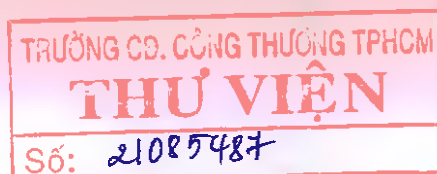


# Four Corners

Jack C. Richards · David Bohlke



Student's Book



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# Scope and sequence

LEVEL 2B	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 65–74 <b>Shopping</b> <b>A</b> <i>It's lighter and thinner.</i> <b>B</b> <i>Would you take \$10?</i> <b>C</b> <i>This hat is too small.</i> <b>D</b> <i>A shopper's paradise</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> describe and compare products <input checked="" type="checkbox"/> bargain <input checked="" type="checkbox"/> describe how clothing looks and fits <input checked="" type="checkbox"/> discuss good places to shop	Comparative adjectives <i>Enough and too</i>	Opposites Adjectives to describe clothing
<b>Unit 8</b> Pages 75–84 <b>Fun in the city</b> <b>A</b> <i>You shouldn't miss it!</i> <b>B</b> <i>I'd recommend going . . .</i> <b>C</b> <i>The best and the worst</i> <b>D</b> <i>The best place to go</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> say what people should do in a city <input checked="" type="checkbox"/> ask for and give a recommendation <input checked="" type="checkbox"/> make comparisons about their city <input checked="" type="checkbox"/> discuss aspects of a city	<i>Should</i> for recommendations; <i>can</i> for possibility Superlative adjectives	Places to see Adjectives to describe cities
<b>Unit 9</b> Pages 85–94 <b>People</b> <b>A</b> <i>Where was he born?</i> <b>B</b> <i>I'm not sure, but I think . . .</i> <b>C</b> <i>People I admire</i> <b>D</b> <i>Making a difference</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> ask and talk about people from the past <input checked="" type="checkbox"/> express certainty and uncertainty <input checked="" type="checkbox"/> describe people they admire <input checked="" type="checkbox"/> describe people who made a difference	<i>Was / Were born</i> ; past of <i>be</i> Simple past; <i>ago</i>	Careers Personality adjectives
<b>Unit 10</b> Pages 95–104 <b>In a restaurant</b> <b>A</b> <i>The ice cream is fantastic!</i> <b>B</b> <i>I'll have the fish, please.</i> <b>C</b> <i>Have you ever . . . ?</i> <b>D</b> <i>Restaurant experiences</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> talk about menus and eating out <input checked="" type="checkbox"/> order food in a restaurant <input checked="" type="checkbox"/> ask about and describe food experiences <input checked="" type="checkbox"/> describe restaurant experiences	Articles Present perfect for experience	Menu items Interesting food
<b>Unit 11</b> Pages 105–114 <b>Entertainment</b> <b>A</b> <i>I'm not a fan of dramas.</i> <b>B</b> <i>Any suggestions?</i> <b>C</b> <i>All of us love music.</i> <b>D</b> <i>Musicians from around the world</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> talk about their movie habits and opinions <input checked="" type="checkbox"/> ask for and give suggestions <input checked="" type="checkbox"/> report the results of a survey <input checked="" type="checkbox"/> describe important singers and musicians	<i>So, too, either, and neither</i> Determiners	Types of movies Types of music
<b>Unit 12</b> Pages 115–124 <b>Time for a change</b> <b>A</b> <i>Personal change</i> <b>B</b> <i>I'm happy to hear that!</i> <b>C</b> <i>I think I'll get a job.</i> <b>D</b> <i>Dreams and aspirations</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> give reasons for personal changes <input checked="" type="checkbox"/> react to good and bad news <input checked="" type="checkbox"/> make predictions about the future <input checked="" type="checkbox"/> discuss their dreams for the future	Infinitives of purpose <i>Will</i> for predictions; <i>may, might</i> for possibility	Personal goals Milestones

## Functional language

## Listening and Pronunciation

## Reading and Writing

## Speaking

### Interactions:

Bargaining for a lower price  
Suggesting a different price

### Listening:

Bargaining at a yard sale  
A weekend market in London

### Pronunciation:

Linked sounds

### Reading:

"Chatuchak Weekend Market"

A webpage

### Writing:

An interesting market

- Comparison of products
- *Keep talking:* Three products
- Role play of a bargaining situation
- Discussion about clothes
- *Keep talking:* Different clothing items
- Discussion about good places to shop

### Interactions:

Asking for a recommendation  
Giving a recommendation

### Listening:

Cities  
At a tourist information desk

### Pronunciation:

Word stress

### Reading:

"Austin or San Antonio?"

A message board

### Writing:

A message board

- Discussion about things to do in one day
- *Keep talking:* Discussion of possible things to do
- Role play at a tourist information desk
- Comparison of places in a town or a city
- *Keep talking:* City quiz
- Discussion about aspects of a city

### Interactions:

Expressing certainty  
Expressing uncertainty

### Listening:

Friends playing a board game  
People who made a difference

### Pronunciation:

Simple past -ed endings

### Reading:

"A Different Kind of Banker"

A biography

### Writing:

A biography

- Guessing game about famous people
- *Keep talking:* Information gap activity about people from the past
- Guessing game about famous people
- Descriptions of admirable people
- *Keep talking:* Discussion about inspiring people
- Description of a person who made a difference

### Interactions:

Ordering food  
Checking information

### Listening:

Customers ordering food  
Restaurant impressions

### Pronunciation:

*The* before vowel and consonant sounds

### Reading:

"Restaurants with a Difference"

A webpage

### Writing:

A review

- Discussion about eating out
- *Keep talking:* A menu
- Role play of a restaurant situation
- Discussion about food experiences
- *Keep talking:* Board game about food experiences
- Restaurant recommendations

### Interactions:

Asking for suggestions  
Giving a suggestion

### Listening:

Fun things to do  
An influential world musician

### Pronunciation:

Reduction of *of*

### Reading:

"African Superstars!"

A magazine article

### Writing:

A popular musician

- Movie talk
- *Keep talking:* Movie favorites
- Suggestions about the weekend
- Class musical preferences
- *Keep talking:* Class survey about music
- A playlist

### Interactions:

Reacting to bad news  
Reacting to good news

### Listening:

Sharing news  
An interview with an athlete

### Pronunciation:

Contraction of *will*

### Reading:

"Students Raise Money for Baseball Team"

An article

### Writing:

A dream come true

- Discussion about changes
- *Keep talking:* Reasons for doing things
- Good news and bad news
- Predictions about the future
- *Keep talking:* Predictions about next year
- Dream planner

# Classroom language

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

Close your books.

Listen.

Look at the board.

Look at the picture.

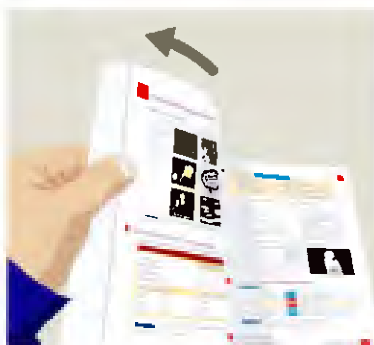
✓ Open your books.

Raise your hand.

Turn to page . . .

Work in groups.

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.

# Shopping

## LESSON A

- Opposites
- Comparative adjectives

## LESSON B

- Bargaining for a lower price
- Suggesting a different price

## LESSON C

- Adjectives to describe clothing
- *Enough* and *too*

## LESSON D

- Reading: "Chatuchak Weekend Market"
- Writing: An interesting market

## Warm-up



1



2



3



4



5



6

**A** Describe the pictures. How many things can you name?

**B** Where do you usually shop? What do you like to buy?

# It's lighter and thinner.

## 1 Vocabulary Opposites

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

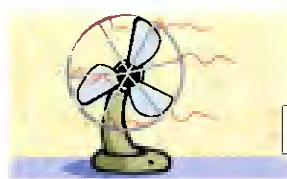
big expensive heavy loud slow thick



small



car



quiet



fan



thin



cell phone



light



computer



fast



printer



cheap



camera

**B Pair work** Use the words in Part A to describe things you own. Tell your partner.

*"My cell phone is thin and light."*

## 2 Language in context Which is better?

**A** Read the message board. Then label the pictures.

### Star X07 or MyPhone?

**michael12** Posted: May 5 11:45 p.m.

Help! I need a phone and can't decide between the Star X07 and the MyPhone. Which is better?

**johnnyjay** Posted: May 6 8:07 a.m.

Get the Star X07. It's lighter and thinner than the MyPhone.

**cybergal** Posted: May 6 9:52 p.m.

The MyPhone is better. It's less expensive, and the Internet connection is faster. It has a larger choice of colors, too. The Star X07 comes only in black.



**B** Which of the two phones do you like?

### 3 Grammar **Comparative adjectives**

The Star X07 is **lighter than** the MyPhone.

The MyPhone is **heavier than** the Star X07.

Which cell phone is **more expensive**?

The Star X07 is **more expensive than** the MyPhone.

The MyPhone is **less expensive than** the Star X07.

Is the MyPhone **better than** the Star X07?

No, I don't think it's **better**. It's **worse**.

Adjective	Comparative
light	lighter
nice	nicer
thin	thinner
heavy	heavier
difficult	more / less difficult
good	better
bad	worse

Complete the sentences with the correct comparative form. Add *than* if necessary. Then compare with a partner.

- Is your new printer \_\_\_\_\_ (fast) your old one?
- Are desktop computers always \_\_\_\_\_ (heavy) laptops?
- This new camera is really cheap! It's \_\_\_\_\_ (expensive) than my old one.
- I like this TV, but I think I want a \_\_\_\_\_ (big) one.
- This phone has an MP3 player, so it's \_\_\_\_\_ (expensive) other phones.
- My new camera isn't \_\_\_\_\_ (good) my old one. In fact, it's \_\_\_\_\_ (bad)!

### 4 Speaking **Let's compare!**

**A Pair work** Compare these products. How many sentences can you make?

Car A



Watch A



Camera A



Car B



Watch B



Camera B



A: Car A is older than Car B.

B: And it's slower. Do you think Car A is quieter?

**B Pair work** Which product in each pair do you prefer? Why?

### 5 Keep talking!

Go to page 139 for more practice.

*I can describe and compare products.*





## Interactions Bargaining

**A** Do you ever bargain for lower prices? Where? For what? Do you enjoy bargaining?

**B** Listen to the conversation. Does Eve buy the lamp?  
Then practice the conversation.



Eve: Excuse me. How much is this lamp?  
Rob: Oh, it's only \$20.  
Eve: Wow, that's expensive! **How about \$10?**



Rob: No, I'm sorry. \$20 is a good price.  
Eve: Well, thanks anyway.  
Rob: Wait! **You can have it for \$15.**  
Eve: \$15? OK, I'll take it.

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

### Bargaining for a lower price

How about . . . ?  
Will you take . . . ?  
Would you take . . . ?


### Suggesting a different price

You can have it / them for . . .  
I'll let you have it / them for . . .  
I'll give it / them to you for . . .


**D** Number the sentences from 1 to 7. Then practice with a partner.

- \_\_\_ A: I'll take them! Thank you very much.
- \_\_\_ A: \$30? That's pretty expensive. Would you take \$20?
- \_\_\_ A: OK. Well, thank you anyway.
- \_\_\_ A: Excuse me. How much are these earrings?
- \_\_\_ B: Just a moment. I'll give them to you for \$25.
- \_\_\_ B: No, I'm sorry. \$30 is the price.
- \_\_\_ B: They're only \$30.

## 2 Pronunciation **Linked sounds**


**A**  Listen and repeat. Notice how final consonant sounds are often linked to the vowel sounds that follow them.

How much **is** this lamp? It's **only** \$20.

**B**  Listen and mark the linked sounds. Then practice with a partner.

1. How much are the earrings? 2. Just a moment. 3. Thanks anyway.

## 3 Listening **How much is it?**

**A**  Listen to four people shopping at a yard sale. Number the pictures from 1 to 4. (There is one extra picture.)



**B**  Listen again. Write the price the buyer and seller agree on.

## 4 Speaking **What a bargain!**

**A** Write prices on the tags.



**B Pair work** Role-play the situations. Then change roles.

**Student A:** Sell the things. You want to sell them for a good price.

**Student B:** Buy the things. Bargain for lower prices.

**A:** Excuse me. How much is the computer?

**B:** It's only \$250.

**A:** That's very expensive! Would you take . . . ?

*I can bargain.*



# This hat is too small.

## 1 Vocabulary Adjectives to describe clothing

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

baggy	comfortable	pretty	ugly
bright	plain	tight	uncomfortable



1. a \_\_\_\_\_  
shirt



2. \_\_\_\_\_  
jeans



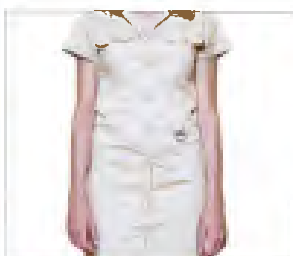
3. \_\_\_\_\_  
shoes



4. a \_\_\_\_\_  
blouse



5. a \_\_\_\_\_  
tie



6. a \_\_\_\_\_  
dress



7. \_\_\_\_\_  
pants



8. an \_\_\_\_\_  
hat

**B Pair work** Describe your clothing today. Tell your partner.

*"I think my shirt is plain, but comfortable. My jeans are a little baggy."*

## 2 Conversation Try it on!

**A** Listen and practice.

Allie: Let's look at the jackets.

Paul: OK, but I have class at 3:00. Do we have enough time?

Allie: Sure. It's only 1:30. Hey! Look at this black one.

Paul: It's cool. Try it on.

Allie: OK. What do you think? Does it fit?

Paul: No, it's too small. Try this red one.

Allie: OK. How does it look? Is it big enough?

Paul: I think so. Yeah, it looks good on you.

