the paragraph with the verbs in the box. Use the simple past. Then listen and check.

	be born celebrate	be into live alone	be married live with my family	be raised retire	be single	
. 1					to the	
11	Wa	is born	in Detroit, but I 2			country.
1,			– my parents, brother, a			
14			sports, especially basel	oall. After high s	chool, I moved I	back to Detroit.
15		in a small	apartment - I didn't have	any roommates	. And I 6	
Id	idn't have a g	girlfriend at that	time. But I have a wife no	w. Alicia and I 7		five years
ag	o, and we 8		our anniversary last Wed	inesday. My par	ents took us ou	t to dinner.
Th	ey 9	a yea	r ago, so they have a lot of	free time.		



Now go to page 141. Do the vocabulary exercises for 1.2.

PAIR WORK Tell your partner about your life. Use expressions from exercise 2A.

I was born and raised in Pisco, but now I live with my family in Lima.

3 GRAMMAR: Indirect questions

- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 In indirect questions, use question word order / statement word order.
 - 2 Use what / if in an indirect yes/no question.
 - 3 For indirect questions within statements, put a period / question mark at the end.

Indirect questions

Can you tell me where he was born and raised?

Do you know if he likes broccoli?

I'd like to know what sports or hobbies he's into.

- B Change the direct questions into indirect questions.Start with the phrases shown. Then check your accuracy.
 - 1 Where were you raised? → Can you tell me
 - 2 When does your teacher want to retire? → Do you have any idea
 - 3 Are your friends into sports? → I wonder
 - 4 When do your parents celebrate their anniversary? → Do you know ?
 - 5 Were your brothers and sisters born in this city? → I'd like to know



You can also use these words to form indirect questions:

Do you have any idea ... ? I want to find out ...

I wonder ...

ACCURACY CHECK

In yes/no indirect questions, do <u>not</u> use do or does in the second part of the question.

Do you know where does she work? X

Do you know where she works? ✓



- C PAIR WORK Ask and answer the indirect questions you wrote in exercise 3B.
- Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.

4 SPEAKING

A Write three questions to ask a classmate about an actor, a singer, or a world leader. Use the verbs in exercise 2A or your own ideas.

Where was Justin Trudeau born?



B GROUP WORK Ask and answer your questions from exercise 4A. Use indirect questions. You can go online to find any answers you didn't know.

> Do you know where Justin Trudeau was born?

> > No. I don't.

I think he was born in Ottawa, Canada.



1.3

NICE TALKING TO YOU

LESSON OBJECTIVE

make introductions and get to know people

FUNCTIONAL LANGUAGE

When you meet someone for the first time, which of these things do you talk about?

> people you both know your classes your interests

where you live where you're from your job

1.06 Read and listen. Nina goes to a party at her coworker Jodi's home. Who does she talk to? What topics in exercise 1A do they talk about?



1.06 Audio script

- A Hello. I'm Nina.
- B Nice to meet you. I'm Mia, Jodi's sister. How do you know Jodi?
- A I work with her. Actually, my desk is next to hers.
- B Wow, I'd love to know what she's like at work! Is she really serious?
- A No. She's really easygoing, actually. So, what kind of work do you do, Mia?
- B I'm in sales. Do you know the company R&R Johnson? I work for them.

A few minutes later

- B Well, I should let you go. It was really nice to meet you, Nina.
- A Thanks. It was nice talking to you.
- B Oh! Hold on a sec. There's Rafe. This is Rafe, my husband. And this is Nina, Jodi's coworker.
- C Hi, Nina. Nice to meet you. So, you work with Jodi ... What's she like at work?



Complete the chart with the expressions in bold from the conversations.

Introductions		Saying how	you know someone	Ending a conversation	
1	Nina.	How ^s	Jodi?	I should 7	
I'm Mia, Jodi's		I 6 I'm her sister/	her. friend/coworker.	Sorry, I have to go now. It was really nice to	
This is Rafe, 3				8	
This is Nina, Jodi's				It was nice ⁹ to you.	

- Circle the correct response to each sentence.
 - 1 How do you know Yolanda?
 - a I'm her brother.
- b This is my sister.
- 2 This is Rosa, my sister. And this is Cal, my coworker.
 - a It was nice talking to you.
- b Nice to meet you.

- 3 I should let you go.
 - a Sorry, I have to go now.

b OK. It was really nice to meet you.

INSIDER ENGLISH

We say Hold on a sec (sec = second) when we want someone to wait for a moment.

2 REAL-WORLD STRATEGY

- A 107 Listen to another conversation at Jodi's party. How are Ji-soo and Nathan related to Jodi?
- B 1.07 Read the information in the box about meeting someone you've heard about. Then listen to the conversation again. Which sentences from the box do Ji-soo and Nathan use?

MEETING SOMEONE YOU'VE HEARD ABOUT

When you meet someone you've heard about before, you can say, "I've heard a lot about you," or "I've heard good things about you." The responses can be, "Good things, I hope!" or "Oh, that's nice."

It's great to meet you, Mia. I've heard good things about you.

Oh, that's nice. So, how do you know Jodi?



- C 10 1.08 Complete another conversation with sentences from the box. Listen and check.
 - A Hi. I'm Jessica, Nathan's sister.
 - B Hello, Jessica. I'm Leo. I work with Nathan.
 - A Nice to meet you, Leo.
 - В
- D PAIR WORK Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 PRONUNCIATION: Stressing new information

- A 109 Listen to the conversations. Notice that words containing new information are stressed.
 - 1 A Hello, I'm Nina.
- B I'm Mia, Jodi's sister.
- 2 A This is Rafe, my husband.
- B Nice to meet you.
- B 110 PAIR WORK Underline the new information in the conversation below. Then listen. Do the speakers stress the words you underlined? Practice the conversation with a partner.
 - A Hi, I'm Robert, Jessica's brother.
- B Hi, Robert. I'm Amaya.
- A So how do you know Jessica?
- B Oh, we work together. She's my boss.
- A Oh really? Is she a good boss?
- B Uh, I don't know yet. I just started.

4 SPEAKING

A PAIR WORK Imagine you are meeting for the first time. Introduce yourselves. Then ask questions to get to know each other. You can ask about the topics in exercise 1A and your own ideas.

Hello. I'm Nick Martin.

Nice to meet you, Nick. I'm Alexandra Clark.

Nice you meet you, too. So, Alexandra, do you live here, in San Francisco?

B GROUP WORK Get together with another pair.

One person in each pair: Introduce yourself and your partner. Everyone: Ask the other pair questions to get to know them.



1.4

WE'RE FAMILY!

