

CAMBRIDGE

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TOUCHSTONE

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

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STUDENT'S BOOK



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Touchstone Level 1 Scope and sequence

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

Touchstone checkpoint Units 1–3 pages 31–32

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

Touchstone checkpoint Units 4–6 pages 63–64

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

Touchstone checkpoint Units 1–3 pages 31–32

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

Touchstone checkpoint Units 4–6 pages 63–64

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

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

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

Touchstone checkpoint Units 7–9 pages 95–96

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

Touchstone checkpoint Units 10–12 pages 127–128

Getting help

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

How do you spell " _____ "?

What does " _____ " mean?

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

Can you say that again, please?

Can you explain the activity again, please?



Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have . . .

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

Sure. Here you go.



All about you

In Unit 1, you learn how to . . .

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

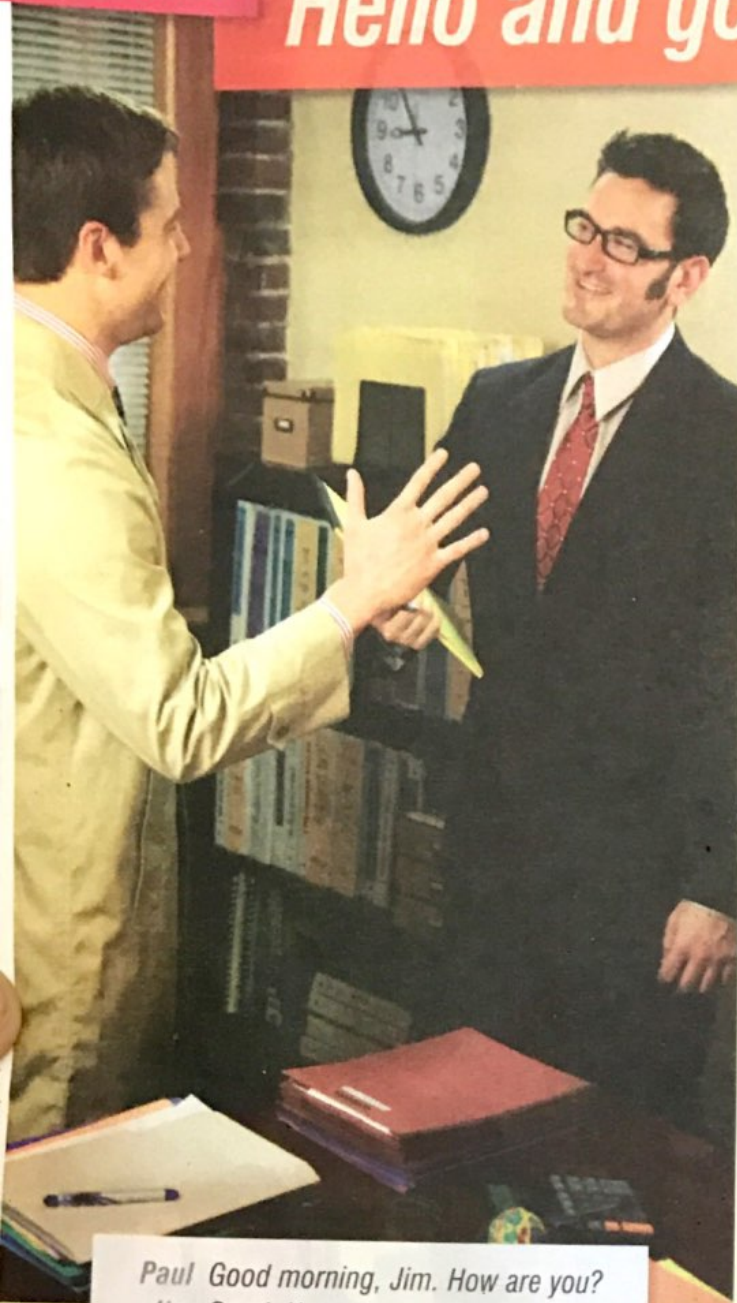


Before you begin . . .

Match each expression with a picture.

- | | | | |
|----------|---------------|-----------------|-------------|
| 1 Hello. | 2 Thanks. | 1 Good morning. | 1 Hi. |
| 3 Bye. | 3 Good night. | 2 Thank you. | 1 Good-bye. |

Hello and good-bye



Paul Good morning, Jim. How are you?
 Jim Good. How are you, Paul?
 Paul I'm fine, thanks.



Paul Hello. I'm Paul Johnson.
 Bruce Hi, I'm Bruce Larsen. Nice to meet you.
 Paul Nice to meet you.

1 Getting started

A Listen. Paul and Jim are friends. Are Paul and Bruce friends?
 Practice the conversations.

Figure it out

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

① A Hello. I'm Chris.

B Hi. Nice to meet you. I'm Sam.

A Nice to meet too.

② A Hi, Pat. How are you?

B I'm Fine. How are you?

A Good, thanks.

A Listen. Practice the conversations.



Jim Good night.
Paul Good night. Have a good evening.
Jim Thank you. You too.



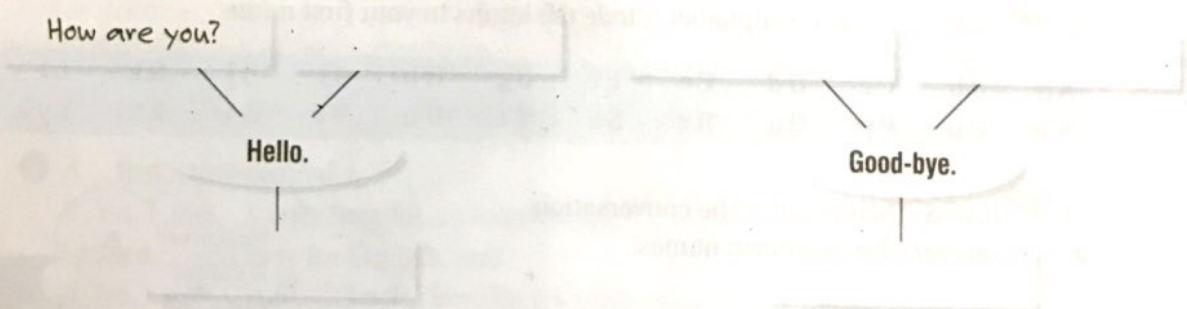
Bruce Bye. See you tomorrow.
Paul Bye. See you.

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

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

Word sort

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



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

3 Vocabulary notebook Meetings and greetings

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



Hi. My name is Donald.
My last name is Hanson.



Name: Donald Allen Hanson
FIRST MIDDLE LAST
 single married

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



Name: Elizabeth - Park
FIRST MIDDLE LAST
 single married

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



Name: Mary Ann Gomez
FIRST MIDDLE LAST
 single married

1 Saying names in English

A Listen to the people above give their names.

B Complete the sentences. Then compare with a partner.

1. My first name is Huda
2. My last name is Halawri
3. My middle name is Mohammed
4. My teacher's name is _____
5. My favorite name is _____

Miss, Mrs., Ms., Mr.?

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

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

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

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

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



About you

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

2 Building language

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

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



Figure it out

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

- 1 A Are you Alex?
B Yes, I am.
- 2 A Are you Alex?
B No, I'm not.

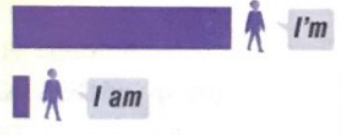
3 Grammar The verb be: I, you, and we

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

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

In conversation . . .

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



A Complete the conversations. Then practice with a partner.

- 1 A Are you Emma?
B Yes, I am. I am here for an English class.
Are you here for English, too?
A No, I am not. I am here for a French class.
- 2 A Are you Andy?
B Yes, I am. Are we in the same class?
A Yes, we are. I am Joe.
B Hi, Joe. Nice to meet you.

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

1 Numbers 0-10

A Listen and say the numbers.

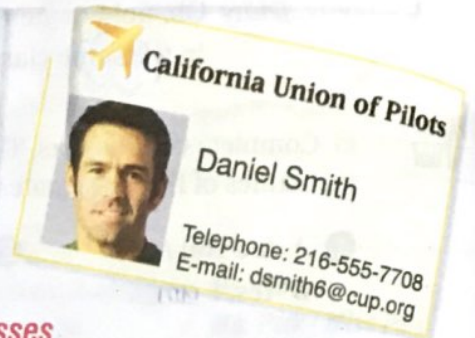
- | | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| zero | one | two | three | four | five | six | seven | eight | nine | ten |

B Listen. Then practice.

