

Four Corners

Jack C. Richards · David Bohlke

TRƯỜNG CB. CÔNG THƯƠNG TP HCM
THƯ VIỆN
Số: 16081555



Student's Book

 CAMBRIDGE
UNIVERSITY PRESS

Authors' acknowledgments

Many people contributed to the development of *Four Corners*. The authors and publisher would like to particularly thank the following reviewers:

Nele Noe, Academy for Educational Development, Qatar Independent Secondary School for Girls, Doha, Qatar; Yuan-hsun Chuang, Soo Chow University, Taipei, Taiwan; Celso Frade and Sonia Maria Baccari de Godoy, Associação Alumni, São Paulo, Brazil; Pablo Stucchi, Antonio Raimondi School and Instituto San Ignacio de Loyola, Lima, Peru; Kari Miller, Binational Center, Quito, Ecuador; Alex K. Oliveira, Boston University, Boston, MA, USA; Elisabeth Blom, Casa Thomas Jefferson, Brasília, Brazil; Henry Grant, CCBEU – Campinas, Campinas, Brazil; Maria do Rosário, CCBEU – Franca, Franca, Brazil; Ane Cibele Palma, CCBEU inter Americano, Curitiba, Brazil; Elen Flavia Penques da Costa, Centro de Cultura Idiomas – Taubate, Taubate, Brazil; Inara Lúcia Castillo Couto, CEL LEP – São Paulo, São Paulo, Brazil; Geysa de Azevedo Moreira, Centro Cultural Brasil Estados Unidos (CCBEU Belém), Belém, Brazil; Sonia Patricia Cardoso, Centro de Idiomas Universidad Manuela Beltrán, Barrio Cedritos, Colombia; Geraldine Itiago Losada, Centro Universitario Grupo Sol (Musali), Mexico City, Mexico; Nick Hilmers, DePaul University, Chicago, IL, USA; Monica L. Montemayor Menchaca, EDIMSA, Metepec, Mexico; Angela Whitby, Edu-Idiomas Language School, Cholula, Puebla, Mexico; Mary Segovia, El Monte Rosemead Adult School, Rosemead, CA, USA; Dr. Deborah Aldred, ELS Language Centers, Middle East Region, Abu Dhabi, United Arab Emirates; Leslie Lott, Embassy CES, Ft. Lauderdale, FL, USA; M. Martha Lengeling, Escuela de Idiomas, Guanajuato, Mexico; Pablo Frias, Escuela de Idiomas UNAPEC, Santo Domingo, Dominican Republic; Tracy Vanderhoek, ESL Language Center, Toronto, Canada; Kris Vicca and Michael McCollister, Feng Chia University, Taichung, Taiwan; Flávia Patrícia do Nascimento Martins, First Idiomas, Sorocaba, Brazil; Andrea Taylor, Florida State University in Panama, Panamá, Panama; Carlos Lizárraga González, Grupo Educativo Angloamericano, Mexico City, Mexico; Dr. Martin Endley, Hanyang University, Seoul, Korea; Mauro Luiz Pinheiro, IBEU Ceará, Ceará, Brazil; Ana Lúcia da Costa Maia de Almeida, IBEU Copacabana, Copacabana, Brazil; Ana Lucia Almeida, Elisa Borges, IBEU Rio, Rio de Janeiro, Brazil; Maristela Silva, ICBEU Manaus, Manaus, Brazil; Magaly Mendes Lemos, ICBEU São José dos Campos, São José dos Campos, Brazil; Augusto Pelligrini Filho, ICBEU São Luis, São Luis, Brazil; Leonardo Mercado, ICPNA, Lima, Peru; Lucía Rangel Lugo, Instituto Tecnológico de San Luis Potosí, San Luis Potosí, Mexico; Maria Guadalupe Hernández Lozada, Instituto Tecnológico de Tlalnepantla, Tlalnepantla de Baz, Mexico; Greg Jankunis, International Education Service, Tokyo, Japan; Karen Stewart, International House Veracruz, Veracruz, Mexico; George Truscott, Kinki University, Osaka, Japan; Bo-Kyung Lee, Hankuk University of Foreign Studies, Seoul, Korea; Andy Burki, Korea University, International Foreign Language School, Seoul, Korea; Jinseo Noh, Kwangwoon University, Seoul, Korea; Nadezhda Nazarenko, Lone Star College, Houston, TX, USA; Carolyn Ho, Lone

Star College-Cy-Fair, Cypress, TX, USA; Alice Ya-fen Chou, National Taiwan University of Science and Technology, Taipei, Taiwan; Gregory Hadley, Niigata University of International and Information Studies, Department of Information Culture, Niigata-shi, Japan; Raymond Dreyer, Northern Essex Community College, Lawrence, MA, USA; Mary Keter Terzian Megale, One Way Línguas-Suzano, São Paulo, Brazil; Jason Moser, Osaka Shoin Joshi University, Kashiba-shi, Japan; Bonnie Cheeseman, Pasadena Community College and UCLA American Language Center, Los Angeles, CA, USA; Simon Banha, Phil Young's English School, Curitiba, Brazil; Oh Jun Il, Pukyong National University, Busan, Korea; Carmen Gehrke, Quatrum English Schools, Porto Alegre, Brazil; Atsuko K. Yamazaki, Shibaura Institute of Technology, Saitama, Japan; Wen hsiang Su, Shi Chien University, Kaohsiung Campus, Kaohsiung, Taiwan; Richmond Stroupe, Soka University, World Language Center, Hachioji, Tokyo, Japan; Lynne Kim, Sun Moon University (Institute for Language Education), Cheon An City, Chung Nam, Korea; Hiroko Nishikage, Taisho University, Tokyo, Japan; Diana Peña Munoz and Zaira Kuri, The Anglo, Mexico City, Mexico; Alistair Campbell, Tokyo University of Technology, Tokyo, Japan; Song-won Kim, TTI (Teacher's Training Institute), Seoul, Korea; Nancy Alarcón, UNAM FES Zaragoza Language Center, Mexico City, Mexico; Laura Emilia Fierro López, Universidad Autónoma de Baja California, Mexicali, Mexico; María del Rocío Domínguez Gaona, Universidad Autónoma de Baja California, Tijuana, Mexico; Saul Santos García, Universidad Autónoma de Nayarit, Nayarit, Mexico; Christian Meléndez, Universidad Católica de El Salvador, San Salvador, El Salvador; Irasema Mora Pablo, Universidad de Guanajuato, Guanajuato, Mexico; Alberto Peto, Universidad de Oaxaca, Tehuantepec, Mexico; Carolina Rodríguez Beltan, Universidad Manuela Beltrán, Centro Colombo Americano, and Universidad Jorge Tadeo Lozano, Bogotá, Colombia; Nidia Milena Molina Rodríguez, Universidad Manuela Beltrán and Universidad Militar Nueva Granada, Bogotá, Colombia; Yolima Perez Arias, Universidad Nacional de Colombia, Bogota, Colombia; Héctor Vázquez García, Universidad Nacional Autónoma de México, Mexico City, Mexico; Pilar Barrera, Universidad Técnica de Ambato, Ambato, Ecuador; Deborah Hulston, University of Regina, Regina, Canada; Rebecca J. Shelton, Valparaiso University, Interlink Language Center, Valparaiso, IN, USA; Tae Lee, Yonsei University, Seodaemun-gu, Seoul, Korea; Claudia Thereza Nascimento Mendes, York Language Institute, Rio de Janeiro, Brazil; Jamila Jenny Hakam, ELT Consultant, Muscat, Oman; Stephanie Smith, ELT Consultant, Austin, TX, USA.

The authors would also like to thank the Four Corners editorial, production, and new media teams, as well as the Cambridge University Press staff and advisors around the world for their contributions and tireless commitment to quality.

Scope and sequence

LEVEL 2A	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can . . . <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
Unit 1 Pages 5–14 My interests A <i>I'm interested in fashion.</i> B <i>Can you repeat that, please?</i> C <i>Do you play sports?</i> D <i>Free time</i>	Students can . . . <input checked="" type="checkbox"/> ask and talk about interests <input checked="" type="checkbox"/> ask for repetition <input checked="" type="checkbox"/> ask someone to speak more slowly <input checked="" type="checkbox"/> ask and talk about sports and exercise habits <input checked="" type="checkbox"/> talk about people's free-time activities	Present of <i>be</i> Simple present	Interests Sports and exercise
Unit 2 Pages 15–24 Descriptions A <i>He's talkative and friendly.</i> B <i>I don't think so.</i> C <i>What do they look like?</i> D <i>People's profiles</i>	Students can . . . <input checked="" type="checkbox"/> ask and talk about people's personalities <input checked="" type="checkbox"/> say they think something is true and not true <input checked="" type="checkbox"/> ask and talk about people's appearance <input checked="" type="checkbox"/> describe their personality and appearance	<i>What . . . like?; be + adjective (+ noun)</i> <i>What . . . look like?; order of adjectives</i>	Personality adjectives Appearance
Unit 3 Pages 25–34 Rain or shine A <i>It's extremely cold.</i> B <i>In my opinion, . . .</i> C <i>I'd like to play chess.</i> D <i>Where would you like to go?</i>	Students can . . . <input checked="" type="checkbox"/> talk about the weather and seasons <input checked="" type="checkbox"/> ask for and give an opinion <input checked="" type="checkbox"/> talk about what they would like to do <input checked="" type="checkbox"/> talk about a place they would like to visit	Adverbs of intensity; quantifiers with verbs <i>Would like + infinitive</i>	Weather Indoor activities
Unit 4 Pages 35–44 Life at home A <i>There's a lot of light.</i> B <i>Can you turn down the music?</i> C <i>I always hang up my clothes!</i> D <i>What a home!</i>	Students can . . . <input checked="" type="checkbox"/> ask and answer questions about their home <input checked="" type="checkbox"/> make and agree to requests <input checked="" type="checkbox"/> talk about household chores <input checked="" type="checkbox"/> describe a home	<i>How many/much;</i> quantifiers before nouns Separable two-word phrasal verbs	Things in a home Household chores
Unit 5 Pages 45–54 Health A <i>Breathe deeply.</i> B <i>I'm not feeling well.</i> C <i>How healthy are you?</i> D <i>Don't stress out!</i>	Students can . . . <input checked="" type="checkbox"/> give and follow instructions <input checked="" type="checkbox"/> say how they feel <input checked="" type="checkbox"/> wish someone well <input checked="" type="checkbox"/> ask and talk about healthy habits <input checked="" type="checkbox"/> discuss ways to manage stress	Imperatives; adverbs of manner <i>How</i> questions	Parts of the body Healthy habits
Unit 6 Pages 55–64 What's on TV? A <i>I love watching game shows.</i> B <i>I don't really agree.</i> C <i>I'm recording a documentary.</i> D <i>Popular TV</i>	Students can . . . <input checked="" type="checkbox"/> talk about types of TV shows they like <input checked="" type="checkbox"/> agree and disagree with an opinion <input checked="" type="checkbox"/> describe future plans <input checked="" type="checkbox"/> give their opinions about popular TV shows	Verb + infinitive or gerund Present continuous for future plans	Types of TV shows Television

Functional language

Listening and Pronunciation

Reading and Writing

Speaking

Interactions:
Asking for repetition
Asking someone to speak more slowly

Listening:
About a party
An unusual interest
Pronunciation:
Intonation in *yes/ no* and *Wh-* questions

Reading:
"What's your hobby?"
Blog posts
Writing:
An interest

- Discussion about English words
- Interview about interests
- *Keep talking:* Board game about favorites
- Class contact list
- Interview about sports and exercise
- *Keep talking:* "Find someone who" activity about free-time activities
- Discussion about other people's interests

Interactions:
Saying you think something is true
Saying you think something isn't true

Listening:
People's personalities
An online profile
Pronunciation:
Is he or Is she

Reading:
"Online Profiles"
A webpage
Writing:
A description of yourself

- Descriptions of family member personalities
- *Keep talking:* Quiz about confidence
- Discussion about people at a party
- Guessing game about physical appearances
- *Keep talking:* Different physical appearances
- Personal descriptions

Interactions:
Asking for an opinion
Giving an opinion

Listening:
Weather in different cities
A good time to visit places
Pronunciation:
Reduction of *would you*

Reading:
"Canada Through the Seasons"
A brochure
Writing:
An email to a friend

- True or false information about the weather
- *Keep talking:* Information gap activity about the weather
- Opinions about the weather
- Decisions about things to do
- *Keep talking:* Things to do someday
- Discussion about places to visit

Interactions:
Making a request
Agreeing to a request

Listening:
Friendly requests
A tour of Graceland
Pronunciation:
Intonation in requests

Reading:
"Unusual Houses from Around the World"
An article
Writing:
Dream home

- Discussion about homes
- *Keep talking:* Memory game about a home
- Problems and requests
- Interview about chores
- *Keep talking:* Decisions about chores
- Description of a dream home

Interactions:
Saying how you feel
Wishing someone well

Listening:
What's wrong?
Creative ways to manage stress
Pronunciation:
Reduction of *and*

Reading:
"Feeling stressed?"
An article
Writing:
Managing stress

- Instructions
- *Keep talking:* Exercises at your desk
- Role play about health problems and not feeling well
- Questions about healthy habits
- *Keep talking:* Quiz about health
- Tips for living with stress

Interactions:
Agreeing with an opinion
Disagreeing with an opinion

Listening:
What to watch on TV
Favorite TV shows
Pronunciation:
Sentence stress

Reading:
"Reality Shows"
An online article
Writing:
My favorite TV show

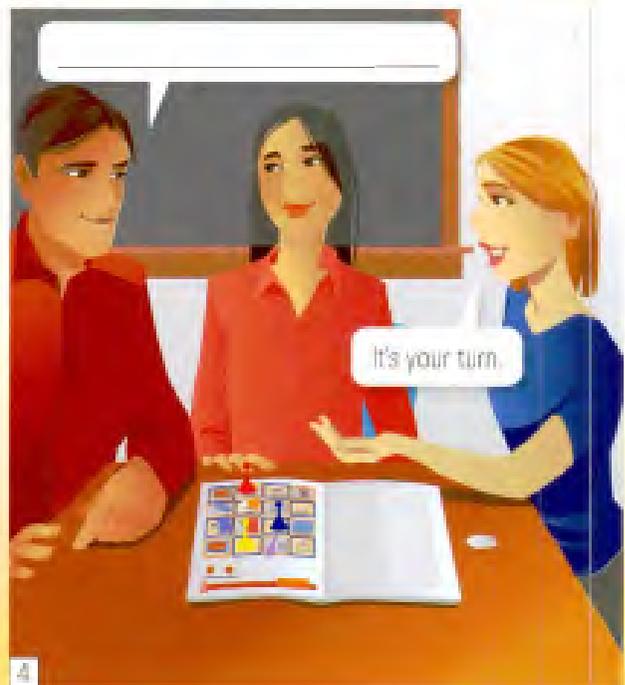
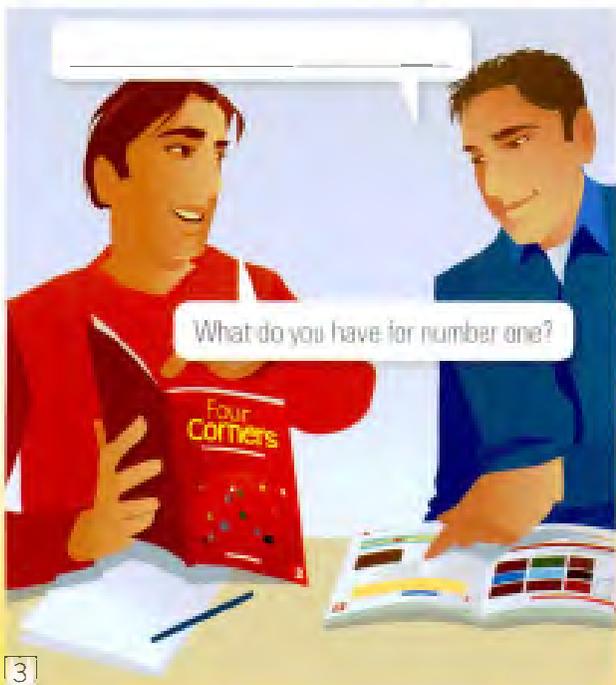
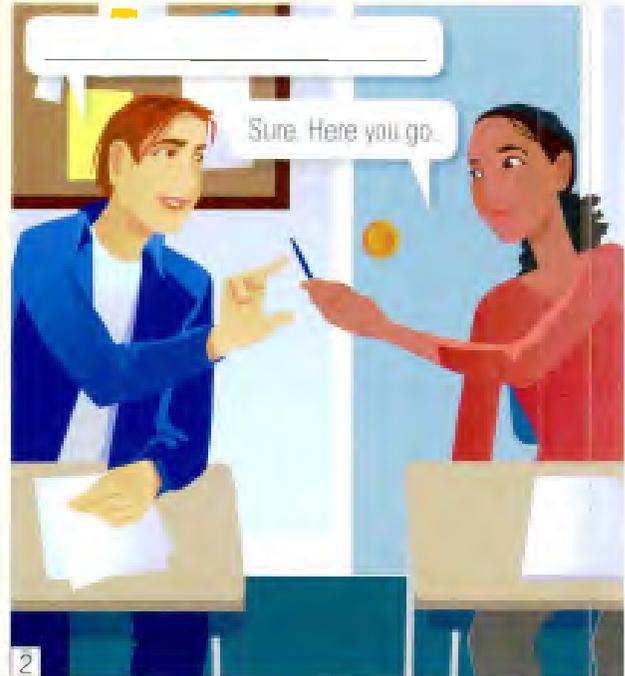
- "Find someone who" activity about TV preferences
- *Keep talking:* Debate about things to watch
- Opinions about television
- List of shows to record
- *Keep talking:* Plans for tomorrow
- Discussion about reality TV shows

Welcome

1 Working with a partner

A Complete the conversations with the correct sentences. Then listen and check your answers

- Can I borrow your pen?
- Whose turn is it?
- Let's compare our answers!
- Are you ready?