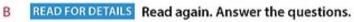
LESSON OBJECTIVE

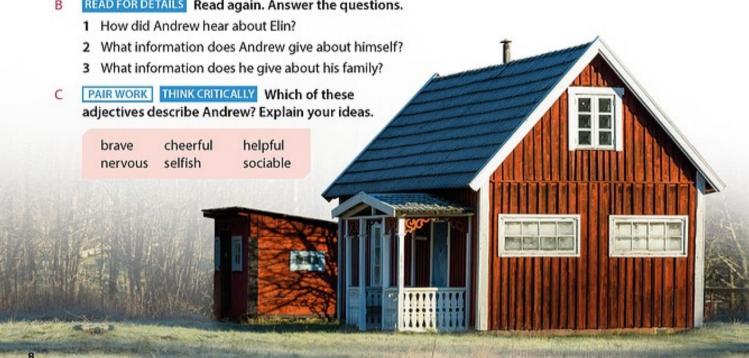
 write an email to get to know someone

READING

READ FOR GIST Read Andrew's email to a cousin in Norway that he has never met. Which of these subjects does he mention?

a farm family members his car his college movies sports To: Ein Hansen <elin953Hansen@blinknet.como From: Andrew Bennett <and.bennett@mymail.org> Subject: Your American cousin Hi Elin. I'm writing because I want to get in touch with the Norwegian side of the family. My Aunt Joan got your email address from your mom. Aunt Joan says you're one of my cousins, and you're about my age - 23. I just finished my degree in economics at North Dakota State University in Fargo. Fargo is the biggest city in North Dakota, and I live there with my parents. I'd like to know about you and what you're interested in. Are you a student, or do you work? What kind of music do you like? Aunt Joan says you live in Oslo. Can you tell me what it's like? And is it true that everyone in Norway is really into winter sports? Sorry for all the questions, but this is an unusual situation - we're strangers, but we're also family. Our side of the family moved to North Dakota from Norway a long time ago. They had a farm in the Red River Valley in North Dakota, and the old house is still there (see attached photo). Hope to hear from you soon. Andrew





2 WRITING

A Read Elin's email to Andrew. Does she answer all his questions?

		Reply Forward
To: Ar	ndrew Bennett <and.bennett@mymail.org></and.bennett@mymail.org>	
From: E	lin Hansen <elin953hansen@blinknet.com></elin953hansen@blinknet.com>	
Subject: R	e; Your American cousin	

Hi Andrew,

- 1 Thanks for your email. It's great to hear from you!
- You asked about me. Well, I'm 24, I graduated this spring, and I'm working in an architect's office now. In my free time, I get together with friends, go shopping, go hiking, and chat with family and friends online. Oh, and I like all kinds of music.
- Oslo is the capital of Norway and is its biggest city. It's a nice place to live because people are friendly and sociable. It's full of great museums and restaurants, and people walk and ride bikes a lot around the city. I don't know if everyone in Norway is into winter sports, but it's true that a lot of us enjoy snowboarding, hockey, and skiing (see attached photo of me).
- 4 I'd love to hear about Fargo. I wonder what people do for fun there. Can you tell me more about your family? Do you have any brothers or sisters? What do you do in your free time? Also, do you know who lives in the old house in the Red River Valley now?
- This is so interesting! Let's stay in touch.
 Elin



B WRITING SKILLS Read about paragraphs. Then match the paragraphs of Elin's email (1–5) to the topics she writes about (a–e).

A paragraph is a group of sentences. All of the sentences in a paragraph are about the same topic. Each paragraph is about a different topic. We often use opening and closing sentences in an email. These often have their own paragraphs and can be one or two lines.

- a closing sentences
- b questions about Andrew
- opening sentences
- d information about Elin
- e ___ information about Elin's country

WRITE IT

Imagine you recently heard from a relative in another country. Choose the country. Write an email to the relative. Give information about yourself and ask questions about his/her life and country. Use paragraphs.

REGISTER CHECK

We use different opening and closing sentences in informal and formal emails. For example:

nformal Formal

It's great to hear from you. It was a pleasure to hear

from you.

Let's stay in touch. I look forward to hearing

from you again.

D PAIR WORK Read your partner's email. Did you learn anything new about your partner?



TIME TO SPEAK What makes a leader?

LESSON OBJECTIVE

 decide what makes a good leader

A DISCUSS Look at the pictures of the leaders on this page. What do you know about these people? In what way are they leaders?



- В
- RESEARCH In pairs, talk about leaders you know and that you admire. They could be leaders of a country, a company, or a sports team, for example. You can go online to learn more about current leaders. What qualities make these leaders great?
- DECIDE In groups, talk about the leaders that you know or learned about, and the qualities you think are important. Imagine that you are going to choose someone to be your class president. Decide who you would choose to lead your class and why.
- PRESENT As a group, present your choice for class president to the class.

 Explain why you chose this person and why you think he or she is best for the job.
- AGREE As a class, take a vote on who you want to choose for your class's president. What quality of this leader was the most important to you?











To check your progress, go to page 153.

USEFUL PHRASES



DISCUSS
Do you know who this is?
Which one is he/she?
I think this is ...
He/She is the ...



DECIDE
Who did you learn about?
This person is a good leader because he/she is ...
Who is the best one?
So, do we all agree?



PRESENT
We decided that ...
should be our president,
because ...
We chose him/her
because ...

UNIT OBJECTIVES

- talk about things you've had for a while
- talk about things you own
- switch from one topic to another
- write an ad for something you want
- discuss special items to take when you move





START SPEAKING

- A What do you see in the drawer? What else do you think is inside it?
- B Why do a lot of homes have a place where people keep lots of different kinds of things?
- C What do you keep in your "junk drawer"? For ideas, watch Andres's video.



Do you and Andres keep the same things in your drawers?



2.1

MY GARAGE

LESSON OBJECTIVE

 talk about things you've had for a while

1	1 LANGUAG	E IN CONTEXT					
Д	A Look at the pic	ture. What are the pe	ople doing? Why d	o you think they	re doing it?		
В	B Read Ethan's so	ocial media post abou	ıt what's in his gara	ge. Check (🗸) th	e things he	mentions.	
	bikes	a bookcase	clothes	comic k			
	dishes	souvenirs	☐ toys	☐ compu	ter games		
	Profile Wall	Friends			Q	6 ≥2	.0
	but a lot of our stuff is So we've finally decided anything in my life, so things are useless. For example, we have boxes of comic books also found a box of or never actually played plain, but it's OK. And	nup! Have you ever felt the s still in the garage. Our ca led to do something with a o I'm not sure which things e two old bikes. We haven' s. I've had them since I was utdated computer games. them. There's also a brand I I've collected a lot of trave e all in a big box. I have no	r has been outside for t all of the stuff. But I've n s people will want to bu t ridden them for years. s 12, but they're in good A friend gave them to a d new bookcase in the s	wo years! (9) never sold ny and which I have some I condition. I me, but I've garage. It's			

C Read the social media post again. Which items do you think Ethan can sell? Why?

collect (v) find and keep a particular kind of thing

GLOSSARY

VOCABULARY: Describing possessions

Like Comment A Share

A 1111 Find and <u>underline</u> the expressions (1–6) in Ethan's blog post in exercise 1B. Match the expressions (1–6) with their opposites (a–f). Then listen and check.