1 My passport number is 649-321-508.

2 My ID number is 259-62-1883.

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



Numbers and e-mail addresses

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

2 Building language

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

Receptionist Hi! Are you a member?
Victor No, I'm just here for the day.
Receptionist OK. So, what's your name, please?
Victor Victor Lopez.
Receptionist And what's your phone number?
Victor It's 646-555-3048.
Receptionist And your e-mail address?
Victor Um . . . it's vlopez6@cup.org.
Receptionist OK. So it's \$10 for today. Here's your pass.
Victor Thanks.



Figure it out

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

- | | | |
|---|---|---|
| 1 A <u>What's</u> your name?
B Joe Garrett. | 2 A What's <u>your</u> ^{e-mail} ?
B It's jgarrett@cup.org. | 3 A <u>What's</u> your ^{phone} ?
B <u>It's</u> 646-555-4628. |
|---|---|---|

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

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

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

In conversation . . .

Phone is 6 times more common than telephone.



A Match the questions and answers. Then practice.

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

About you

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

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

4 Listening and speaking Memberships

A Listen to the conversations. Complete the application forms.

1

Park Lake LIBRARY Card Application

First name Jackie
 Middle initial L
 Last name
 Phone number 607-555-
 E-mail address @cup.org
 Library card number PL34008

2

TENNIS WORLD MEMBERSHIP APPLICATION

First name
 Middle initial T
 Last name Newman
 Phone number -555-2864
 E-mail address JTHOMASN@cup.org
 Member ID

About you

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

ENGLISH CLUB APPLICATION

First name
 Middle initial
 Last name
 Phone number
 E-mail address


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

Are you here for the lecture?

1 Conversation strategy How about you?

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

- A _____? *How about you?*
 B Yes, I am. _____? *Are you a new student?*
 A Yes, me too.

 Now listen. Are Chandra and Carmen friends?

Chandra *It's a beautiful day.*
 Carmen *Yeah, it is.*
 Chandra *Are you here for the lecture?*
 Carmen *Yeah, I am. How about you?*
 Chandra *Yeah, me too. So, are you a student here?*
 Carmen *Yeah. How about you?*
 Chandra *No, I'm here on vacation.*
 Carmen *Nice. By the way, I'm Carmen.*
 Chandra *Hi, Carmen. I'm Chandra.*



Notice how Carmen uses How about you? to ask the same questions as Chandra.

"Are you here for the lecture?"
"Yeah, I am. How about you?"

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

- ① A Are you new here?
 B Yes, I am. how about you _____?
 A Yes, me too.
- ② A Hello. Are you here on vacation?
 B Yes, I am. how about you _____?
 A No, I'm here on business.

2 Strategy plus Everyday expressions

Some everyday expressions are more formal.

How are you?



More formal	Less formal
Yes.	Yeah.
Thank you.	Thanks.
Hello.	Hi.
How are you?	How are you doing?
I'm fine.	OK. / Pretty good. / Good.
Good-bye.	Bye. / See you. / See you later.

How are you doing?



In conversation . . .

Yeah is 10 times more common than yes.



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

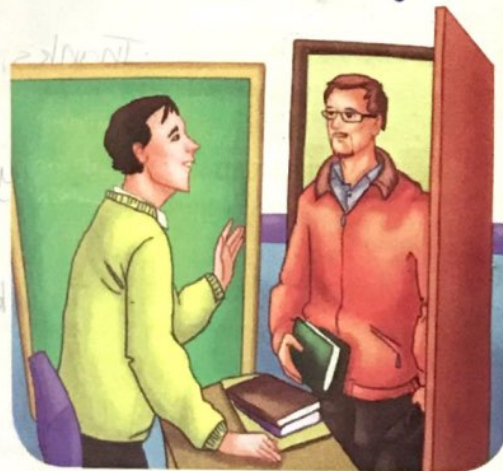
1 Kathy Hi, sorry I'm late.
How are you ?
 Jenny Pretty good. How are you?
 Kathy I'm fine. Thank you.

2 Ali Good morning, Mr. Swan.
How are you ?
 Mr. Swan I'm fine. How are you?
 Ali I'm fine, Thank you.



Later . . .

Kathy Bye. See you.
 Jenny See you later.



Later . . .

Ali Good-bye, Mr. Swan.
 Mr. Swan Good-bye.

B Pair work Practice the conversations.

3 Free talk Meet a famous person.

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





Learning tip Learning expressions

Write new expressions with their responses, like this:

See you later. Bye. See you.

Write a response for each expression.

1. Hello. Hello

2. Good morning. Good morning

3. Hi. I'm Helen. Hi, I'm _____

4. How are you? I'm fine, Thank you - What about you?

5. Have a nice day. Thanks, you too

6. See you tomorrow. See you too

7. Have a good evening. Thank you, you too

8. Good night. Good Good night

Hi or Hello?

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

Hi.

Hello.

Bye.

Good-bye.

On your own

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



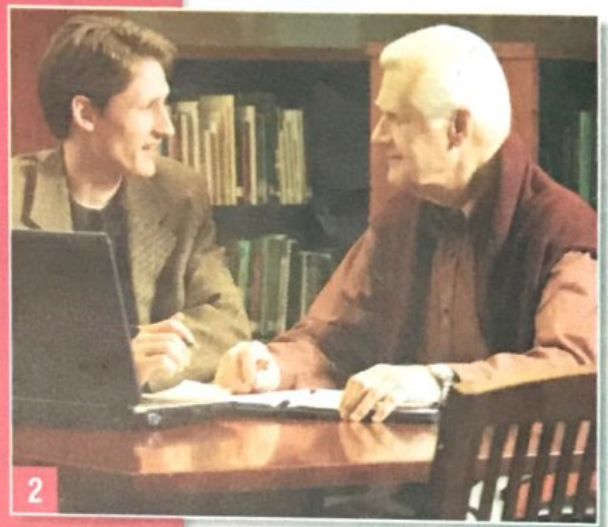
In class

In Unit 2, you learn how to . . .

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



1



2



4



3

← **Before you begin . . .**

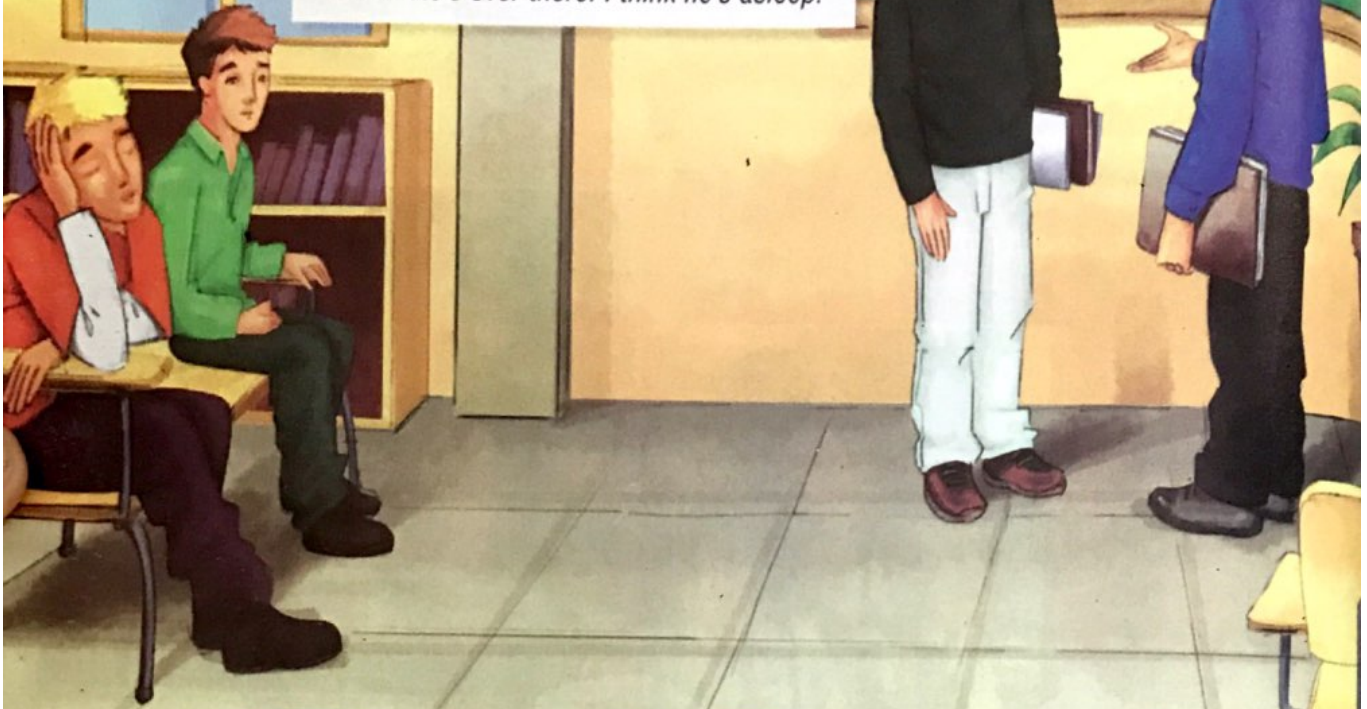
Where are these people?