B Pair work Practice the conversations.

2 Asking for help

A Match the questions and answers. Then practice with a partner.

- | | | |
|--|---------------|-----------------------------|
| 1. How do you spell this word? | <u> d </u> | a. You say "welcome." |
| 2. How do you pronounce this word? | <u> </u> | b. It means "not common." |
| 3. What does this word mean? | <u> </u> | c. /'habi/ (hobby). |
| 4. How do you say <i>bienvenidos</i> in English? | <u> </u> | d. I-N-T-E-R-A-C-T-I-O-N-S. |

B Write these four questions in the conversations. Then compare with a partner.

What does this word mean?

How do you say *Boa sorte* in English?

How do you pronounce this word?

How do you spell your first name?

1. A: _____
B: /'kantɛkst/ (context).
A: Oh, that's easy!
2. A: _____
B: I think it means "working together."
A: Just like us!
3. A: _____
B: E-M-I-K-O.
A: That's a nice name.
4. A: _____
B: You say "Good luck."
A: I see. Well, good luck!

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



3 Speaking Do you know?

A Pair work Think of two English words you know. Ask your partner about them.

- A: What does the word kitten mean?
B: It means "baby cat."

B Pair work Look at a page in the book and find two words. Write one word in each blank. Ask about the words.

How do you spell this word? How do you pronounce this word?

C Group work Think of words or expressions you want to know in English. Ask your group how to say them. Can they answer?

- A: How do you say _____ in English?
B: You say "_____."

Classroom language

A Write these actions below the correct pictures. Then compare with a partner.

- | | | |
|--------------------|----------------------|------------------|
| Close your books. | Look at the picture. | Turn to page ... |
| Listen. | ✓ Open your books. | Work in groups. |
| Look at the board. | Raise your hand. | Work in pairs. |



1. Open your books.



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

A: What's number one?

B: It's ...

B Listen and check your answers.

C Listen to seven of the actions. Do each one.

My interests

LESSON A

- Interests
- Present of *be*

LESSON B

- Asking for repetition
- Asking someone to speak more slowly

LESSON C

- Sports and exercise
- Simple present

LESSON D

- Reading: "What's your hobby?"
- Writing: An interest

Warm-up



A Name the things in the picture. What do you think this person likes? Why?

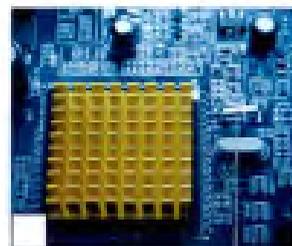
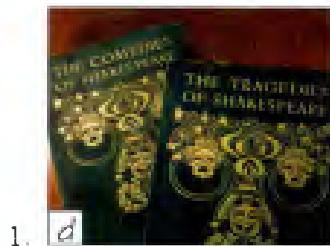
B Do you like similar things?

I'm interested in fashion.

1 Vocabulary Interests

A Match the words and the pictures. Then listen and check your answers.

- a. art
- b. fashion
- c. languages
- d. literature
- e. politics
- f. pop culture
- g. sports
- h. technology
- i. travel



B Pair work Tell your partner about the things in Part A. Which ones do you love? like? hate?

2 Language in context Find new friends!

A Read the survey. Then complete the survey with your own information.

Looking for new friends? Find someone with similar interests!

What's your name? _____

Where are you from? _____

How old are you? _____

Are you single or married? _____

Who's your favorite . . . ?

actor _____

actress _____

singer _____

Are you interested in . . . ?

travel yes / no

sports yes / no

fashion yes / no

What's your favorite . . . ?

TV show _____

movie _____

video game _____

B Group work Compare your information. Who are you similar to? How?

"Ming and I are similar. Our favorite movie is . . ."

3 Grammar Present of be

Where **are** you from?

I'm from South Korea.

How old **is** he?

He's 22 years old.

What **are** your friends' names?

Their names **are** Ming and Kathy.

Are you interested in travel?

Yes, I **am**.

No, I'm **not**.

Is he single?

Yes, he **is**.

No, he's **not**. / No, he **isn't**.

Are they married?

Yes, they **are**.

No, they're **not**. / No, they **aren't**.

A Complete the conversations with the correct form of *be*. Then practice with a partner.

1. A: What **'s** your name?

B: Diego.

A: Where _____ you from?

B: Mexico City.

A: _____ you single?

B: No, I _____ not. I _____ married.

A: _____ you interested in fashion?

B: Not really. I _____ interested in sports.

2. A: Where _____ your parents from?

B: My mother _____ from Osaka.

A: _____ your father from Osaka, too?

B: No, he _____. He _____ from Nagoya.

A: What _____ they interested in?

B: Art, languages, and literature.

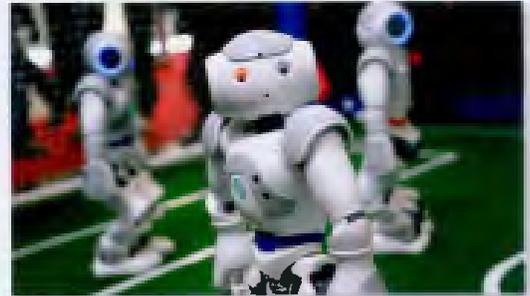
A: _____ they interested in travel?

B: No, they _____.

B Read the answers. Write the possible questions. Then compare with a partner.

- | | |
|---------------------------------------|---------------------|
| 1. <u>What are you interested in?</u> | Technology. |
| 2. _____ | I'm 20 years old. |
| 3. _____ | Johnny Depp. |
| 4. _____ | No, I'm from Seoul. |
| 5. _____ | Yes, I am. |

C Pair work Ask and answer the questions in Part B. Answer with your own information.



4 Speaking What are you interested in?

A Pair work Interview your partner. Take notes.

1. Are you interested in literature?

Yes.

Who's your favorite writer?

No.

What books are in your house?

2. Are you interested in technology?

Yes.

What's a good cell phone?

No.

How old is your cell phone?

3. Are you and your friends interested in similar things?

Yes.

What are you and your friends interested in?

No.

What are your friends interested in?

B Pair work Tell another classmate about your partner's answers.

"Elena is interested in literature. Her favorite writer is Jane Austen."

5 Keep talking!

Go to page 125 for more practice.

I can ask and talk about interests.

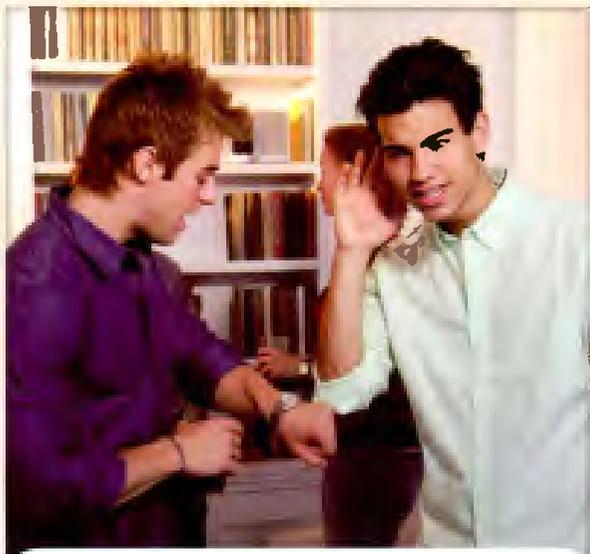


Can you repeat that, please?

1 Interactions Asking for repetition

A Look at the pictures. Where are the people? What do you think they're talking about?

B Listen to the conversations. Were your guesses from Part A correct? Then practice the conversations.



Fred: Fun party.
Carlos: Yeah, it is. Um, do you have the time?
Fred: It's . . . 9:50.
Carlos: I'm sorry. **Can you repeat that, please?**
Fred: Sure. It's 9:50.
Carlos: Wow! It's late.



Meg: So call me. OK?
Melissa: Sure. What's your number?
Meg: It's 629-555-0193.
Melissa: **Can you say that more slowly, please?**
Meg: Oh, sure. It's 629-555-0193.
Melissa: Got it. Thanks.

C Listen to the expressions. Then practice the conversations again with the new expressions.

Asking for repetition

Can you repeat that, please?
 Could you repeat that, please?
 Could you say that again, please?

Asking someone to speak more slowly

Can you say that more slowly, please?
 Could you say that more slowly, please?
 Could you speak more slowly, please?

D Put the words in order. Then practice the questions with a partner.

- you / can / that / please / repeat
- slowly / please / say / you / can / more / that
- again / could / say / you / that / please
- slowly / please / more / you / speak / could

Can you repeat that, please?

2 Pronunciation Intonation in *yes / no* and *Wh-* questions

A Listen and repeat. Notice the intonation in *yes / no* and *Wh-* questions.

Do you have the time? Are you interested in fashion?

Where are you from? What's your number?

B Listen and mark the intonation in the questions. Then practice with a partner.

- Who's your favorite actress?
- Do you like parties?
- Are you from here?
- What's your email address?

3 Listening Could you ... ?

A Listen to Clara's phone calls. Who does she talk to? Number the pictures from 1 to 3.



B Listen again. Check (✓) the question Clara is going to ask at the end of each conversation.

- Can you repeat that, please? Can you say that more slowly, please?
- Could you repeat that, please? Could you say that more slowly, please?
- Could you say that again, please? Could you speak more slowly, please?

4 Speaking Class contact list

A Group work Ask four classmates their name, email address, and birthday. Make a list. Ask them to repeat or speak more slowly if necessary.

	Full name	Email address	Birthday
1.			
2.			
3.			
4.			

A: What's your full name?

B: It's Maria Sanchez.

A: I'm sorry. Could you ... ?

B Share your information and create the class contact list.

I can ask for repetition.

I can ask someone to speak more slowly.

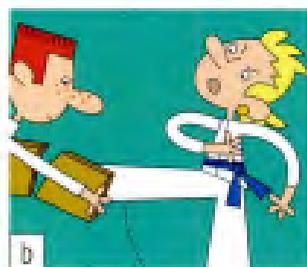
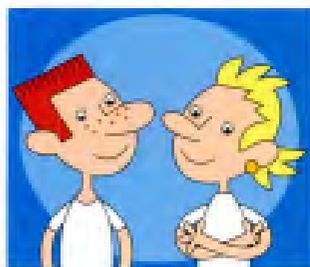




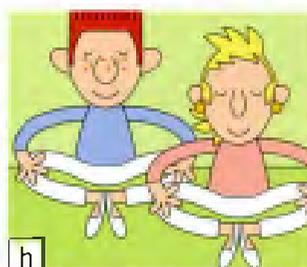
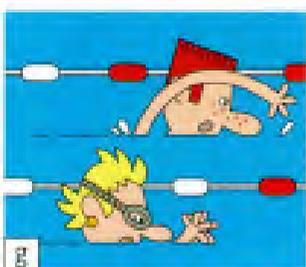
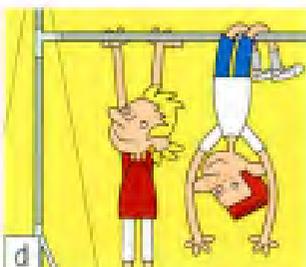
Do you play sports?

1 Vocabulary Sports and exercise

A Dan and Kathy are very active. Match the sentences and the pictures. Then listen and check your answers.



- They ...
- bowl. _____
- ski. _____
- swim. _____
- They play ...
- baseball. _____
- golf. _____
- table tennis. _____
- They do ...
- gymnastics. _____
- karate. _____
- yoga. _____



B Pair work Which sports and exercises in Part A do you do? Tell your partner.

"I swim and play baseball."

2 Conversation A ski sale

A Listen and practice.

Clerk: Can I help you?
 Gina: Yes, thank you. I want something for my boyfriend.
 It's his birthday tomorrow.
 Clerk: OK. What sports does he like? Does he play baseball?
 Gina: No, he doesn't.
 Clerk: How about table tennis? You can play together.
 Gina: No, we don't really like table tennis.
 Clerk: Well, does he ski?
 Gina: Yes! He skis all the time. Do you sell skis?
 Clerk: Yes, we do. And there's a ski sale right now.
 Gina: Great!

B Listen to a conversation between Gina and her boyfriend. Where are they?



3 Grammar **Simple present**

What sports **do** you like?

I **like** golf and karate.

I **don't like** basketball.

What sports **does** he **play**?

He **plays** soccer.

He **doesn't play** baseball.

Where **do** they **do** yoga?

They **do** yoga at home.

They **don't do** yoga in the park.

Do you **sell** skis?

Yes, I **do**.

No, I **don't**.

Does he **play** baseball?

Yes, he **does**.

No, he **doesn't**.

Do they **like** table tennis?

Yes, they **do**.

No, they **don't**.

A Complete the paragraph with the simple present forms of the verbs. Then compare with a partner.

Every year, over a thousand men and women _____
(compete) in the Hawaii Ironman Triathlon. A triathlon
_____ (have) three parts, but it _____ (not /
have) three winners. The person with the best time for the
three races _____ (win). They _____ (swim)
for 3.86 km, _____ (bike) for 180 km, and then
_____ (run) for 42.2 km. The winner _____
(get) \$100,000.



B Put the words in order. Then ask and answer the questions. Answer with your own information.

1. soccer / do / play / on the weekend / you
2. family / like / does / what sports / your
3. best friend / your / where / does / exercise
4. bowl / friends / do / your / on the weekend

4 Speaking **Do you ... ?**

A Pair work Complete the questions in the chart. Then interview your partner.

Take notes.

1. Do you play sports on the weekend?	Yes.	What sports do you play?
	No.	What do you do on the weekend?
2. Do you watch sports on TV?	Yes.	What sports _____ ?
	No.	What _____ on TV?
3. Do you exercise in the morning?	Yes.	What _____ ?
	No.	When _____ ?

B Pair work Tell another classmate about your partner's answers.

"Ricardo plays basketball and does karate on the weekend."

5 Keep talking!

Go to page 126 for more practice.

I can ask and talk about sports and exercise habits.



1 Reading

A Look at the pictures. What is each person's hobby? Guess.

B Read the blog posts and check your guesses.

What's your hobby?

I have a really cool telescope. I usually just look at the moon, but I sometimes look at the planets, especially Mars and Jupiter. I want to discover a star someday! [Read more...](#)

Be the first to rate this. ☆☆☆☆
Posted by **Hal** at 7:12 a.m. [Comments](#)

I make Navajo jewelry in my free time. I make rings, bracelets, and necklaces. It's just a hobby, but I really enjoy it. You can see my stuff on my website. [Read more...](#)

Be the first to rate this. ☆☆☆☆
Posted by **Vicky** at 9:35 a.m. [Comments](#)

A lot of people have a pet like a cat, a fish, or a bird. But I have an unusual pet – a llama! His name is Rex, and I take him camping with me. He always carries my things. [Read more...](#)

Be the first to rate this. ☆☆☆☆
Posted by **Rafael** at 11:48 a.m. [Comments](#)

I write a blog about cupcakes! I go to bakeries in my hometown and try different kinds of cupcakes. Then I write about it. All of my friends read my blog. [Read more...](#)

Be the first to rate this. ☆☆☆☆
Posted by **Nadia** at 1:07 p.m. [Comments](#)



C Read the blog posts again. Which comment follows each post? Number the comments from 1 to 4.

1. Your stuff is great! Do you sell it?
2. So where's a good place to get one?
3. Good luck! Oh, what would you name it?
4. I love the picture. What does he eat?

D Pair work Rate each blog post and write a comment for one of the people. Discuss your ideas.

2 Listening Is that a fish?

A Listen to John tell his friend about *gyotaku*. Number the pictures from 1 to 4.



B Listen again. Answer the questions.

- Where is *gyotaku* from? _____
- Who does John work with? _____
- Is it fun? _____
- What does John sell? _____

3 Writing An interest

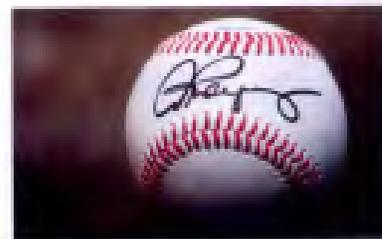
A Think of an interest you have. Answer the questions.

- What are you interested in?
- What do you do?
- What do you like about it?

B Write a blog post about an interest you have. Use the model and your answers in Part A to help you.

Collecting Autographs

I'm interested in autographs. I collect them from baseball players. Sometimes players write their names on pieces of paper. Sometimes they write on their photos. My favorite is an autographed baseball. It's just a hobby, but I really enjoy it.



C Pair work Share your writing. Ask and answer questions for more information.

4 Speaking Other people's interests

Group work Think about people you know. Which of the things below do they do? Ask and answer questions for more information.

writes a blog	wears cool clothes	has a favorite sports team
collects something	cooks a lot	makes something
travels a lot	has an unusual pet	reads a lot

A: My friend Masao writes a blog.

B: What does he write about?

A: He usually writes about sports.

C: How often do you read it?

I can talk about people's free-time activities.

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of interests. How many do you know? You have one minute.

fashion

politics

Lesson B Do you remember? Check (✓) the questions you can ask when someone is speaking too fast or you want someone to repeat something. You have one minute.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Could you repeat that, please? | <input type="checkbox"/> Can I speak to Rita, please? |
| <input type="checkbox"/> Can you say that more slowly, please? | <input type="checkbox"/> Can you repeat that, please? |
| <input type="checkbox"/> What does this mean? | <input type="checkbox"/> Could you speak more slowly, please? |
| <input type="checkbox"/> Could you say that again, please? | <input type="checkbox"/> How do you spell that? |

Lesson C Test your partner! Say the names of the sports and exercises. Can your partner say the correct verb? You have one minute.

Student A:



Student B:



A: *Baseball.*

B: *Play baseball.*

Lesson D Guess! Describe or act out an interest or a sport, but don't say its name. Can your partner guess what it is? Take turns. You and your partner have two minutes.

A: *I write online every day. Other people read my writing.*

B: *Do you write a blog?*

A: *Yes, I do.*

2 In the real world

Who has unusual interests? Go online and find someone with one of these interests. Then write about it.

has an unusual pet
makes something

collects something
plays an unusual sport

Unusual Pets
A woman in the U.S. has
ducks as pets. . . .