35 35

1	brand new	a	useful
2	in good condition	b	used
3	plain	c	common
4	outdated	d	modern
5	special	e	damaged
6	useless	f	fancy

- B PAIR WORK Take turns asking and answering the questions.
 - 1 When do you think it's important to buy something brand new? Why?
 - 2 Do you have items at home that are damaged, outdated, or useless? Why do you keep them?
 - 3 Can you think of any stores that sell used things? What do they sell? Are the items usually in good condition?



Now go to page 142. Do the vocabulary exercises for 2.1.

PAIR WORK Use the expressions in exercise 2A to describe things you own. Say why they're important or not important to you.

- 3 GRAMMAR: Present perfect with ever, never, for, and since
- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Use the present perfect with for / since and a point of time in the past. It shows when an action or event started.
 - 2 Use the present perfect with for / since and a <u>period</u> of time. It shows the length of time of an action or event.

Present perfect with ever and never

Have you ever felt that way? I've never played computer games.

Present perfect with for and since

Our car has been outside for two years. We haven't ridden these bikes for years. I've had my comic books since I was 12.



- B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.1.
- C Complete the sentences with your own information.

1	I've lived	for	
2	I've never owned		
3	I've had	since	
4	I haven't seen	for	
5	I've known	since	
6	I've never had a bran	d new	
7	I've had my	since	, and it's still in good condition.
8	I haven't seen	for	

- D GROUP WORK Share your sentences from exercise 3C. Which answers surprised you?
- 4 SPEAKING
- A Think of five things you own that you've had for a long time. Use the ideas below or your own ideas to make a list.

a car a pet books clothes furniture home jewelry things you collect

B PAIR WORK Talk about the things on your list. How long have you had them? How did you get them? What's important to you about them?

We have a black-and-white cat named Mr. Penny. He's been a part of our family since I was 13.

How old is he?

We've had him for about five years, but I think he's seven years old.



SO MANY FEATURES

LESSON OBJECTIVE

talk about things you own

Yeah, right! Now let me show you this

feature ... delete!

1 LANGUAGE IN CONTEXT

A 10 1112 Look at the picture. What do you think the people are talking about? Then read and listen to the conversation. Who knows more about her phone, Jen or Maya?

1.12 Audio script

200			C/ 1/	
	Jen	Do you like my new phone? I bought the same model you have.		
	Maya	Oh, wow! You're going to love it. It has so many cool features.	Jen	That's pretty cool. Can you help me set
	Jen	I haven't tried many of them yet. I've		them up?
		already downloaded a lot of apps, though. I have so many now. It's hard to find one when I need it.	Maya	Sure. But first, I have to ask, have you tried the camera yet? With the "funny faces" feature?
	Maya	I can help with that. Have you already made folders?	Jen	Yes, I have. I love it! In fact, let me try it on you
	Jen	No, I haven't. How does that work?	Maya	Hey!
	Maya	You create folders on the home screen, and then you can put your apps in	Jen	Look you look great with elephant ears!

Maya

B 🕠 1.12 Read and listen again. Are the statements true (T) or false (F)?

them. Look, I have a folder for music

apps, one for weather apps ...

1	Jen has a new phone.	3	Maya needs help with her phone
2	Jen doesn't have any apps on her phone.	4	Maya took a picture of Jen.

2 VOCABULARY: Tech features



113 Listen and repeat the words. Which words are nouns and which are verbs? You can use a dictionary or your phone to help you. Then find and <u>underline</u> seven of these words in the conversation in exercise 1A.

delete	device	folder	home screen	model
set up	storage	sync	try	work



- B Now go to page 142. Do the vocabulary exercises for 2.2.
- C PAIR WORK Do you agree with these statements? Discuss with your partner.
 - 1 It's not fair that phones with a lot of storage are more expensive.
 - 2 Phone service doesn't work very well in our city.
 - 3 No one needs more than one tech device. Just a phone is enough.
 - 4 It's important to sync your phone with your computer frequently.

PAIR WORK Talk about the features of a phone you have or want. Which features are the best? Why? For ideas, watch Celeste's video.



What feature of her phone does Celeste talk about?



- GRAMMAR: Present perfect with already and yet
- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Use already / yet with things that haven't happened. It often means you expected something to happen or expect something to happen soon.
 - 2 Use already / yet when something happened sooner than expected.

Present perfect with already and yet

I've already downloaded a lot of apps.

I haven't tried many of them yet.

Have you tried the camera yet?

Yes, I have.



Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.

C Write sentences with the verbs so they're true for you. Use the present perfect and *already* or *yet*. Check your accuracy. Then

1 not try to download I haven't tried to download an emoji app yet.

2 not use

3 sync

4 try to set up

compare with a partner.

5 not delete

ACCURACY CHECK

Already usually comes before the past participle. Yet usually comes at the end of a sentence.

Halready have downloaded the app. X

I've already downloaded the app. ✓

I haven't synced yet my phone. X
I haven't synced my phone yet. V

4 SPEAKING

A Choose one of the things below or your own idea. Think about how long you've had it. What have you done with it or to it already? What haven't you done yet?

a laptop a microwave a power tool a refrigerator a tablet a video game

B PAIR WORK Take turns telling your partner about the item you chose in exercise 4A. Don't name it.

Can your partner guess what it is?

I've had it for a month. I bought the newest model, and it works really well. I've already used it several times. I used it to set up my new bookcase last weekend. I haven't let anyone borrow it yet.

Hmm. It sounds like a tool. Is it an electric screwdriver?



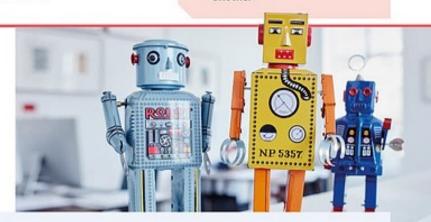
GUESS WHAT!

LESSON OBJECTIVE

 switch from one topic to another

1 FUNCTIONAL LANGUAGE

- A Look at the picture of the toy robots. Why do you think some people own these things?
- B 114 Read and listen to a conversation between two friends. What do the friends plan to do?