Match the pictures with the sentences.

4 He's at home. 3 They're in class.

1 She's at work. 2 They're at the library.

Bob Where's Jim? Is he here today?
 John No, he's not. Maybe he's at work.
 Bob OK. How about Eric?
 John I don't know. I think he's sick.
 Bob Oh. OK. Are Paul and Tom here?
 John No, they're in the cafeteria.
 Bob They're late again. OK. And Alan?
 John He's over there. I think he's asleep!



1 Getting started

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

Figure it out

B Can you complete the questions and answers? Use the conversation above to help you.

1 A Is Jim in class today?
 B No, he is not.

2 A Is Eric here today?
 B No, he is sick.

3 A Are Paul and Tom in class?
 B No, They are late.

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

Jim **is** at work.
He's at work.

Laura's sick.
She's sick.

Paul and Tom **are** late.
They're late.

Laura's = Laura is
She's = She is

Jim **is not** here.
He's not here.

Laura's **not** in class.
She's not in class.

Paul and Tom **are not** here.
They're not here.

He's = He is
They're = They are

Is Jim here?
Yes, **he is**. / No, **he's not**.

Is she sick?
Yes, **she is**. / No, **she's not**.

Are they late?
Yes, **they are**. / No, **they're not**.

In conversation . . .

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

A Where are these students today?
Complete the sentences.



1 Gary is in the class.



2 Greg and Dan are at home.



3 Sue and Mary are at the library.

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

- Is Gary sick?
- IS Dan in class?
- Are Greg and Dan at home?
- IS Mary at work?
- Is Sue at the library?
- Are Sue and Mary in class?

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

3 Listening Who's absent?

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

- Jim's c a. at the library.
- Eric's b. at work.
- Sue's c. in the cafeteria.
- Laura's d. at home.



About you

B Pair work Ask and answer questions about your classmates.

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



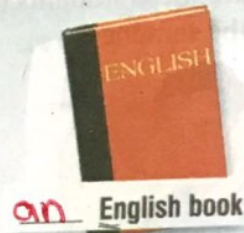
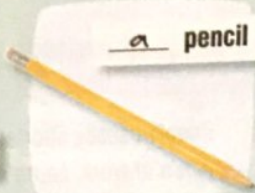
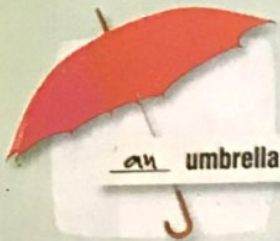
What's in your bag?

1 Building vocabulary

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

Articles

a + consonant sound
a bag
an + vowel sound
an eraser



Word sort

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

a pencil an umbrella

a snack



2 Building language

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



Andy What's this?
Bill It's an electronic dictionary.



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



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

Figure it out

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

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

3 Grammar This and these; noun plurals

This is an electronic dictionary. These are sunglasses.

What's this?

It's an electronic dictionary.

What are these?

They're sunglasses.

Is this your watch?

Yes, it is.

No, it's not.

Are these your keys?

Yes, they are.

No, they're not.

Regular plurals

bag bags
watch watches
dictionary dictionaries
key keys

Irregular plurals

man men
woman women
child children

Some nouns are only plural:

jeans, scissors, glasses, sunglasses

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

1



A What's this?

B I think it's a cell phone.

2



A Is this your book?

B No, this is not it.

3



A What are these?

B These are dictionaries.

4



A Are these your pens?

B Yes, they are.

5



A Are these your glasses?

B No, they aren't.

6



A What is this?

B It's an umbrella.

4 Speaking naturally Noun plural endings

/s/ wallets, books

/z/ pens, keys

/ɪz/ watches, oranges

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

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

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

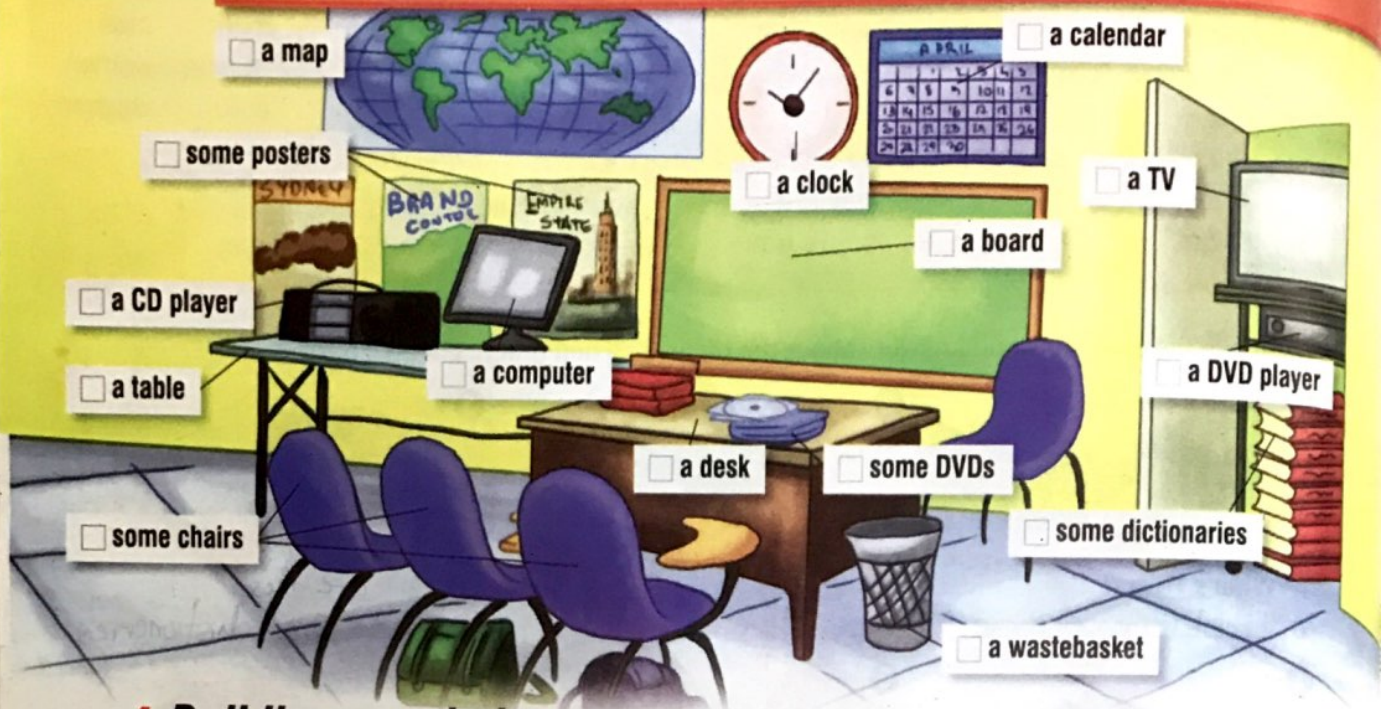


About you

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

"What's in your bag, Carlos?" "A wallet, two keys, . . ."

In the classroom



1 Building vocabulary

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

Word sort

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

1 on the wall



a clock

2 on the floor



some bags

3 under your chair

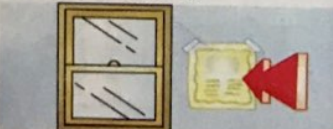


a bag

4 in the closet



5 next to the window



a paper

6 in front of the board




Teacher's desk

C Pair work Ask and answer questions about your classroom.

"What's on the wall?" "A clock, a map, and some posters..."

2 Building language

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

Mrs. Evans OK, so . . . where's the DVD player?

Paula It's in the closet.

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

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

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

Paula They're on the floor.

Mrs. Evans Uh-oh, what's that under my desk?

Paula It's Mary's homework.

Mrs. Evans Oops! . . . Uh, where are my glasses?

They're not on my desk.

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



Figure
it out

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

- Where is the DVD player?
- Where is the teacher's coat?
- Where are the students' papers?

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

Where's the teacher's coat?

It's on the desk.

the teacher's glasses

Where's Mary's homework?

It's under the desk.