Descriptions

LESSON A

- Personality adjectives
- *What . . . like?; be + adjective (+ noun)*

LESSON B

- Saying you think something is true
- Saying you think something isn't true

LESSON C

- Appearance
- *What . . . look like?; order of adjectives*

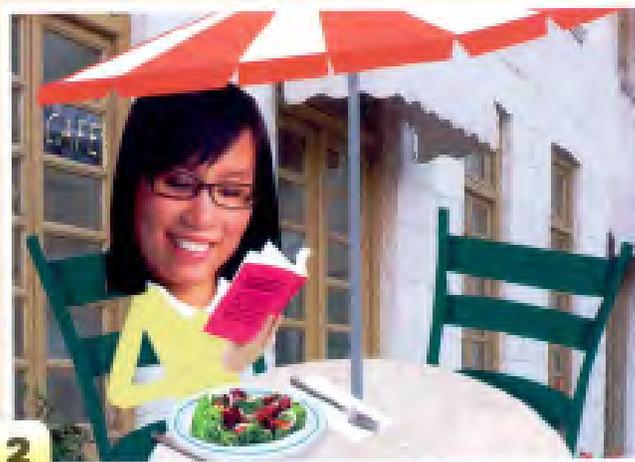
LESSON D

- Reading: "Online Profiles"
- Writing: Guess who!

Warm-up



1



2



3



4

A Match the comments and the people in the pictures.

_____ "We love your new sweater!"

_____ "That's very good. Good job!"

_____ "What a great place!"

_____ "What's going to happen next?"

B What else can you say about the people in the pictures?

He's talkative and friendly.

1 Vocabulary Personality adjectives

A Match the words and the pictures. Then listen and check your answers.

- a. confident
- b. creative
- c. friendly
- d. funny
- e. generous
- f. hardworking
- g. serious
- h. shy
- i. talkative



B **Pair work** Which words describe you? Tell your partner.

"I'm hardworking and creative. Sometimes I'm shy."

2 Language in context Find an e-pal!

A Read Nick's answers to an online form. Then complete the form with your own information.



Name
Nick Douglas

Hometown
Dallas, Texas

Age 18

What are your interests?
Fashion, literature, politics, movies, and sports

What are you like?
I'm talkative, friendly, and funny.

Name

Hometown

Age

What are your interests?

What are you like?

B Is Nick a good e-pal for you? Why or why not?

3 Grammar **What ... like?; be + adjective (+ noun)**

What are you like?

I'm talkative and friendly.

I'm **a** friendly and talkative **person**.

What's she like?

She's shy but friendly.

She's **a** shy but friendly **girl**.

What are they like?

They're hardworking.

They're hardworking **students**.

A Put the words in order. Then compare sentences with a partner.

1. teacher / a / Mrs. Jenkins / creative / is
2. Melissa / student / serious / a / is
3. funny / Bruno / is / talkative / and
4. are / Rodrigo and Miguel / confident / men
5. women / Marina and Elisa / are / hardworking
6. is / and / generous / Carrie / friendly

B Read the answers. Write the *What ... like?* questions. Then practice with a partner.

1. What are you like? I'm serious but friendly.
2. _____ Eva is a very funny girl.
3. _____ Matt and I are talkative people.
4. _____ Mr. and Mrs. Park are generous.
5. _____ I'm very serious and hardworking.
6. _____ His brother Sam is a creative guy.

4 Speaking **He's hardworking.**

A Pair work Choose three people from your family. Describe them to your partner.

brother	father	grandfather	husband
sister	mother	grandmother	wife

A: My brother's name is Gi-woo.

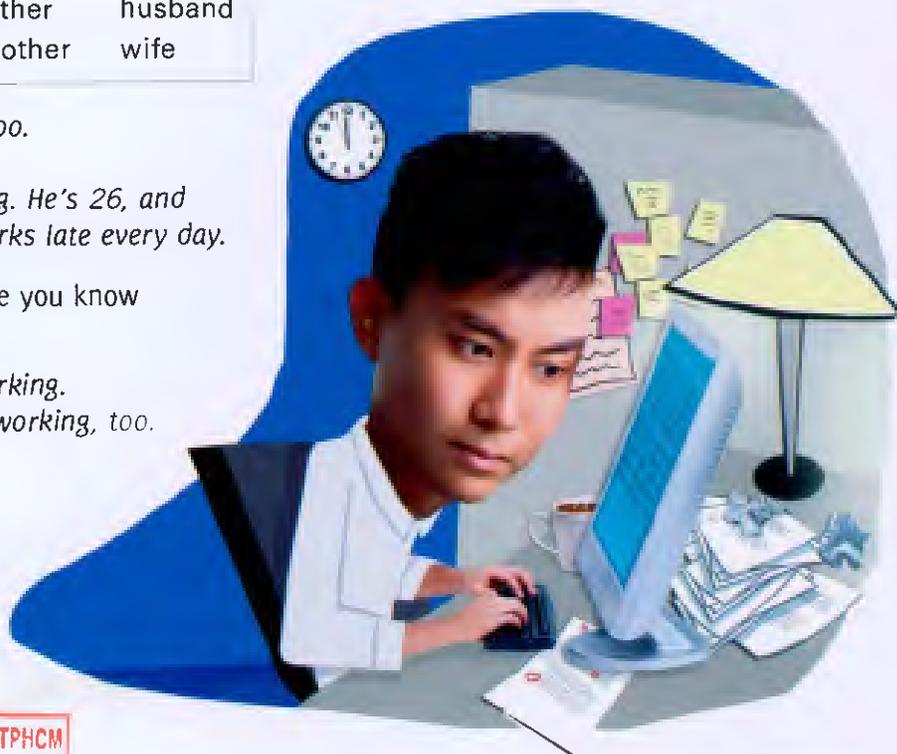
B: What's he like?

A: Well, he's very hardworking. He's 26, and he's an accountant. He works late every day.

B Group work Are the people you know similar or different?

A: My brother is very hardworking.

B: Really? My mother is hardworking, too. She's a ...



5 Keep talking!

Go to page 127 for more practice.

TRƯỜNG CĐ. CÔNG THƯƠNG TP HCM
THƯ VIỆN
 Số: 16 08 15 55

I can ask and talk about people's personalities.

1 Interactions **When you're not sure**

A Look at the picture. Where are the people?

B Listen to the conversation. Do Will and Joe know Mike well?

Then practice the conversation.



Will: What's your new roommate like?
 Joe: Mike? Oh, he's nice, but he's not very talkative.
 Will: Really? Is he shy?
 Joe: **I think so.**

Will: Does he know many people here?
 Joe: **I don't think so.**
 Will: Well, maybe we can all go out together sometime.
 Joe: That's a great idea.

C Listen to the expressions. Then practice the conversation again with the new expressions.

Saying you think something is true

I think so.
 I believe so.
 I guess so.

Saying you think something isn't true

I don't think so.
 I don't believe so.
 I'm not really sure.

D Complete each response with one of the expressions from Part C. Then practice with a partner.

- | | |
|--------------------------------------|---------------------------------------|
| 1. A: Is Rafael hardworking? | B: _____ He studies a lot. |
| 2. A: Is Marilyn married? | B: _____ She doesn't have a ring. |
| 3. A: Is David creative? | B: _____ He paints a lot. |
| 4. A: Is Maria interested in travel? | B: _____ She doesn't have a passport. |
| 5. A: Is Sun-hee friendly? | B: _____ People like her. |

2 Pronunciation *Is he or Is she*

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

/ɪzi/

/ɪʃi/

Is he hardworking? **Is she** a good student?

B Listen and write *he* or *she*. Then practice with a partner.

- Is _____ a creative person?
- Is _____ your new roommate?
- Is _____ a serious student?
- Is _____ generous?

3 Listening *People we know*

A Listen to two friends talk about different people. Who are they talking about? Check (✓) the correct answers.

- | | | |
|---------------------------------------|---|--|
| 1. <input type="checkbox"/> a teacher | 2. <input type="checkbox"/> a classmate | 3. <input type="checkbox"/> best friends |
| <input type="checkbox"/> a student | <input type="checkbox"/> a father | <input type="checkbox"/> classmates |
| <input type="checkbox"/> a friend | <input type="checkbox"/> a neighbor | <input type="checkbox"/> teachers |

B Listen again. Circle the words you hear.

- | | | |
|-------------|--------------|------------|
| 1. generous | 2. talkative | 3. serious |
| great | hardworking | confident |
| funny | shy | nice |
| creative | friendly | talkative |

4 Speaking *Is he friendly?*

A Pair work Talk about the people at the party. Use the words in the box and your own ideas.

friendly
talkative
shy
creative
serious
funny
single
married
a student
a teenager
a parent



- A: *Is Jun friendly?*
B: *I believe so.*
A: *Is he married?*
B: *I don't think so.*

B Pair work You want to meet one person at the party. Who do you talk to? Why?

I can say I think something is true and not true.



What do they look like?

1 Vocabulary Appearance

A Complete the descriptions with the correct words. Then listen and check your answers.

bald middle-aged mustache red short tall



- They're young. Rob is **short** and **overweight**, and May is _____ and **thin**. Rob has **straight brown** hair. May has **blond** hair. It's _____ and **wavy**.
- They're _____. Lou and Jill have curly _____ hair. Jill has **shoulder-length** hair. Lou has **little round** glasses.
- They're **elderly**. They're **medium** height. Tony is _____ and has a **short white beard** and a _____. Angela has **long gray** hair.

B Pair work Describe people in your family using the words in Part A.
"My brother is young. He's ten. My father has a mustache. And my ..."

2 Conversation That's not my husband!

A Listen and practice.

Waiter: Good evening. Can I help you?

Mrs. Gray: Yes, thank you. Is Ken Gray here? He's my husband.

Waiter: Mr. Gray? I don't know. What does he look like?

Mrs. Gray: He's tall, thin, and has black hair. And he has glasses.

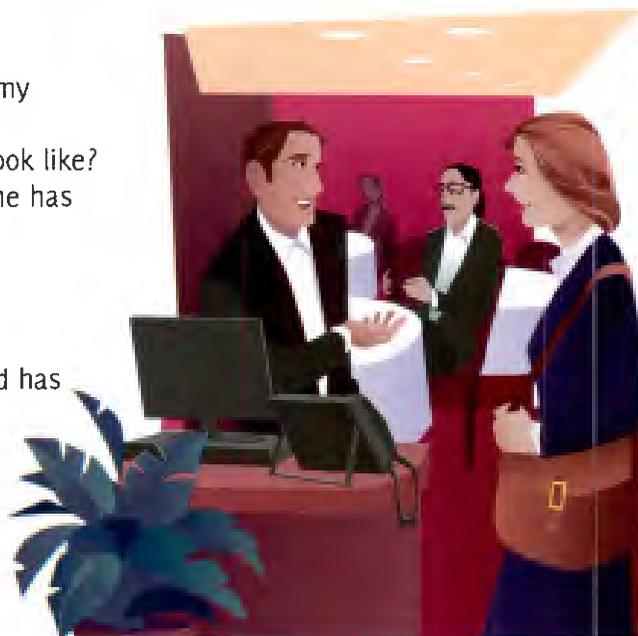
Waiter: Does he have a mustache?

Mrs. Gray: Yes, he does.

Waiter: I think he's over there.

Mrs. Gray: No, that's not my husband! My husband has short hair.

B Listen to the rest of the conversation.
 Who is Mr. Gray with?



3 Grammar **What ... look like?; order of adjectives**

What do you look like?

I'm short and overweight.
I have glasses.

What does he look like?

He's tall and thin.
He has a mustache.

What do they look like?

They're middle-aged.
They have curly red hair.

The order of adjectives is usually size, age, shape, and color.

She has **long gray** hair. (size + color)

He has **little round** glasses. (size + shape)

She has **new green** glasses. (age + color)

They have **curly red** hair. (shape + color)

A Look at the picture. Complete the sentences with two adjectives. Then compare with a partner.

big brown long round short thin wavy young

1. He is a _____ and _____ man.
2. He has _____ hair.
3. He has a _____ beard.
4. He has _____ glasses.

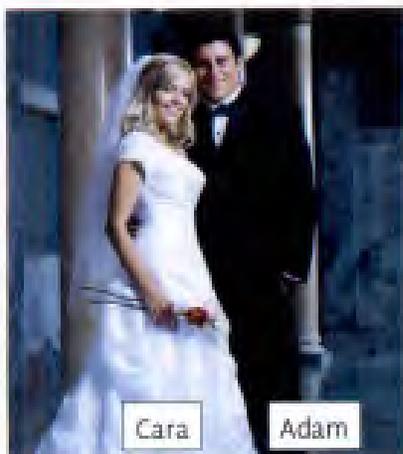


B Put the words in order. Then ask and answer the questions. Answer with your own information.

1. like / what / do / look / you _____
2. best friend / look / what / does / your / like _____
3. what / like / look / does / favorite singer / your _____

4 Speaking **Who is it?**

Pair work Describe a person in one of the pictures below, but don't say his or her name! Your partner guesses the person. Take turns.



"This person is tall and has short black hair."

5 Keep talking!

Student A go to page 128 and Student B go to page 130 for more practice.

I can ask and talk about people's appearance.



People's profiles

1 Reading

A Read the webpage profiles. What is each person like?

ONLINE PROFILES



Name: Luc
Home: Montreal, Canada
Appearance: I'm tall and have long brown hair. I wear only black.
Personality: I'm a very creative person. I like to make different things from paper. I do it just for fun. I can make airplanes, birds, boats, and flowers.



Name: Bea
Home: London, U.K.
Appearance: I'm 60, with red hair. I always wear green glasses.
Personality: I think I'm a very generous person. I have a lot of free time, so I do a lot of volunteer work at local schools. To me, it's very important to give back to my community.



Name: Suchin
Home: Bangkok, Thailand
Appearance: I'm 30. I'm medium height, and I have short hair.
Personality: I'm friendly and hardworking. I work as a salesclerk in a clothing store. We sell clothing from northern Thailand there. In my free time, I play the *seung*, a traditional musical instrument.



Name: Marco
Home: Iquitos, Peru
Appearance: I'm tall and handsome, with long black hair.
Personality: I'm talkative and friendly. I have a part-time job. Iquitos is in the Amazon, so piranha fishing is very popular. I take tourists fishing, but we never keep the fish.

B Read the webpage again. Luc, Bea, Suchin, and Marco later uploaded these photos to their profiles. Write the name of the person under the correct photo.



C Who wrote each sentence? Write the names.

1. _____ But there's one problem - I can't swim!
2. _____ My neighbors complain about the noise.
3. _____ I especially like to work with children.
4. _____ I spend a lot of money on paper!

D **Pair work** Which person do you think is interesting? Why? Tell your partner.

2 Listening Starting a profile

A Listen to Brian help his mother join a social networking site. Check (✓) the picture that Linda posts on the site.



B Listen again. Check (✓) the information Brian's mother includes in her profile.

- Age Appearance Favorite actress Favorite singer Personality

3 Writing and speaking Guess who!

A Think about your appearance and your personality. Answer the questions.

- How old are you?
- What do you look like?
- What are you like?

B Write a description of yourself, but don't write your name! Use the model and your answers in Part A to help you.

Guess Who!

I'm 18 years old. I'm thin and medium height. I have short black hair and glasses. I'm a friendly and talkative person, but sometimes I'm shy. I'm creative and very interested in art and fashion.



C Group work Put your papers facedown on the table. Take one paper and read the description. Your group guesses who it is. Take turns.

- A: *This person is interested in art and fashion.*
 B: *I think I know. Is it Marta?*
 A: *No, Marta has long hair. This person has short hair.*
 B: *Oh, OK.*
 C: *Is it . . . ?*



I can describe my personality and appearance.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of personality adjectives. How many do you know? You have two minutes.

Lesson B Test your partner! Ask your partner the questions. Can your partner give the correct answers? You have one minute.

Student A: What are three ways to say you think something is true?

Student B: What are three ways to say you think something isn't true?

Lesson C Do you remember? Look at the picture. Circle the correct word for each sentence. You have one minute.

1. This is Eduardo. He is **young** / **elderly**.
2. He has **short** / **long** gray hair.
3. His hair is **straight** / **curly**.
4. He has **little** / **big** glasses.
5. He has a **mustache** / **beard**.



Lesson D Find out! Are any of your and your partner's friends similar? Take turns. You and your partner have two minutes.

A: *My friend is tall and has long black hair. She's very funny.*

B: *My friend is tall and has long black hair. She's funny, too!*

2 In the real world

Who are you like? Go online and find a musician, an actor, or an actress who is similar to you. Then write a description of him or her.

- What does he or she look like?
- What is he or she like?

Scarlett Johansson

Scarlett Johansson is similar to me. She is medium height. She has long hair. ...

Rain or shine

LESSON A

- Weather
- Adverbs of intensity; quantifiers with verbs

LESSON B

- Asking for an opinion
- Giving an opinion

LESSON C

- Indoor activities
- *Would like + infinitive*

LESSON D

- Reading: "Canada Through the Seasons"
- Writing: An email to a friend

Warm-up



- A** Describe the pictures. Where are the people? What are they doing?
- B** Do you ever do these activities? When do you do them?

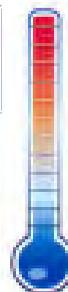
It's extremely cold.

1 Vocabulary Weather

A Label the pictures with the correct words. Then listen and check your answers.

Weather
cloudy rainy snowy sunny windy

Temperature
cold cool hot warm



← 6. _____

← 7. _____

← 8. _____

← 9. _____

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

B Pair work What's the weather like in your country in each season? Complete the chart with the words from Part A. Then compare answers.

spring	summer	fall	winter	rainy season	dry season

2 Language in context Favorite seasons

A Listen to people talk about their favorite season. Which places are cool?