1.14 Audio script

- A So, you know I'm interested in old toys, right?
- B Yeah, I guessed that! Look at this room. How many robots do you have now?
- A Twenty-six! And guess what! I just bought two more online.
- B Cool! Are they in good condition?
- A I don't know. I haven't gotten them yet. I'm expecting them on Saturday. Anyway, they looked good in the photos. By the way, have you heard that Tori is in town?
- B No. I haven't seen her since she moved.

- A She's been here since Tuesday. So, why don't we have dinner together, the three of us – at my place?
- B Sounds great.
- A On Saturday?
- B Sure. And that's the day you're expecting your robots.
- A Yeah. So it'll be a big party: the three of us, and ... 28 of my friends!



C Complete the chart with the expressions in bold from the conversations above.

Introducing new topics		Changing the subject	Staying on track	
1	I'm interested	3 , have you	4, they	
in old toys.		heard that Tori is in town?	looked good in the photos.	
And ²	! I just	Oh, before I forget,		
bought two mo	ore online.			

1.15 Put the conversation in the correct order 1–6). Then listen and check.			
I have no idea. Anyway, at least I have my phone now.			
Well, guess what! I just found it – under the refrigerator.			AM
Great. So I can text you again. Oh, before I forget, I want to show you this funny video.		Arto	1
Hey, Emma! So, you know I lost my phone.		AV.	M
That's funny! How did it get there?	The state of the s	1	
That's right – you said you couldn't find it.	TV P	-3 :	

2 REAL-WORLD STRATEGY

- A 1) 1.16 Listen to a conversation between two friends.
 Why is Yadira going to give her watch to Luke?
- B 116 Read the information in the box about using short questions to show interest. Then listen again. What three short questions do Yadira and Luke use to show interest?



USING SHORT QUESTIONS TO SHOW INTEREST

You can use short questions to show you're interested in what someone has said. Use be or an auxiliary verb in the <u>same tense</u> that the first speaker used.

I just bought two more online.

Tori is in town.

You did? Cool!

She is? I haven't seen her since she moved.

C	-(1)	A I found a gold watch on the street yesterday.				
	Α					
	В	1	? What did you do with it?			
	Α	Nothing. It's here in my bag.				
	В	2	? Can I see it?			
D		PAIR WORK	Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.			

3 PRONUNCIATION: Saying /t/ at the start of words

- A 1) 118 Listen and repeat. Focus on the /t/ sound at the start of the word in bold.
 - 1 Tuesday She's been here since Tuesday.
 - 2 text I can text you again.
- B 119 Listen. Which speaker (A or B) says the first /t/ sound most clearly? Write A or B.

1	Tuesday	3	two	5 _	table
2	text	4	Tori	6	time

- C Practice the conversation with a partner. Does your partner say the /t/ sounds clearly?
 - A So you know Todd just bought a new car.
 - B Wait. You mean he sold his truck? He loved that truck. He's had it for like ten years.
 - A Yeah, well, he sold it. He said he was tired of fixing it all the time.

4 SPEAKING

A Prepare to have a conversation with a partner. Choose three of the topics below or your own ideas.

an interesting item you own your favorite piece of clothing a hobby or sport you like something you collect weekend plans

B PAIR WORK Talk about one of the topics above. Use short questions to show you're interested in what your partner says. Use phrases to introduce new topics and to change the subject.

You know, I play soccer every weekend.

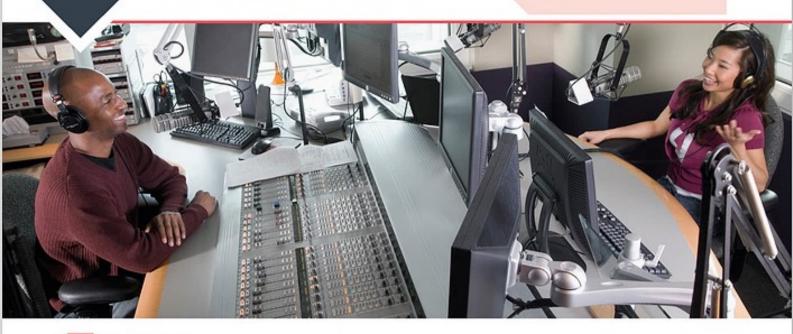
You do? Are you on a team?

2.4

IT'S USELESS, RIGHT?

LESSON OBJECTIVE

 write an ad for something you want



1 LISTENING

- A Look at the picture. Do you listen to any podcasts? Which ones?
- B 1.20 LISTEN FOR EXAMPLES Listen to Hana Sanday, a podcaster, interview Felix Moss, a collector.
 What item does Felix talk about? Where is it now?
- C 1) 1.20 LISTEN FOR REASONS Listen again. Answer the questions.
 - 1 Why has Hana invited a collector to be on her podcast?
 - 2 Why does Felix collect things from race cars?
- D PAIR WORK THINK CRITICALLY Does Felix agree with Hana that his item is useless? Explain the reason he gives.

INSIDER ENGLISH

Now doesn't always mean at the moment. We can use it to introduce a topic or focus attention on what we're going to say next.

PRONUNCIATION: Listening for /w/ sounds between words

- A 1) 121 Listen to the extracts from the podcast below. Listen for the /w/ sound between the underlined words.
 - 1 Why do some people collect things? Have you ever wondered?
 - 2 Felix, most people want to get rid of old tires! Why do you want to own something like that?
- B 122 Listen. Underline any words you hear a /w/ sound between.
 - A Do you and your brother like to collect things?
 - B He does. But I do everything I can to avoid collecting useless stuff.
 - A So do you ever keep things just to keep them?
 - B I guess I might keep a few if they're things I really like.
- Circle) the correct words to complete the statement.

A /w/ sound is often used to connect two words when the first word starts / ends in an /u:/ sound and the second word starts with a consonant / vowel.

3 WRITING

A Read the online ad. What items does Emilia want? Why does she want them? What kind of personality do you think she has?



B WRITING SKILLS Read the explanation about using one and ones.

Then find and underline more examples in the ad. What do they refer to?

We use *one* (singular) and *ones* (plural) to avoid repeating a subject we've already mentioned. We use *one* and *ones* when it's clear what they refer to. In the question below, *one* = a Canadian traffic light:

I'm interested in buying a Canadian traffic light (see picture for an example).

Do you have one like this?

REGISTER CHECK

In an ad title, you can leave out unimportant words.

WANTED: TRAFFIC LIGHT, 2 STOP SIGNS = I want a traffic light and two stop signs.





Write an ad like Emilia's for something you want that is hard to find. Write a short title. Describe the item (condition, age, size, color, etc.). Give a reason why you want it. You can include pictures. You can go online to find ideas for an interesting item.