Mary's homework

Where are the students' papers?

They're on the floor.

three students' papers

Where's = Where is

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

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

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

About
you

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

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

4 Vocabulary notebook My things


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



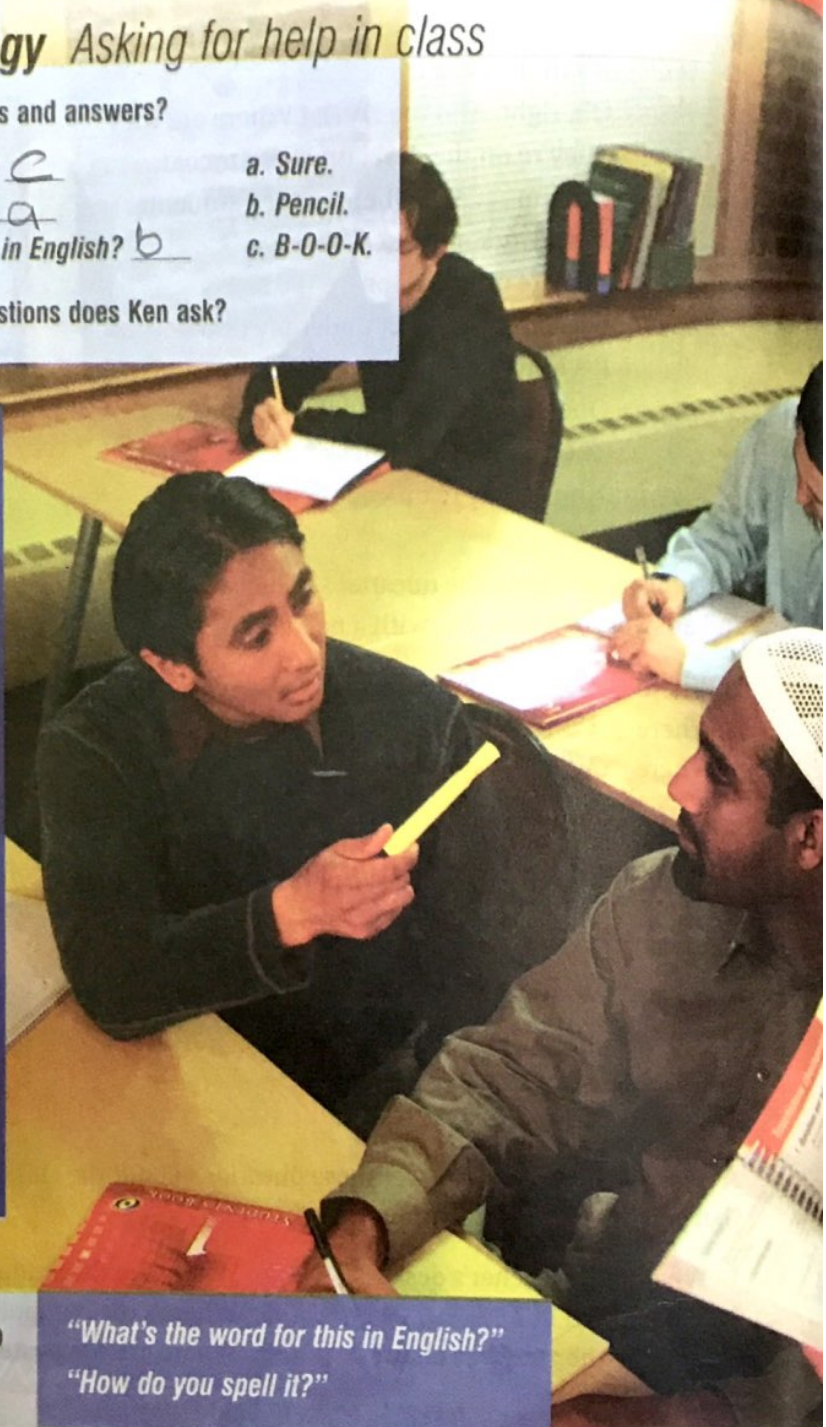
1 Conversation strategy Asking for help in class

A Can you match the questions and answers?

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

 Now listen. How many questions does Ken ask?

Ken Excuse me, what's the word for this in English?
 Faisal Highlighter.
 Ken Thanks.
 Faisal Sure.
 Ken Uh . . . how do you spell it?
 Faisal I don't know. Sorry.
 Ken That's OK. Thanks anyway. . . . Can I borrow a pen, please?
 Faisal Sure. Here you go.
 Ken Thank you.
 Faisal You're welcome.
 Mr. Larsen OK. Open your books to page 4.
 Ken Excuse me, can you repeat that, please? What page?
 Mr. Larsen Sure. Page 4.



Notice how Ken asks for help in class. Find his questions.

"What's the word for this in English?"
 "How do you spell it?"

B Complete the conversations. Then practice with a partner.

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

About you

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

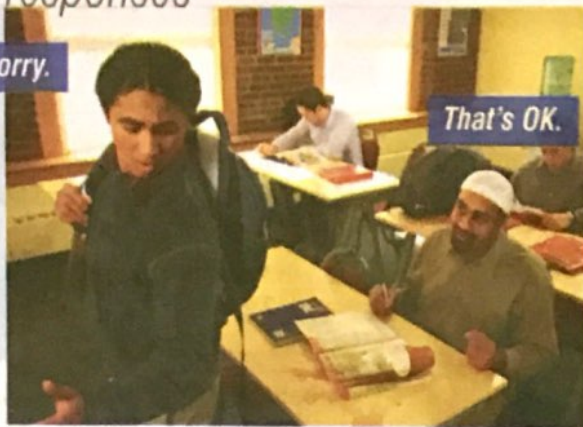
2 Strategy plus Common expressions and responses

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

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

I'm sorry.

That's OK.



Circle the correct response. Then practice with a partner.

1 A Can I borrow your pen, please?

B Sure. / I don't know.

A Thanks.

B Thanks anyway. You're welcome.

2 A You're late.

B I'm sorry. / Thanks.

A That's OK.

3 A What's the word for this?

B I don't know. Sorry.

A Sure. / That's OK. What about this?

B I don't know.

A OK. Thanks anyway. / You're welcome.

3 Listening and speaking Following instructions

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



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

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

A Look at the picture on page 8.

B Can you repeat that, please?

A Sure. Look at the picture on page 8.

4 Free talk What do you remember?

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



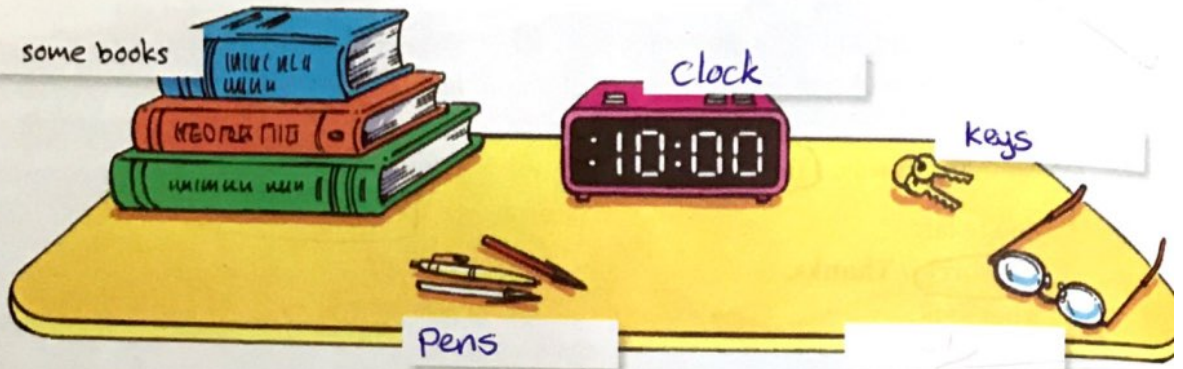


Learning tip *Linking things with places*

Make lists of things you keep in different places.

in my bag - my wallet, my keys

1 Label the things on the desk.



2 Now make lists of your things.

What's in your bag?



What's in your wallet?



What's under your desk?



What's in your pockets?



On your own

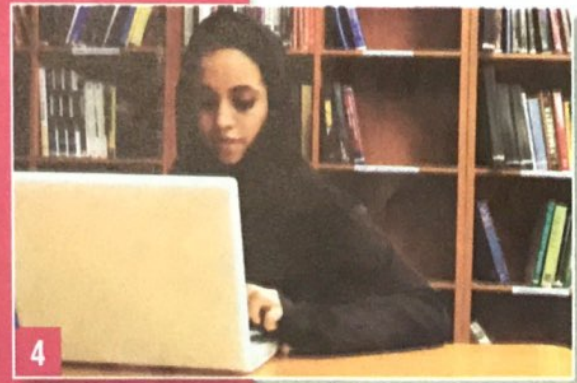
Find a magazine with pictures of things. Label the pictures. How many words can you label?