Allie: How much is it? Can you see the tag?

Paul: Let's see . . . it's \$120.

Allie: Oh, no! I only have \$60. I don't have enough money. I can't afford it!



**B** Listen to the rest of the conversation. What else does Allie try on?

### 3 Grammar **Enough and too**

Enough means the right amount. Too means more than enough.



Enough *before nouns*

I have **enough** time.

I don't have **enough** money.



Enough *after adjectives*

The jacket is big **enough**.

The pants aren't long **enough**.



Too *before adjectives*

The jacket is **too** small.

The pants aren't **too** long.

**A** Complete the sentences with the correct words. Use *too* and *enough*. Then compare with a partner.

big ✓ long money uncomfortable

- How do these pants look? Do you think they're long enough ?
- These shoes look nice, but they're \_\_\_\_\_. I can't walk at all.
- Oh, no! I don't have \_\_\_\_\_. This belt is \$30, and I only have \$20.
- The shirt I ordered online is \_\_\_\_\_. It fits very well.

**B** Rewrite the sentences. Use *enough* and *too*. Then compare with a partner.

- Those boots are too small. (enough)
- That belt is \$10. I have \$10. (enough)
- The jacket is expensive. I can't afford it. (too)
- That belt is \$12. I have \$10. (enough)
- I wear a large size. This T-shirt isn't big enough. (too)
- These pants aren't long enough. (too)

These boots aren't big enough.

### 4 Speaking **Things I never wear**

**A** Think about your closet at home. Complete the chart with pieces of clothing. Write reasons why you don't wear them.

Things I don't like wearing	Things I never wear
Ties = too ugly	

**B Group work** Share your ideas. What do you have in common?

### 5 Keep talking!

Student A go to page 140 and Student B go to page 144 for more practice.

**I can** describe how clothing looks and fits.



## 1 Reading

**A** Read the webpage. Which paragraph includes information about these topics? Number the topics from 1 to 4.

☐ transportation

☐ number of visitors

☐ prices and money

☐ hours



**CHATUCHAK WEEKEND MARKET**

- 1 With more than 15,000 shops and 200,000 visitors every Saturday and Sunday, Bangkok's Chatuchak Weekend Market is a popular place with visitors to Thailand. You can find plants, flowers, music, jewelry, clothes, food, and even animals!
- 2 The market is a great place to find bargains, and prices are **generally** low. Most people bargain, but some don't, so don't worry if you don't want to bargain. Just go with a friendly smile and have enough cash in your pocket. There are ATMs for cash, but they are difficult to find, and many **vendors** don't take credit cards. The market is **huge**, and many people walk in circles, even with a map. Don't try to see it all in one day!
- 3 The market is open from 8:00 to 6:00 Saturday and Sunday. It's good to get there early, before it gets too busy. Wear light, comfortable clothing and bring a bottle of water. And for lunch, try some of Thailand's famous snacks, such as fried scorpions!
- 4 The market is very easy to get to. It's only a five-minute walk from Mo Chit station on Bangkok's Skytrain. Many people come by train but leave by taxi. It's easier to get your **purchases** back to your hotel that way!





**B** Read the webpage again. Find the words in **bold**, and check (✓) the correct meaning.

1. **generally** ☐ usually  
☐ rarely

3. **huge** ☐ easy to find  
☐ very large

2. **vendors** ☐ buyers  
☐ sellers

4. **purchases** ☐ things you buy  
☐ things you sell

**C** Check (✓) the tips you think the writer would agree with.

☐ Pay the first price the vendor offers.

☐ Bring a credit card, not cash.

☐ Arrive in the morning.

☐ Take the bus home after shopping.

**D Pair work** What would you like about Bangkok's Weekend Market? What wouldn't you like? Tell your partner.

## 2 Listening Portobello Road Market

**A** Listen to two friends talk about Portobello Road Market. Answer the questions.

1. What city is the market in? \_\_\_\_\_
2. How many days is the outdoor market open? \_\_\_\_\_
3. When's a good time to visit? \_\_\_\_\_
4. What's a good way to get there? \_\_\_\_\_

**B** Listen again. What can you buy at the market on Saturday? Circle the words you hear.

animals    cell phones    clothes    fruit    jewelry    meat    vegetables



## 3 Writing An interesting market

**A** Think about a market you know. Answer the questions.

- What is the name of the market?
- When is it open?
- What can you buy there?
- Where is it?
- When's a good time to visit?

**B** Write a description of an interesting market. Use the model and your answers in Part A to help you.

*The Farmers' Market is near my home. It's open every Saturday from 9:00 to 4:00. You can buy the best fruit and vegetables there. A good time to visit is late in the afternoon. It's not too busy then. You don't bargain at this market, but sometimes vendors lower their prices at the end of the day.*



**C Pair work** Share your writing. How are the markets similar? How are they different?

## 4 Speaking A good place to shop

**A** Think about things you buy. Add two more things to the list. Then complete the rest of the chart.

Things I buy	Place	Reason
fruit and vegetables		
shoes		
old furniture		
children's clothes		

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

*"I always go to the market to buy fruit and vegetables. They are always fresh, and the people are friendly."*

*I can discuss good places to shop.*



# Wrap-up

## 1 Quick pair review

**Lesson A Test your partner!** Say an adjective. Can your partner say its opposite? Take turns. You have one minute.

A: *Small.*

B: *Big.*

**Lesson B Do you remember?** Complete the conversation with the correct word. You have two minutes.

A: How much is this TV?

B: \$50.

A: Will you \_\_\_\_\_ \$30?  
1

B: You can \_\_\_\_\_ it for \$45.  
2

A: How \_\_\_\_\_ \$35?  
3

B: I'll \_\_\_\_\_ it to you for \$40.  
4

A: OK.

**Lesson C Brainstorm!** Make a list of adjectives to describe clothing. Take turns. You and your partner have two minutes.

**Lesson D Find out!** What are two things both you and your partner buy at a market? Take turns. You and your partner have two minutes.

A: *I buy music at a market. Do you?*

B: *No, I don't. I buy music online.*

## 2 In the real world

What outdoor markets are famous? Go online and find information in English about an outdoor market. Then write about it.

- What's the name of the market?
- When is it open?
- Where is it?
- What do they sell at the market?

### *The Otavalo Market*

*The Otavalo Market is in Ecuador.  
It's open every day, but Saturdays  
are very busy. . .*

# Fun in the city

## LESSON A

- Places to see
- *Should; can*

## LESSON B

- Asking for a recommendation
- Giving a recommendation

## LESSON C

- Adjectives to describe cities
- Superlative adjectives

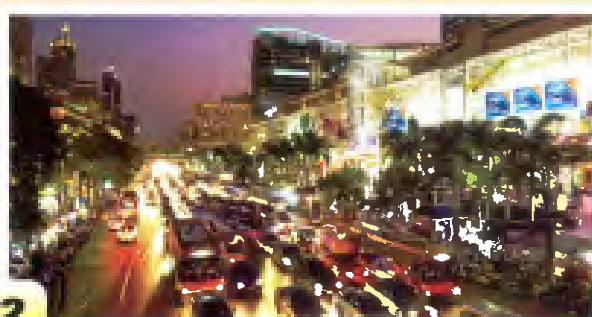
## LESSON D

- Reading: "Austin or San Antonio?"
- Writing: A message board

## Warm-up



1



2



3



4



5



6

**A** Describe the pictures. What is happening in each picture?

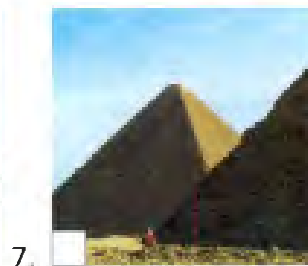
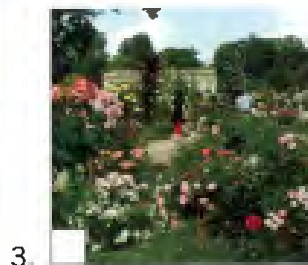
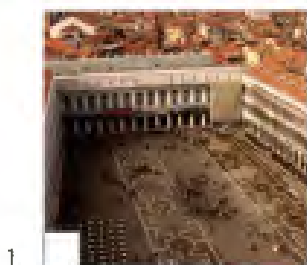
**B** Which of these things do you like about city life? Which don't you like?

# You shouldn't miss it!

## 1 Vocabulary Places to see

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

- |                     |             |            |           |
|---------------------|-------------|------------|-----------|
| a. botanical garden | c. fountain | e. palace  | g. square |
| b. castle           | d. monument | f. pyramid | h. statue |

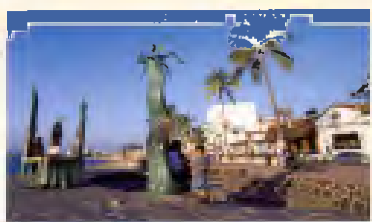


**B Pair work** Which of the places in Part A do you have where you live? Discuss the places.

*"There's a nice statue in the center of the square."*

## 2 Language in context Attractions in the city

**A** Read about what to do in these three cities. Which cities are good for shopping?



### GUAYAQUIL, ECUADOR

Enjoy shopping, cafés, fountains, and statues on El Malecón, a popular walking area. It's a fantastic place to take a long, slow walk or ride on a tour boat.



### SEOUL, SOUTH KOREA

You shouldn't miss the small neighborhood of Insadong. It's a great place to shop for books, pottery, and paintings. Later, you can walk to a nearby palace or relax at an old teahouse.



### CAIRO, EGYPT

Love history? Then you should visit the Egyptian Museum. You can't see it all in one day, so be sure to see King Tut's treasure and the famous "mummy room."

**B** What about you? Which city in Part A would you like to visit? Why?

### 3 Grammar **Should; can**

#### Should for recommendations

Where **should** I go?

You **should** visit the Egyptian Museum.

They **shouldn't** miss Insadong.

(= They should see Insadong.)

**Should** she go to Cairo?

Yes, she **should**. No, she **shouldn't**.

#### Can for possibility

What **can** I do there?

You **can** enjoy cafés, shops, and fountains.

You **can't** see all of the museum in one day.

**Can** they take a taxi?

Yes, they **can**. No, they **can't**.

Complete the conversation with *should*, *shouldn't*, *can*, or *can't*. Then practice with a partner.

A: Should I rent a car in Seoul?

B: No, I think you \_\_\_\_\_ take the subway. You \_\_\_\_\_ get around quickly and easily.

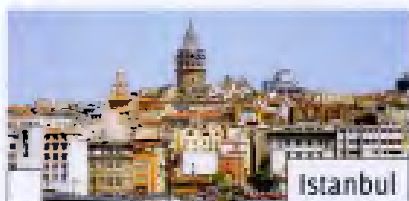
A: Oh, good. And what places \_\_\_\_\_ I visit?

B: Well, you \_\_\_\_\_ miss the palace, and you \_\_\_\_\_ also go to the art museum. You \_\_\_\_\_ see it all in one day because it's very big, but you \_\_\_\_\_ buy really nice art books and postcards there.

A: OK. Thanks a lot!

### 4 Listening **My city**

A Listen to three people describe their cities. Number the pictures from 1 to 3.



1. \_\_\_\_\_  
2. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

B Listen again. Write two things the people say visitors should do in their cities.

### 5 Speaking **Only one day**

A **Pair work** Imagine these people are planning to visit your town or city for only one day. What places should they visit?

- a family with teenage children
- two college students
- a businessperson from overseas
- young children on a school trip

*"I think the family should visit the town square. They can eat and shop there."*

B **Group work** Compare your answers from Part A. Do you agree?

### 6 Keep talking!

Go to page 142 for more practice.

*I can say what people should do in a city.*



# 1 Interactions Recommendations

**A** Look at the pictures. What do you think the woman is going to do soon?

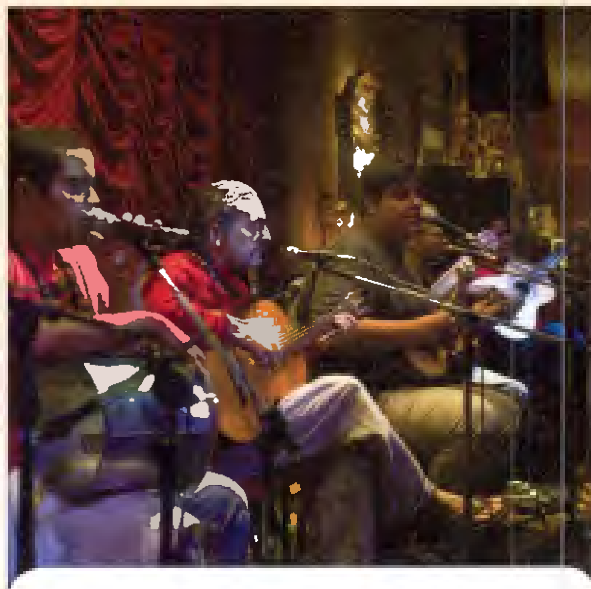
**B** 🎧 Listen to the conversation. Was your guess from Part A correct? Then practice the conversation.



Lucy: Hi, Alex.

Alex: Oh, hi, Lucy. Are you ready for your trip to Brazil?

Lucy: Almost, but I don't really know very much about Rio. **What would you recommend doing there?**



Alex: **I'd recommend going** to a samba club.

Lucy: A samba club? Really?

Alex: Yeah. You can dance or just listen to the music. Everyone has a good time.

Lucy: Great. That sounds fun!

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

## Asking for a recommendation

What would you recommend doing there?

What would you suggest doing there?

What do you think I should do there?