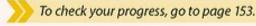
TIME TO SPEAK Things to bring

LESSON OBJECTIVE

 discuss items to take when you move



- A DISCUSS Look at the picture. What items are in the suitcase? What type of trip do you think the person traveling is planning? Which things do you think are essential items for a trip? Which things do you think are extra or non-essential items? Why do you think the person is bringing extra items?
- FINDIT
- RESEARCH In groups, think of a country you would like to live in for one year. You can go online to learn more about countries you would like to live in. What would you need to take with you to live in this country?
- DECIDE What essential items are you going to take to your country? Make a list of 10 items that you agree you will all take with you. Then, for each person, add one extra item to bring that is special to you.
- PRESENT Tell the class your list of essential items. Were any items on your lists similar? Did any of you choose similar "special" items to bring?
- AGREE As a class, make a list of five items that you think are essential to live in any country the class discussed. What were the reasons for choosing these items?



USEFUL PHRASES



DISCUSS

I think ... is/are essential because ...

I think ... isn't essential because ...

I think they are bringing this because ...



DECIDE

I think we should bring ... because ...

How long have you had your special item?

I've had it for/since ...



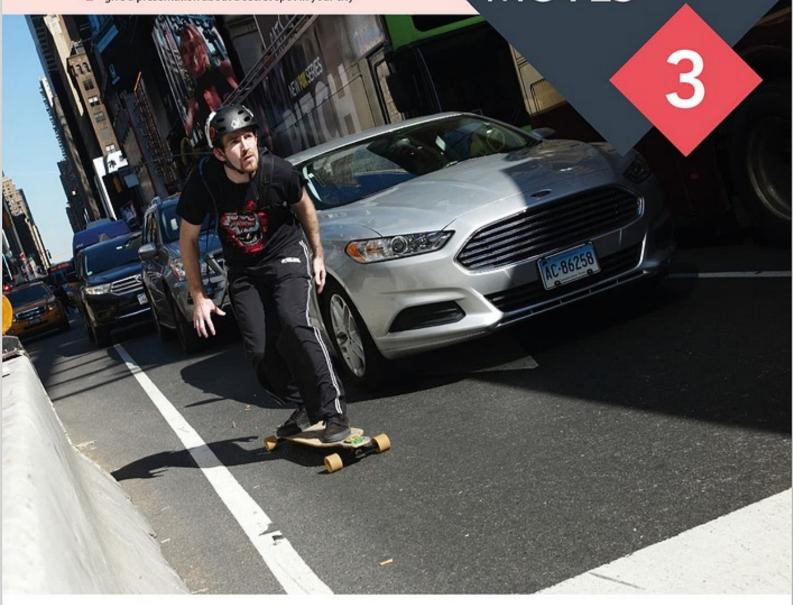
PRESENT

We chose ... because ... We also chose ...

UNIT OBJECTIVES

- ask and answer questions about your city
- talk about how to get from one place to another
- ask for and give directions in a building
- write a personal statement for a job application
- give a presentation about a secret spot in your city

SMART MOVES



START SPEAKING

- A Where is this man? Compare this place with your city: What's similar? What's different?
- Where do you think he's going? Why do you think he's on a skateboard? Do you think this is a good way to get around? Why or why not?
- How do you get around in your city? For ideas, watch Andrea's video.



How does Andrea get around?



INS AND OUTS

LESSON OBJECTIVE

 ask and answer questions about your city



VOCABULARY: City features

words. Are the words for buildings, art, or transportation? Make three lists with your partner. Add one more word to each list. You can go online to find new words.

bridge clinic embassy ferry fire station highway hostel monument parking lot sculpture sidewalk tunnel



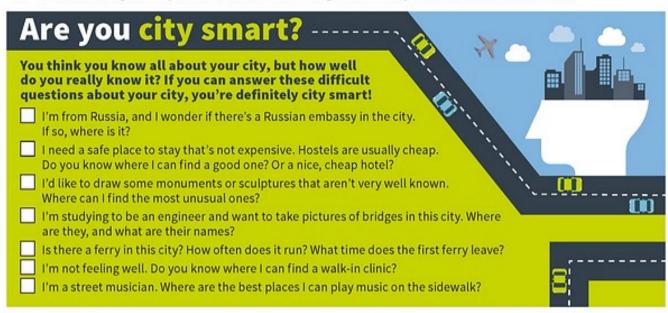


B PAIR WORK How often do you use or see these city features? Talk about ones you know.

Now go to page 143. Do the vocabulary exercises for 3.1.

2 LANGUAGE IN CONTEXT

A Read the magazine quiz. Find and underline eight of the city features from exercise 1A.



Read the quiz again. Why does the person want to find unusual monuments? ask about bridges? ask about a clinic?



- C Take the quiz. Check (✓) the questions you can answer. You can go online to find any answers you didn't know.
- D GROUP WORK Compare your answers to the quiz. Do you think you're "city smart"? or why not? For ideas, watch Angie's video.



What city features does Angie talk about? Is she city smart?



3 GRAMMAR: Articles

- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - Use a or an with singular / plural nouns.
 - 2 Use an article / no article when you talk about things in general.
 - 3 Use a / the when you mention something for the first time. Then use a / the when you mention it again.

Articles

Is there a ferry in this city?

What time does the first ferry leave

Where can I find the most unusual sculptures?

Sixth Avenue.

What time does the first ferry leave? I'm studying to be an engineer.

Hostels are usually cheap.

Where can I play music?



- Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.
- Complete the sentences with a, an, the, or (no article). Then ask and answer the questions with a partner. Change the answers so they're true for you.
 - 1 A Where is the biggest fire station in town? B It's on Clark Street. 2 A Is there embassy near the school? B Yes, Canadian embassy is across street. hostels when you travel? 3 A Do you stay in B No, I don't. I usually stay with friends. 4 A Do you have good view of city from your home? B Yes, I do. view is excellent. 5 A Where's best place to go shopping near here?
- D Complete the questions about city features. Then ask and answer the questions with a partner.

mall on

- 1 Where can I find _____ ?
- 2 Do you know where _____ is?
- 3 Is there _____ in the city?

4 SPEAKING



Think of four difficult questions about your city that you and your partner know the answers to. Use the ideas below or your own ideas. You can go online to learn more about your city.

■ Where is/are ...?

B There's

- What time does ... open?
- Where can you find ...?
- Is there a ... near school?
- B GROUP WORK Ask another pair your questions. How many can they answer?

Where are the sculptures of birds by Fernando Botero?

They're in San Antonio Park.



A MAP LIKE SPAGHETTI

LESSON OBJECTIVE

 talk about how to get from one place to another

1 LANGUAGE IN CONTEXT

A 1) 1.24 PAIR WORK What's good about using public transportation, like subways, buses, and trains? What's bad about it? Then read and listen to the video chat between two coworkers in different offices. Where is Aida going? How is she going to get there?