Favorite people

In Unit 3, you learn how to . . .

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

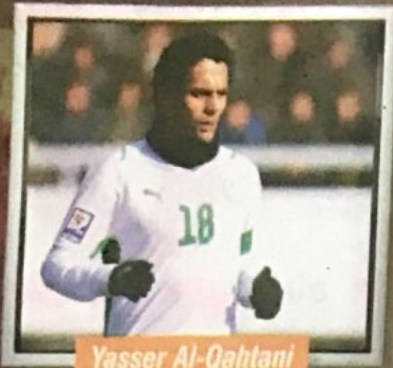


Before you begin . . .

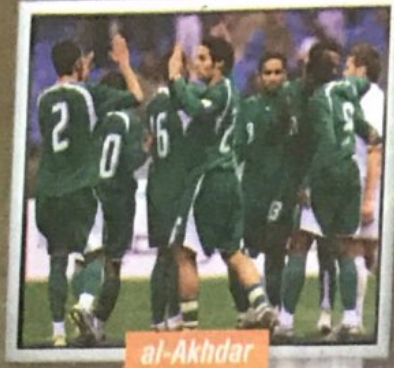
Match the pictures with the sentences.

- | | | | |
|---|-------------------|---|-------------------------|
| 3 | They're a family. | 2 | They're soccer players. |
| 4 | She's a writer. | 1 | He's an artist. |

For each sentence, think of someone you know.



Yasser Al-Qahtani



al-Akhdar



Serena Williams

Paul I love these programs about famous athletes. Who's that guy? Oh, it's Yasser Al-Qahtani. He's my favorite soccer player. His goals are amazing.

... Oh, and there's the Saudi Arabia national soccer team, al-Akhdar. That means "the Green." Their matches are always exciting.

... And look — Serena Williams your favorite tennis player. Her matches are always great. You're a tennis fan, right? Amy? ... Amy? Look!



1 Getting started

A Listen. Paul is watching TV with his wife Amy. Is the show interesting for Amy?

Figure it out

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

1. Yasser Al-Qahtani is a soccer player. His goals are always exciting.
2. The players on al-Akhdar are amazing. Their matches are great.
3. Serena Williams is a famous tennis player. Her matches are very good.

2 Grammar Be in statements; possessive adjectives

- | | |
|-------------------------|---|
| I'm a soccer fan. | My favorite soccer player is Yasser Al-Qahtani. |
| You're a tennis fan. | Your favorite sport is tennis. |
| He's a golfer. | His matches are great. |
| She's a famous writer. | Her new book is amazing. |
| We're al-Akhdar fans. | Our favorite team is al-Akhdar. |
| They're tennis players. | Their matches are exciting. |



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

- A I'm / My an Agatha Christie fan.
 B Yeah, she's / her great.
 A You know, she's / her books are amazing.
- A I'm / My favorite soccer team is Chelsea.,
 B Oh, they're / their very good.
 A You know, a DVD of they're / their matches is out now.
- A Tiger Woods is really great.
 B Yeah? He's / His matches are always good.
 A I know. He's / His my favorite golfer.
- A What's you're / your favorite TV show?
 B I'm / My favorite TV show? *Scrubs*.
 A Yeah. It's we're / our favorite TV show, too.
 In our family, we're / our all *Scrubs* fans.



3 Talk about it Famous people

Write the names of some famous people below. Then talk about them with a partner. How many things can you say?

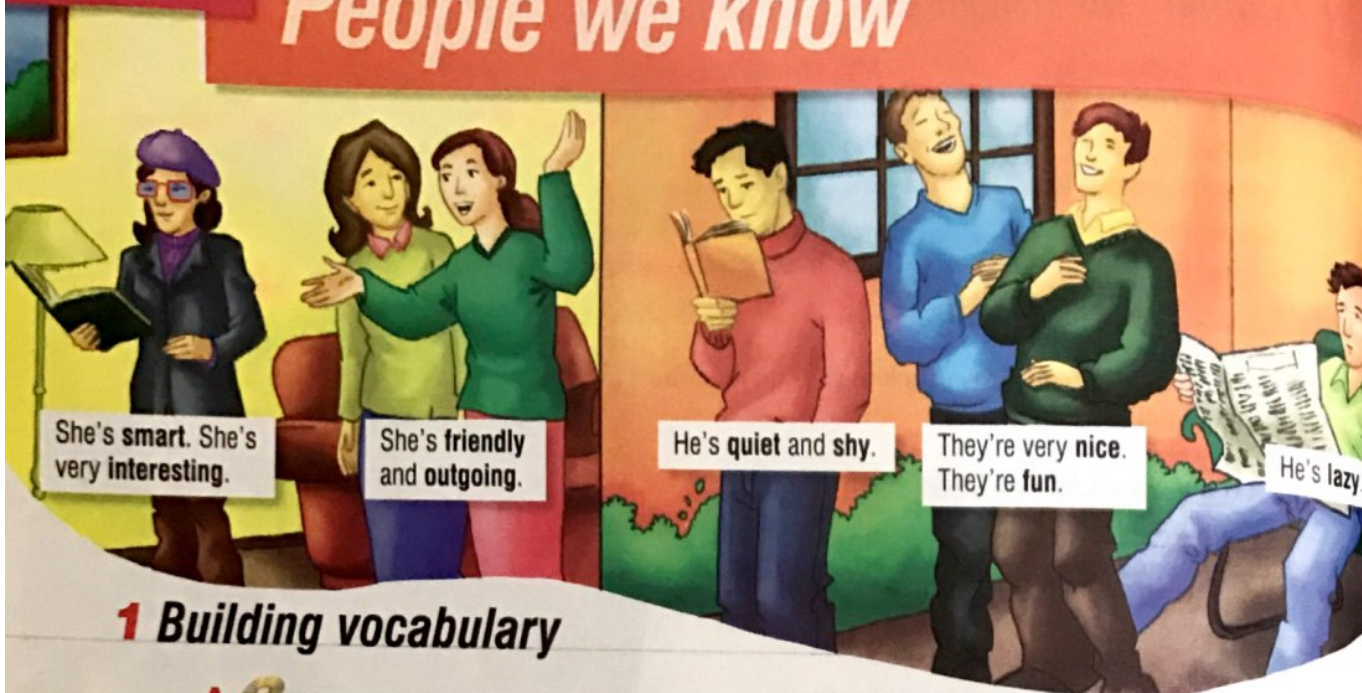
soccer player Abdoh Otaif
 tennis player
 writer

golfer
 team
 artist



"My favorite soccer player is Abdoh Otaif. He's amazing. His goals are great."

People we know



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

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

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

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

He's **lazy**.

1 Building vocabulary

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

Word sort

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

my friends	my best friend	my neighbor
very smart		

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

2 Building language

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

Ahmed So, how's your new job? Are you busy?
Tim Yes. It's hard work, you know. I'm tired.
Ahmed Really? What are your co-workers like? Are they nice?
Tim Yes, they are. They're really friendly.
Ahmed Great. And is your boss OK?
Tim He is, yeah. He's nice. Um . . . he's not very strict.
Ahmed Good, because you're late for work.



Figure it out

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

- ① *A* How's your new teacher? _____ she _____?
B Yes, she _____.
- ② *A* What about your classmates? _____ they _____?
B Yes, they _____.
- ③ *A* And what's class like? _____ it _____?
B No, it's not.

3 Grammar Yes-No questions and answers; negatives

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

About you

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

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

- the teacher / strict ?

- the students in this class / lazy ?

- your neighbors / nice ?

- your friends / outgoing ?

In conversation . . .

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

He's not strict.

They're not nice.

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

My boss isn't strict.

My co-workers aren't nice.

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

/ɪziy/
Is he a student?



/ɪʃi:/
Is she a student?