My favorite season is spring. It's fairly cool, and it rains quite a bit, but it's a good time to see flowers.
— Jan, Lisse, Holland



I like summer a lot. It's very windy – great for windsurfing! And it doesn't rain at all then.
— Fouad, Essaouira, Morocco



Fall is my favorite. It's sunny and cool, and in late October, 150 million butterflies arrive!
— Juan, Morelia, Mexico



I love winter. It's extremely cold and it snows a lot, but that's when the Sapporo Snow Festival is.
— Rie, Sapporo, Japan

B What about you? What's your favorite season? What's the weather like then?

3 Grammar **Adverbs of intensity; quantifiers with verbs**

Adverbs of intensity

It's **extremely** cold.
 It's **very** windy.
 It's **really** hot.
 It's **pretty** sunny.
 It's **fairly** cool.
 It's **somewhat** cloudy.

Quantifiers with verbs

It snows **a lot**.
 It rains **quite a bit**.
 It snows **a little**.
 It doesn't rain **very much**.
 It doesn't rain **at all**.

Add the adverbs and quantifiers to the sentences. Then compare with a partner.

1. It snows in Moscow in the winter. (a lot) It snows a lot in Moscow in the winter.
2. It rains in Seattle in the winter. (quite a bit) _____
3. It's cold in Busan in January. (extremely) _____
4. It's cool in Rabat in the rainy season. (fairly) _____
5. It snows in Lima in July. (not . . . at all) _____
6. It's windy in Wellington all year. (pretty) _____

4 Listening **Think about the weather!**

A Listen to people talk about the weather in three cities. Which city is one of the people planning to visit? Circle the city.

1. Istanbul, Turkey It's _____ cold in the winter.
2. Antigua, Guatemala The _____ season is from November to April.
3. Beijing, China It's _____ and _____ in the spring.

B Listen again. Complete the sentences with the correct words.

5 Speaking **True or false?**

A Write two true sentences and two false sentences about the weather where you live. Use these words and expressions.

pretty sunny	rain a lot	somewhat cloudy
extremely hot	very windy	fairly cool
really cold	snow	

B Pair work Read your sentences. Your partner corrects the false sentences. Take turns.

A: *It's pretty sunny in the winter.*

B: *I think that's false. It's pretty cloudy in the winter.*



6 Keep talking!

Student A go to page 129 and Student B go to page 131 for more practice.

1 Interactions **Opinions**

A Do you ever make phone calls over the Internet? What do you like about it? What don't you like?

B  Listen to the conversation. Where are the three people? Then practice the conversation.



Cindy: So, Luk, how are things in Bangkok?

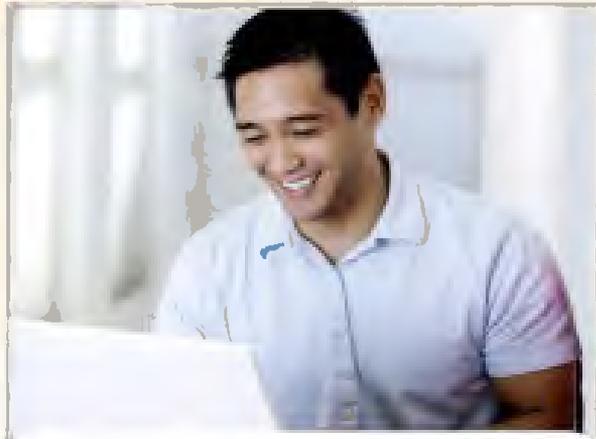
Luk: Great. It's warm and sunny today.

Brian: It's really cold here in Chicago. So when are you coming to see us?

Luk: Well, when's a good time to visit?

Cindy: Hmm . . . I'm not sure.

Luk: Brian? **What do you think?**



Brian: **I think** fall is a good time. The weather is great, and there's a lot to do.

Cindy: Yeah, we can all go to a baseball game then.

Luk: That would be great!

C  Listen to the expressions. Then practice the conversation again with the new expressions.

Asking for an opinion

What do you think?

What are your thoughts?

What's your opinion?

Giving an opinion

I think . . .

I'd say . . .

In my opinion, . . .

D Number the sentences from 1 to 6. Then compare with a partner.

___ **A:** Well . . . what's your favorite season?

1 **A:** When are you going to New York?

___ **A:** I think spring is a great time to visit. It's usually warm and sunny then.

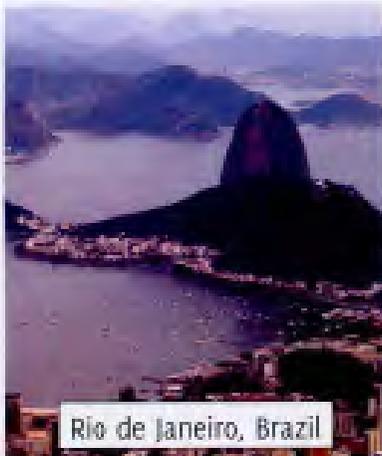
___ **B:** I don't know. What do you think? When's a good time to visit?

___ **B:** Really? OK. Maybe we'll go to New York in May.

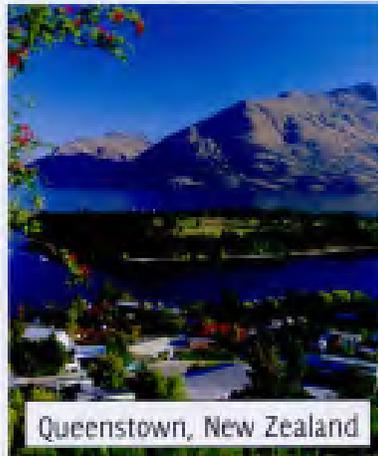
___ **B:** My favorite season is spring.

2 Listening When's a good time to visit?

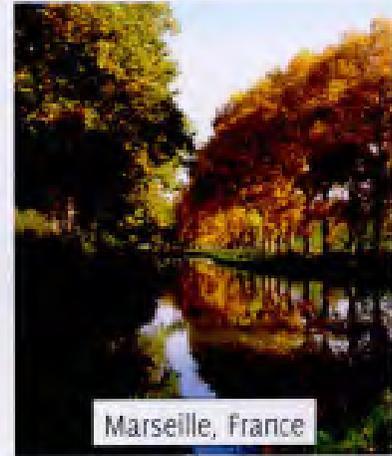
A Listen to three people talk to friends about a good time to visit these cities. Are their friends' opinions the same or different? Circle your answers.



Rio de Janeiro, Brazil



Queenstown, New Zealand



Marseille, France

1. the same / different 2. the same / different 3. the same / different

B Listen again. Write T (true) or F (false) next to the sentences.

- Gabriel is from Rio de Janeiro, but Bianca isn't. F
- It's very hot in Rio de Janeiro in February. _____
- Patricia thinks it's fine to visit New Zealand anytime. _____
- It's extremely cold in New Zealand in July and August. _____
- Sophie is from Marseille. _____
- A lot of stores and restaurants in France close in August. _____

3 Speaking Good time, bad time

A Pair work Discuss the weather and seasons where you live. Give your opinions.

- When's a good season to visit?
- What months are especially good?
- What's the weather like then?
- What kinds of things do people do then?
- When's not a good time to visit? Why not?

A: *I think spring is a good season to visit. What do you think?*

B: *Yes, I'd say May is good.*

A: *The weather is warm then.*

B: *And there are some great festivals.*

B Group work Share your opinions with another pair. Do you have the same opinions?



I can ask for and give an opinion.



I'd like to play chess.

1 Vocabulary Indoor activities

A Complete the phrases with the correct words. Then listen and check your answers.

a board game	cookies	a jigsaw puzzle	popcorn
chess	a crossword	a nap	a video



a. bake _____



b. do _____



c. do _____



d. make _____



e. make _____



f. play _____



g. play _____



h. take _____

B Pair work Rank these activities from 1 (fun) to 8 (not fun at all). Then compare answers.

A: I do a crossword every day, so I think that's really fun. How about you?

B: I never take a nap. I don't think that's fun at all. It's my number eight.

2 Conversation It's raining!

A Listen and practice.

Joanie: Oh, no! It's raining!

Evan: We can't go on our picnic.

Joanie: No. So, what would you like to do?

Would you like to do a jigsaw puzzle?

Evan: Not really. Would you like to play chess?

Joanie: Um, yeah, I would.

Evan: We can make some popcorn, too.

Joanie: Great idea. But let's play a little later.

Evan: OK. Why?

Joanie: I'd like to take a short nap.

B Listen to their conversation later in the day. What does Evan want to do?



3 Grammar **Would like + infinitive**

What **would** you **like to do**?

I'd **like to play** chess.

Where **would** he **like to play** chess?

He'd **like to play** right here.

Would you **like to do** a jigsaw puzzle?

Yes, I **would**.

No, I **wouldn't**.

Would they **like to take** a nap?

Yes, they **would**.

No, they **wouldn't**.

A Circle the correct words. Then practice with a partner.

1. **A:** Which game would you like **play / to play**?

B: I'd **like to / I would to** play chess.

2. **A:** Would you like **do / to do** a crossword now?

B: No, I'd **not / I wouldn't**. I don't like crosswords.

3. **A:** What **do / would** you like to do tonight?

B: I'd **like / I would to** watch TV with my friends.

B Pair work Make true sentences with *I'd like to* or *I wouldn't like to*.

Tell your partner.

have class outside play chess after class stay in this weekend take a nap right now

4 Pronunciation **Reduction of would you**

A Listen and repeat. Notice how *would you* is pronounced /wʊdʒə/.

Would you like to play a board game? Which game **would you** like to play?

B Pair work Practice the questions in Exercise 3A again. Reduce *would you* to /wʊdʒə/.

5 Speaking **I'd like to . . .**

A Pair work Look out these windows and describe the weather. Then decide what you'd like to do together on each day. Take notes.



1.



2.



3.

A: It's cool and rainy today. What would you like to do?

B: I'd like to do a jigsaw puzzle. How about you?

B Group work Share your ideas with another pair. Ask and answer questions for more information.

6 Keep talking!

Go to page 132 for more practice.

I can talk about what I would like to do.



Where would you like to go?

1 Reading

A Read the article. Where do you think it is from? Check (✓) the correct answer.

- a vacation blog
 a tourist brochure
 a textbook
 a weather report



Spring can arrive in February in Victoria on the west coast. In other parts of Canada, it gets warm in early April, and spring weather continues until June. In British Columbia, you can kayak, camp, or take a train trip through the Rocky Mountains.



Summer brings warm to hot weather from May to September. This is a great time to fish in one of Canada's many lakes; kayak among whales in Churchill, Manitoba; or have some Wild West fun at the Calgary Stampede.



Fall brings cool temperatures in September and October. It's a good time of year to see the fall leaves in eastern Canada, enjoy hiking, visit museums, or go to the Toronto International Film Festival.



Snow begins to fall in November, and temperatures drop. Days are short in winter, but you can ski, go to an ice festival, or see the northern lights. In parts of British Columbia, the snow doesn't stay long and you can golf all year!



B Read the article again. When can you use these things? Write the season.



C Group work Imagine you can visit Canada. When and where would you go? Why? Discuss your ideas.

2 Writing An email to a friend

A Think of a place and a friend you would like to visit. Answer the questions.

- What is your friend's name?
- When do you plan to visit?
- Where does your friend live?
- What would you like to do there?

B Write an email to a friend about your travel plans. Use the model and your answers in Part A to help you.

Kate Spencer to Hee-jin Choi Send

Hi Hee-jin,

I have good news. I can visit you in Seoul this summer!

Tell me about Seoul. What's the weather like in the summer? Is it really hot?

As you know, I'm very interested in art and food. So I'd like to visit the National Museum and go to some really good restaurants. What about you? What would you like to do?

This is so exciting! See you soon.

Kate



C Pair work Share your writing. Ask and answer questions for more information.

3 Speaking A place I'd like to visit

A Think about a place you'd like to visit in your own country or a different country. Take notes.

Place: _____	When would you like to go?	Why would you like to go then?	What would you like to do there?

B Group work Share your ideas. Ask and answer questions for more information.

- A:** I'd really like to go to Kyoto in the spring.
B: Why would you like to go then?
A: Because I'd like to see the cherry blossoms.
C: What else would you like to do there?



I can talk about a place I would like to visit.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of words for weather and words for temperature. How many do you know? You have two minutes.

Lesson B Do you remember? Check (✓) the questions you can ask when you want someone's opinion. You have one minute.

- What's your opinion?
- What's your teacher's name?
- What's the weather like today?
- What are your thoughts?
- What are you like?
- What do you think?

Lesson C Find out! What is one thing both you and your partner would like to do outside this weekend? What is one thing you both would like to do inside? Take turns. You and your partner have two minutes.

A: *I'd like to play chess inside. Would you?*

B: *No. I'd like to bake cookies. Would you?*

A: *Yes, I would.*

Lesson D Guess! Describe a famous place in your country, but don't say its name. Can your partner guess where it is? Take turns. You and your partner have two minutes.

A: *It's hot, and it's a big city. People have parties on the beach.*

B: *Is it Rio de Janeiro?*

A: *Yes, it is.*

2 In the real world

Where would you like to go? Go online and find the typical weather for that place in every season. Then write about it.

Chicago

I'd like to go to Chicago. There are four seasons. It's extremely cold in the winter. It's very windy in the spring. . . .

Life at home

LESSON A

- Things in a home
- *How many/much;* quantifiers before nouns

LESSON B

- Making a request
- Agreeing to a request

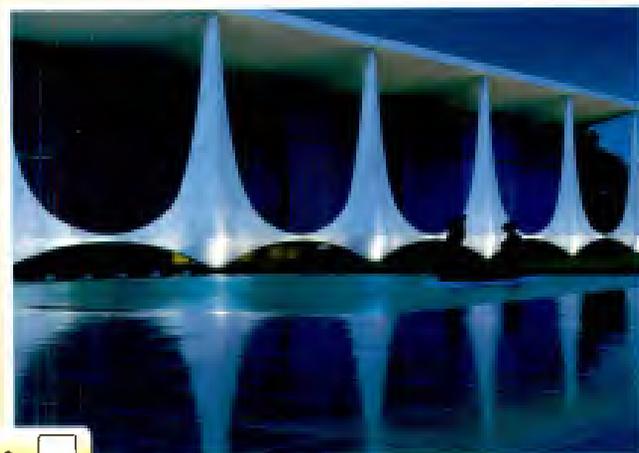
LESSON C

- Household chores
- Separable two-word phrasal verbs

LESSON D

- Reading: A magazine article
- Writing: Dream home

Warm-up

a. b. c. d.

A These are the homes of world leaders. Match the countries and the pictures. Check your answers on page 44.

_____ Brazil _____ France _____ Iceland _____ Japan

B Rank the homes you would like to visit from 1 (really want to visit) to 4 (don't want to visit).

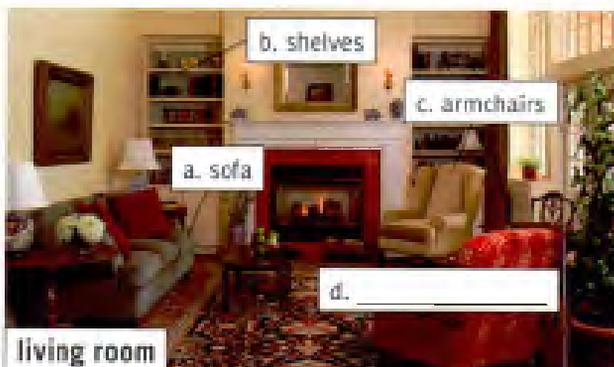
A

There's a lot of light.

1 Vocabulary Things in a home

A Label the pictures with the correct words. Then listen and check your answers.

bathtub bed coffee table refrigerator



B Pair work Which of the things in Part A do you have in your home? Tell your partner.

2 Language in context A new apartment

A Listen to the conversation. Beth has a new apartment. Which room does Lori like?



Lori: Your new place is nice!
How many rooms are there?

Beth: There are four – a kitchen, a living room, a bathroom, and a bedroom.



Lori: I really like your kitchen.
Beth: Thanks. There aren't many cupboards, and there isn't much space, but that's OK. I hardly ever cook.



Lori: Look at all the windows in your living room!
Beth: Yeah, there's a lot of light in here. But . . . there's also a lot of noise!

B What about you? What is important to you when you move into a new house or apartment?

3 Grammar **How many/much; quantifiers before nouns**

How many cupboards are there?

There are **a lot of** cupboards.
some
a few

There aren't **many** cupboards.
any

How much light is there?

There's **a lot of** light.
some
a little

There isn't **much** light.
any

A Complete the questions with *many* or *much*. Answer the questions about the home in Exercise 1. Then practice with a partner.

- How _____ space is there in the kitchen? _____
- Are there _____ cupboards in the kitchen? _____
- How _____ chairs are there in the living room? _____
- Are there _____ shelves in the bathroom? _____
- How _____ light is there in the bedroom? _____

B Pair work Ask and answer questions about the apartment in Exercise 2.

rooms / apartment cupboards / kitchen space / kitchen
 light / living room windows / living room noise / apartment

A: How many rooms are there in the apartment?

B: There are four rooms. Are there many cupboards in the kitchen?

4 Speaking My home

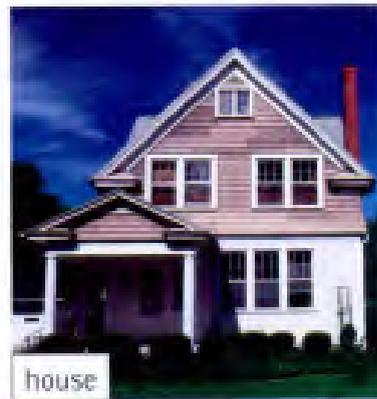
Pair work Add three questions below. Then interview your partner. Find out three things that are similar about your homes.

- Do you live in a house or an apartment?
- How many rooms are there?
- Are there many closets in the bedroom?
- Is there much space in the bathroom?

A: Do you live in a house or an apartment?

B: I live in a small apartment.

A: Me, too.



5 Keep talking!

Go to page 133 for more practice.

Can you turn down the music?

1 Interactions Requests

A What are your neighbors like? Do you like them?