1) 1.24 Audio script

-	TIZ-T FIGURE	Series .		1177 - 1177
	Aida	So, I've already booked my flight for the meeting in the New York office. I have	Aida	OK, Mr. New Yorker, which subway line should I take? Or should I take a bus?
		the schedule right here. Departure from Mexico City: 1:55 p.m. Arrival at JFK: 7:50 p.m.	Dean	Well, you could get the AirTrain from the airport to the subway. You'll have to change lines on the subway and then
	Dean	You're all set to go!		walk from the subway station to the
	Aida	Well, I haven't figured out my route		hotel.
		from the airport terminal to the hotel	Aida	I don't know. My suitcase is pretty big.
		yet. I found some maps of train and subway lines, and buses. But they look complicated – like spaghetti!	Dean	Then I wouldn't take the subway. I'd get a taxi. The company will pay for the fare.
	Dean	You shouldn't look at those maps. You should ask a New Yorker!	Aida	OK. Then no spaghetti or, at least, not until I get to the hotel restaurant!

- B 1.24 Read and listen again. How does Dean first suggest that Aida get from the airport to the hotel? Why do they decide it's not a good idea?
- VOCABULARY: Public transportation
- A 125 Complete the sentences with words from the box. Then listen and check.

arrival lines	book reservation	departure route	direct schedule	fare terminal			
I need to	And t			mpare airlines, so l	can find the cheapest		
				nd these are my flight details: It says my			
is from					:55 p.m.		
					. Take the 4 and		
	I need to I'm just chis from If you go	I need to And to And to I'm just checking my is from If you go there on the sub-	I need to my flight. Fir And then I can make I'm just checking my , is from B at 8:10 a.m., a	I need to my flight. First, I want to co And then I can make a , and these are is from B at 8:10 a.m., and my If you go there on the subway, you need to take two difference of the subway.	I need to my flight. First, I want to compare airlines, so I I'm just checking my, and these are my flight details: It is from B at 8:10 a.m., and my is at 12 If you go there on the subway, you need to take two different		



- B Now go to page 143. Do the vocabulary exercises for 3.2.
- C PAIR WORK When did you last take public transportation? Did you ride the bus? take the subway? How was your experience?

3 GRAMMAR: Modals for advice

- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Use you could / you shouldn't to say something is a bad idea.
 - 2 Use you should / I wouldn't to say something is a good idea.
 - 3 Use you should / you could to say something is possible.
 - 4 You can use I would / you would to give advice.

Modals for advice

What should I do?

You should ask a New Yorker. You shouldn't look at those maps.

You could get the AirTrain.

I wouldn't take the subway. I'd get a taxi.

Could I take a train?

Yes, you could. / No, you couldn't.



- Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.2.
- Complete the sentences so they're true for your city.
 Check your accuracy. Then compare with a partner.
 - 1 To travel around in this city, you could take ... Or you could ...
 - 2 To get to from here to the airport, I would take ... I wouldn't ...
 - 3 At some times of day, the traffic is really bad here. You shouldn't ... You should ...

ACCURACY CHECK

For statements giving advice, we only use would with the subject I.

You would take the subway. X
She would take the subway. X
I would take the subway. ✓

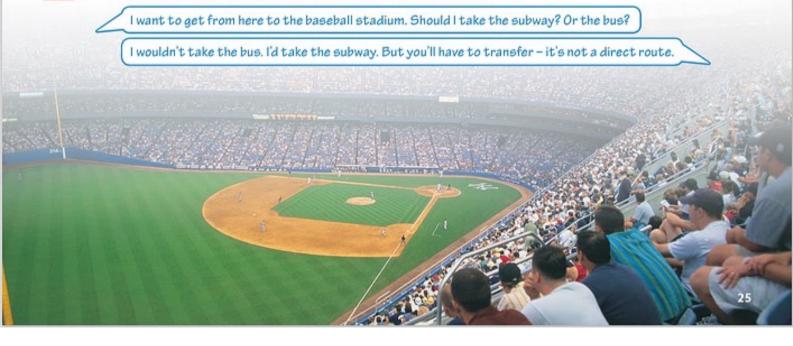
4 SPEAKING

A Choose a few places in your city that you'd like to go to. Use the ideas below or your own ideas. Make notes.

cafes movie theaters museums restaurants sports stadiums



PAIR WORK Take turns asking for advice about how to get to your places.
You can go online to get more information or to check the routes.



UP AND DOWN

LESSON OBJECTIVE

 ask for and give directions in a building

1 FUNCTIONAL LANGUAGE

- A Look at the picture. What do you think the people are talking about?
- 8 1.26 Read and listen to a conversation between two people at an international conference. Which two places does the woman want to go to?



1.26 Audio script

- A Excuse me, can you tell me how to get to meeting room C?
- B Uh, it's upstairs on the fifth floor.
- A OK, thanks. And how do I get to the stairs?
- B Go down that hallway, and they're on your right. But I would take the elevator!
- A Good idea. Um, which way is the elevator?
- B Go through the lobby, and it's on the left.
- A OK. Sorry, one more question. Do you know which floor the cafeteria is on? I want to get a coffee.
- B It's downstairs in the basement.
- A OK. Thanks.
- B Hey, I'm going that way. Can I join you for coffee?



INSIDER ENGLISH

We often say Sorry, one more question to be polite when we're asking a lot of questions.

Complete the chart with expressions in bold from the conversation in exercise 1B.

Asking for direc	ctions	Giving directions	
1	meeting room C?	5	on the fifth floor.
2	the stairs?	6	that hallway,
3	is the elevator?	and they're 7	
4	the cafeteria is on?	8	the lobby, and it's
Which floor are the restrooms on?		9	
		10	in the basement.
		Take the elevator to the third floor.	

- PAIR WORK Write the words in the correct order. Then practice the conversations with a partner.
 - 1 A you/get/how/me/to/the front desk/tell/Can/to/?
 - B on / the lobby, / right / and / through / it's / the / Go /.
 - 2 A floor / on / are / Which / meeting rooms / the /?
 - B the / floor / downstairs / on / first / They're / .

2 REAL-WORLD STRATEGY

- A 1) 1.27 Listen to a conversation in a hotel. Where does the man want to go?
- B 1.27 Read the information in the box about repeating details to show you understand. Then listen to the conversation again. Which details does the woman repeat?

REPEATING DETAILS TO SHOW YOU UNDERSTAND

We often repeat key details when people ask questions so they know we've understood them.

Can you tell me how to get to meeting room C?

How do I get to the stairs?

Meeting room C ... Uh, it's upstairs on the fifth floor.

The stairs? Go down that hallway, and they're on your right.



C	Complete the conversation with repeated details. Then	practice with a partner.

- A Excuse me? Where does the bus stop?
- A OK. Thank you. Does it come by often?
- B The 1 ? It stops across the street.
- B ² ? Yes, about every 20 minutes.