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

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

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

About you

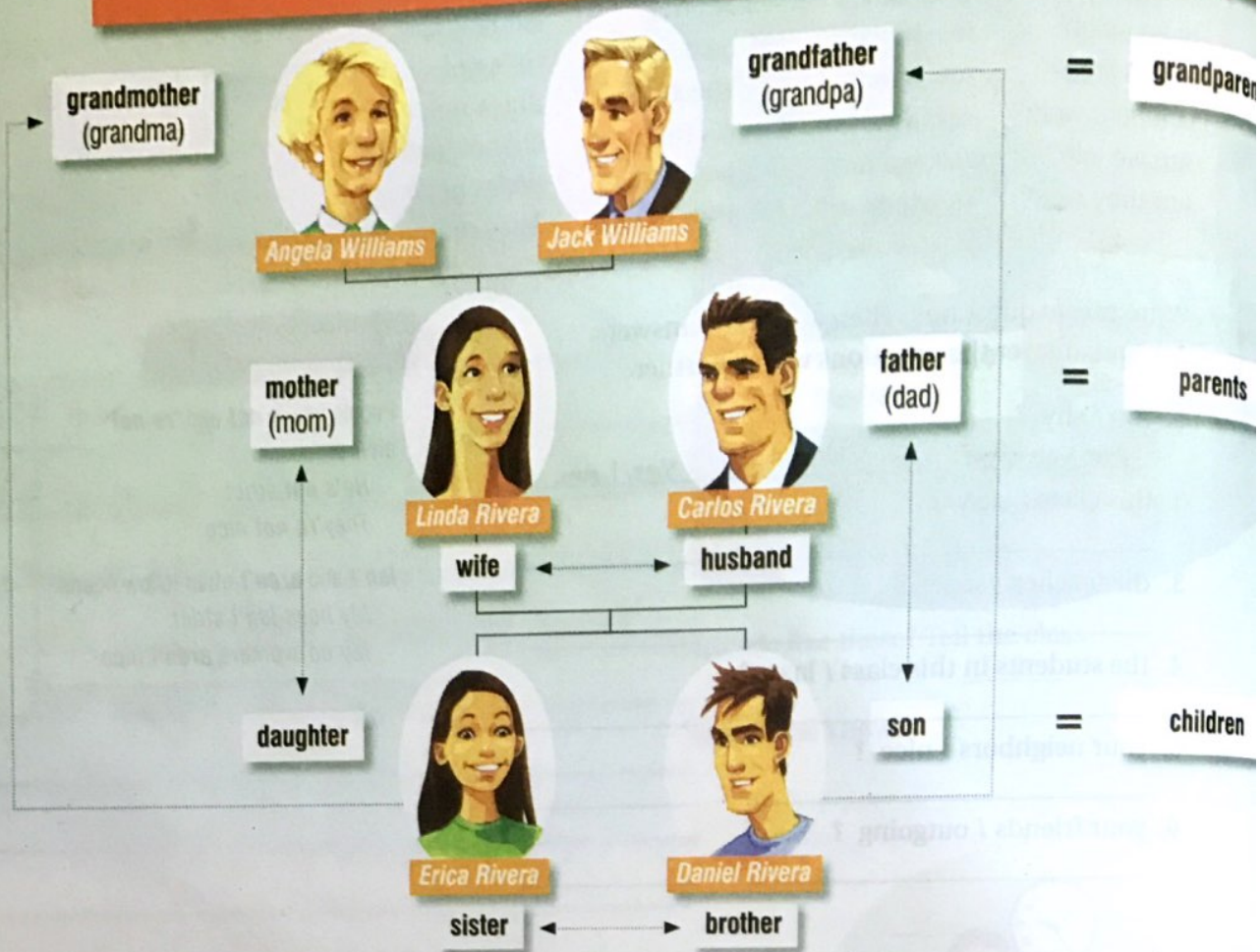
C Pair work Find out about your partner's best friend. Ask and answer questions like the ones above.

A *Is he a friend from high school?*

B *No, he's a neighbor.*



Lesson C Family



1 Building vocabulary

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

"Who's Jack? He's Angela's husband. He's Linda's father. He's Daniel's grandfather."

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

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


C Pair work Student A: Look at the picture of the family on page 21. Choose names and ages for some of the family members. Tell your partner. Student B: Write the information you hear. Then check the information with your partner.

A *The mother's name is Sandra. She's fifty-five.*

the mother -
Sandra, 55

B *Eva, is the mother's name Sandra?*
A *Yes, it is.*

2 Building language

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

Amy So, who's this?

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

Amy Really? And how old is your grandmother?

Erica She's seventy-two.

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

Erica Angela.

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

Erica They're from Texas.



Figure it out

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

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

3 Grammar Information questions with be

How are you?
I'm fine.

Who's this?
It's my grandfather.

How are your parents?
They're fine, thanks.

Where are you from?
I'm from Florida.

Where's he from?
He's from Texas.

Where are they today?
They're at home.

How old are you?
Twenty-three.

What's he like?
He's very smart.

What are their names?
Linda and Carlos.

5

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

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

About you

B Class activity Ask three classmates your questions.

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

4 Vocabulary notebook All in the family

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


This is a friend of mine.

1 Conversation strategy Showing interest

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

A Here's a picture of my best friend.

B Really? _____?

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

Kim This is a great photo.
Who is it?

Ellen It's a friend of mine – Natalie.

Kim Oh? Where's she from?

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

Kim Miami? Wow. Is she a student?

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

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

Ellen They're wonderful. Look.

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

Notice how Kim shows interest. She repeats words and asks questions. Find examples in the conversation.

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

"Miami? Wow. Is she a student?"

B Complete the responses. Then practice with a partner.

① A My friend Gemma is a writer.

B A writer? Is she famous?

③ A My friends James and Paul are golfers.

B _____? Are they famous?

② A My best friend's name is Vlad.

B _____? Where's he from?

About you

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

2 Strategy plus Really?

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



She's an artist.

Really?

In conversation . . .

Really is one of the top 50 words.

About you

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

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

3 Listening and speaking Friends

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

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

About you

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

Fahad
Bill
Roberto

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

4 Free talk Talk about your favorite people.

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



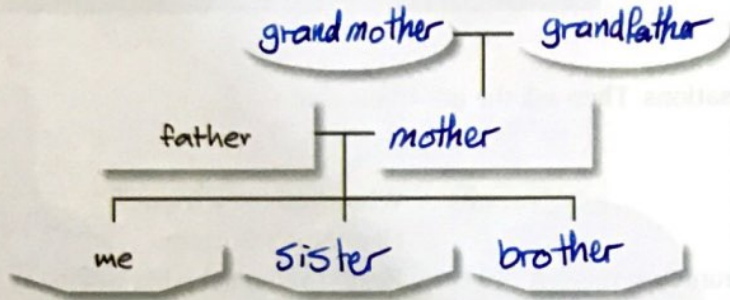


Learning tip Making diagrams

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

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

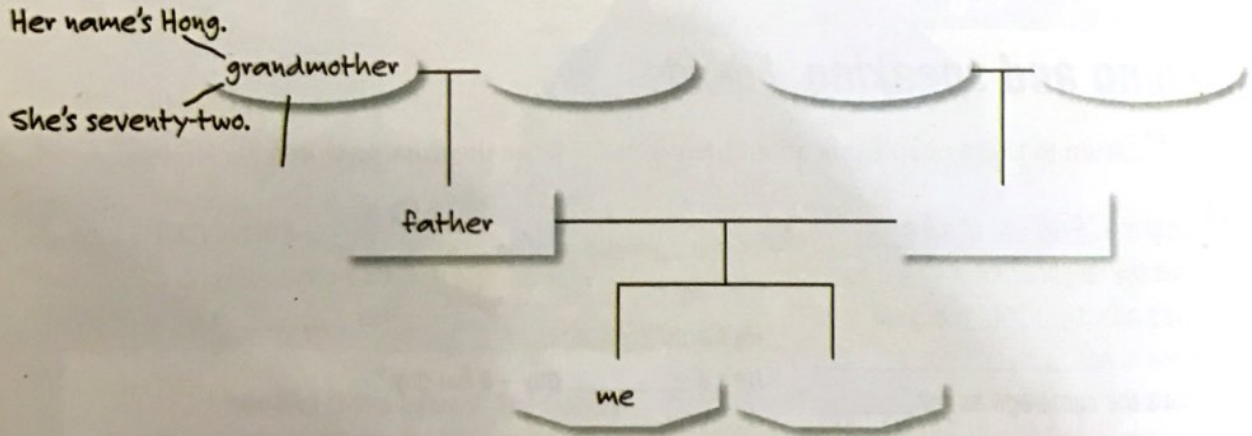
grandmother mother sister grandfather brother ✓father



Mom or Mother?