B Listen to the conversation. Why does Keisha call her neighbor? Then practice the conversation.



Carlos: Hello?
 Keisha: Hi. It's Keisha from downstairs. Are you having a party?
 Carlos: Uh-huh. Are we being noisy?
 Keisha: I'm afraid so. **Can you turn down the music, please?**



Carlos: **Sure.** I can do it now.
 Keisha: Thank you. I have an exam tomorrow, and I'm trying to study.
 Carlos: I understand.
 Keisha: Thanks again.

C Listen to the expressions. Then practice the conversation again with the new expressions.

Making a request

Can you turn down the music, please?
 Could you turn down the music, please?
 Would you turn down the music, please?

Agreeing to a request

Sure.
 No problem.
 I'd be happy to.

D Match the requests and the responses. Then practice with a partner.

- | | |
|---|--|
| 1. Can you turn down your TV, please? | a. I'd be happy to. I'm going to work now, anyway. |
| 2. Can you move your car, please? | b. Sure. I think it's for me. |
| 3. Could you answer the phone, please? | c. No problem. Sorry about the noise. |
| 4. Would you open the curtains, please? | d. Sure. There isn't much light in here. |

2 Pronunciation Intonation in requests

A Listen and repeat. Notice the falling intonation in these requests.

Can you turn down the music, please? Can you move your car, please?

B Pair work Practice the questions in Exercise 1D again. Pay attention to your intonation.

3 Listening Friendly requests

A Listen to three people call their neighbors. Where does each caller live? Circle the correct answers.

1. apartment / house 2. apartment / house 3. apartment / house

B Listen again. What does each caller want the neighbor to do? Check (✓) the correct answers.

- | | | |
|--|---|---|
| 1. <input type="checkbox"/> stop the party | 2. <input type="checkbox"/> get the cat | 3. <input type="checkbox"/> stop exercising |
| <input type="checkbox"/> turn down the TV | <input type="checkbox"/> move the car | <input type="checkbox"/> exercise earlier |
| <input type="checkbox"/> turn down the music | <input type="checkbox"/> buy some milk | <input type="checkbox"/> stop the party |

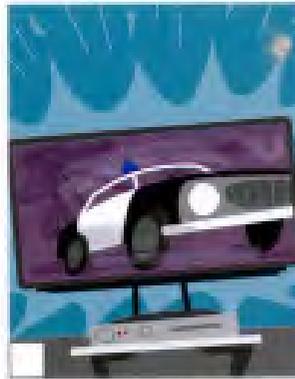
4 Speaking Neighbor to neighbor

A Match the requests and the problems.

- | | |
|---|---------------------------------------|
| 1. Can you move it, please? | 3. Could you come and get it, please? |
| 2. Could you put it in the garbage can, please? | 4. Would you turn it down, please? |



Your neighbor's cat is at your door.



Your neighbor's TV is very noisy.



Your neighbor's car is in your parking space.



Your neighbor's garbage isn't in the garbage can.

B Pair work Call your neighbor. Identify yourself and explain the situation. Make a request. Take turns.

A: Hello.

B: Hi. It's Mike from downstairs. Your cat is at my door. Could you come and get it, please?

A: Sure. I'd be happy to.

C Pair work Think of two more requests. Then call your partner to make the requests. Take turns.

I can make and agree to requests.





I always hang up my clothes!

1 Vocabulary Household chores

A Label the pictures with the correct words. Then listen and check your answers.

clean out the closet
clean up the yard

drop off the dry cleaning
hang up the clothes

pick up the magazines
put away the dishes

take out the garbage
wipe off the counter



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Pair work Which chores in Part A do you do? Tell your partner.

"I always clean up the yard on the weekend. I also drop off the dry cleaning."

2 Conversation Let's clean it up!

A Listen and practice.

Ken: This place is a mess. Let's clean it up before Mom and Dad get home.

Paul: Good idea. Well, I can put the dishes away and wipe off the counter.

Ken: And the garbage is full. Could you take it out?

Paul: Sure. No problem.

Ken: And you know, your bedroom is a mess, too. Your clothes are all over the floor. Would you pick them up, please?

Paul: Yeah, I guess.

Ken: And then hang them up in the closet?

Paul: OK, but what are *you* going to do?



B Listen to the rest of the conversation. Which chore is Ken going to do?

3 Grammar **Separable two-word phrasal verbs**

I **take out** the garbage.

I **take** the garbage **out**.

I **take it out**.

Not: I ~~take out~~ it.

Could you **hang up** your clothes, please?

Could you **hang** your clothes **up**, please?

Could you **hang them up**, please?

Not: ~~Could you hang up them~~, please?

A Rewrite the sentences. Then compare with a partner.

- Let's hang up the dry cleaning. Let's hang the dry cleaning up.
- Could you put away your clothes, please? _____
- How often do you take out the garbage? _____
- I clean out my closets once a year. _____

B Complete the sentences with the correct verbs. Use either *it* or *them*. Then compare with a partner.

clean out	drop off	pick up	take out
✓ clean up	hang up	put away	wipe off

- The living room is a mess. Let's clean it up before the party.
- Why is your coat on the chair? Can you _____ in the closet?
- The garbage is full. Could you _____ right away, please?
- This closet is full of old clothes and books. Let's _____.
- The dishes are in the dishwasher. Would you _____ for me?
- This table isn't clean. Can you _____ before dinner, please?
- These books belong to the library. Could you _____ for me?
- Your magazines are all over the floor. Would you _____, please?

4 Speaking **What a chore!**

A Pair work Interview your partner. Check (✓) his or her answers.

How often do you . . . ?	My partner
1. put away the dishes	
2. clean up your bedroom	
3. take out the garbage	
4. clean out your closet	
5. hang up your clothes	

B Group work Tell your group about your partner's answers. Who does a lot of chores? Who doesn't?

"Daniel does a lot of chores. He puts away the dishes and takes out the garbage every day."

5 Keep talking!

Go to page 134 for more practice.

I can talk about household chores.

What a home!

1 Reading

A Look at the pictures. Describe each home.

B Read the article. Check (✓) the best title for the article.

Crazy Houses in the United States

Daily Life in a Strange House

Unusual Houses from Around the World

How to Build Your Dream Home



The Storybook House

The classic children's story "Hansel and Gretel" inspired this unusual home in the U.S. The owners built the house by hand and included five fireplaces inside.



The Shoe House

This house in the U.S. has a living room, two bathrooms, a kitchen, and three bedrooms. There's even a shoe mailbox. The owner had a few shoe stores. No one lives there now, but there are tours of the house.



The Crazy House

People in Vietnam call this house the Crazy House because it looks strange. Part of the house is a tree, and it has unusual twists and turns. You can also see big animals on the outside. The house is a hotel and a tourist attraction.



The Upside-down House

In this house in Poland, the furniture hangs from the ceiling! No one lives there, but it's a popular tourist attraction. It took the workers a long time to build the house. They often felt sick inside.

C Read the article again. Answer the questions.

1. How did the owners build the Storybook House? _____
2. How many rooms are there in the Shoe House? _____
3. What can you see on the outside of the Crazy House? _____
4. What is unusual about the inside of the Upside-down House? _____

D Pair work Which house would you like to stay in? Why? Tell your partner.

2 Listening A tour of Graceland

A Graceland was Elvis Presley's home in Memphis, Tennessee. Look at the pictures in Part B of four rooms in the home. What do you see? What do you think the house is like?

B Listen to Sam and Haley take a tour of Graceland. Number the rooms from 1 to 4.



C Listen again. What is each person's favorite room? Complete the sentences.

1. Sam's favorite room is the _____.
2. Haley's favorite room is the _____.

3 Writing and speaking Dream home

A Imagine your dream home. Answer the questions.

- Where is your dream home?
- How many rooms does it have?
- What does it look like?
- Is there anything unusual about your home?

B Write a description of your dream home. Use the model and your answers in Part A to help you.

C Pair work Share your writing. Ask and answer questions for more information.

A: What color is the house?

B: It's white.

A: What is your favorite part of the house?

B: The swimming pool.

My Dream Home

My dream home is on the beach in Hawaii. It's a very big house. It has five bedrooms, five bathrooms, and a lot of light and space. There are two kitchens. One kitchen is inside the house. The other kitchen is outside because we have a lot of barbecues on the beach!

I can describe a home.

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of rooms in a house and the things that go in each room. How many do you know? You have two minutes.

Lesson B Do you remember? Complete the conversations with the correct words. You have two minutes.

1. A: *Could* _____ you turn down the music, please?

B: No p_____.

2. A: W_____ you answer the phone, please?

B: I'd be h_____ to.

3. A: Could buy some milk, p_____?

B: S_____.

Lesson C Test your partner! Act out a chore. Can your partner guess what it is? Take turns. You and your partner have two minutes.

Lesson D Guess! Describe a room in your house, but don't say its name. Can your partner guess what room it is? Take turns. You and your partner have two minutes.

A: *This is my favorite room. There are three posters on the wall.*

B: *Is it your bedroom?*

A: *Yes, it is.*

2 In the real world

Go online and find information in English about an unusual house. Then write about it.

- Why is it unusual?
- What are the rooms like?
- Find a picture of the home, if possible.

An Unusual Home

The House on the Rock has many interesting rooms. One room is 218 feet long and has 3,264 windows.

Health

LESSON A

- Parts of the body
- Imperatives; adverbs of manner

LESSON B

- Saying how you feel
- Wishing someone well

LESSON C

- Healthy habits
- How questions

LESSON D

- Reading: "Feeling Stressed?"
- Writing: Managing stress

Warm-up



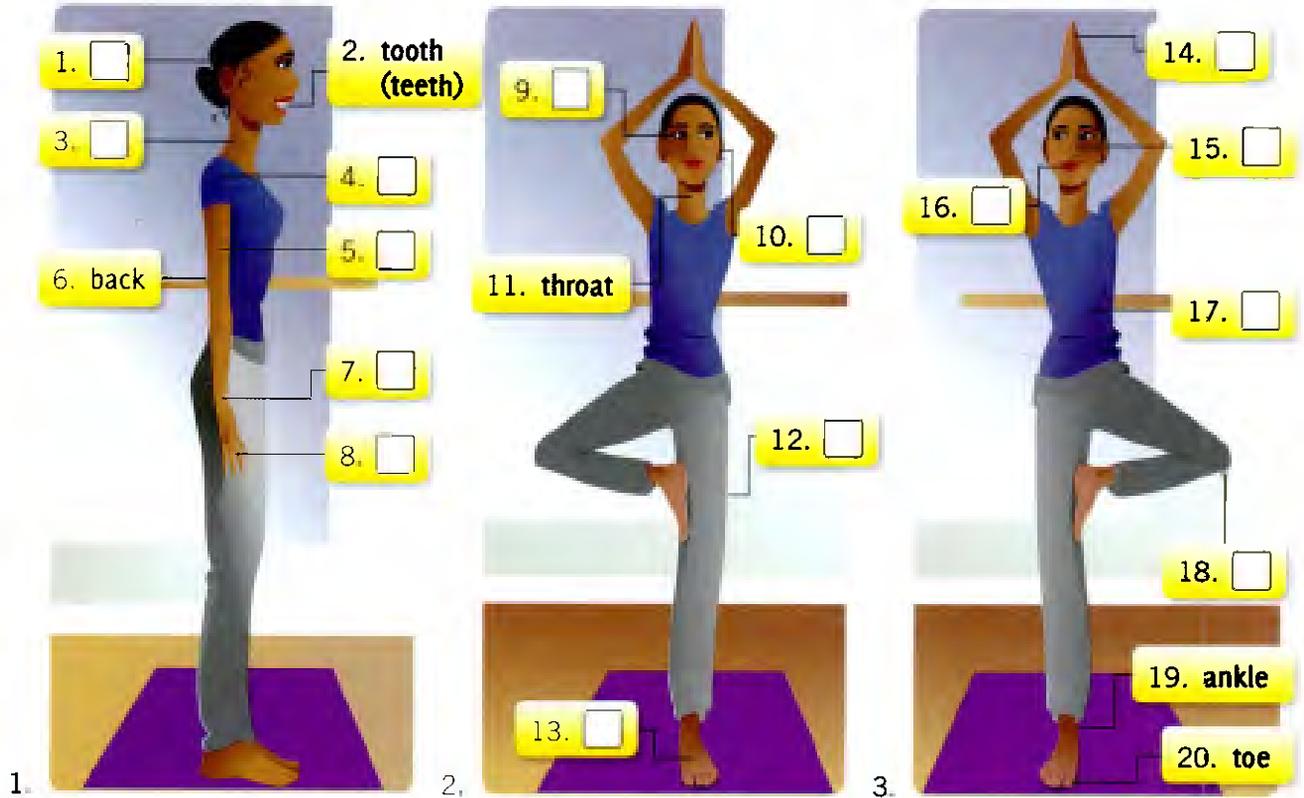
- A** Describe the picture. Which activities are good for you? Which ones aren't?
- B** Do you ever do any of the things in the picture? Which ones?

Breathe deeply.

1 Vocabulary Parts of the body

A Label the pictures with the correct words. Then listen and check your answers.

- | | | | | |
|--------|----------------|---------|----------|-------------|
| a. arm | d. finger | g. head | j. mouth | m. shoulder |
| b. ear | e. foot (feet) | h. knee | k. neck | n. stomach |
| c. eye | f. hand | i. leg | l. nose | o. wrist |



B Pair work Point to a part of your body. Your partner names it. Take turns.

“That’s your arm. And those are your ears.”

2 Language in context Yoga for beginners

A Match the exercises with the yoga pictures in Exercise 1. Listen and check your answers.

A. ____ Place your right foot carefully on your left leg. Stretch your arms over your head. Hold for 30 seconds. Lower your arms and foot slowly.

B. ____ Repeat on the other side. Place your left foot carefully on your right leg. Stretch your arms over your head. Hold for 30 seconds.

C. ____ Stand up. Hold your stomach in. Keep your back and neck straight. Relax your arms. Don’t hold your breath. Breathe slowly and deeply.

B What about you? Do you do yoga? If not, would you like to try it? Why or why not?

3 Grammar Imperatives; adverbs of manner

Breathe slowly and deeply.

Stretch your arms.

Hold for 30 seconds.

Repeat on the other side.

Don't breathe quickly.

Don't relax your arms.

Don't hold your breath.

Don't repeat on the other side.

Adjective

slow

careful

deep

noisy

Adverb

slowly

carefully

deeply

noisily

A Complete these exercise tips with the correct imperative form. Then compare with a partner.

✓do drink eat exercise find stretch

1. Don't do too much the first day!
2. _____ your body for a few minutes.
3. _____ a place with a lot of space.
4. _____ some water.
5. _____ a big meal before you exercise.
6. _____ twice a week.

B Circle the correct adverbs. Then compare with a partner.

1. Walk quickly / slowly for 20 minutes every day.
2. Eat quickly / slowly at every meal.
3. Breathe heavily / deeply when you exercise.
4. Sit quietly / noisily for a few minutes each day.
5. Stretch carefully / heavily every morning.

4 Pronunciation Reduction of *and*

 Listen and repeat. Notice how *and* is pronounced /ən/ before some consonant sounds.

/ən/

Breathe slowly and deeply.

/ən/

Keep your back and neck straight.

5 Speaking Lower your arms slowly.

Pair work Make sentences with the words below.

Your partner does the actions. Take turns.

"Point to your nose slowly."

A		B	C
Stretch		arms	slowly.
Lower		hand	carefully.
Point to	your	head	quickly.
Move		leg	to the right / left.
Raise		nose	up and down.
Touch		toes	



6 Keep talking!

Go to page 135 for more practice.

I can give and follow instructions.



I'm not feeling well.

1 Health problems

🔊 Listen. Then act out a health problem. Your partner guesses it.



a backache



a cold



a cough



an earache



a fever



the flu



a headache



a sore throat



a stomachache



a toothache

"Do you have a cold?"

2 Interactions **When you're not feeling well**

A 🔊 Listen to the conversation. What's wrong with Margaret? Then practice the conversation.



Debbie: Hey, Margaret. How are you?
Margaret: I'm not feeling well.
Debbie: Oh? What's wrong?



Margaret: I have a headache. I think I'd like to go home and rest.
Debbie: That's fine. Take it easy.

B 🔊 Listen to the expressions. Then practice the conversation again with the new expressions.

Saying how you feel

I'm not feeling well.
I don't feel so good.
I feel awful.

Wishing someone well

Take it easy.
Get well soon.
I hope you feel better.

3 Listening What's wrong?

A 🎧 Listen to four phone conversations. Number the pictures from 1 to 4.



B 🎧 Listen again. How does each caller wish the person well? Write the expression.

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

4 Speaking We're not feeling well.



Class activity Role-play these situations. Then change roles.

Group A: Walk around the class and ask people in Group B how they feel.
Use expressions from Exercise 2.

Group B: Imagine you have a health problem. Tell the people in Group A about it. Use expressions from Exercise 2.

A: How are you?

B: I don't feel so good.

A: Oh? What's wrong?

B: I have a stomachache.

A: I'm sorry to hear that. I hope you feel better.

I can say how I feel.
I can wish someone well.



How healthy are you?

1 Vocabulary Healthy habits

A Complete the phrases with the correct verbs. Then listen and check your answers.

eat eat exercise get go lift protect wash



1. _____
a balanced diet



2. _____
your hands



3. _____
your skin



4. _____
weights



5. _____
for a walk



6. _____
daily



7. _____
enough sleep



8. _____
a good breakfast

B Pair work Which of the healthy habits in Part A do you have? Tell your partner.

2 Conversation I don't have much energy.

A Listen and practice.

Laura: What's wrong, Hal? Are you OK?

Hal: Oh, hi, Laura. I don't know. I just don't have much energy.

Laura: Hmm. Do you eat breakfast every day?

Hal: Sure. And I exercise. I lift weights at my gym.

Laura: And how often do you go there?

Hal: Three or four days a week.

Laura: That's not bad. How long do you spend there?

Hal: Oh, about an hour a day.