3 PRONUNCIATION: Saying consonant clusters at the start of a word

- A 1 128 Listen and repeat. Focus on the sound of the consonants in bold at the beginning of the word.
 - 1 floor / front

2 stairs / street

- 3 through / shred
- B 📢 1.29 Which speaker (A or B) says the consonant clusters in bold most clearly? Write A or B.
 - 1 ___flight

2 straight

- three
- C Practice the conversation with a partner. Does your partner say the consonant clusters clearly?
 - A Excuse me. Can you tell me how to get to gate B37? I'm late for a flight.
 - B B37? Just go straight down this hallway. I think it's three or four gates down.
 - A Just three or four gates? Fantastic. If I hurry, I can still make my flight.

4 SPEAKING

A PAIR WORK How many of these places are in your school or workplace? Can you think of any more places?













B PAIR WORK Imagine you and your partner are standing outside of your classroom. Ask for and give directions to places in your building.

Excuse me, which way is the reception desk?

The reception desk? Go down that hallway, and it's on your left.

MAYBE YOU CAN HELP!

LESSON OBJECTIVE

 write a personal statement for a job application

1 READING

- A Look at the picture. Do you ever do volunteer work? What kind of volunteer work interests you?
- READ FOR GIST Read the ad. What are the two kinds of volunteer jobs? Why are these jobs useful for a student?



Volunteer at the

Street Beats Restival

Are you good with people? Do you know the city well? Then maybe you can help ...

We're looking for volunteers to help at the <u>Street Beats Festival</u>. Next year, this amazing festival will bring together a cast of more than 1,000 street performers, including dancers and musicians, from more than 20 countries. And it will happen right here, on the streets of our city, from July 25–27.

We're looking for:

Cast Helpers: You'll meet cast members at the airport on arrival and help them get to their hotels. At the hotel, you'll tell them where they should go for festival events and how to get there. You'll also help them with the schedule and organization of the festival.

City Guides: You'll stand on sidewalks around the city and help visitors find their way around. You'll also give advice on things to see and do during the festival.

If you're a student, volunteering is a smart career move. This position is unpaid, but we'll give you a certificate to show you helped at the event – a useful experience that you can put on your résumé.

If you are interested, complete the application in English.



GLOSSARY

cast (n) all the actors in a movie, play, or show

- C READ FOR DETAILS Read the ad again. Answer the questions.
 - 1 What two skills does the company want the volunteers to have?
 - 2 Who will the cast be?
 - 3 What four things will the volunteers do?
- PAIR WORK What do you think it would be like to be a Street Beats Festival volunteer? Which parts of the job would you like? Which parts wouldn't you like?

2 WRITING

- A Manuela is applying to be a volunteer for the Street Beats Festival. Read her personal statement in the application below. Answer the questions.
 - 1 What language skills does Manuela have?
 - 2 What experience does she have with events? What volunteer experiences does she have?
 - 3 How well does she know the city?



- B THINK CRITICALLY Do you think Manuela will be a good City Guide? Why or why not?
- C WRITING SKILLS Accuracy is important, especially in a volunteer or job application. Read about how to check your own writing. Find examples in Manuela's personal statement.

Punctuation: Use capital letters at the beginnings of sentences and for job titles, names, places, months,

languages, and nationalities.

Put a period (.), exclamation mark (!), or question mark (?) at the end of each sentence.

Use a comma before but and so. There's no comma before because.

Grammar: Use the present perfect for experiences in your life up to now.



- D Imagine you're applying to be a City Guide or Cast Helper. Write a personal statement for the volunteer application. You can use your own information or make it up. Check your writing after you are finished.
- E PAIR WORK Exchange personal statements with a partner. What was the best reason your partner gave for wanting the job?

REGISTER CHECK

It's important to be clear in formal writing, like an application. We often repeat information, like job titles, to make sure we are clear.

The volunteer job of <u>City Guide</u> is perfect for me. (NOT: The volunteer job is perfect for me.)

I think I would be an excellent <u>City Guide</u>. (NOT: I think I would be excellent at this job.)



TIME TO SPEAK Secret spots

LESSON OBJECTIVE

 give a presentation about a secret spot in your city





- A DISCUSS Look at the pictures and talk in groups. Do you think these places are popular with tourists? Which one would you like to visit the most? Why?
- FINDIT
- B RESEARCH In pairs, think of interesting places in your city that tourists might not know about.

 Make a list of these "secret spots." You can go online for ideas.
- DECIDE Choose a secret spot from your list. Answer the questions together.
 - 1 How do you get there?
 - 2 Do you need to make a reservation before you go?
 - 3 Should you take anything with you?
 - 4 What's the best way to get there? How long should you plan to stay?
 - 5 What should you do when you get there?



- PREPARE With a partner, prepare a presentation about your secret spot. Use the information from part C and any other information you know or find online.
- PRESENT In pairs, give your presentation about the secret spot to the class. Which secret spots are new to you? Which ones would you like to visit the most?



To check your progress, go to page 153.

USEFUL PHRASES



DISCUSS
I think ... / I don't think ...
In my opinion ...



RESEARCH

... isn't very well known.
... is a good choice because ...
I think we should include ...



PREPARE

Let's say ... first.
Then we can talk about ...
Next, we should ...
Finally, we can tell the class about ...

REVIEW 1 (UNITS 1-3)

1 VOCABULARY

A Find five words or phrases for each category below.

	arrival cheerful embassy live alone retire	be born clinic fancy nervous route	be raised damaged fare outdated selfish	brand new departure fire station parking lot sociable	celebrate easygoing hostel reservation useless	
1	Describing p	ersonalities:				
2	Personal info	ormation:				
3	Describing p	ossessions:				
4	City features	:				

B Add three more words or phrases that you know to each category.

2 GRAMMAR

- A Circle the correct words to complete the conversation.
 - A Hi, I'm Laura. Are you a new student?
 - B Yeah, this is my first day. I'm Sofia.
 - A So, 1 who / whose class are you in?
 - B Ms. Power's. And you?

5 Public transportation:

- A Me, too.
- B Do you know where 2 is our room / our room is?
- A We're in ³Room / the Room 203. It's on ⁴second / the second floor.
- B How long 5 did you study / have you studied in this school?

- A 6For / Since a year.
- B So you know lots of other students ... I haven't met anybody ⁷ yet / already.
- A Well, you *would / could join the English conversation club.
- B That sounds interesting. Do you have any idea when 9 the group meets / does the group meet?
- A No, I don't. I 10 would / should ask somebody at the information desk.
- B Thanks for the tip.
- B PAIR WORK Have you ever joined a conversation club? What have you done to practice your English outside the classroom?