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

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



On your own

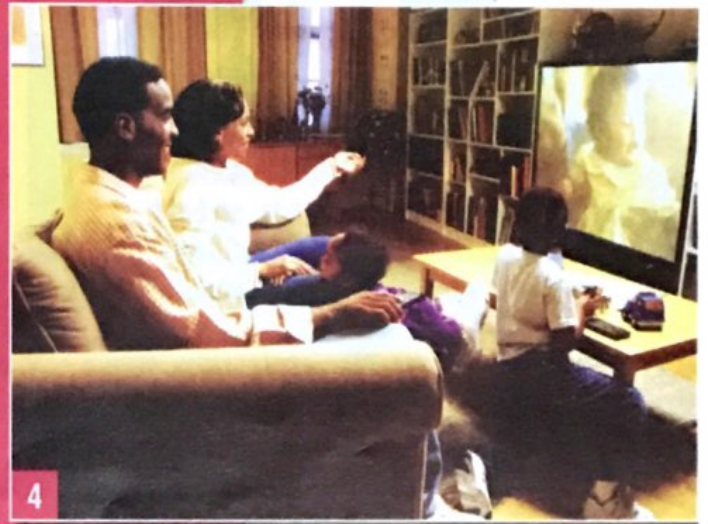
Make a photo album of your family and friends. Write sentences about them in English.



Everyday life

In Unit 4, you learn how to . . .

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



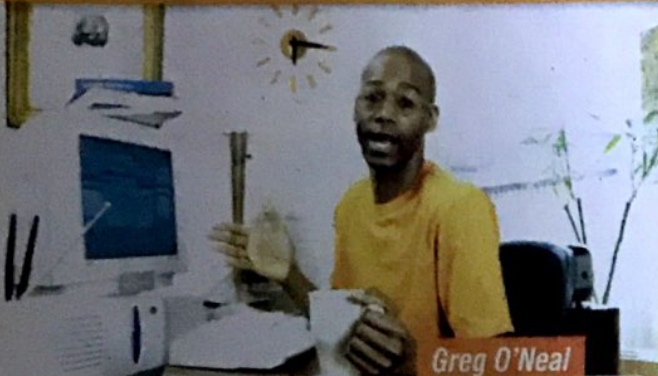
Before you begin . . .

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

- | | |
|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> do homework | <input type="checkbox"/> exercise |
| <input type="checkbox"/> work | <input type="checkbox"/> watch TV |

In the morning

What's a typical morning like in your home?



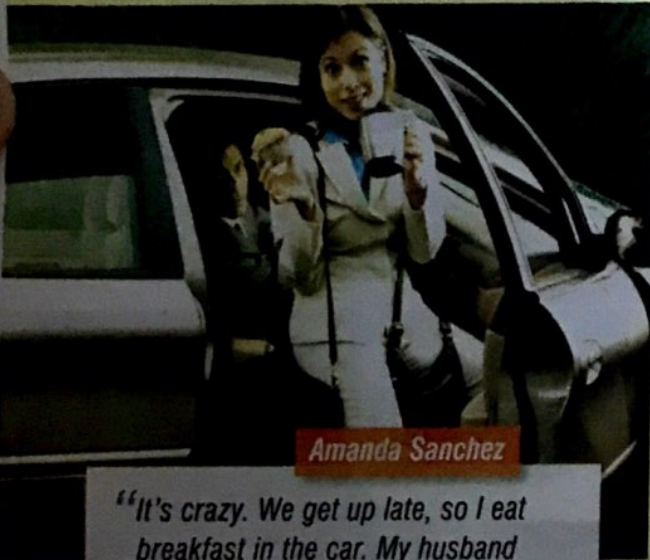
Greg O'Neal

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



Jennifer Lee

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



Amanda Sanchez

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



Alex Stern

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

1 Getting started

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

Figure it out

B Can you complete these sentences about the people above?

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

About you

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

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

2 Grammar Simple present statements

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

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

Verb endings: he, she, it

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

A Complete these sentences.

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

In conversation . . .

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



About you

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

I don't eat breakfast.

- A** I don't eat breakfast. How about you?
B I have breakfast every morning.

3 Speaking naturally -s endings of verbs

/s/ likes /z/ listens /ɪz/ relaxes

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

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

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



About you

C Group work Take turns asking and answering the questions.

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

Lesson B Routines

1 Building vocabulary

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



take a class



play sports



clean the house



go shopping



do the laundry



make phone calls

Word sort

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	play soccer					

"On Mondays, I play soccer."

2 Building language

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

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

Figure it out

About you

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

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

3 Grammar Yes-No questions and short answers

Do you **go** to a class in the evening?
Yes, I **do**. / No, I **don't**.

Do you and your friends **play** sports after class?
Yes, we **do**. / No, we **don't**.

Does your father **work** on the weekends?
Yes, he **does**. / No, he **doesn't**.

Do your friends **make** phone calls at night?
Yes, they **do**. / No, they **don't**.

A Complete the questions. Compare with a partner.

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

▶ Time expressions

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

About you

B Pair work Ask and answer the questions.
How many of your answers are the same?

A Do you eat a lot of snacks every day?

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

on ⇒ Days + weekend
in ⇒ morning - evening - afternoon
at ⇒ night
every day

4 Survey

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

Who has a busy week?

Find someone who . . .

Name

belongs to a club.

plays on a team.

works on the weekends.

has breakfast in the car.

studies English before breakfast.

gets up early on Fridays.



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

B Tell the class something interesting about a classmate.

"Anton belongs to a chess club."

5 Vocabulary notebook Verbs, verbs, verbs

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




Do you come here every day

1 Conversation strategy Saving more than yes or no

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

A Do you live around here?

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

 Now listen. What do you find out about Faisal?

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

Faisal No. . . . Well, I have breakfast here before class.

Abdul Oh, are you a student?

Faisal Yes. I'm a law student.

Abdul Really? I'm in the business.

Faisal Oh. So do you live around here?

Abdul Well, I live about 20 miles away from here in Laguna Beach.

Faisal So, are you from California?

Abdul Well, I'm from New York originally, but my family lives here now.



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

"Oh, are you a student?"

"Yes. I'm a law student."

About you

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

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

2 Strategy plus Well

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

Are you from California?

Well, I'm from New York originally, ...



In conversation ...

Well is one of the top 50 words.

About you

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

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



3 Listening and speaking What's the question?

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

"Do you go out on the weekends?"

1 "Do you read a lot?"

"Do you know people from other countries?"

"Do you live with your grandparents?"

"Do you exercise every day?"

About you

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

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

Do you go out on the weekends?

read

watch TV

1 Reading

About you

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

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

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

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

IN THE LIFETIME OF AN AVERAGE AMERICAN . . .



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

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


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

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

In a lifetime, an average American spends . . .

1. 90,000 hours at work.
2. 2 1/2 years on the telephone.
3. 24 years in bed.
4. 12 years in front of the TV.

2 Listening Teen habits

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

An average teenager . . .

drinks 16 cans of soda a week.
 eats dinner at home 3 times a week.
 spends about 45 hours a month online.
 watches TV 20 hours a week.

Christine . . .

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

About you

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

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

3 Writing and speaking An average week

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

My week: On average . . .

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

My partner's week: On average . . .

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

Subject: My new friend

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

Dear Hiro,
 I have a new friend in my English class. His name is Rashid.
 He has a busy week. Rashid works 40 hours a week.

Help note

Capitals and periods

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

His name is Rashid.
 ↑ ↑ ↑

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

4 Free talk Interesting facts

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



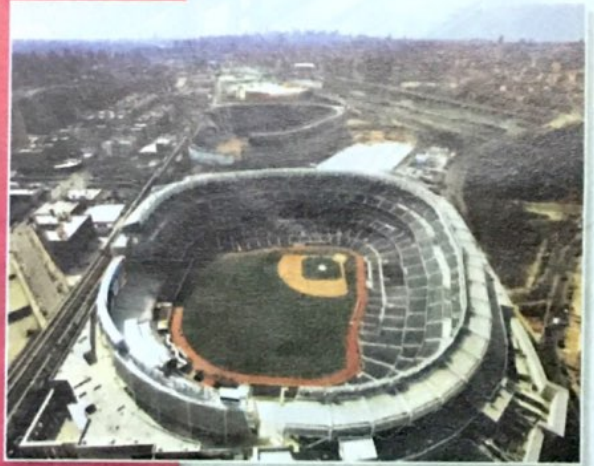
Neighborhoods

In Unit 6, you learn how to . . .