Laura: That's good. And how much sleep do you get?

Hal: Quite a bit, about ten hours a night.

Laura: Ten hours? That's why you don't have any energy. I think that's too much sleep!



B Listen to the rest of the conversation. What else does Laura ask about?

3 Grammar **How questions**

How often do you go to the gym?

Three or four days a week.

How long do you spend at the gym?

About an hour.

How well do you follow your diet?

Not very well.

How healthy are your eating habits?

Somewhat healthy.

How many meals do you eat a day?

Five small meals.

How much sleep do you get?

Quite a bit.

A Complete the questions with a *How* question. Then compare with a partner.

- _____ do you protect your skin from the sun?
a. Extremely well. b. Pretty well. c. Not very well.
- _____ are your eating habits?
a. Very healthy. b. Quite healthy. c. Not healthy at all.
- _____ coffee do you drink in a week?
a. A lot. b. Quite a bit. c. Not much.
- _____ do you eat red meat?
a. Every day. b. Several times a week. c. Never.
- _____ do you spend on the computer every week?
a. 40 hours. b. 20 hours. c. Five hours.
- _____ times a day do you wash your hands?
a. About six times. b. About three times. c. Once.



B Pair work Ask and answer the questions in Part A. Circle your partner's answers.

A: *How well do you protect your skin from the sun?*

B: *Not very well. I sometimes wear a hat, but I rarely use sunscreen.*

4 Speaking **Good question!**

A Group work Look at the pictures. How many different *How* questions can you make for each picture? Ask the questions.



A: *How many times a week do you lift weights?*

B: *Never. I go to the gym once a week, but I don't lift weights.*

C: *How long do you spend at the gym?*

B How healthy do you think you are?

5 Keep talking!

Go to page 136 for more practice.

I can ask and talk about healthy habits.



1 Reading

A Read the article. Write the correct headings above the paragraphs.

Communicate Breathe Do Nothing Move! Laugh Get Organized

FEELING STRESSED?

Everyone feels stress, and a little stress is OK. It's what gives you energy and pushes you to do well at school or work. But too much stress is not good. There are ways to manage stress. Try one or more of these tips the next time you feel stressed out.

1. _____

Take a deep breath. Breathe slowly and deeply every time you begin to feel stress. Make this a habit, and you can often stop a little stress from becoming a lot of stress.

2. _____

Make a "to do" list, and decide what you need to do right away and what can easily wait. Clean up your study or work space. Do the same with your computer desktop.

3. _____

Go for a swim. Run. Ride your bicycle. Do aerobics. Hike up a mountain. It doesn't really matter what you do. Just do something that you enjoy.

4. _____

Have a problem? Don't keep it inside. Talk to a friend, a family member, or even your cat. Don't want to talk? Write it down in a stress journal.

5. _____

See a funny movie. Tell some jokes. Watch some silly pet videos on the Internet. Laughter – yours or someone else's – is often the best medicine.

6. _____

That's right . . . nothing! Close the door. No TV, computer, or phone. Sit down and take a break from life. Close your eyes and feel the stress . . . disappear.



B Read the article again. Write the tip number next to what each person does to manage stress.

_____ Jill: I watch my favorite TV show, and I laugh and laugh.

_____ Rachid: I go jogging. It makes me feel better.

_____ Paul: I just sit quietly. That's all I do!

_____ Valerie: I clean my house and put everything away.

_____ Ming: I stop and breathe deeply.

_____ Eduardo: I call a good friend and talk for a while.

C Pair work Which tips in Part A do you think work? Tell your partner.

2 Listening It works for me!

A 🎧 Listen to four people talk about how they manage stress. What do they do? Number the pictures from 1 to 4. There are two extra items.



B 🎧 Listen again. What else do the people do to manage stress? Write the activities.

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

3 Writing Managing stress

A Think about how you manage stress. Answer the questions.

- How much stress do you feel?
- What makes you stressed?
- How well do you manage stress?
- What do you do?

B Write a paragraph about how you manage stress. Use the model and your answers in Part A to help you.

C Pair work Share your writing. Do the same things stress you out?

How I Manage Stress
I don't often feel stressed, but Mondays are sometimes difficult. I'm a full-time student, but I have a part-time job on Mondays. Here are a few ways I manage stress on Mondays. I eat a good breakfast and lift weights. Then I go to school early and talk with friends. It really helps.

4 Speaking Living with stress

Pair work Imagine you are one of these people. Ask your partner for tips to help you manage your stress.

- A mother with two young children and no time
- A young man before his wedding
- A soccer player before a big game
- A student before a big test

A: *I'm very tired, and my children never stop. What can I do?*

B: *Talk to your friends and find out what they do.*

Wrap-up

1 Quick pair review

Lesson A Test your partner! Say the name of a sport. Can your partner say what parts of the body you use for the sport? Take turns. You have one minute.

A: Soccer.

B: Legs, feet, head . . .

Lesson B Brainstorm! Make a list of ways to say how you feel and ways to wish someone well. You have two minutes.

Lesson C Do you remember? Complete the questions with *much*, *well*, *healthy*, *many*, and *long*. You have one minute.

1. How _____ apples do you eat a week?
2. How _____ stress do you have at work?
3. How _____ do you work on Saturdays?
4. How _____ is your lifestyle?
5. How _____ do you manage stress?

Lesson D Guess! Act out a way to manage stress. Can your partner guess what it is? Take turns. You have one minute.

A: Are you exercising?

B: Yes, I am.

2 In the real world

What other ways can you manage stress? Go online and find three ideas in English. Then write about them.

Three Ways to Manage Stress

Turn off your computer and your phone for an hour. Then turn on some relaxing music. Open a good book. . . .

What's on TV?

LESSON A

- Types of TV shows
- Verb + infinitive or gerund

LESSON B

- Agreeing with an opinion
- Disagreeing with an opinion

LESSON C

- Television
- Present continuous for future plans

LESSON D

- Reading: "Reality Shows"
- Writing: My favorite TV show

Warm-up

1.



2.



3.



4.



5.



6.



A Match the popular TV shows with the years they started. Check your answers on page 64.

- a. 1958 b. 1960 c. 1976 d. 1981 e. 1994 f. 2002

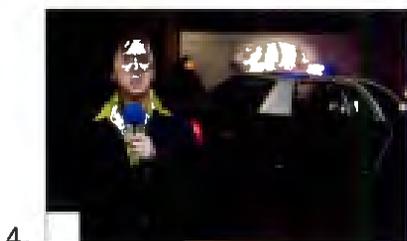
B Can you name a show for each decade from your country? Do you watch the shows now?

I love watching game shows.

1 Vocabulary Types of TV shows

A Match the TV shows and the pictures. Then listen and check your answers.

- | | | |
|------------------|-------------------|-----------------|
| a. a cartoon | d. a game show | g. a sitcom |
| b. a documentary | e. the news | h. a soap opera |
| c. a drama | f. a reality show | i. a talk show |



B Pair work What was the last show you watched on TV? What type of show was it? Tell your partner.

"I watched a cartoon with my son. It was . . ."

2 Language in context TV preferences

A Listen to four people talk about their TV preferences. Who doesn't watch TV very much?

I watch a lot of TV. I really enjoy baseball. And I hope to get a big new TV soon.

– Jessica

I love soap operas. My favorite is *Our Life*. I like seeing my favorite actors.

– Lucas

I don't like reality shows at all. I love to watch documentaries and game shows.

– Gustavo

I hardly ever watch TV. I prefer to listen to the radio. I hate to miss the news.

– Min-hwa

B Which person in Part A are you similar to?

3 Grammar **Verb + infinitive or gerund**

Verb + infinitive

I **hope to get** a big TV.
I **want to see** every baseball game.

Verb + gerund

I **enjoy watching** football games.
I **dislike watching** TV.

Verb + infinitive or gerund

I **like to see / seeing** my favorite actors.
I **love to watch / watching** game shows.
I **prefer to listen / listening** to the radio.
I **hate to miss / missing** the news.

A Circle the correct verb forms. If both forms are correct, circle both.
Then practice with a partner.

- A** What types of TV shows do you like **to watch / watching** late at night?
B: Actually, I dislike **to watch / watching** TV at night. I prefer **to be / being** online.
- A:** What do you want **to watch / watching** on TV tonight? A reality show?
B: I hate **to watch / watching** those shows. I enjoy **to watch / watching** dramas.
- A:** Do you want **to see / seeing** a movie tonight?
B: No, not tonight. My favorite TV show is on, and I hate **to miss / missing** it.

B Complete the questions with a correct form of the verb. Then compare with a partner.

- Do you enjoy _____ (watch) cartoons on TV?
- What do you want _____ (watch) on TV this weekend?
- Do you like _____ (guess) the answers on game shows?
- What types of TV shows do you dislike _____ (watch)?

C Pair work Ask and answer the questions in Part B. Answer with your own information.

4 Speaking **TV talk**

A Add one more thing to the chart.

Find someone who . . .	Name
1. enjoys watching documentaries	
2. wants to buy a new TV	
3. hopes to meet a famous actress or actor	
4. hates missing soap operas	
5.	

B Class activity Find classmates for each sentence. Write their names.

- A:** *Do you enjoy watching documentaries?*
B: *Yes, I do.*

5 Keep talking!

Go to page 137 for more practice.

I can talk about types of TV shows I like.



1 Interactions Agreeing and disagreeing

A Look at the picture. What are the people doing? Do you think they like the TV show?

B Listen to the conversation. Why doesn't Vasco like talk shows? Then practice the conversation.



Fred: Let's see what's on TV. . . . Oh, no! I don't like this talk show at all. I think it's terrible.

Vasco: I agree. Actually, I hate all talk shows. I think they're really boring.

Fred: Really? I disagree. I think some of them are pretty interesting.

Vasco: I don't think any talk shows are interesting.

Fred: Well, would you like to watch something else?

C Listen to the expressions. Then practice the conversation again with the new expressions.

Agreeing with an opinion

I agree.
I agree with you.
I think so, too.

Disagreeing with an opinion

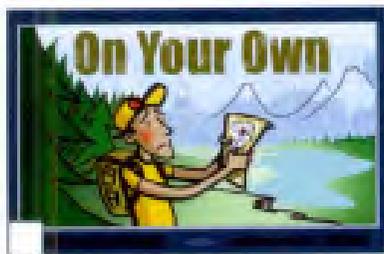
I disagree.
I don't really agree.
I'm afraid I disagree.

D Complete each response with one of the expressions from Part C. Then practice with a partner.

- | | |
|--|--|
| 1. A: Most TV sitcoms are funny. | B: _____ I never laugh at them. |
| 2. A: Reality shows are great. | B: _____ I watch them all the time. |
| 3. A: Game shows are exciting. | B: _____ I think they're boring. |
| 4. A: It's good to watch the news. | B: _____ I watch it every night. |
| 5. A: Cartoons are just for children. | B: _____ They're for adults, too. |

2 Listening What else is on?

A Listen to Dan and Amy discuss what is on TV. Number the TV shows from 1 to 5. (There is one extra picture.)



B Listen again. Look at Amy's opinion of each show. Write Dan's opinion.

Amy's opinions:	Dan's opinions:
1. boring	1. _____
2. great	2. _____
3. interesting	3. _____
4. exciting	4. _____
5. fantastic	5. _____



3 Speaking My opinion

A Check (✓) the statements you agree with. Then make the statements you disagree with true for you.

- Documentaries are ~~boring~~ *exciting*.
- Talk shows are very interesting.
- All sports programs are exciting.
- Most sitcoms are very funny.
- It's important to watch the TV news.
- Reality shows are boring.



B Group work Share your ideas.

- A: *In my opinion, documentaries are exciting.*
 B: *I don't really agree. I think they're pretty boring.*
 C: *What about talk shows? I think they're very interesting.*
 A: *I agree with you.*

I can agree and disagree with an opinion.



I'm recording a documentary.

1 Vocabulary Television

A Match the words and the definitions. Then listen and check your answers.

- | | |
|---|--|
| 1. I often record my favorite show. <u>c</u> | a. to play a show at high speed |
| 2. I usually fast-forward through the boring parts of shows. _____ | b. to not watch something |
| 3. I always skip the sad parts of movies. _____ | c. to store a show to watch it later |
| 4. I watch reruns of old sitcoms. _____ | d. advertisements for products |
| 5. I never lose the remote control . _____ | e. a nonprofit TV network |
| 6. Most commercials are funny. _____ | f. a service that sends TV shows to homes through a dish |
| 7. You can learn a lot from public TV . _____ | g. repeat showings of a TV show |
| 8. I think satellite TV is great. _____ | h. a device used to control a TV from a distance |

B Pair work Which sentences in Part A describe your opinions or habits? Tell your partner.

A: *I often record my favorite show.*

B: *Really? I never record my favorite show.*

2 Conversation I'm going away this weekend.

A Listen and practice.

Nora: Hi, Zack. How are you?

Zack: Oh, hi, Nora. I'm fine. Actually, I'm going away this weekend, so I want to record some TV shows.

Nora: Really? Which shows?

Zack: On Friday night, I'm recording the soccer game. The Hawks are playing the Lions.

Nora: Oh, I'm watching that at Lisa's. She's having a soccer party. She has satellite TV now.

Zack: Well, I'm watching it on Sunday night. That way I can fast-forward and skip the commercials.

Nora: Good idea. I hate watching commercials. So what else are you recording?

Zack: On Saturday, I'm recording a documentary on Channel 11 called *TV Is Dead*.

B Listen to the rest of the conversation. What is Nora watching on TV this weekend?



3 Grammar **Present continuous for future plans**

I'm **recording** the soccer game.
 I'm **not recording** the sitcom.
 She's **having** a soccer party this week.
 She's **not visiting** her family.
 They're **playing** the Lions this weekend.
 They're **not playing** the Sharks.

Is Zack **watching** the game on Sunday?
 Yes, he **is**. No, he's **not**. / No, he **isn't**.
Are they watching the game on Sunday?
 Yes, they **are**. No, they're **not**. / No, they **aren't**.
 What else **are you recording** on Friday?
 I'm also recording a movie.

A Complete these conversations with the present continuous form of the verbs. Then practice with a partner.

1. **A:** What _____ you _____ (do) this weekend? _____
 you _____ (go) anywhere?

B: No, I _____ (stay) home all weekend. Some friends
 _____ (come) over to watch a basketball game. The Tigers
 _____ (play).

2. **A:** I _____ (get) satellite TV on Wednesday – finally! What
 _____ you _____ (do) on Friday? Do you want to come over?

B: I'd love to, but I can't. Joe and I _____ (visit) his parents this
 weekend. We _____ (leave) on Friday after work.

B What are you doing this weekend? Use these verbs to write about your weekend plans. Then tell your partner.

- | | |
|------------------|-------------------|
| 1. (meet) _____ | 3. (play) _____ |
| 2. (watch) _____ | 4. (go out) _____ |

4 Pronunciation **Sentence stress**

Listen and repeat. Notice how the important words in a sentence are stressed.

I'm **going** to **Colombia** on **Monday**. She's staying home this **weekend**.

5 Speaking **What are you recording?**

A Imagine you're going away next week, and you can't watch TV. Decide where you're going and make a list of five shows you are recording.

B Class activity Compare lists. Is anyone recording the same shows? Find classmates with a similar list.

A: I'm *visiting my mother next Tuesday*, so I'm *recording* . . .

B: *Me, too. I love . . . , and I'm recording* . . .

6 Keep talking!

Go to page 138 for more practice.

1 Reading

A Read the article. Match the headings and the descriptions of the reality shows.

- a. Improvement shows b. Game-style shows c. Documentary-style shows

Reality Shows – you either love them or you hate them! But did you realize there are different types of reality shows? Read on and find out more. . . .



In this type of reality show, **contestants** try to win a prize. The prize is often money or, in some cases, a job. Each week, one person leaves the show until there is only one – the winner. Sometimes the contestants vote on who stays or goes, sometimes the TV **viewers** at home vote, and other times the show's **judges** choose. One example is *Top Chef*. In this show, contestants cook dishes for the **host** and the three judges. The winner usually receives money, a trip, and an article in a food magazine.



This type of reality show looks like a soap opera, but it is about one or more real people and their daily lives. Some of these shows are about people on the job, such as police officers, firefighters, or hospital workers. Others are about regular people in unusual situations, and some even follow famous people. One example of this type was *The Osbournes*. This show was about the daily life of British singer Ozzy Osbourne and his family. In these types of shows, there is no prize money and no winner.



These shows are about a person or people who need a change. Other people help this person in one area, such as home, style, health, or relationships. An example of this is *What Not to Wear*. On this show, two hosts give fashion advice to someone who needs a new “look.” The hosts go to the person’s closet and throw away clothes that they don’t like. The person then receives money and a trip to New York City to shop for new clothes.

B Read the article again. Look at the questions. Check (✓) the correct answers.

Which show . . . ?	<i>Top Chef</i>	<i>The Osbournes</i>	<i>What Not to Wear</i>
gives money			
gives a trip			
has celebrities			
is about fashion			
is like a soap opera			

C Find the words in **bold** in the article. What do they mean? Match the definitions and the correct word.

A person / People who . . .

- a. presents a TV show _____ c. watch a television program _____
 b. participate in a competition _____ d. decide who wins or loses _____

D Pair work Imagine you can be on one type of reality show. Which would you choose? Why? Tell your partner.

2 Listening Favorite shows back home

A Listen to three students talk about their favorite TV shows in their countries. What type of show does each like? Write it in the chart.

	Type of show	Favorite thing about the show
Valerie		the models the end of each show
Young-ho		the costumes the actors
Claudia		the teenagers the stories

B Listen again. What is their favorite thing about the show? Circle the correct answers.

3 Writing My favorite TV show

A Think of your favorite TV show. Answer the questions.

- What type of show is it?
- What happens on the show?
- Why do you enjoy watching it?
- Is there anything you don't like about it?

B Write a paragraph about your favorite TV show. Use the model and your answers in Part A to help you.

C Group work Share your writing. Do you agree with each other's opinions?