## Giving a recommendation

**I'd recommend going . . .**

**I'd suggest going . . .**

**I think you should go . . .**

**D** Put the words in order. Then compare with a partner.

1. you / there / recommend / what / seeing / would \_\_\_\_\_ ?
2. I'd / the castle / visiting / suggest \_\_\_\_\_
3. the square / I / should / think / you / go to \_\_\_\_\_
4. suggest / would / doing / what / you / in Tokyo \_\_\_\_\_ ?
5. bus / recommend / I'd / the / taking \_\_\_\_\_

## 2 Listening One day in Taipei

**A** Listen to Carrie and David get information from the tourist information desk in Taipei. Check (✓) the recommendations you hear.

1. ☐ I'd suggest visiting Taipei 101.  
☐ You should visit Taipei 101.
2. ☐ I'd recommend going to the night market.  
☐ You shouldn't miss the night market.
3. ☐ I'd suggest going to the Fine Arts Museum.  
☐ I'd recommend going to the Fine Arts Museum.
4. ☐ I think you should take the subway.  
☐ I'd recommend taking the subway.

**B** Listen again. Circle the recommendations in Part A that Carrie and David decide to follow.



## 3 Speaking Role play

**Pair work** Role-play the situation. Then change roles.

**Student A:** You are a tourist in London. Ask for recommendations for three things to do.

**Student B:** You work at a tourist information desk. Give recommendations for three things to do.

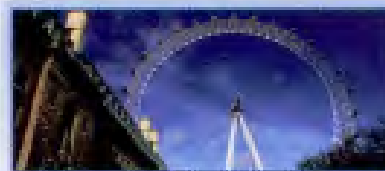
### Top London Attractions



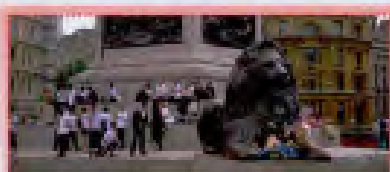
**The British Museum**  
See the famous Rosetta Stone.



**The Tate Modern**  
See great art for free.



**The London Eye**  
Enjoy views of 55 famous places.



**Trafalgar Square**  
Take your picture by the lion statues.



**Tower Bridge**  
Walk across the bridge. Fantastic city views!



**Buckingham Palace**  
See one of the Royal Family's many homes.

**A:** Hello. Can I help you?

**B:** Yes. This is my first time in London. What would you suggest doing here?

**A:** Well, there are a lot of things to do, but I think you should definitely visit the British Museum. You can see . . .

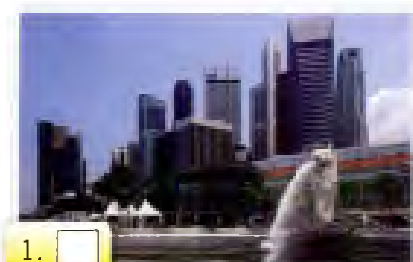
*I can ask for and give a recommendation.*



## 1 Vocabulary Adjectives to describe cities

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

a. beautiful    b. dangerous    c. dirty    d. modern    e. stressful



1.



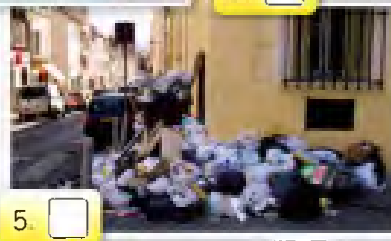
2.



3.



4.



5.

**B** Write the opposites. Use the words in Part A. Then listen and check your answers.

clean

relaxing

safe

traditional

ugly

dirty

**C Pair work** Describe where you live using the words in Parts A and B.

*"Our city is beautiful and clean, but life here can be stressful."*

## 2 Conversation Life in Sydney

**A** Listen and practice.

Peter: So, Akemi, how do you like living in Sydney?

Akemi: I miss Japan sometimes, but I love it here. I think it's the most beautiful and one of the most exciting cities in the world.

Peter: But do you find it stressful?

Akemi: Not at all. I know Sydney is the biggest city in Australia, but remember, I'm from Tokyo.

Peter: Oh, yeah. What else do you like about living here?

Akemi: A lot of things. It's very clean and safe. The people are friendly. Oh, and the food here is fantastic.

Peter: I agree. I think Sydney has the best restaurants in the country.

Akemi: Hey, do you want to get something to eat?

Peter: Sure. I know a nice café. It's cheap but good.

**B** Listen to their conversation in the café. How does Akemi describe the café? How does Peter describe the food?



### 3 Grammar **Superlative adjectives**

Sydney is **the biggest** city in Australia.  
 Sydney is one of **the most exciting** cities in the world.  
 Sydney has **the best** restaurants in the country.

What's **the cleanest** city in your country?  
 What city has **the most traditional** restaurants?  
 Is it **the worst** restaurant?  
 Yes, it is.      No, it isn't.

Adjective	Superlative
clean	<b>the cleanest</b>
safe	<b>the safest</b>
big	<b>the biggest</b>
ugly	<b>the ugliest</b>
stressful	<b>the most stressful</b>
good	<b>the best</b>
bad	<b>the worst</b>

**A** Complete the questions with the superlative form of the adjectives. Then compare with a partner.

- What's one of \_\_\_\_\_ (old) universities in your country?
- What's \_\_\_\_\_ (big) city in your country?
- What's \_\_\_\_\_ (modern) city in your country?
- What's \_\_\_\_\_ (beautiful) national park?
- What city has \_\_\_\_\_ (good) restaurants?
- What city has \_\_\_\_\_ (bad) weather?



**B** Ask and answer the questions in Part A. Discuss your ideas.

### 4 Pronunciation **Word stress**

**A** Listen and repeat. Notice the stress in the names of these cities.

Sydney	Madrid	Canberra	New Delhi
--------	--------	----------	-----------

**B** Listen and write the cities in the correct columns in Part A. Then practice with a partner.

Amsterdam      Berlin      Caracas      Lima

### 5 Speaking **What's the ... ?**

**Pair work** Ask and answer questions about your town or city.

expensive / hotel	exciting / neighborhood	modern / building
beautiful / park	big / department store	relaxing / place

**A:** *What's the most expensive hotel?*

**B:** *I'm not sure it's the most expensive, but the Grand Hotel is very expensive.*

### 6 Keep talking!

Go to page 143 for more practice.

*I can make comparisons about my city.*



# The best place to go

## 1 Reading

**A** Read the message board. Who answers Miguel's question about safety?

### Austin or San Antonio?

**miguel** Posted: May 17 7:06 p.m.

Hi! I live in Mexico and am planning to visit my uncle in Dallas, Texas, next year. I'd also like to visit Austin or San Antonio for a few days. I like the outdoors, local music, good food, friendly people, etc. Are both cities safe? Any other tips appreciated. Thanks! Miguel

**rocker** Posted: May 17 7:23 p.m.

I'm a musician and live in Austin. I think the music here is the best in Texas. In fact, Austin's nickname is "the Live Music Capital of the World." I can send you the names of some cool music clubs. We have fantastic restaurants here, too.

**biker68** Posted: May 17 8:54 p.m.

Definitely visit San Antonio. The River Walk is one of the most popular things for visitors to do. There's a lot to do outdoors here, too. And everyone in Texas is very friendly. Check out my pics: [myphotos](#)

**susanp** Posted: May 17 11:09 p.m.

I disagree with rocker. I think the music is better in San Antonio. I lived in both cities. There is a lot to do outdoors in San Antonio, but there's just more to do in Austin.

**richard** Posted: May 18 6:45 a.m.

Both cities are safe, by the way, so don't worry. I live in Houston. It's the largest city in Texas. You should visit here, too. 😊 Read my travel blog at [richard23.cup.or](#)

**traveler** Posted: May 18 10:31 a.m.

San Antonio has the best food in Texas. Do you like Tex-Mex food? You should go in spring or fall (summer is hot!). I suggest traveling by bus. It's not expensive. Email me with any questions.

**miguel** Posted: May 18 3:22 p.m.

Miguel here again. Thanks, everyone!

**B** Read the message board again. Answer the questions. Check (✓) your answers.

Who . . . ?	rocker	biker68	susanp	richard	traveler
lives in Houston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives a link to see pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writes about the weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prefers the music in San Antonio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has a travel blog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is a musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C Pair work** What do you do when you need advice or a recommendation?  
Who do you talk to? Tell your partner.

## 2 Writing A message board

**A** Choose a topic for a message board. Then write a question asking for a recommendation about your topic. Use the model to help you.

- food
- music
- outdoor activities
- transportation

**B Group work** Pass your question to the classmate on your right. Read and answer your classmate's question. Continue to pass, read, and answer all of the questions in your group.

**C** Read the answers to your question. Which recommendation is the best?

*Can you suggest a good restaurant near our school?*

1. *You should go to Mickey's. It's fantastic, but it's expensive.*
2. *I think Thai Palace has the best food.*
3. *I agree. It's the most popular restaurant near here.*

## 3 Speaking The best of the city

**A Pair work** Complete the chart with information about the best things about your city or town. Give reasons.

The best things about _____	Reasons

**A:** *I think the best thing about our city is the people. They are very friendly and helpful.*

**B:** *I agree.*

**B Group work** Compare your ideas with another pair. Do you agree?

**C Class activity** Make a list of all the things from Parts A and B. Which is the most popular?



*I can discuss aspects of a city.*

# Wrap-up

## 1 Quick pair review

**Lesson A Brainstorm!** Make a list of fun places to see in a city. How many do you know? You have one minute.

**Lesson B Do you remember?** Check (✓) the questions you can ask when you want a recommendation. You have one minute.

- ☐ What would you recommend doing there?
- ☐ Which place is more expensive?
- ☐ When are you going to China?
- ☐ What would you suggest doing there?
- ☐ What are you going to do in Brazil?
- ☐ What do you think I should do there?

**Lesson C Test your partner!** Say an adjective to describe a city. Can your partner say the superlative? Take turns. You have one minute.

A: *Modern.*

B: *The most modern.*

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

A: *It's an old city in Europe. It's beautiful. It has a lot of squares and fountains.*

B: *Is it Florence?*

A: *Yes, it is.*

## 2 In the real world

What city would you like to visit? Go to a travel website and find information about the city in English. Then write about it.

- What country is it in?
- What's it like?
- What is there to do in the city?
- What's it famous for?

*Montreal*

*I would like to go to  
Montreal. It's in Canada. It's  
modern and safe. . . .*

# People

## LESSON A

- Careers
- *Was / Were born; past of be*

## LESSON B

- Expressing certainty
- Expressing uncertainty

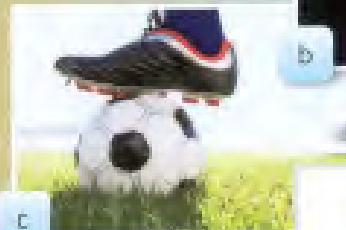
## LESSON C

- Personality adjectives
- Simple past; *ago*

## LESSON D

- Reading: "A Different Kind of Banker"
- Writing: A biography

## Warm-up



**A** Match the people and the things they are famous for. Check your answers on page 94.

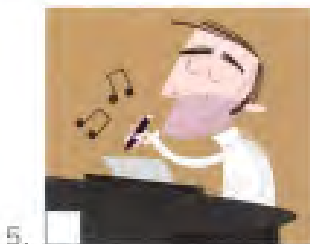
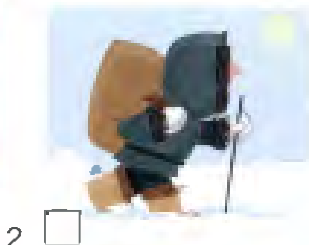
**B** Which of the people in Part A would you like to meet? Why?

# Where was he born?

## 1 Vocabulary Careers

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

- |              |             |             |               |
|--------------|-------------|-------------|---------------|
| a. astronaut | c. composer | e. director | g. politician |
| b. athlete   | d. designer | f. explorer | h. scientist  |



**B Pair work** Give an example of a famous person for each category.

*"Ang Lee is a famous director."*

## 2 Language in context Famous firsts

**A** Read about these famous firsts. Which famous first happened first?



Emilio Palma was born at Argentina's Esperanza Base in Antarctica in 1978. He was the first person born on the continent.



The first person on the moon in 1969 was American astronaut Neil Armstrong. He was on the moon for only two and a half hours.



Junko Tabei was the first woman to climb Mt. Everest in 1975. She was also the first woman to climb the highest mountains on all seven continents.



Venus and Serena Williams are great athletes. They were the first sisters to win Wimbledon in 2000.

**B** Which people from Part A would you like to meet? What question would you ask them?

### 3 Grammar **Was / Were born; past of be**

Where **was** Emilio Palma **born**?

He **was born** in Antarctica.

He **wasn't born** in Argentina.

Where **were** Venus and Serena **born**?

They **were born** in the U.S.

They **weren't born** in Canada.

**Was** he **born** in Antarctica?

Yes, he **was**. No, he **wasn't**.

How long **was** Neil Armstrong on the moon?

He **was** there for two and a half hours.

He **wasn't** there for very long.

Where **were** his parents from?

They **were** from Argentina.

They **weren't** from Antarctica.

**Were** they Wimbledon champions in 2000?

Yes, they **were**. No, they **weren't**.

**A** Complete these sentences with the correct past form of *be*. Then compare with a partner.

- Coco Chanel \_\_\_\_\_ an amazing French designer.
- Albert Einstein \_\_\_\_\_ born in Germany.
- Alfred Hitchcock \_\_\_\_\_ a great director.
- Diego Rivera and Frida Kahlo \_\_\_\_\_ born in Mexico.
- Mozart and Beethoven \_\_\_\_\_ famous composers.

**B** Correct the false sentences. Then compare with a partner.

- Ronald Reagan was a British politician. (American)

*He wasn't a British politician. He was an American politician.*

- Zheng He was an early Chinese scientist. (explorer)

\_\_\_\_\_

- Artist Vincent van Gogh was born in the 20th century. (19th century)

\_\_\_\_\_

- Gianni Versace and Yves Saint Laurent were explorers. (designers)

\_\_\_\_\_

- Venus and Serena Williams were born in the late 1970s. (early 1980s)

\_\_\_\_\_



### 4 Speaking **Famous people**

**Group work** Choose a person from the past. Your group asks questions and guesses the person's name. Take turns.

A: He was from Mexico. He was a politician.