3 SPEAKING

- A PAIR WORK How much do you and your partner know about your teacher? Ask and answer questions to find out.
 - A Do you know where our teacher was born?
 - B I think he was born in California.
 - A Do you have any idea how long he has worked here?
- B GROUP WORK What have you learned about your teacher? Check with your teacher to confirm.

Our teacher was born in California, but we don't know where he was raised ...

4 FUNCTIONAL LANGUAGE

A Read the conversations at a birthday party. Use the words and phrases below to complete them.

by the way do you know go down good things guess what how do you know in the basement l've heard meet on the right talking you did you know with her

Α	Hi. I'm Pat. Nice to r	neet you.
В	I'm Mike, Ann's brot	her. 1Ann?
Α	I run ²	a lot. We're on the track team together.
В	3	, I'm into sports, too. I'm on the university
	basketball team.	
Α	I know. 4	a lot about you.
В	5	, I hope.
Α	Of course.	
В	6	, would you like to come to one of our games?
Α	Sure. 7	! I played basketball on my high school team.
В	8	? Then we should play together one of these days.
A		, my grandparents just got here. I have to go talk to them.
	It was really nice to	
В	It was nice 10	to you.
A	few moments later.	
Α	Excuse me. 11	where the bathroom is?
C	Sure. 12	the hall, and it's 13
	And there's another	one downstairs 14 .
A	Thank you.	

5 SPEAKING

A PAIR WORK Choose one of the situations. Act it out in pairs.

You and your partner are meeting for the first time. Introduce yourself, ask questions to get to know each other, and end the conversation. Talk about your job, where you live, your interests, and your own ideas. Go to page 6 for useful language.

Hello, I'm (your name).

Nice to meet you. I'm ...

You and your partner meet by accident at an event. It can be a sports event, a concert, an art exhibit, or any other event you choose. Talk to your partner about this interest you both have in common. Go to page 16 for useful language.

Do you come here often?

Yeah. You know I'm really into pop music. What about you?

You are a new student at your school. You want to get a bottle of water, go to the restroom, and get a book from the library. Get directions to those places. Go to page 26 for useful language.

Excuse me. Can you tell me where the cafeteria is? I want to get a bottle of water.

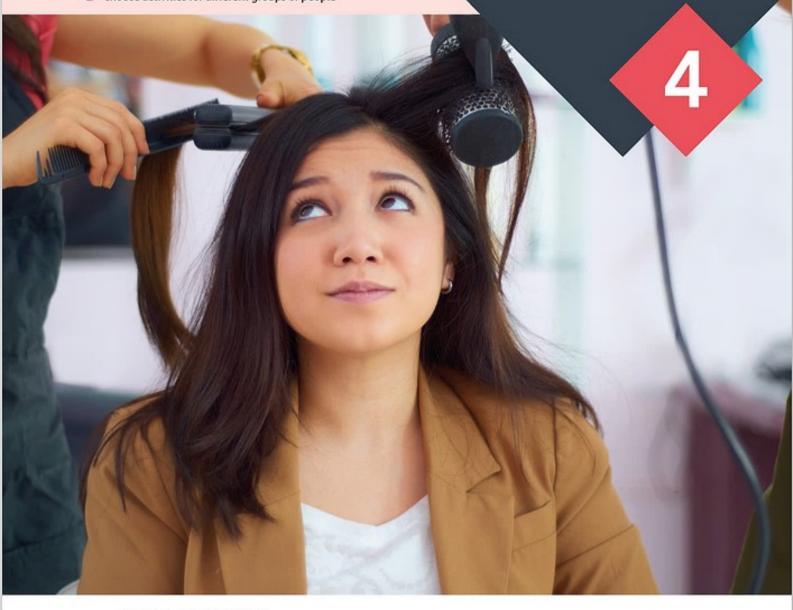
The cafeteria? It's on the third floor. But you could get water from the vending machine ...

B Change roles and repeat the role play.

UNIT OBJECTIVES

- describe opinions and reactions
- make plans for a trip
- offer and respond to reassurance
- write an email describing plans for an event
- choose activities for different groups of people

THINK FIRST



START SPEAKING

- A How do you think the customer is feeling? Why do you think she's feeling this way?
- B Have you ever been worried about a new hairstyle or haircut? Did it turn out differently than you thought?
- Can you usually guess how you'll feel about something? Have you ever been wrong about your guesses? For ideas, watch Celeste's video.



How did Celeste think she was going to feel? Was she right?



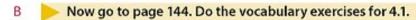
HERO OR ZERO?

LESSON OBJECTIVE

 describe opinions and reactions

1 VOCABULARY: Describing opinions and reactions

- A 130 PAIR WORK Listen and repeat the adjectives. Circle the correct answers. Explain your answers. Use the words you didn't circle in sentences with your partner.
 - 1 Is Brad early? I'm really surprised / surprising. He's usually late.
 - 2 I feel a little angry with my boss. I'm annoyed / annoying.
 - 3 The restaurant looked good, but it wasn't. Our meal was really disappointed / disappointing.
 - 4 Everyone looked at me. My face was red. I was so embarrassed / embarrassing!
 - 5 I'm really interested in history. I think it's fascinated / fascinating.
 - 6 My son said the movie was too frightened / frightening. We had to leave early.
 - 7 When I heard the news, I was shocked / shocking. What an awful surprise!
 - 8 Daniela is so amused / amusing. She always makes me laugh.





A 131 Look at the picture. Why do people wear costumes like this? Then read and listen to the conversation. Why does Pedro plan to wear a costume? What do Grant and Tony think of the plan?



Pedro	So, listen to this. I'm planning to buy two tickets for the zoo – for Isabel and me.	Tony	She won't like it. Her coworkers will be there, so it's going to be really
Grant	Isabel, your new girlfriend?		embarrassing for her. I don't think she'll
Pedro	Yeah. And I'll rent a bear costume. Here's a picture of it. I can see you're		be amused at all. And this costume is awful! It's going to scare her.
	fascinated, Tony.	Pedro	But I
Tony	Yeah and frightened! Please don't say you want me to wear it.	Tony	And why did you choose the zoo? I mean, she's not a kid. It'll be a
Pedro	No. It's for me. I'm planning to wear it outside Isabel's office. So after work, she'll find a bear waiting for her, with an invitation to the zoo. Well? What do you think?		disappointing date.
		Grant	You're so annoying, Tony. Where's your sense of fun? OK, so maybe she'll be a little shocked at first, but I think she'll laugh. You should do it, Pedro! You'll be a hero!

- B 131 Read and listen again. Answer the questions.
 - 1 Who will see Pedro in his costume?
 - 2 What does Tony think about the costume?
 - 3 Why does Tony think the zoo is not good for a date?
- C PAIR WORK Do you think Pedro's plan is good? Why or why not?