My Favorite TV Show

I like to watch the reality show "Project Runway." The contestants are fashion students. The winner receives money and an article in a fashion magazine. I enjoy watching the show because the clothes are fantastic, but sometimes I disagree with the judges.

4 Speaking Reality shows

A Group work Read about these reality shows. Which ones sound interesting? Why?



The Amazing Race the U.S.

Pairs race one another around the world. The winners receive a million dollars.



StarStruck the Philippines

Teens compete in a talent show. It's famous for the saying "Dream. Believe. Survive."



How Clean Is Your House? the U.K.

Two cleaners visit homes and clean them up. They share their top cleaning tips.

B Do you ever watch similar shows in your country? Why or why not?

"I watch a show similar to StarStruck. I don't really like it, but I always watch it!"

I can give my opinions about popular TV shows.

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of types of TV shows. How many do you remember? You have one minute.

Lesson B Do you remember? Write A for expressions that show you agree with an opinion. Write D for expressions that show you disagree. You have one minute.

1. I disagree. _____
2. I think so, too. _____
3. I agree. _____
4. I don't really agree. _____
5. I'm afraid I disagree. _____
6. I agree with you. _____

Lesson C Find out! What are three things both you and your partner are doing next week? Take turns. You and your partner have two minutes.

A: *I'm watching a baseball game next week. Are you?*

B: *Yes, I am.*

Lesson D Guess! Describe your favorite TV show, but don't say its name. Can your partner guess the name and the type of show it is? Take turns. You and your partner have two minutes.

A: *In this TV show, celebrities dance with professional dancers.*

B: *Is it a reality show?*

A: *Yes, it is.*

B: *Is it Dancing with the Stars?*

A: *Yes, it is.*

2 In the real world

What new shows are on TV this year? Look at a TV schedule or go online and find information about a new TV show in English. Then write about it.

- What's the name of the TV show?
- What type of TV show is it?
- What's it about?
- When is it on?

A New TV Show

"Three Rivers" is a drama. It's about a hospital. . . .

Favorites

Group work Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.

Heads



Move 2 spaces.

Tails

Use the correct form of *be* to ask and answer questions. Can you answer the questions? Take turns.

Yes. → Move ahead.

No. ← Move back.

A: *Are you interested in travel?*

B: *Yes, I am. I'm interested in new places.*

<p>1</p> 	<p>2</p> <p>_____ you interested in travel?</p>	<p>3</p>  <p>Who _____ your favorite singer?</p>	<p>4</p> <p>_____ your friends interested in politics?</p>
<p>6</p> <p>Who _____ your favorite artist?</p> 	<p>7</p> <p>What _____ your favorite drink?</p> 	<p>8</p> <p>What _____ your favorite food?</p>	<p>5</p> <p>What _____ your favorite day of the week?</p> 
<p>9</p> <p>What _____ your favorite song?</p> 	<p>10</p> <p>_____ you interested in fashion?</p> 	<p>11</p> <p>What _____ your favorite book?</p>	<p>12</p> <p>_____ your teacher interested in sports?</p>
<p>16</p> 	<p>15</p> <p>What _____ your favorite place for vacation?</p> 	<p>14</p> <p>_____ your grandparents interested in technology?</p>	<p>13</p> <p>What _____ your favorite animal?</p> 

An active class?

A Add two things to the chart.

Find someone who . . .	Name	Extra information
goes to a gym		
plays table tennis		
does gymnastics		
plays soccer on weekends		
plays a sport with a family member		
exercises in the morning		
watches baseball on TV		
listens to sports on the radio		
dislikes sports		

B Class activity Find classmates who do each thing. Ask more questions. Write their name and extra information you hear.

A: *Do you go to a gym, Anna?*

B: *Yes, I do. I go three times a week.*

A: *Really? What do you do there?*

B: *I do yoga, and I swim.*

Help box

How often do you . . . ?

Where do you . . . ?

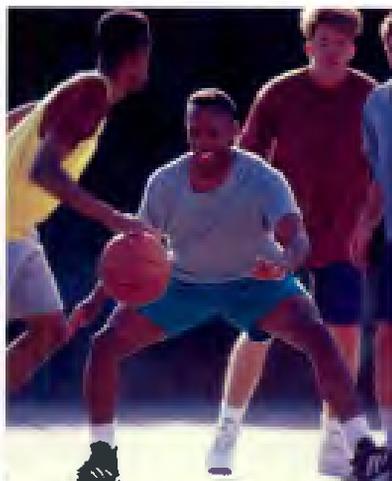
Who do you . . . with?

What's your favorite . . . ?

C Pair work Share your information.

A: *Anna goes to the gym three times a week.*

B: *Really? What does she do there?*



Are you confident?

A Pair work Take the quiz. Take turns asking and answering the questions.

1. What colors do you often wear?

- I wear red, pink, and orange.
- I wear yellow and green.
- I wear blue and purple.
- I wear black, white, and gray.



2. What are you like around friends?

- I'm always very talkative.
- I'm talkative, but sometimes I'm quiet.
- I'm usually the quiet one.
- I don't know.



3. How do you enter a party?

- I walk in and say hello to everyone.
- I walk in and say hello to one person.
- I walk in and look for a friend.
- I walk in and stand in a corner.



4. You meet someone new. What do you do?

- I say hello and ask questions.
- I say "hi" and wait for questions.
- I just smile.
- I look away.



5. You see someone you like. What do you do?

- I walk up and say hello.
- I ask a friend to introduce us.
- I smile at the person.
- I do nothing.



6. The teacher asks a question. What do you do?

- I shout out the answer.
- I raise my hand.
- I check my answer with a friend.
- I look down at my desk.



a answers = 3 points c answers = 1 point
b answers = 2 points d answers = 0 points

12-18 You're very confident. Aren't you ever shy?

6-11 You're confident, but not about everything.

0-5 You're not very confident. Believe in yourself!

B Pair work Add up and score your quizzes. Are the results true for you?

A: I got 17 points.

B: You're very confident!

A: Really? I'm not sure about that.

Find the differences

Student A

Pair work You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



- A: In my picture, Brian is young. Is he young in your picture?
 B: Yeah, so that's the same. In my picture, he has short straight hair.
 A: Mine, too. What color is . . . ?

What's the weather like?

Student A

A Pair work You and your partner have information about the weather in four cities, but some information is missing. Ask questions to get the information.

A: *When is spring in Lisbon?*

B: *It's from March to June. What's the weather like in the spring?*

A: *It's warm and sunny.*

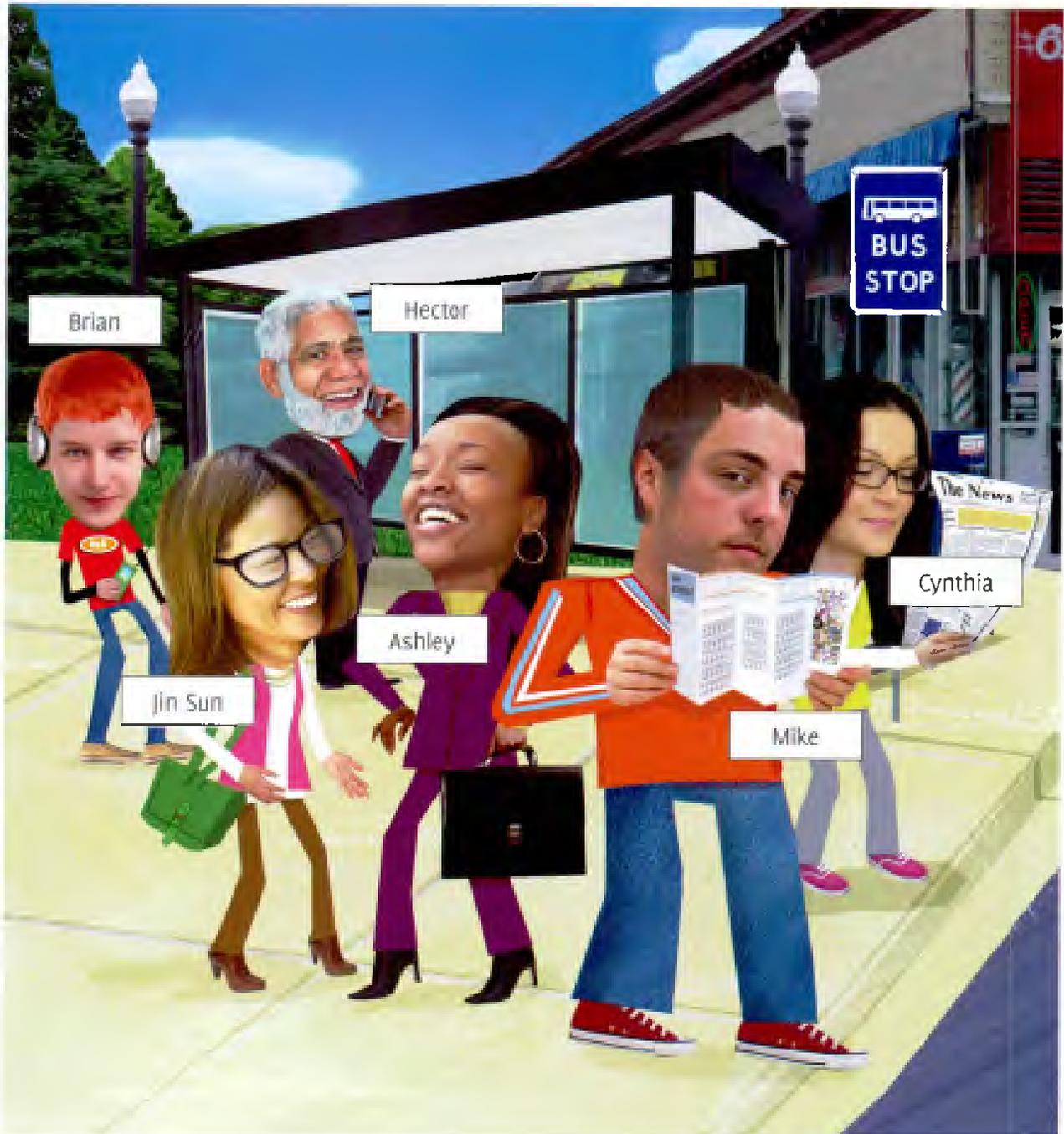
Lisbon, Portugal	Season	Months	Weather
	Spring	March–June	warm and sunny
	Summer	June–September	
	Fall	September–December	
	Winter	December–March	cool and rainy
Seoul, South Korea	Season	Months	Weather
	Spring	March–June	
	Summer	June–September	hot and rainy
	Fall	September–December	
	Winter	December–March	very cold, snowy
Sydney, Australia	Season	Months	Weather
	Spring	September–December	warm and sunny
	Summer	December–March	
	Fall	March–June	
	Winter	June–September	cool and windy
Buenos Aires, Argentina	Season	Months	Weather
	Spring	September–December	
	Summer	December–March	sometimes hot, not rainy
	Fall	March–June	
	Winter	June–September	cold, not rainy

B Pair work which city's seasons are similar to yours?

Find the differences

Student B

Pair work You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



A: In my picture, Brian is young. Is he young in your picture?

B: Yeah, so that's the same. In my picture, he has short straight hair.

A: Mine, too. What color is . . . ?

What's the weather like?

Student B

A Pair work You and your partner have information about the weather in four cities, but some information is missing. Ask questions to get the information.

A: *When is spring in Lisbon?*

B: *It's from March to June. What's the weather like in the spring?*

A: *It's warm and sunny.*

Lisbon, Portugal	Season	Months	Weather
	Spring	March–June	
	Summer	June–September	hot, not rainy
	Fall	September–December	warm and windy
	Winter	December–March	

Seoul, South Korea	Season	Months	Weather
	Spring	March–June	warm, not rainy
	Summer	June–September	
	Fall	September–December	sunny and cool
	Winter	December–March	

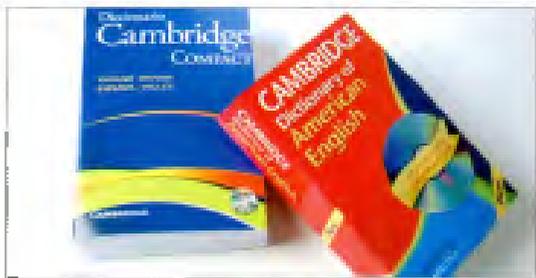
Sydney, Australia	Season	Months	Weather
	Spring	September–December	
	Summer	December–March	hot and dry
	Fall	March–June	cool and rainy
	Winter	June–September	

Buenos Aires, Argentina	Season	Months	Weather
	Spring	September–December	warm and rainy
	Summer	December–March	
	Fall	March–June	rainy, not cool
	Winter	June–September	

B Pair work Which city's seasons are similar to yours?

Someday . . .

A Write information about things you'd like to do someday.



a language I'd like to learn: _____



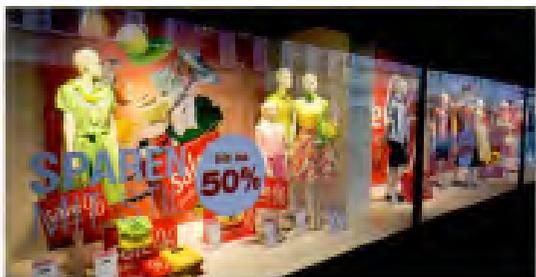
a person I'd like to meet: _____



a country I'd like to visit: _____



a job I'd like to have: _____



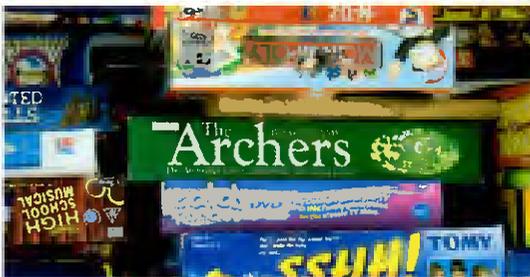
something I'd like to buy: _____



a sport I'd like to try: _____



a place I'd like to live: _____



a game I'd like to play: _____

B Group work Share your ideas. Ask and answer questions for more information.

A: I think I'd like to learn Spanish someday.

B: Really? Why?

A: Because I'd like to visit Costa Rica.

Home sweet home

A Pair work Look at the picture for two minutes. Try to remember the rooms, furniture, and other details.



B Pair work Cover the picture. Ask and answer these questions. What do you remember?

- How many rooms are there in the house?
- Which rooms are on the first floor? the second floor?
- How much light is there in the living room? How many windows are there?
- Is there much furniture in the living room? What's there?
- What's on the coffee table? What's on the kitchen table?
- Are there many pictures in the house? Where are they?
- How are the two bedrooms different?
- How are the two bathrooms different?
- Is there much space in this house? Do you think there's much noise?

A: How many rooms are there in the house?

B: I think there are . . . rooms.

A: I think so, too. Which rooms are on the first floor?

C Look at the picture again, and check your answers.

Cleanup time

Pair work You need to do some chores around the apartment. Decide who does each chore. Be fair!



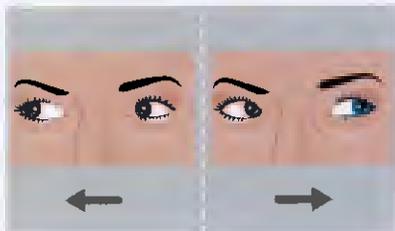
A: *Could you take out the garbage?*

B: *Sure. I can take it out. Would you clean out the closet?*

Don't get up!

Student A

A Pair work Tell your partner to cover the pictures. Describe the exercises. Your partner does the actions. Take turns.



Eye exercises

Move your eyes quickly to the right. Then move them quickly to the left. Repeat five times.

A: Move your eyes to the right.

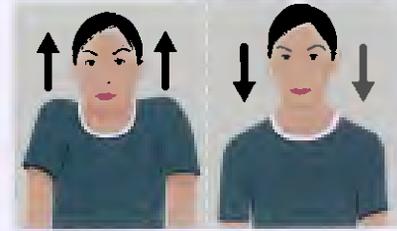
B: Like this?

A: Yes. Now move them to the left.



Wrist exercises

Stretch your arms in front of you. Move your hands up and down quickly. Repeat five times.



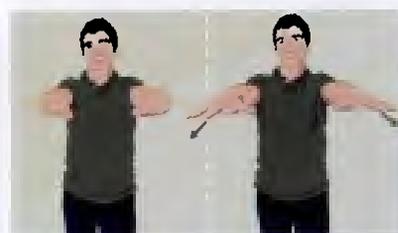
Shoulder exercises

Lift your shoulders slowly to your ears. Don't move, and hold for three seconds. Then lower your shoulders. Repeat three times.

B How did your partner do? How does your partner feel?

Student B

A Pair work Tell your partner to cover the pictures. Describe the exercises. Your partner does the actions. Take turns.



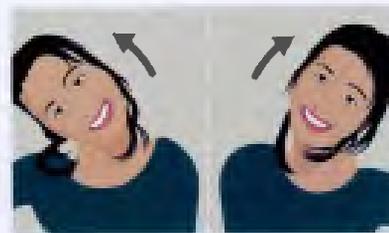
Hand exercises

Stretch your arms in front of you. Close your hands. Then open your hands quickly. Repeat five times.

B: Stretch your arms in front of you.

A: Like this?

B: Yes. Now close your hands.



Neck exercises

Touch your right ear to your right shoulder. Then touch your left ear to your left shoulder. Repeat five times.



Arm exercises

Lift your right arm up and down. Then lift your left arm up and down. Repeat three times.

B How did your partner do? How does your partner feel?

How healthy are you?

A Pair work Take the quiz. Take turns asking and answering the questions.

1. How many servings of fruit and vegetables do you eat a day?

- a Five or more
- b Three to four
- c One to two



6. How long do you spend watching TV or playing video games each week?

- a One to two hours
- b Three to six hours
- c Seven or more hours



2. How often do you eat breakfast?

- a Every day
- b Two to six times a week
- c Rarely



7. How well do you sleep at night?

- a. Very well
- b. Pretty well
- c. Not very well



3. How many meals do you eat a day?

- a Four or five small meals
- b Three meals
- c One or two big meals



8. How often do you get a checkup?

- a. Once a year
- b. Every two or three years
- c. Hardly ever



4. How much junk food do you eat?

- a Very little
- b About average
- c A lot



9. How happy are you with your health?

- a Very happy
- b. Pretty happy
- c. Not very happy



5. How often do you exercise?

- a Every day
- b Two or three times a week
- c Never



a answers = 3 points

b answers = 2 points

c answers = 1 point

21–27 You're very healthy. Congratulations!