B: Is it . . . ?

A: No, sorry. He was born in the 19th century.

C: I think I know. Is it Benito Juárez?



### 5 Keep talking!

Student A go to page 141 and Student B go to page 145 for more practice.

*I can ask and talk about people from the past*



# 1 Interactions **Certainty and uncertainty**

**A** Look at the pictures. Where are the people? What are they doing?

**B** Listen to the conversation. Does Mike know the answers to both questions? Then practice the conversation.



**Mike:** Let's go over more questions before our test tomorrow.

**Jenny:** OK. What was the original name of New York City?

**Mike:** It was New Amsterdam.

**Jenny:** Are you sure?

**Mike:** *I'm positive.*



**Jenny:** Correct! This one's more difficult. Who was Plato's teacher?

**Mike:** *I'm not sure, but I think* it was Aristotle.

**Jenny:** Actually, Aristotle was Plato's student. Socrates was his teacher.

**Mike:** Oh, right.

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

## Expressing certainty

*I'm positive.*

*I'm certain.*

*I'm sure.*

## Expressing uncertainty

*I'm not sure, but I think . . .*

*I'm not certain, but I think . . .*

*I'm not positive, but I think . . .*

**D** Circle the answer you think is correct. Practice with a partner and use expressions from Part C. Then check your answers on page 94.

1. Bill Clinton was president of the U.S. / U.K.
2. Mozart was born in the 16th / 17th / 18th century.
3. David Beckham's first soccer team was Manchester United / Real Madrid.
4. Che Guevara was born in Bolivia / Argentina / Cuba.
5. The 2008 Olympics were in Sydney / Athens / Beijing.

**A:** *Bill Clinton was president of the U.S.*

**B:** *Are you sure?*

**A:** *I'm positive.*

## 2 Listening Sorry, that's not right.

**A** Do you know the answers to these questions? Write your guesses in the first column.

		Your guess	Player's guess	
1.	Where were the 2000 Olympics?			<input type="checkbox"/>
2.	Who was the winner of the 2006 World Cup?			<input type="checkbox"/>
3.	In what century was Pablo Picasso born?			<input type="checkbox"/>
4.	Who was the author of the play <i>Hamlet</i> ?			<input type="checkbox"/>
5.	How long was Bill Clinton president of the U.S.?			<input type="checkbox"/>

**B** Listen to four friends play a board game. Write the players' guesses in the second column.

**C** Listen again. Check (✓) the players' guesses that are correct.

## 3 Speaking Do you know?

**A Pair work** Look at the pictures and the categories. Add another category. Then write two questions for each category. Be sure you know the answers!



Actors and actresses

\_\_\_\_\_

\_\_\_\_\_



Athletes

\_\_\_\_\_

\_\_\_\_\_



Singers and musicians

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**B Group work** Ask your questions. Use expressions of certainty or uncertainty in the answers.

**A:** Where was Brad Pitt born?

**B:** I'm not sure, but I think he was born in . . .

**A:** How old is he?

**I can express certainty and uncertainty.**



## 1 Vocabulary Personality adjectives

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



I admire U.S. President Abraham Lincoln. He was **honest**<sup>1</sup> as a lawyer and often worked for free. He was **brave**<sup>2</sup> and kept the country together during war. He was a very **inspiring**<sup>3</sup> person.

– Jin Ju



Nobel Peace Prize winner Dr. Wangari Maathai is very **passionate**<sup>4</sup> about her environmental work. She's very **intelligent**<sup>5</sup> and I really admire her.

– Celia



Bono is a **talented**<sup>6</sup> musician, but he's also a **caring**<sup>7</sup> person. I admire him for his fight against world poverty. He's very **determined**<sup>8</sup> and he's helping a lot of poor people.

– Mark

\_\_\_\_\_ very good at something

1 open, telling the truth

\_\_\_\_\_ not afraid of anything

\_\_\_\_\_ nice to other people

\_\_\_\_\_ making other people want to do something

\_\_\_\_\_ able to understand things quickly and easily

\_\_\_\_\_ trying everything possible to do something

\_\_\_\_\_ showing a strong feeling about something

**B Pair work** What other personality adjectives can you think of? Discuss your ideas.

## 2 Conversation I really admire him.

**A** Listen and practice.

Paul: Did you finish your report, Emma?

Emma: Yeah, I did. I finished it two days ago.

Paul: Good for you! So who did you write about?

Emma: Jacques Cousteau. I really admire him.

Paul: I don't think I know him. What did he do?

Emma: A lot! He was a French scientist and explorer. He loved nature and studied the sea. He made documentaries and wrote books about the world's oceans. He won a lot of prizes for his work.

Paul: Wow! He sounds like an inspiring guy.

Emma: He was. He was really passionate about his work.

**B** Listen to the rest of the conversation. When did Jacques Cousteau die?



### 3 Grammar **Simple past; ago**

Who **did** you **write** about?

I **wrote** about Jacques Cousteau.

I **didn't write** about his son.

What **did** he **do**?

He **made** documentaries.

**Did** you **finish** your report?

Yes, I **did**. No, I **didn't**.

**Period of time + ago**

I finished the report **two days ago**.

I **researched** it **a week ago**.

I **saw** a documentary **four years ago**.

He died **a long time ago**.

**A** Complete the conversation with the simple past form of the verbs.  
Then practice with a partner.

**A:** Why \_\_\_\_\_ you \_\_\_\_\_ (decide) to write about Mia Hamm for your report?

**B:** Well, I \_\_\_\_\_ (want) to write about an athlete. And I think she's very inspiring. In 1997, she \_\_\_\_\_ (start) the Mia Hamm Foundation. It helps women in sports. Then in 2000, she \_\_\_\_\_ (write) the book *Go for the Goal*.

**A:** Does she play soccer now?

**B:** No, she \_\_\_\_\_ (play) her last game in 2004, and then in 2007 she \_\_\_\_\_ (have) twin girls!




**B Pair work** Ask and answer questions about when Mia Hamm did these things. Use *ago* in the answers.

have twins    play her last game    start a foundation    write a book

### 4 Pronunciation **Simple past -ed endings**

Listen and repeat. Notice the different ways the simple past endings are pronounced.

		/d/	/ɪd/		
finished	asked	played	admired	wanted	created

### 5 Speaking **What did they do?**

**Group work** Use the adjectives to describe people you know. What did the people do?

brave    caring    honest    intelligent    talented

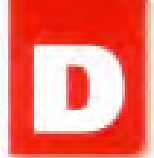
*"My sister Megumi is very brave. She traveled alone in Canada and . . ."*

### 6 Keep talking!

Go to page 146 for more practice.

*I can describe people I admire.*





# Making a difference

## 1 Reading

**A** Read the biography. How did Dr. Muhammad Yunus make a difference?

- a. He won the Nobel Peace Prize.      b. He helped the poor.      c. He studied economics.

### A DIFFERENT KIND OF BANKER

Dr. Muhammad Yunus, a banker and economist, was born in Bangladesh in 1940. He studied economics at Dhaka University in Bangladesh. He taught for a few years and then went to the United States to continue his studies. He returned home to Bangladesh in 1972 and started teaching again.



One day in 1976, Yunus visited a poor **village** in his home country. There he met some women who wanted to make furniture, but they didn't have enough money. He decided to help them and gave them \$27 of his own money. They made and sold the furniture, **made a profit**, and then returned the money to Dr. Yunus. At **that point**, he saw how very little money could help a lot. He decided to help poor people. A bank **loaned** him the money.

In 1983, Yunus started the Grameen Bank. This bank loans money to poor people. Dr. Yunus and Grameen Bank received the 2006 Nobel Peace Prize for their work with the poor.

In 2009, the bank had 7.95 million customers, and 97% of these customers were women. The success of the bank inspired other people in many different countries to start similar banks. Yunus once said, "**Conventional** banks look for the rich; we look for the absolutely poor."

**B** Number these events from Dr. Yunus's life from 1 to 8.

- |                                      |  |
|--------------------------------------|--|
| ___ He returned to Bangladesh.       | ___ He studied at Dhaka University.      |
| ___ He was born in 1940.             | ___ He gave money to some women in 1976. |
| ___ He started the Grameen Bank.     | ___ He won the Nobel Peace Prize.        |
| ___ He studied in the United States. | ___ He inspired other people.            |

**C** Read the biography again. Find the words in **bold**, and check (✓) the correct meaning.

1. A **village** is:

- ☐ a very small town      ☐ a big place where a lot of people live

2. If you **made a profit**, you:

- ☐ lost money      ☐ made money

3. If someone **loaned** you money, you:

- ☐ gave back the money      ☐ kept the money

4. A **conventional** bank is:

- ☐ usual      ☐ unusual

**D Pair work** How would you describe Dr. Yunus? Tell your partner.

## 2 Writing A biography

**A Pair work** Discuss famous people who made a big difference in people's lives. Answer the questions.

- What are their names?
- What did they do?
- What do you know about their lives?
- How did they make a difference?

**B** Write a short biography about a famous person who made a difference. Use the model and your answers in Part A to help you.

*José Antonio Abreu*

*José Antonio Abreu is a Venezuelan economist. He is also a talented musician. In 1975, he started a music school for poor children. He wanted to help these children and was determined to change their lives with music. Today, children all over Venezuela are playing in orchestras.*



**C Group work** Share your writing. Who do you think made the biggest difference?

## 3 Listening Life lessons

**A** Listen to three people describe the people who made a difference in their lives. Check (✓) the qualities they use to describe those people.

Qualities		What did the people teach them?
1.	<input type="checkbox"/> caring <input type="checkbox"/> intelligent <input type="checkbox"/> talented <input type="checkbox"/> creative	a. how to sing b. to be a musician
2.	<input type="checkbox"/> brave <input type="checkbox"/> generous <input type="checkbox"/> honest <input type="checkbox"/> determined	a. never to quit b. how to play soccer
3.	<input type="checkbox"/> determined <input type="checkbox"/> honest <input type="checkbox"/> caring <input type="checkbox"/> inspiring	a. how to teach English b. the qualities of a good teacher

**B** Listen again. What did the people teach them? Circle the correct answers.

## 4 Speaking In my life

**Group work** Tell your group about a person who made a difference in your life. Use the questions below and your own ideas.

- How do you know this person?
- What did he or she do?
- What did he or she teach you?
- How would you describe him or her?

A: *My aunt made a big difference in my life.*

B: *Oh, yeah? Why?*

A: *She taught me to think of other people.*

*I can describe people who made a difference.*

# Wrap-up

## 1 Quick pair review

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

**Lesson B Guess!** Say the name of a famous person. Does your partner know where he or she was born? Take turns. You have two minutes.

A: Albert Einstein.

B: Michelle Obama.

B: He was born in Germany.

A: I'm not certain, but I think she was born in Chicago.

A: Are you sure?

B: I'm positive.

**Lesson C Test your partner!** Say six verbs. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. Take turns. You and your partner have two minutes.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

**Lesson D Find out!** Who are two people both you and your partner think made a difference in the world? What qualities do they have? Take turns. You and your partner have two minutes.

A: I think Nelson Mandela made a difference.

B: Me, too. He's determined and inspiring.

A: Yes, he is.

## 2 In the real world

Who do you admire? Go online and find five things he or she did that you think are interesting. Then write about this person.

*Roger Federer*

*I admire Roger Federer. He's a great tennis player. He also helps a lot of poor people. . . .*

Answers to Warm-up, Part A (page 85)  
1. e 2. f 3. b 4. c 5. d 6. a  
Answers to Interactions, Part D (page 88)  
1. U.S. 2. 18th 3. Manchester United 4. Argentina 5. Beijing

# In a restaurant

## LESSON A

- Menu items
- Articles

## LESSON B

- Ordering food
- Checking information

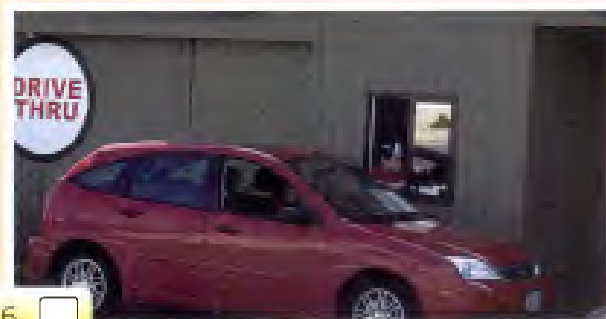
## LESSON C

- Interesting food
- Present perfect for experience

## LESSON D

- Reading: "Restaurants with a Difference"
- Writing: A review

## Warm-up

1. ☐2. ☐3. ☐4. ☐5. ☐6. ☐

**A** What kinds of food do you think each place serves?

**B** Check (✓) the top three places you would like to try. Why?

## 1 Vocabulary Menu items

**A** 🗣️ Label the menu with the correct words. Then listen and check your answers.

Appetizers    Desserts    Main dishes    Side dishes

### CLEO'S DINER

 Tomato soup	 Garlic bread	 French fries	 Mashed potatoes
 Onion rings	 Crab cakes	 Rice	 Mixed vegetables
 Steak	 Chicken stir-fry	 Ice cream	 Cheesecake
 Lamb chops	 Cheese ravioli	 Pie	 Fruit salad

**B Pair work** Give an example of another menu item for each category.

*"Another example of a main dish is spaghetti and meatballs. Another side dish . . ."*

## 2 Language in context Any recommendations?

**A** 🗣️ Listen to Jeff chat with his friends online. Who recommends the ice cream?

**jeff:** I'm thinking of eating out tonight. Any recommendations?  
**junko:** I'd recommend going to Cleo's Diner. They have great food and good service.  
**tony12:** Yeah, Cleo's is amazing. Get an appetizer there. They're excellent.  
**jeff:** GR8! How are the main dishes?  
**tony12:** I had a steak with some French fries. The steak was great, but the fries weren't.  
**junko:** You should try a dessert there, too. The ice cream is fantastic!  
**jeff:** I love ice cream!! THX. 😊 Does anyone want to join me?