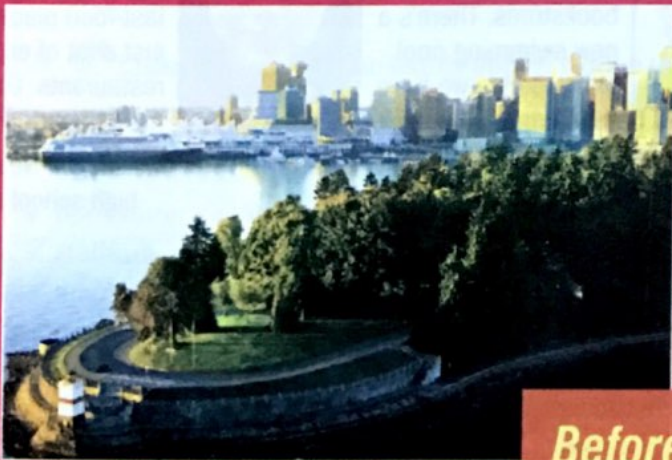
- use *There's* and *There are*.
- use *some*, *no*, *a lot of*, and *a couple of*.
- talk about your neighborhood and local events.
- ask for and tell the time.
- use *Me too* or *Me neither* to show you're like someone.
- use *Right* and *I know* to agree.



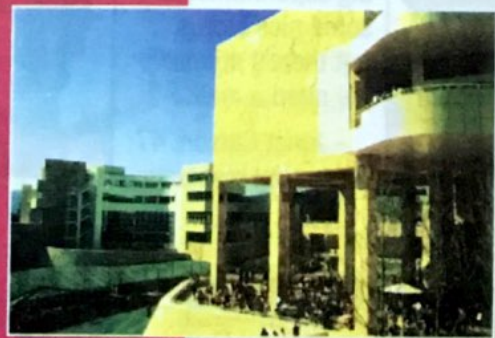
The Mall of America, Bloomington, Minnesota



Yankee Stadium, New York City



Stanley Park, Vancouver



The J. Paul Getty Museum, Los Angeles

Before you begin . . .

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

THE DAILY HERALD

How do you like your neighborhood?

People talk about the popular neighborhood called Parkview.



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

- Janet Carson, 47, medical researcher



“ Um, it’s nice.

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

- Rick Martinez, 33, stockbroker



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

- Megan Nova, high school student

1 Getting started

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

Figure it out

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

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

2 Grammar There's and There are; quantifiers

- There's a park.
- There's no mall.
- There are a lot of restaurants.
- There are some outdoor cafés.
- There are a couple of bookstores.
- There are no fast-food places.

There's = There is

Adjectives before nouns

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

In conversation ...

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

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

1. There are a couple of big supermarkets. There's a big supermarket.
2. There are no swimming pools. There are not
3. There's a big park. _____
4. There's one bookstore. _____
5. There's an expensive restaurant. _____
6. There are a lot of fast-food places. _____
7. There are a lot of apartment buildings. _____
8. There's a stadium. _____

About you

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

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

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

- a pen on the chair.
- five chairs on the floor.
- two pupils sitting on the chairs?
- a large box on this table.
- a girl in blue dress?

3 Speaking naturally Word stress

bookstore stadium apartment

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

B Listen. Write the words in the correct column.

- ✓ bookstore museum
- ✓ stadium neighborhood
- ✓ apartment student
- expensive beautiful
- noisy boring
- basketball convenient

1	2	3
bookstore	stadium	apartment

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

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

What time?

* hours + minutes
 * minutes + after + hour

1 Building vocabulary

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



It's eleven (o'clock).



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



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



It's ten-thirty.



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



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



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



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

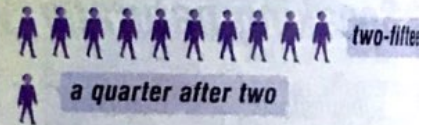
Notice...
 a.m. = before 12
 p.m. = after 12

B Pair work Take turns asking and telling the time.



In conversation...

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



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

2 Listening What's on this weekend?

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



Event	Where is it?	What time does it start?
1. camel race	_____	_____
2. art exhibit	_____	_____
3. soccer match	_____	_____
4. lecture	_____	_____



3 Building language

A Listen. What time is the basketball game? Practice the conversation.

Kyle Hey, there's a good basketball game tomorrow.

Rob Oh, that sounds like fun. Where?

Kyle At Grant Park.

Rob What time does it start?

Kyle Um, it starts at . . . 3:00.

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

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

Rob Oh, well, in that case, let's get there early – say, around 2:30.



stand tall

Figure it out

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

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

4 Grammar Telling time; suggestions with Let's

What time is it?

It's 6:30.

What time does the lecture start?

It starts at 9 o'clock.

What time do supermarkets close?

(At) about 10:00 p.m.

What time do you go out at night?

Usually around 8:00 or 8:30.

Suggestions

Let's go.

Let's meet at 6:45.

Let's get there early.

In conversation . . .

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

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

Find out what time . . .

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

About you

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

5 Vocabulary notebook A time and a place . . .

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




It's a great place to live.

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

A Can you match each statement with the correct response?

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

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

Paul I just love this neighborhood.

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

Paul Yeah. It has some great restaurants.

Juan Right. But they're expensive.

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

Juan Well, I'm not rich!

Paul No, me neither.

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

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



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

"I just love this neighborhood."


"Me too."

About you

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

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

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

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

2 Strategy plus Right and I know

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

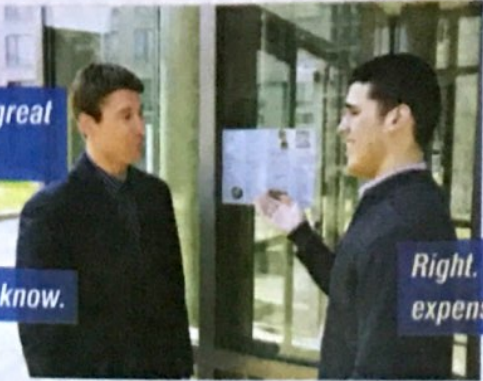
In conversation . . .

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

It has some great restaurants.

Yeah, I know.

Right. But they're expensive.



About you

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

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



3 Listening City living

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

1. **a** the restaurants
b the people
2. **a** his neighbors
b places to shop
3. **a** lectures
b sporting events

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

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

4 Free talk Find the differences.

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



1 Reading

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

Classifieds

CLASSES	ITEMS FOR SALE	HELP WANTED	LOCAL EVENTS
French lessons	cars	baby-sitters	storytelling

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

1

Classes

City College

offers French lessons in small groups. Call Marie Boutin between 9:00 and 5:00, Tuesday through Saturday, 689-555-4040.

2

The Summer Arts Festival

needs volunteers. All volunteers receive free tickets for exhibits. Call 689-555-0999 or visit www.artfestcup.org for more information.

3

Carter's Restaurant

needs servers to work evenings from 6:00 to 10:00 p.m. Call 689-555-5401, and ask for John. No experience necessary.

4

Downtown Cultural Center

presents afternoon storytelling, Monday through Thursday at 2:00 p.m. Tickets are \$15 for adults, and \$10 for students and seniors. Children under 10 are free.

5

Almost-new G6 laptop computer and S300 printer for sale. Only \$450, so hurry. Call Jared at 689-555-1001 or 789-555-3782 (cell phone).

6

Do you want to speak perfect English?

Experienced teacher gives classes at 7:30 p.m. on Mondays and Thursdays. Classes are \$15 an hour. Please call Ian at 689-555-0600 afternoons or evenings only.

7

New in-line skates for sale. Women's size 7. \$75 or best offer. Call Sun Hee at 689-555-3854 after 7:30 p.m., or send an e-mail to Sunhee2@cup.org.

8

City Library needs your help with its monthly book sale. Please bring your old books and magazines to the library. Our hours are 9:00-5:00, Monday through Thursday; Saturday and Sunday, 12:00-5:00.

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

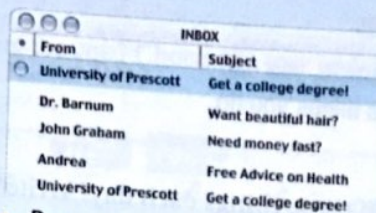
- the telephone number for the French lessons
- the time the storytelling starts
- the cost of the English classes
- three words you want to learn
- three items for sale
- an ad that sounds interesting

2 Talk about it Too much advertising?

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



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



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



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



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



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



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

3 Writing and speaking Bulletin boards

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

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



Help note

Prepositions

Store hours are **from** 6:00 **to** 10:00.
 Call **between** 9:00 **and** 5:00.
 The store is open Monday **through** Saturday.
 The lecture is **at** 8 p.m. **at** the library.
 Call Jim **at** 555-7777, or **on** his cell phone.
 Call us **for** more information.

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

- A Do you need French classes? . . .
- B What time do your French classes finish? . . .
- C Are your classes fun? . . .