15–20 You're pretty healthy. Keep it up!

9–14 You can improve your health. Start now!

B Pair work Add up and score your quizzes. Are the results true for you? Why or why not?

A: My score is 16. It says I'm pretty healthy. I think that's true.

B: My score is 20, but I think I'm very healthy.

TV listings

A Pair work Look at the TV listings. What types of shows are they?

	Channel 4	Channel 11	Channel 13
7:00–7:30	Win or Lose Everyone's favorite game show! Play at home!	Soap Stars on Ice See your favorite soap stars ice skate for charity!	Man's Best Friend A new sitcom about a talking horse named Fred
7:30–8:00	Under Arrest Police drama starring Damien Porter		Travels with Ryan This week, Ryan learns to samba in Brazil.
8:00–8:30	Mr. and Mrs. Right The best reality show on TV! Vote for your favorite couple!	The Year in Sports The best baseball moments of the year	The Ina Lopez Show Tough questions, honest answers. Tonight talk-show queen Ina takes your calls!
8:30–9:00		Meet My Family A funny family sitcom	
9:00–9:30	Lions of Kenya "An amazing documentary"	Take It or Leave It Part game show, part reality show. New!	My Roommate Ralph A new sitcom from the creators of <i>Alien Mom</i>
9:30–10:00	The News Local news with Dinah and Jim	Family Life The funny new cartoon for adults	Kiss and Tell See the soap everyone is talking about!

B Pair work Look at the information about the Green family. They have only one TV. What shows can they watch together from 7:00 to 10:00?



Dan Green

- enjoys watching sports and news
- hates to watch reality shows



Sarah Green

- hopes to visit Rio de Janeiro
- prefers to watch funny shows



Rick Green

- loves to watch game shows
- hates soap operas



Rose Green

- enjoys watching soap operas
- doesn't like watching sitcoms

A: They can watch *Win or Lose* at 7:00. Rick loves to watch game shows.

B: And they can watch *Travels with Ryan* at 7:30. Sarah hopes to visit Brazil.

C Group work What shows do you want to watch?

My daily planner

A Make a schedule for tomorrow afternoon and evening. Use the ideas below and your own ideas. Write four activities in the daily planner. Think about how long each activity will take.

go grocery shopping

meet friends for coffee

watch a movie on TV

watch sports with friends

chat online with friends

clean my room

exercise at the gym

watch the news

study at the library

Date / /	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Notes
2:00								
2:30								
3:00								
3:30								
4:00								
4:30								
5:00								
5:30								

Date / /	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Notes
6:00								
6:30								
7:00								
7:30								
8:00								
8:30								
9:00								
9:30								

B Class activity Think of three fun activities. Find classmates who want to do the activities with you. Add the information to your planners.

A: *What are you doing tomorrow evening at 7:00?*

B: *I'm meeting some friends for coffee.*

A: *Oh, OK. Do you want to see a movie at 8:00?*

B: *I'd love to, but I can't. I'm . . .*



Irregular verbs

Base form	Simple past	Past participle
be	was, were	been
become	became	become
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
know	knew	known
leave	left	left
lose	lost	lost
make	made	made

Base form	Simple past	Past participle
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Credits

Illustration credits

Tom Garrett: 5, 15, 17, 45, 65, 69, 115, 128, 130; John Goodwin: 4, 13, 21, 23 (top), 49 (top), 103, 135; Kim Johnson: 2, 10 (bottom), 20, 24, 30, 36, 46, 50, 60, 70, 71, 80, 100, 110, 119; Bill Ledger: 39, 47, 86, 106, 121; Dean MacAdam: 19, 27, 40, 49 (bottom), 90, 107, 111, 117, 120, 140, 144; Garry Parsons: 16, 59, 66, 97, 127, 139; Maria Rabinky: 31, 32, 133, 134; Cristina Sampaio: 10 (top), 48, 116; Rob Schuster: 23 (bottom), 66, 69, 89, 125, 148

Photography credits

3 ○Woody Stock/Alamy; 6 (top row, left to right) ©Barry Mason/Alamy; ©Six 6 Photography/Getty Images; ©De Agostini Picture Library/Getty Images; (middle row, left to right) ©Media Bakery; ©Michael Matthews/Alamy; ©Shutterstock; (bottom row, left to right) ©Jupiter Images/Getty Images; ©Richard Levine/Alamy; ©Shutterstock; 7 ©AFP/Getty Images; 8 (both) ©Frank Veronsky; 9 (left to right) ©Media Bakery; ○Digital Vision/Getty Images; ©MBI/Alamy; 11 ©AP/Wide World Photos; 12 (top to bottom) ©Ana Maria Marques/Alamy; ©Danita Delimont/Alamy; ○Imagebroker/Alamy; ©Media Bakery; 13 ©Jam Media/Getty Images; 16 ○Jupiter Images; 18 (both) ©Frank Veronsky; 21 (left to right) ©Media Bakery; ©Greg Ceo/Getty Images; ○PhotoAlto/Alamy; 22 (top row, top to bottom) ©FogStock/Alamy; ○Imagebroker/Alamy; ©Dennie Cody/Alamy; ©Ian Thraives/Alamy; (bottom row, left to right) ©Age Fotostock; ©Shutterstock; ©Kathy deWitt/Alamy; ©Firda Beka/Getty Images; 23 ©Media Bakery; 25 (clockwise from top left) ©Comstock/Getty Images; ©Blend Images/Getty Images; ©Media Bakery; ©Alamy; 26 (clockwise from top left) ©Pete Turner/Getty Images; ©Chris Jackson/Getty Images; ©AFP/Getty Images; ©AFP/Getty Images; 28 (left to right) ○Getty Images; ○Shutterstock; 29 (top, left to right) ©Shutterstock; ©Robert Francis/Getty Images; ©J. Boyer/Getty Images; (bottom) ©Shutterstock; 30 (clockwise from top left) ©Media Bakery; ©Photo Library; ○Shannon Fagan/Getty Images; ©Shutterstock; ©Media Bakery; ©Media Bakery; ©Cleo Photo/Alamy; ©Photo Edit; 32 (top row, top to bottom) ©Peter Dennen/Getty Images; ©Chris Speedie/Getty Images; ©Raimund Linke/Getty Images; ©Shutterstock; (bottom row, left to right) ©Shutterstock; ©Media Bakery; ©Media Bakery; ○Shutterstock; 33 (top) ©Alamy; (bottom row, left to right) ©Alamy; ©Shutterstock; ©Media Bakery; ©Media Bakery; 35 (clockwise from top left) ©AP/Wide World Photos; ○Oliver Morin/Getty Images; ©AP/Wide World Photos; ©Hemis/Alamy; 36 (clockwise from top left) ©Media Bakery; ©Media Bakery; ©Jumping Rocks/Getty Images; ©Built Images/Alamy; 37 (both) ©Shutterstock; 38 (both) ©Frank Veronsky; 40 (all) ©George Kerrigan; 42 (clockwise from top left) ©Douglas Keister; ○Franck Fotos/Alamy; ©Reuters; ○Shutterstock; 43 (clockwise from top left) ©Alamy; ©Scott Jenkins; ©Pictorial Press Ltd./Alamy; ©Scott Jenkins; 48 (both) ©Frank Veronsky; 50 (clockwise from top left) ©Martin Lee/Alamy; ©Alamy; ©Photo Edit; ©Pankaj & Insy Shah/Getty Images; ©Alamy; ©Brand X/Getty Images; ©Media Bakery; ©Alamy; 51 (top) ©Mike Powell/Getty Images; (bottom row, left to right) ©Media Bakery; ©Upper Cut Images/Getty Images; ©IG Photography/Alamy; ○Larsen & Talber/Getty Images; 52 ©Nicole Balch/Getty Images; 53 (all) ○Shutterstock; 55 (TV frames, all) ○Shutterstock; (TV shows, clockwise from top left) ○Everett Collection; ©Warner Bros./Everett Collection; ©Everett Collection; ○Aaron Spelling Productions/Everett Collection; ©Fox/Getty Images; ©Pictorial Press Ltd./Alamy; 56 (top row, left to right) ©Blend Images/Getty Images; ©Paramount/Everett Collection; ©CBS Photo Archive/Getty Images; (middle row, left to right) ©NBC/Everett Collection; ©CBS/Everett Collection; ©Walt Disney Studios Motion Pictures/Everett Collection; (bottom row, left to right) ©ABC; ©Getty Images; ©ABC/Getty Images; 58 ©Frank Veronsky; 59 ©Warner Bros./Everett Collection; 62 (top to bottom) ©Bravo/Everett Collection; ©MTV/Everett Collection; ○The Learning Channel/Everett Collection; 63 (left to right) ©CBS/Everett Collection; ©Star Struck; ©Mirrorpix/Everett Collection; 67 (all) ©Shutterstock; 68 (both) ©Frank Veronsky; 70 (clockwise from top left) ©Shutterstock; ©Photo Edit; ©Caro/Alamy; ©Media Bakery; ©Shutterstock; ©inmagine; ©Robin Lynne Gibson/Getty Images; ○Jean-Michel Volat/Getty Images; 72 (left to right) ©John Lander/Alamy; ©Alamy; ©Chen Chao/Getty Images; 73 (top to bottom) ©Arco Images/Alamy; ©Craig Lovell/Alamy; 75 (clockwise from top left) ©Shutterstock; ©Getty Images; ©Shutterstock; ©Lou Linwei/Alamy; ©Adrian Buck/Alamy; ○Ian Dagnall/Alamy; 76 (top row, left to right) ©Terry Smith Images/Alamy; ©Media Bakery; ©Tom Craig/Alamy; ©Glow Images/Getty Images; (middle row, left to right) ©Media Bakery; ©Dirk von Mallinckrodt/Getty Images; ©Media Bakery; ©Michael Snell/Alamy; (bottom row, left to right) ©Alamy; ©Tibor Bogner/Alamy; ©Scott Olson/Getty Images; 77 (left to right) ©Alamy; ©Wendy Connett/Alamy; ©Shutterstock; 78 (left to right) ©Frank Veronsky; ○Balthasar Thomass/Alamy; 79 (top) ©Shutterstock; (middle row, left to right) ©Roger Cracknell/Alamy; ©Nic Cleave Photography/Alamy; ©Shutterstock (bottom row, left to right) ○Alamy; ©Media Bakery; ©Shutterstock; ©Sami Sarkis Provence/Alamy; ©Jeff Spielman/Getty Images; 81 ©Shutterstock; 83 ©Tony Anderson/Getty Images; 85 (left, top to bottom) ©Shutterstock; ©AP/Wide World Photos; ©Alberto E. Rodriguez/Getty Images; ©Ferdaus Shamim/Getty Images; ©Bloomberg/Getty Images; ©Getty Images; (right, top to bottom) ○Eileen

Text credits

The authors and publishers are grateful for permission to reprint the following items: 122 Adapted from "Nyers Of The Week: Two Students Raise Funds For Harlem Baseball Teams" by Josh Robin, www.ny1.com, June 19, 2009. Copyright © 2010. Reprinted with permission from NY1 News. Every effort has been made to trace the owners of copyrighted material in this book. We would be grateful to hear from anyone who recognizes his or her copyrighted material and who is unacknowledged. We will be pleased to make the necessary corrections in future editions of the book.

Langsley Olympic Images/Alamy; ©Newscom; ©Media Bakery; ©AP/Wide World Photos; ○Shutterstock; ©Getty Images; 86 (left to right) ©Shutterstock; ©NASA/Getty Images; ©AP/Wide World Photos; ©Getty Images; 87 (top to bottom) ©Time & Life Pictures/Getty Images; ○Shutterstock; 88 (both) ©Frank Veronsky; 90 (left to right) ©Pictorial Press Ltd./Alamy; ©Newscom; ©AP/Wide World Photos; 91 ©Jonathan Ferrey/Getty Images; 92 ©AP/Wide World Photos; 93 ©Thomas Coex/Getty Images; 95 (clockwise from top left) ©Paul Collis/Alamy; ©Craig Lovell/Alamy; ○Lonely Planet Images; ©Newscom; ©Nick Hanna/Alamy; ©Dan Galic/Alamy; 96 (top row, left to right) ©Shutterstock; ○Shutterstock; ©Shutterstock; ©Bon Appetit/Alamy; (second row, left to right) ©Bon Appetit/Alamy; ©inmagine; ©Shutterstock; ©Cristina Cassinelli/Getty Images; (third row, left to right) ©James Baigrie/Getty Images; ©Martin Lee/Alamy; ○inmagine; ©Media Bakery; (bottom row, left to right) ©Carlos Davila/Alamy; ©Food Folio/Alamy; ○Shutterstock; ©Shutterstock; 98 (top row, both) ©Frank Veronsky; (bottom row, left to right) ©Jupiter Images/Getty Images; ©Shutterstock; 100 (top row, left to right) ©Shutterstock; ©inmagine; ©Rusty Hill/Getty Images; ©inmagine; (bottom row, left to right) ○Alamy; ©Shutterstock; ©Masashi Hayasaka/Getty Images; ○Comstock Images/Getty Images; ©Shutterstock; 101 ©Shutterstock; 102 (top to bottom) ©Ninja Akasaka; ○India Today Group/Getty Images; ©Jack Carey/Alamy; 105 (clockwise from top left) ©Shutterstock; ©Paul Doyle/Alamy; ©Jaime Lopez/Getty Images; ○Insadco Photography/Alamy; ©Media Bakery; ©Jim Havery/Alamy; 106 (clockwise from top left) ©Pixar/Newscom; ©TM/Dreamworks/Newscom; ©Sony Pictures Entertainment/Everett Collection; ©Everett Collection; ©Mary Evans/Moving Pictures/Ronald Grant/Everett Collection; ©United Film/Everett Collection; ©Universal Pictures/Everett Collection; ©New Line/Everett Collection; 108 (main photo) ○Media Bakery; (insets, top to bottom) ©Joseph De Sciose/Getty Images; ©Richard Levine/Alamy; ©Media Bakery; 109 (clockwise from top left) ©Upper Cut Images/Getty Images; ©Blaine Harrington III/Alamy; ©Shutterstock; ©Shutterstock; 110 (clockwise from top left) ©Fotosearch; ○Shutterstock; ©Bruce Ayres/Getty Images; ©Daniel Dempster Photography/Alamy; ©Media Bakery; ©Blend Images/Getty Images; ©Mark Bassett/Alamy; ©Benjamin Shearn/Getty Images; ○inmagine; ©inmagine; 112 (clockwise from top left) ©AFP/Getty Images; ©Getty Images; ○Newscom; ©AFP/Getty Images; 113 (top to bottom) ©AP/Wide World Photos; ©John Parra/Getty Images; 116 (left to right) ©Media Bakery; ©Shutterstock; ©Yellow Dog Productions/Alamy; 118 (both) ©Frank Veronsky; 120 (top row, left to right) ©Media Bakery; ©Blend Images/Getty Images; ©Design Pics/Ron Nickel/Getty Images; (middle row, left to right) ©Dirk Anschutz/Getty Images; ©insadco Photography/Alamy; ©Bellurget Jean Louis/Getty Images; (bottom row, left to right) ©Image Source/Getty Images; ○Blend Images/Getty Images; Age Fotostock; 122 ©Home Runs for Harlem; 123 ©Courtesy of Suzanne Lefebvre; 126 ©Blend Images/Getty Images; ©David Madison/Getty Images; ©Age Fotostock; 129 (top to bottom) ©Shannon99/Alamy; ©Age Fotostock; ©Media Bakery; ○Imagebroker/Alamy; 131 (top to bottom) ○Shannon99/Alamy; ©Age Fotostock; ©Media Bakery; ○Imagebroker/Alamy; 132 (clockwise from top left) ©Adventure House; ©Photo Stock Israel/Alamy; ©Net Photos/Alamy; ©Ted Foxx/Alamy; ©Andrew Payne/Alamy; ©Shutterstock; ○ICP/Alamy; ©inmagine; 136 (all) ©Shutterstock; 137 (left to right) ○Juice Images/Getty Images; ©Media Bakery; ©Kane Skennar/Getty Images; ©Zia Soleil/Getty Images; 138 (left to right) ○Media Bakery; ©Yellow Dog Productions/Getty Images; Age Fotostock; 141 (clockwise from top left) ©SuperStock/Getty Images; ©Hulton Archive/Getty Images; Everett Collection; ©Popperfoto/Getty Images; ©Hulton Archive/Getty Images; ©Mary Evans Picture Library/Everett Collection; 142 (clockwise from top left) ©Lonely Planet Images; ©David Lyons/Alamy; ©Wendy Connett/Getty Images; ©Elan Fleisher/Alamy; ©David R. Frazier/Alamy; ©Robert Harding Picture Library Ltd./Alamy; 145 (clockwise from top left) ©SuperStock/Getty Images; ©Hulton Archive/Getty Images; Everett Collection; ©Popperfoto/Getty Images; ©Hulton Archive/Getty Images; ©Mary Evans/Everett Collection; 146 (clockwise from top left) ○Newscom; ○Juergen Hasenkopf/Alamy; ©AP/Wide World Photos; ©David R. Anchuolo/Getty Images; 149 (clockwise from top left) ©Kobal; ©Everett Collection; ○Mary Evans/LUCAS FILM/Ronald Grant/Everett Collection; ○Advertising Archive/Everett Collection; ©Pictorial Press Ltd./Alamy; ©Everett Collection; ○Newscom; ©Kobal; 150 ○Newscom; 151 ○Colin Raw/Getty Images; 152 (left to right) ©Alamy; ©David Wall/Alamy; ©Hideo Kurihara/Alamy