**B** What about you? What do you do when you need a recommendation for a restaurant?

### 3 Grammar **Articles**

Use **a / an** to talk about nonspecific singular count nouns.

Try **a** dessert.

Get **an** appetizer.

Use **some** before plural count and noncount nouns.

Let's order **some** French fries.

Let's order **some** garlic bread.

Use **the** to talk about specific count and noncount nouns.

I had **the** crab cakes.

**The** ice cream is fantastic.

Use **the** to name count and noncount nouns a second time.

I had a steak and some French fries.

**The** steak was great, but **the** fries weren't.

Circle the correct words. Then compare with a partner.

A: I'm glad we came here. It's a great place.

B: So, do you want to share **an / some** appetizer?

A: Sure. How about **an / the** onion rings?

B: Perfect!

A: And do you want to get **a / some** crab cakes?

B: I don't think so. I'm not *that* hungry.

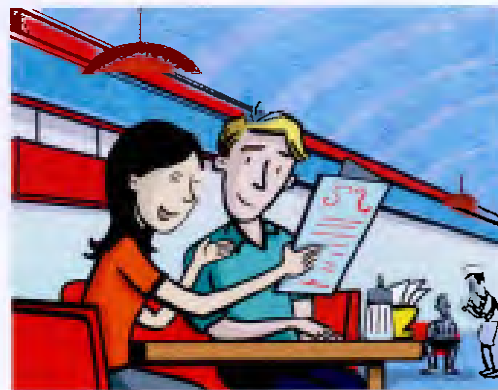
A: I'm going to get **a / the** lamb chops with **a / some** rice.

B: I think I want **a / the** steak. I heard it's delicious.

A: **A / The** desserts are good. I love **an / the** ice cream.

B: Yeah, we should order **a / an** dessert later.

A: Let's find **the / some** waiter. Where is he?



### 4 Pronunciation **The before vowel and consonant sounds**

**A** Listen and repeat. Notice how *the* is pronounced before vowel and consonant sounds.

/ɪ/			/ə/		
the appetizer	the ice cream	the orange	the lamb	the fruit	the pie

**B Pair work** Practice the conversation in Exercise 3.

### 5 Speaking **What to order?**

**A Pair work** Do you usually order an appetizer, a main dish, a side dish, and a dessert in restaurants? Discuss your ideas.

A: I usually order a main dish and a side dish. I don't really like desserts.

B: I sometimes order an appetizer, but I always order a dessert.

**B Pair work** Look back at the menu in Exercise 1. What would you order?

"The chicken stir-fry and the rice look good. I'd order that."

### 6 Keep talking!

Go to page 147 for more practice.

**I can** talk about menus and eating out.

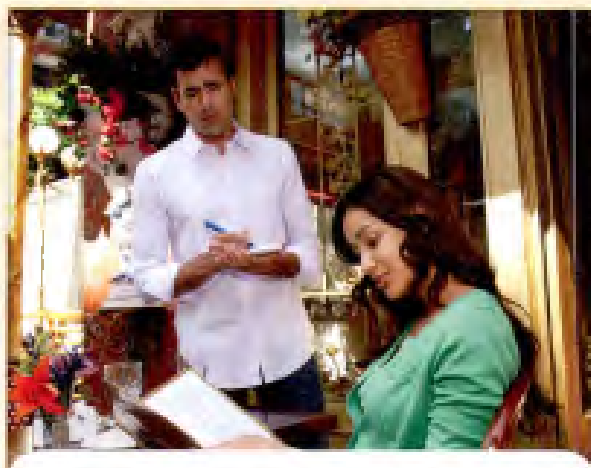
# 1 Interactions At a restaurant

**A** When was the last time you went to a restaurant? Who did you go with? What did you order?

**B** Listen to the conversation. What does Maria order? Then practice the conversation.



**Waiter:** Are you ready to order?  
**Maria:** Yes, I think so.  
**Waiter:** What would you like?  
**Maria:** I'll have the fish with some rice, and a small salad, please.  
**Waiter:** Anything else?



**Maria:** No, I don't think so.  
**Waiter:** All right. Let me check that.  
 You'd like the fish, with rice, and a small salad.  
**Maria:** Yes, that's right.  
**Waiter:** Would you like some water?  
**Maria:** Sure, that would be great.  
 Thank you.

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

## Ordering food

I'll have . . . , please.  
 I'd like . . . , please.  
 Can I have . . . , please?

## Checking information

Let me check that.  
 Let me read that back.  
 Let me repeat that.

**D Pair work** Have conversations like the one in Part B. Use the food below.



## 2 Listening Food orders

**A** Listen to people order food. How many people order dessert?  
Circle the correct answer.

one      two      three

**B** Listen again. Correct any wrong information on these orders.

1.

<i>Mickey's</i>		
chicken		
rice		
mixed vegetables		
apple pie		

2.

<i>Mickey's</i>		
crab cakes		
lamb chops		
French fries		
small salad		
water		
chocolate cake		
medium mushroom pizza		
iced tea		

## 3 Speaking Role play

**Pair work** Role-play the situation. Then change roles.

**Student A:** You are a waiter or a waitress at Puck's Place. Greet the customer, take his or her order, and then check the information.

**Student B:** You are a customer at Puck's Place. Order from the menu.

PUCK'S PLACE		

# PUCK'S PLACE

## Appetizers

Chicken salad • Pasta salad • Onion soup  
Chicken soup • Crab cakes • Garlic bread

## Main dishes

Lamb chops • Steak  
Chicken stir-fry • Fish • Cheese ravioli

## Sides

French fries • Rice  
Mixed vegetables • Mashed potatoes

## Desserts

Apple pie • Chocolate ice cream • Fruit salad

## Drinks

Tea • Coffee • Lemonade • Soda

**A:** Hello. Are you ready to order?

**B:** Yes. I'll have the onion soup. And can I have the fish and some white rice, please? Also, . . .

*I can order food in a restaurant.*

## 1 Vocabulary Interesting food

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



avocados



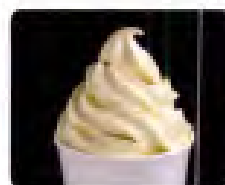
blue cheese



carrot juice



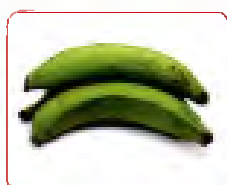
dates



frozen yogurt



oysters



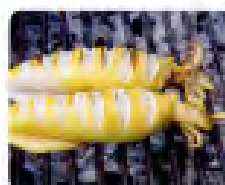
plantains



seaweed



soy milk



squid

Dairy	Seafood	Fruit / Vegetables	Drinks

**B Pair work** Which food in Part A do you like? do you dislike? would you like to try? Tell your partner.

*"I like oysters. I don't like carrot juice. I'd like to try squid."*

## 2 Conversation Dinner plans

**A** Listen and practice.

- Ellen: What are you doing tonight?  
 Peter: I'm going to World Café with my brother. Have you ever been there?  
 Ellen: No, I haven't. But I heard it's good.  
 Peter: I looked at their menu online this morning. They serve some really interesting food.  
 Ellen: Oh, yeah? Like what?  
 Peter: Fresh oysters. I've never had oysters, so I want to try them. Have you ever eaten them?  
 Ellen: Yeah, I have. I think they're delicious.  
 Peter: I've had squid. Are they similar?  
 Ellen: Um, not really. Do they only serve seafood?  
 Peter: No, they serve a little of everything.

**B** Listen to Peter's message to Ellen the next day. What food did he like?



### 3 Grammar **Present perfect for experience**

I've **been** to World Café. I **haven't tried** the desserts.  
I've **had** squid. I've **never eaten** oysters.

Have you **ever been** to World Café?  
Yes, I **have**. No, I **haven't**.

Contractions I've = I have I haven't = I have not

**Past participles**  
be **been**  
drink **drunk**  
eat **eaten**  
have **had**  
try **tried**

**A** Complete the conversation with the present perfect form of the verbs. Then practice with a partner.

- A: This place looks fun. I \_\_\_\_\_ (never / be) here.  
B: I love it here. I \_\_\_\_\_ (be) here many times.  
A: Everything looks delicious.  
B: \_\_\_\_\_ you \_\_\_\_\_ (ever / eat) Mexican food before?  
A: I \_\_\_\_\_ (have) tacos, but I'd like to try something new.
- A: I \_\_\_\_\_ (never / try) frozen yogurt. Can you recommend a flavor?  
B: I \_\_\_\_\_ (have) most flavors, and they're all good.  
A: \_\_\_\_\_ you \_\_\_\_\_ (ever / try) the green tea flavor?  
B: No, I \_\_\_\_\_ (have / not), but you should try it!



**B** Make sentences about your food experiences.

- be / to a Turkish restaurant \_\_\_\_\_
- eat / oysters \_\_\_\_\_
- drink / soy milk \_\_\_\_\_
- have / plantains \_\_\_\_\_
- try / blue cheese \_\_\_\_\_

**C Pair work** Ask *Have you ever . . . ?* questions about the experiences in Part B.

### 4 Speaking **Food experiences**

**A** Add two more food experiences to the list.

eat / dates	have / seaweed	_____ / _____
try / Vietnamese food	drink / carrot juice	_____ / _____

**B Pair work** Discuss your experiences. What food would you like to try?

A: *Have you ever tried Vietnamese food?*  
B: *Yes, I have. It's delicious!*

### 5 Keep talking!

Go to page 148 for more practice.

*I can ask about and describe food experiences.*



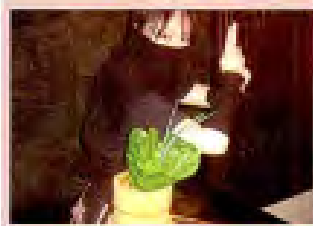
## 1 Reading

**A** Read the webpage. Which sentence describes all three restaurants? Check (✓) the correct answer.


- ☐ They don't have a lot of light.      ☐ They are in good locations.  
☐ They're not very expensive.      ☐ They are very unusual.

★ RESTAURANTS WITH A DIFFERENCE ★

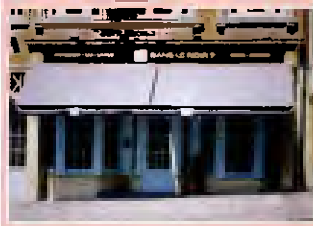
Ninja Akasaka is a popular restaurant in Tokyo. A ninja in dark clothes greets guests at the door and takes them through the dark hallways of the ninja house to their tables. The waiters also dress as ninjas. Ninja Akasaka has over a hundred delicious dishes to choose from. There's also a branch of the restaurant in Manhattan – Ninja New York.



Annalakshmi is a vegetarian restaurant in Chennai, India, with additional restaurants in three other countries. There are no prices on the menu, so guests pay what they can! The people who work there are volunteers and take turns serving customers, cleaning tables, and washing dishes. Indian art covers the walls, and there are even live music and dance performances.



At Dans Le Noir (In the Dark) in Paris, guests order their food in a place with a lot of light, but then they eat in darkness. They focus on the touch, smell, and taste of the food. The waiters there are blind, so when guests are ready to leave, they call their waiter's name. Their waiter then takes them back to the place where they ordered the food. There are additional restaurants in London and Moscow.



**B** Read the webpage again. Write T (true), F (false), or NI (no information) next to the sentences.

- Guests dress as ninjas at Ninja Akasaka. \_\_\_\_
- Ninja New York is more popular than Ninja Akasaka. \_\_\_\_
- Annalakshmi has restaurants in four countries. \_\_\_\_
- Every guest at Annalakshmi pays the same price. \_\_\_\_
- Guests never see their food at Dans Le Noir. \_\_\_\_
- The cooks at Dans Le Noir are blind. \_\_\_\_

**C Pair work** Which restaurants in Part A do you think you'd enjoy? Why? Have you ever been to an unusual restaurant? Tell your partner.

## 2 Listening So, what did you think?

**A** Listen to three couples talk about the restaurants in Exercise 1. Where did each couple eat? Number the restaurants from 1 to 3.

☐ Ninja Akasaka    ☐ Annalakshmi    ☐ Dans Le Noir

**B** Listen again. Check (✓) the things each couple liked about the experience.

	the service	the prices	the location	the food
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3 Writing A review

**A** Think of a restaurant you like. Answer the questions.

- What is the name of the restaurant?
- What type of food does it serve?
- When were you there last?
- What would you recommend ordering?
- What do you like about the restaurant?

**B** Write a short review of your favorite restaurant. Use the model and your answers from Part A to help you.

### *My Favorite Restaurant*

*Seoul Barbecue is my favorite restaurant. It serves delicious, healthy Korean food. I went there last week and loved it. I ordered beef, and I had some small side dishes. I would recommend doing that. It's fun because you cook your own meat at the table. It's a little expensive, but I really liked the service. I'd recommend this restaurant.*

**C Class activity** Post your reviews around the room. Read your classmates' reviews. Then get more information about the restaurant that interests you the most.

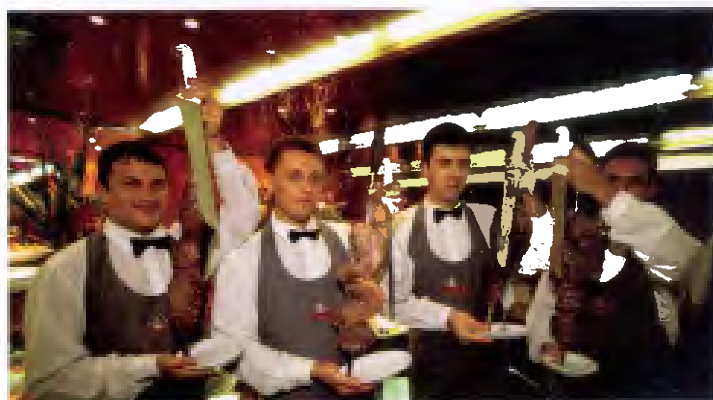
## 4 Speaking Restaurant recommendations

**Pair work** Recommend a good place to go for each situation. Discuss your ideas.

- take an overseas visitor
- meet a big group of friends
- have a child's birthday party
- have a quiet dinner for two
- get a quick, cheap lunch
- enjoy live music

A: *What's a good place to meet a big group of friends?*

B: *How about . . . ? There's a private room for big groups.*



*I can describe restaurant experiences.*

# Wrap-up

## 1 Quick pair review

**Lesson A Brainstorm!** Make a list of menu items. How many do you know? You have two minutes.

**Lesson B Do you remember?** Check (✓) the things you can say to order food. You have one minute.

- |   |  |
|---|--|
| <input type="checkbox"/> I'll have some French fries, please. | <input type="checkbox"/> Can I have the steak, please? |
| <input type="checkbox"/> Try the cheesecake, please.          | <input type="checkbox"/> Let me check that.            |
| <input type="checkbox"/> What would you like?                 | <input type="checkbox"/> I'd like some pie, please.    |

**Lesson C Find out!** What interesting food have you and your partner both tried? Take turns. You and your partner have two minutes.

A: *I've eaten squid.*

B: *I haven't. I've eaten . . .*

**Lesson D Guess!** Describe a restaurant in your city, but don't say its name. Can your partner guess which one it is? Take turns. You and your partner have two minutes.

A: *This restaurant is on Main Street. It has good seafood, and the food is cheap. The service is fantastic.*

B: *Is it Big Fish?*

A: *Yes, it is.*

## 2 In the real world

What would you like to order? Go online and find a menu for a restaurant in English. Then write about it.

- What's the name of the restaurant?
- What appetizers, main dish, and side dishes would you like to order?
- What drink would you like to try?
- What dessert would you like to eat?

*Alphabet Café*

*I'd like to eat at Alphabet Café. I'd like some garlic bread and the spaghetti. . . .*

# Entertainment

## LESSON A

- Types of movies
- *So, too, either, and neither*

## LESSON B

- Asking for suggestions
- Giving a suggestion

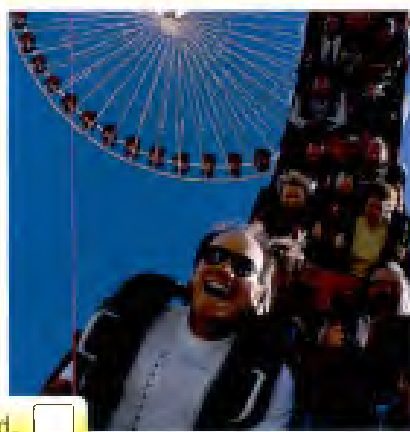
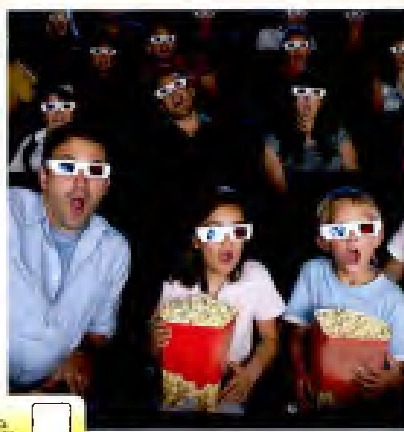
## LESSON C

- Types of music
- Determiners

## LESSON D

- Reading: "African Superstars!"
- Writing: A popular musician

## Warm-up

a. ☐b. ☐c. ☐d. ☐e. ☐f. ☐

**A** Match the words and the pictures.

\_\_\_\_\_ an amusement park      \_\_\_\_\_ a dance performance      \_\_\_\_\_ a play  
 \_\_\_\_\_ a concert      \_\_\_\_\_ a movie      \_\_\_\_\_ a soccer game

**B** Which of these types of entertainment do you want to go to? Rank them from 1 (really want to go) to 6 (don't really want to go).

# I'm not a fan of dramas.

## 1 Vocabulary Types of movies

**A** Match the types of movies and the pictures. Then listen and check your answers.

- |                      |             |                   |                            |
|----------------------|-------------|-------------------|----------------------------|
| a. an action movie   | c. a comedy | e. a horror movie | g. a science-fiction movie |
| b. an animated movie | d. a drama  | f. a musical      | h. a western               |



**B Pair work** What are your favorite types of movies? Give an example of the types you like. Tell your partner.

*"I love action movies and dramas. My favorite movies are . . ."*

## 2 Language in context At the movies

**A** Listen to two friends at the movies. What type of movie are they watching?



**B** What about you? Are you ever late for movies? Do you like to sit in the front, middle, or back?

### 3 Grammar *So, too, either, and neither*

I'm a fan of science-fiction movies.

**So** am I. / I am, **too**.

Oh, I'm not. I like comedies.

I like to sit in the front row.

**So** do I. / I do, **too**.

Really? I don't. I prefer the back row.

I'm not usually late for movies.

**Neither** am I. / I'm not, **either**.

Oh, I am. I'm always late.

I don't buy popcorn.

**Neither** do I. / I don't, **either**.

Oh, I do. And I always get a soda.

**A** Respond to the sentences in two different ways. Use *so*, *too*, *either*, or *neither*. Compare with a partner.

1. I'm not a fan of dramas.

*Neither am I.*

*I'm not, either.*

2. I love animated movies.

3. I'm not interested in action movies.

4. I'm interested in old westerns.

5. I don't watch horror movies.

6. I don't like science-fiction movies.

**B Pair work** Make the sentences in Part A true for you. Respond with *so*, *too*, *either*, or *neither*.

A: *I'm not a fan of dramas.*

B: *Neither am I. OR Really? I am. My favorite drama is . . .*

### 4 Speaking *Movie talk*

**A** Complete the sentences with true information.

I like to eat *candy* at the movies.  
(snack)

I really like \_\_\_\_\_  
(actor or actress)

I'm not a fan of \_\_\_\_\_  
(actor or actress)

I want to see \_\_\_\_\_  
(name of movie)

I don't really want to see \_\_\_\_\_  
(name of movie)

I often see movies at \_\_\_\_\_  
(name of theater)

I usually see movies with \_\_\_\_\_  
(name of person)



**B Pair work** Take turns reading your sentences. Respond appropriately.

A: *I like to eat candy at the movies.*

B: *Oh, I don't. I like to eat popcorn.*

**C Group work** What movies are playing right now? Which ones do you want to see? Can you agree on a movie to see together?

### 5 Keep talking!


Go to page 149 for more practice.

*I can talk about my movie habits and opinions.*



# 1 Interactions Suggestions

**A** What do you like to do on weekends? Who do you usually spend your weekends with? How do you decide what to do?

**B**  Listen to the conversation. What do they decide to do on the weekend? Then practice the conversation.



**Douglas:** What do you want to do this weekend?

**Jocelyn:** I don't really know. Do you have any suggestions?


**Douglas:** Well, there's an outdoor movie in the park, a food festival, and a karaoke contest.

**Jocelyn:** I hate karaoke, and we went to the movies last week.

**Douglas:** Let's go to the food festival.

**Jocelyn:** OK. That sounds good. Have you ever been to one?

**Douglas:** No, but it sounds like a lot of fun.

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

## Asking for suggestions

Do you have any suggestions?  
What do you suggest?  
Any suggestions?

## Giving a suggestion

Let's . . .  
Why don't we . . . ?  
We could . . .

**D** Number the sentences from 1 to 8. Then practice with a partner.

\_\_\_\_\_ **A:** A play? That's not a bad idea.

\_\_\_\_\_ **A:** I'm not sure. We could see a movie.

1 **A:** Let's do something different tonight.

\_\_\_\_\_ **A:** Why don't we see the comedy?

\_\_\_\_\_ **B:** We always see movies. Why don't we see a play?

\_\_\_\_\_ **B:** OK. And let's have dinner before.

\_\_\_\_\_ **B:** There are two plays. One is a drama, the other a comedy.

2 **B:** OK. What do you suggest?

## 2 Listening Let's get together!

**A** Listen to three conversations. Check (✓) what the people decide to do.

	What they decide to do		Place	Time
1.	<input type="checkbox"/> go to a movie	<input type="checkbox"/> watch a movie at home		
2.	<input type="checkbox"/> go out to eat	<input type="checkbox"/> order take-out food		
3.	<input type="checkbox"/> go to a play	<input type="checkbox"/> go to a baseball game		

**B** Listen again. Where and when are they going to meet? Write the place and time.

## 3 Speaking This weekend

**A Pair work** Complete the chart with what is happening this weekend where you live.

	Movies	Music	Sports	Festivals
Friday				
Saturday				
Sunday				

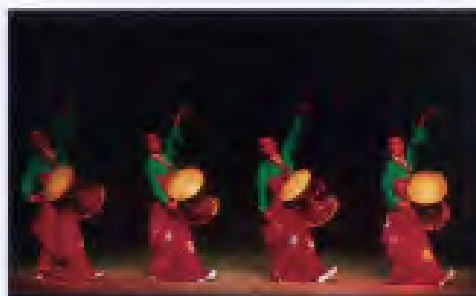
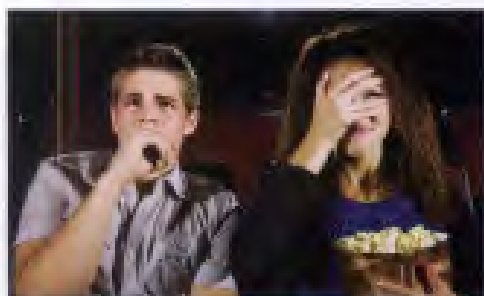
**B Pair work** Work with a new partner. Look at your charts. Decide to do three things together.

**A:** Let's do something fun this weekend.

**B:** All right. Any suggestions?

**A:** Well, we could see the new horror movie. Do you like horror movies?

**B:** No, I don't. Sorry. Why don't we . . . ?



**I can** ask for and give suggestions.





# All of us love music.

## 1 Vocabulary Types of music

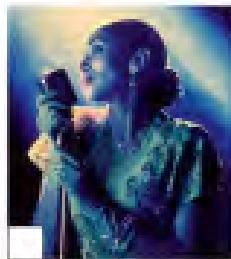
**A** Listen to the song clips. Number the types of music you hear from 1 to 10. Then check your answers.



pop



rock



jazz



country



classical



folk



hip-hop



techno



reggae



blues

**B Pair work** Say the name of a musician for each type of music in Part A. Tell your partner.

*"Jennifer Lopez sings pop music."*

## 2 Conversation A music recital

**A** Listen and practice.

**Ingrid:** These kids are great musicians. Do all of the students at this school learn a musical instrument?

**John:** No, I don't think so, but most of them do.

**Ingrid:** I see. And do most of the schools in this city have bands?

**John:** I'm not sure. I know a lot of them around here do. Some of the schools even have their own jazz bands.

**Ingrid:** How interesting! So, do you know what's next?

**John:** I think there's going to be a violin solo.

**B** Listen to their conversation after the recital. What type of music do the children prefer to play?



### 3 Grammar **Determiners**



All of

Most of

A lot of

Some of

Not many of

None of

the students learn a musical instrument.

**A** Look at the picture of the Branson family. Complete the sentences with determiners. Then compare with a partner.



- \_\_\_\_\_ of them are singing.
- \_\_\_\_\_ of them have costumes.
- \_\_\_\_\_ of them are sitting.
- \_\_\_\_\_ of them are playing an instrument.
- \_\_\_\_\_ of them have blond hair.
- \_\_\_\_\_ of them are dancing.

**B** Make true sentences using determiners. Tell your partner.

- ... of my favorite songs are pop songs.
- ... of my friends play an instrument.
- ... of my classmates play in rock bands.
- ... of my friends enjoy singing karaoke.

### 4 Pronunciation **Reduction of of**

**A** Listen and repeat. Notice how *of* is sometimes pronounced /ə/ before consonant sounds.

/ə/

/ə/

/ə/

All of the students

A lot of the schools

None of my friends

**B Pair work** Practice the sentences in Exercise 3A. Reduce *of* to /ə/.

### 5 Speaking **Ask the class.**

**A Class activity** Add a type of music, a song, or a singer to the question. Then ask your classmates the question. Write the number of people who answer "yes."

Do you like \_\_\_\_\_ ? ☐

**B** Share your information. Use determiners.

"Some of us like hip-hop music."

### 6 Keep talking!

Go to page 150 for more practice.

**I can** report the results of a survey.



## 1 Reading

A Read the magazine article. Where is each singer from?

## African Superstars!



Algeria's Khaled is extremely popular in France and in the Arab world. He sings *rai*, folk music from his native Algeria that includes French, Spanish, African, and Arabic influences. *Rai* means "opinion" in Arabic, and sometimes people call Khaled "the King of Rai." He recorded his first song at age 14.



Suzanna Owiyo grew up in a family of 14. She is a singer and guitarist from Kenya. She sings in several languages, and her musical styles include local Kenyan pop, folk, and reggae. She uses traditional instruments in all of her songs. Her songs are often about women's and children's rights.



Cesária Évora only became famous internationally at age 47. She doesn't wear shoes on stage because she wants people to remember her native Cape Verde's poor women and children. Cesária sings *morna*, a traditional type of music. She says "*morna* is like the blues" because it talks about the hard lives some people live.




Youssou N'Dour is one of Africa's greatest singers. He mixes traditional music from his native Senegal with hip-hop, jazz, and samba. He gives concerts around the world. His songs are about ending poverty and making the world a healthier and better place. He started a project to open Internet cafés in Africa.

B Read the article again. Answer the questions.

1. Where is Khaled's music popular? \_\_\_\_\_
2. What does Suzanna Owiyo always use in her music? \_\_\_\_\_
3. Why doesn't Cesária Évora wear shoes on stage? \_\_\_\_\_
4. What kind of music does Youssou N'Dour play? \_\_\_\_\_

C **Group work** What singers or musicians in your country are internationally famous? What kind of music do they play? What do you think of their music? Discuss your ideas.

## 2 Listening Classical music hour

**A**  Listen to a radio host talk about the musician Lang Lang. Where is Lang Lang from?

**B**  Listen again. Check (✓) the correct answers.

- Lang Lang had his first music lessons at age:
 

<input type="checkbox"/> three	<input type="checkbox"/> five
--------------------------------	-------------------------------
- He received his first award at age:
 

<input type="checkbox"/> five	<input type="checkbox"/> fifteen
-------------------------------	----------------------------------
- He likes to share music with:
 

<input type="checkbox"/> young people	<input type="checkbox"/> older people
---------------------------------------	---------------------------------------
- He also works with:
 

<input type="checkbox"/> UNICEF	<input type="checkbox"/> United Nations University
---------------------------------	--
- Besides classical music, he loves:
 

<input type="checkbox"/> jazz and rock	<input type="checkbox"/> jazz, hip-hop, and pop
--	---



## 3 Writing A popular musician

**A** Think of your favorite musician or a popular musician. Answer the questions.

- Where is this person from?
- What is this person's best song?
- What type of music is this musician famous for?
- What is interesting about this person?

**B** Write a short description about the musician. Use the model and your answers from Part A to help you.

### My Favorite Singer

*My favorite singer is Thalía. She's from Mexico. She sings different types of music, but mostly she sings pop and dance music. My favorite song is "No, No, No." She records songs in many languages. She sings in English, Spanish, French, and Tagalog.*



**C Group work** Share your writing. Did any of you write about the same musician?

## 4 Speaking Make a playlist

**A Pair work** Make a list of the most important singers, bands, or musicians from your country. What are their most popular songs?

**B Pair work** Create a 5-track playlist. Use your notes.

**A:** I think . . . is very important.

**B:** So do I. A lot of young people like his music.

**C Group work** Present your playlist and explain your choices. Ask and answer questions to get more information.

*I can describe important singers and musicians.*



# Wrap-up

## 1 Quick pair review

**Lesson A Find out!** What are two types of movies both you and your partner like? You have two minutes.

A: *I like action movies. Do you?*

B: *No, but I like animated movies. Do you?*

**Lesson B Do you remember?** Match the questions with the suggestions. You have one minute.

- |  |                                   |
|--|-----------------------------------|
| 1. We should see a movie. Do you have any suggestions? _____ | a. We could take a walk.          |
| 2. I'm hungry. Any suggestions? _____                        | b. Why don't we go to the market? |
| 3. Let's get some exercise. What do you suggest? _____       | c. We could see a comedy.         |
| 4. Where should we go shopping? Any suggestions? _____       | d. Why don't we go to Mexico?     |
| 5. We need to take a vacation. What do you suggest? _____    | e. Let's make pizza!              |

**Lesson C Brainstorm!** Make a list of types of music. How many do you know? Take turns. You and your partner have two minutes.

**Lesson D Guess!** Describe a popular band or singer, but don't say the name. Can your partner guess the name? Take turns. You and your partner have two minutes.

A: *She sings pop music. She sings in Chinese and Korean. She's also an actress.*

B: *Jang Nara?*

A: *Yes.*

## 2 In the real world

What were some of the top movies this year? Go online and find information about one of them in English. Then write about it.

- What's the name of the movie?
- What actors are in it?
- What type of movie is it?
- What songs are in the movie?

### *A Top Movie*

*... was one of the top movies this year. It's an animated movie. ...*

# Time for a change

## LESSON A

- Personal goals
- Infinitives of purpose

## LESSON B

- Reacting to bad news
- Reacting to good news

## LESSON C

- Milestones
- Will for predictions; *may, might* for possibility

## LESSON D

- Reading: A magazine article
- Writing: A dream come true

## Warm-up



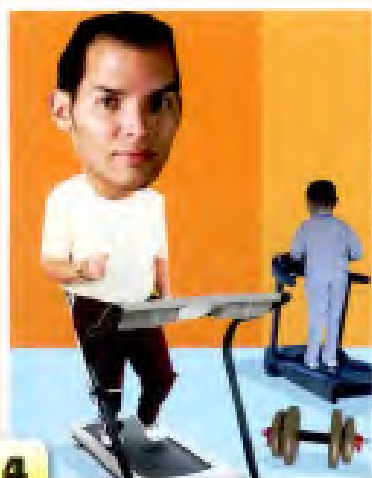
1



2



3



4



5



6

**A** The people in the pictures have made changes in their lives. What change do you think each person made?

**B** Would you like to make any of these changes? Which ones?

## 1 Vocabulary Personal goals

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

- |                        |                      |                        |
|------------------------|----------------------|------------------------|
| a. get a credit card   | d. lose weight       | g. save money          |
| b. join a gym          | e. make more friends | h. start a new hobby   |
| c. learn an instrument | f. pass a test       | i. work / study harder |



**B Pair work** Which things in Part A are easy to do? Which are more difficult? Why? Tell your partner.

*"It's difficult to learn an instrument. It takes a long time!"*

## 2 Language in context I'm making it happen!

**A** Listen to three people talk about changes. Who's learning something new?



My friends and I are starting our own band next year. I can sing, but I can't play an instrument, so I'm taking a class to learn the guitar.

— Leonardo



I joined a gym last month to lose weight. I only want to lose a couple of kilos, but I'm finding it difficult. But I'm making some new friends, so that's good.

— Mark



I hated taking the bus to work, so I saved money to buy a bike. Now I ride it to work every day, and I feel a lot healthier and happier.

— Tina

**B** Talk about a change you made.

### 3 Grammar **Infinitives of purpose**

I'm taking a class **to learn** the guitar.

(= because I want to learn the guitar)

I joined a gym last month **to lose** weight.

(= because I want to lose weight)

She'd like to save money **to buy** a bike.

(= because she wants to buy a bike)

We're starting a book club in July **to make** more friends.

(= because we want to make more friends)

**A** Match the sentence parts. Then compare with a partner.

- |                               |                        |
|-------------------------------|------------------------|
| 1. I joined a gym last week   | to buy a car.          |
| 2. I'm saving my money        | to get better grades.  |
| 3. I'd like to go to the U.S. | to relax.              |
| 4. I studied harder           | to improve my English. |
| 5. I listen to music          | to lose weight.        |

**B** Rewrite these sentences. Use an infinitive of purpose. Then compare with a partner.

1. I'd like to go to a hair salon because I want to get a new hairstyle.

I'd like to go to a hair salon to get a new hairstyle.

2. I listen to songs in English because I want to improve my listening.

3. I saved my money because I wanted to buy a new computer.

4. I'm studying on weekends because I want to get a better job.

**C Pair work** Which sentences from Part B are true for you? Tell your partner.



### 4 Speaking **Three changes**

**A** Complete the chart with three changes you would like to make. Then think about the reasons why you would like to make each change.

Changes	Reasons
1.	
2.	
3.	

**B Group work** Discuss your changes. Are any of your changes or reasons the same?

*"I'd like to go to Canada to study English. I hope to be an English teacher someday."*

### 5 Keep talking!

Go to page 151 for more practice.

*I can give reasons for personal changes.*

# 1 Interactions

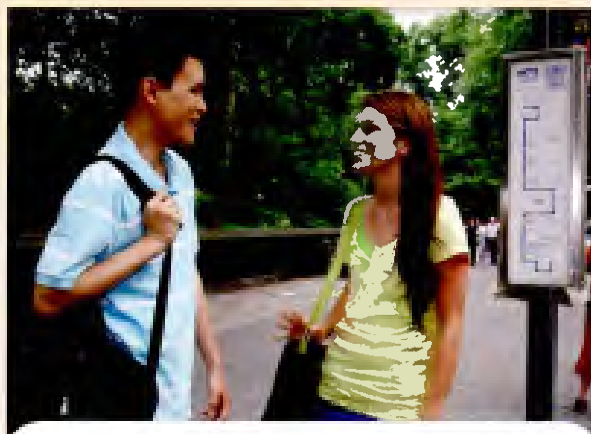
## Good and bad news

**A** Do you ever see old classmates or friends around town? What kinds of things do you talk about?

**B** 🎧 Listen to the conversation. What's changed for Emily? Then practice the conversation.



Joe: Hey, Emily. Long time no see.  
 Emily: Oh, hi, Joe. How are you doing?  
 Joe: Fine. Well, actually, I didn't pass my driving test – again. That's three times now.  
 Emily: **That's too bad.**  
 Joe: Yeah, I wanted to drive to the beach this weekend. So, what's new with you?



Emily: Well, I'm playing guitar in a band. I'm really enjoying it.  
 Joe: **That's wonderful!** What kind of music?  
 Emily: Rock. We have a show next week. Do you want to come? I'll email you the information.  
 Joe: Thanks. I'll be there!

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

### Reacting to bad news

That's too bad.  
 That's a shame.  
 I'm sorry to hear that.

### Reacting to good news


That's wonderful!  
 That's great to hear!  
 I'm happy to hear that!

**D Pair work** Share the news below and react appropriately.

I'm learning German.	I lost my wallet.
I bought a car.	I won two concert tickets.
I failed my math exam.	I'm going to travel to London.
I have a part-time job.	I'm not sleeping well.
I broke my foot.	I'm planning to get a pet.

## 2 Listening Sharing news

**A** Look at the pictures in Part B. Where are the people?

**B**  Listen to four people share news with friends. What news are they talking about? Number the pictures from 1 to 4.



**C**  Listen again. Correct the false sentences. Then compare with a partner.

1. Mark has some free time in the afternoons and evenings.
2. Lucia is saving her money to buy a restaurant.
3. Jeff is taking the train because his new car is not running very well.
4. Wendy and her cousin had a terrible time in Rome and Florence.

## 3 Speaking Good news, bad news

**A** Complete the chart with some good news and bad news. (Don't use true news!)

Good news		Bad news	
1.		1.	
2.		2.	

**B Class activity** Share your news. React appropriately.

A: Hi, Mariko. What's new with you?

B: Well, I'm going to Paris next week to study French.

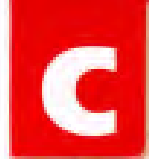
A: That's wonderful!

B: What's new with you?

**C Group work** Share the most interesting news you heard.

*I can react to good and bad news.*





# I think I'll get a job.

## 1 Vocabulary Milestones

**A** Complete the chart with the correct milestones. Then listen and check your answers.

<input type="checkbox"/> buy a house	<input type="checkbox"/> get promoted	<input type="checkbox"/> go to college
<input type="checkbox"/> graduate from high school	<input type="checkbox"/> rent an apartment	<input type="checkbox"/> retire
<input type="checkbox"/> start a career	<input type="checkbox"/> get married	<input type="checkbox"/> start school
<b>Personal milestones</b>	<b>Educational milestones</b>	<b>Work-related milestones</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**B** Number the milestones from 1 to 9 in the order they usually happen. Then compare with a partner.

## 2 Conversation I'll go traveling.

**A** Listen and practice.

Tim: Hey, Craig. How are you doing?

Craig: Oh, hi, Tim. I'm fine. What's new with you?

Tim: Well, I'm graduating from college this summer.

Craig: That's wonderful! What do you think you'll do in September?

Tim: I think I'll go traveling with some friends.

Craig: That sounds fun, but it won't be cheap.

Tim: Yeah, so I may get a job this summer to pay for the trip.



**B** Listen to the rest of the conversation. What's new with Craig?

### 3 Grammar **Will for predictions; may, might for possibility**

What do you think you'll do?

#### Predictions

I think I'll **go** traveling with some friends.  
I **won't get** a roommate.

Do you think you'll **get** a roommate?  
Yes. I'll **get** one soon.  
No. I **won't get** a roommate this year.

#### Possibility

I don't really know. I **may get** a job.  
I'm not really sure. I **might buy** a pet.

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

- A:** Do you think you'll buy a house next year?  
**B:** No. I don't have enough money. But I'll / I **may** rent an apartment. I don't know.
- A:** What do you think you'll do on your next birthday?  
**B:** I'll / I **might** have a big party, but I'm not sure.
- A:** When do you think you'll retire?  
**B:** I'll / I **may** retire at age 65. Most other people do.
- A:** Do you think you'll buy a car this year?  
**B:** No, I **won't** / I **might**. I don't have enough money for one.
- A:** Do you think you'll get married after college?  
**B:** I'm not sure. I'll / I **may** get married someday.

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

### 4 Pronunciation **Contraction of will**

Listen and repeat. Notice how these pronouns + *will* are contracted into one syllable.

I'll    you'll    he'll    she'll    we'll    they'll

### 5 Speaking **My future**

**A** Write an idea for each of the things below.

- an important thing to do: \_\_\_\_\_
- an exciting thing to do: \_\_\_\_\_
- an expensive thing to buy: \_\_\_\_\_
- an interesting person to meet: \_\_\_\_\_

**B Pair work** Ask and answer questions about the things in Part A. Use *will*, *may*, or *might* and these time expressions.

**A:** Do you think you'll start your career this year?  
**B:** Yes, I think I will. I have an interview this week.



#### Time expressions

this week	this month
this weekend	next month
next week	this year

### 6 Keep talking!

Go to page 152 for more practice.

*I can make predictions about the future.*

## 1 Reading

**A** Look at this quote. What do you think it means?

*"A life without dreams is like a garden without flowers."* – Gertraude Beese

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

☐ Baseball Team Raises Money in Harlem

☐ Students Raise Money for Baseball Team

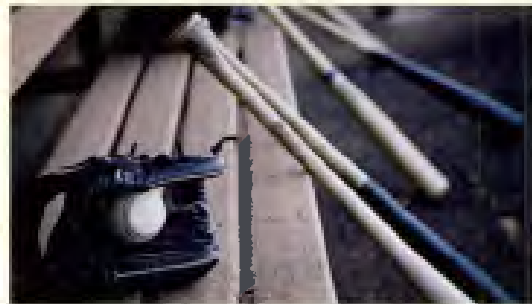
☐ How to Get Baseball Equipment

☐ Dream Comes True for Harlem Teacher

**Two years ago**, high school students Michael Pinsky and David Connor read an article in a newspaper about a school in Harlem, a neighborhood in New York City. The school had a baseball team, but no money to buy balls, team uniforms, or other equipment.

Michael and David had an idea. They decided to help the team get money for the equipment they needed. So the two boys started a project to raise money for the baseball team. They called the project "Home Runs for Harlem." They placed boxes in stores to collect money for the team and sold bracelets with the words "Home Runs for Harlem" on them. Their plan was to give all the money they collected to the school to support the team.

Michael and David's project was a great success. They raised over \$9,000. The team bought the equipment they needed: gloves, baseballs, and bats. The school also used some of the money to pay a baseball coach.



After the school in Harlem received the money, Michael and David spoke to the students at the school, and David explained why this was a dream come true. "It's not just about me," he says. "It's for other people. It's for the community."

"I just hope they have a fun time playing baseball, and if they can have the equipment, then that just helps out," says David. David and Michael now plan to raise money for other baseball teams in Harlem.

For their passionate and inspiring efforts to support school baseball programs, the two teenagers were New Yorkers of the Week on one of New York's news stations.

**C** Read the article again. Number the events from 1 to 8.

\_\_\_\_\_ They spoke to students in Harlem.

\_\_\_\_\_ They sold bracelets and collected money.

\_\_\_\_\_ The school received baseball equipment.

\_\_\_\_\_ The school hired a coach.

\_\_\_\_\_ They created "Home Runs for Harlem."


\_\_\_\_\_ They raised over \$9,000.

\_\_\_\_\_ David and Michael read about a school.

\_\_\_\_\_ They decided they wanted to help.

**D Group work** Have you or your school ever raised money for something? How did you do it? Do you remember how much you raised? Discuss your experiences.

## 2 Listening An interview with an athlete

**A**  Listen to an interview with Suzanne, a marathon runner. Check (✓) the two dreams she's achieved.

- ☐ to run marathons
- ☐ to go back to school
- ☐ to win the Chicago Marathon
- ☐ to run all the big marathons

**B**  Listen again. Circle the correct answers.

1. This is Suzanne's **fifth** / **seventh** marathon.
2. She **won** / **didn't win** the Boston Marathon.
3. She finished **first** / **last** in her first race in high school.
4. At age **39** / **43**, she decided to make some changes in her life.
5. The most difficult thing for her was the **training** / **stress**.



## 3 Writing A dream come true

**A** Think of a dream that came true for you. Answer the questions.

- What was your dream?
- Why was it a dream for you?
- How did your dream come true?

**B** Write about your dream. Use the model and your answers in Part A to help you.

### My Dream

*My dream was to study Mexican cooking in Oaxaca. I loved to cook, but I wasn't a very good cook. So I went to Oaxaca to study Mexican cooking. I took a two-week class. It was a dream come true. Now I can make great meals. Who knows? I might become a chef someday.*

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

## 4 Speaking Dream planner

**A** Complete the chart with a dream for the future. Then add three things you'll need to do to achieve it.

My dream	How I'll make it happen
	1.
	2.
	3.

**B Group work** Tell your group about your dream and how you'll achieve it.

A: My dream is to start my own business someday.

B: That's a great dream. How will you make it happen?

A: Well, first I'll go back to school. Then I'll get a job to get some experience.

*I can discuss my dreams for the future.*



# Wrap-up

## 1 Quick pair review

**Lesson A Brainstorm!** Make a list of personal goals that people can have. How many do you know? You have two minutes.

**Lesson B Do you remember?** Write B for ways to react to bad news. Write G for ways to react to good news. You have one minute.

1. \_\_\_\_ That's too bad.
2. \_\_\_\_ I'm sorry to hear that.
3. \_\_\_\_ That's wonderful!
4. \_\_\_\_ I'm happy to hear that!
5. \_\_\_\_ That's a shame.
6. \_\_\_\_ That's great to hear!

**Lesson C Find out!** What are two things both you and your partner think you will do in the future? Take turns. You and your partner have two minutes.

A: *I think I'll go to college in two years.*

B: *I don't think I will. I may travel first.*

**Lesson D Guess!** Describe a dream you had when you were a child. Can your partner guess what it was? Take turns. You and your partner have two minutes.

A: *I loved swimming. I wanted to win a gold medal.*

B: *Did you want to swim in the Olympics?*

A: *Yes, I did.*

## 2 In the real world

What future goals do famous people have? Do you think they will achieve them? Go online and find information in English about a famous person in one of these categories. Then write about him or her.

an actor	an athlete	a businessperson	a politician	a scientist	a singer
----------	------------	------------------	--------------	-------------	----------

*Bill Gates*

*Bill Gates wants to improve people's health. I think he'll achieve this goal. . . .*

## Which product is . . . ?

**A Pair work** Add two more products to the chart. Then think of two examples you know for each product and write their names in the chart.

	Example 1	Example 2	
Video game			Which is newer? Which is more fun? Which is . . . ?
Computer			Which is easier to use? Which is faster? Which is . . . ?
Cell phone			Which is thinner? Which is less expensive? Which is . . . ?
Car			Which is smaller? Which is faster? Which is . . . ?

**B** Compare each pair of products. Use the questions in Part A and your own ideas.

**A:** *I think . . . is newer than . . . .*

**B:** *That's right. It's more fun, too.*

**A:** *I don't really agree. I think . . . is more fun. My friends and I can play it all day!*

**C** Share your comparisons with the class. Which product is better? Why?



## They aren't big enough!

### Student A

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



A: In my picture, Nancy's pants are too baggy. They look very uncomfortable.

B: In my picture, Nancy's pants are too tight. So that's different.

A: What about Maria's pants? I think they're too short.

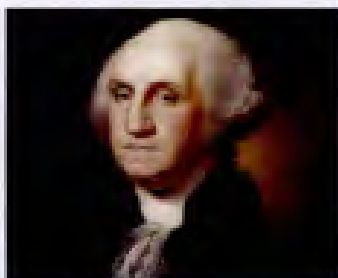
B: They're too short in my picture, too. So that's the same.

## From the past

### Student A

**A Pair work** You and your partner have information about six famous people from the past, but some information is missing. Ask these questions and complete the information.

- Where was . . . born?
- When was . . . born?
- What did . . . do?
- Why was . . . famous?



**Name** George Washington  
**Place of birth** the U.S.  
**Date of birth** February 22, 1732  
**What did** \_\_\_\_\_  
**Why famous** He was the first president of the U.S.



**Name** Frida Kahlo  
**Place of birth** Mexico  
**Date of birth** July 6, 1907  
**What did** painter  
**Why famous** She was very \_\_\_\_\_, and her art was \_\_\_\_\_.



**Name** Charlie Chaplin  
**Place of birth** England  
**Date of birth** \_\_\_\_\_  
**What did** actor and director  
**Why famous** He was in a lot of funny black-and-white movies.



**Name** Jesse Owens  
**Place of birth** the U.S.  
**Date of birth** September 12, 1913  
**What did** athlete  
**Why famous** He was the first American to win \_\_\_\_\_ gold \_\_\_\_\_ in track and field in one Olympics.



**Name** Marie Curie  
**Place of birth** \_\_\_\_\_  
**Date of birth** November 7, 1867  
**What did** scientist  
**Why famous** She was the first person to win two Nobel Prizes.



**Name** Yuri Gagarin  
**Place of birth** Russia  
**Date of birth** March 9, 1934  
**What did** astronaut  
**Why famous** He was the first person in \_\_\_\_\_.

**B Pair work** Look at the information. What similarities can you find between these people and other famous people you know.

## What can you do here?

**A Pair work** Think about where you live. Where can you do each of these things?  
Take notes.



hear live music



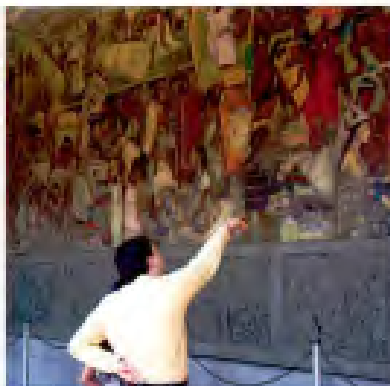
see interesting dance



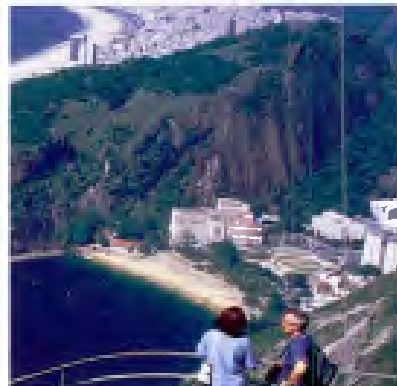
buy fun souvenirs



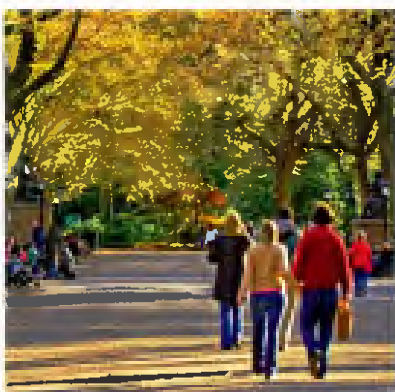
eat good, cheap food



see statues and art



enjoy beautiful views



go for a walk



visit historical sites



enjoy nature

**A:** You can often hear live music at the city square.

**B:** Right. And there's also the university coffee shop.

**A:** That's true. They have live music on Fridays and Saturdays.

**B Group work** Share your information. How similar are your ideas?

## City quiz

**A Pair work** Take the quiz. Ask the questions and guess the answers. Take turns.

1. What is the biggest city in North America?  
a. Mexico City                      b. Los Angeles                      c. Washington, D.C.
2. Where is the biggest soccer stadium in South America?  
a. Buenos Aires, Argentina    b. Rio de Janeiro, Brazil    c. Lima, Peru
3. "The Big Apple" is the nickname for what U.S. city?  
a. Boston                      b. Washington, D.C.                      c. New York City
4. Which city is on the Han River?  
a. New Orleans, U.S.                      b. Venice, Italy                      c. Seoul, South Korea
5. What is the most expensive city?  
a. Tokyo, Japan                      b. London, England                      c. Rome, Italy
6. What is the safest big city in the U.S.?  
a. New York City                      b. Las Vegas                      c. Boston
7. The oldest subway system in the world is in what European city?  
a. Paris, France                      b. Madrid, Spain                      c. London, England
8. Which city has the worst traffic in the U.S.?  
a. Chicago                      b. Los Angeles                      c. San Francisco
9. What city is in both Europe and Asia?  
a. Berlin, Germany                      b. Stockholm, Sweden                      c. Istanbul, Turkey
10. The biggest public square in the world is in what city?  
a. Beijing, China                      b. Moscow, Russia                      c. London, England

**B** Check your answers on the bottom of this page. How many did you get correct?

**C Pair work** Think of another question and three possible answer choices. Ask another pair. Do they know the answer?

*"What's the largest city in . . . ?"*

## They aren't big enough!

### Student B

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



A: In my picture, Nancy's pants are too tight. They look very uncomfortable.

B: In my picture, Nancy's pants are too baggy. So that's different.

A: What about Maria's pants? I think they're too short.

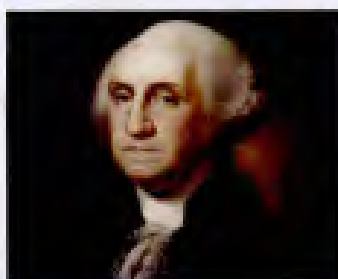
B: They're too short in my picture, too. So that's the same.

## From the past

### Student B

**A Pair work** You and your partner have information about six famous people from the past, but some information is missing. Ask these questions and complete the information.

- Where was . . . born?
- When was . . . born?
- What did . . . do?
- Why was . . . famous?



**Name** George Washington  
**Place of birth** the U.S.  
**Date of birth** February 22, 1732  
**What did** politician  
**Why famous** He was the first \_\_\_\_\_ of the \_\_\_\_\_



**Frida Kahlo** \_\_\_\_\_  
 July 6, 1907  
 painter  
 She was very creative, and her art was interesting.



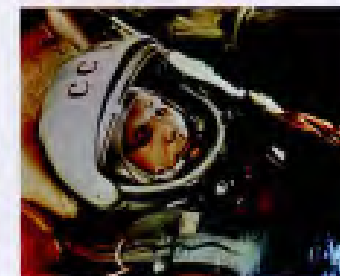
**Charlie Chaplin**  
 England  
 April 16, 1889  
 actor and director  
 He was in a lot of \_\_\_\_\_ black-and-white \_\_\_\_\_



**Name** Jesse Owens  
**Place of birth** the U.S.  
**Date of birth** \_\_\_\_\_  
**What did** athlete  
**Why famous** He was the first American to win four gold medals in track and field in one Olympics.



**Marie Curie**  
 Poland  
 November 7, 1867  
 scientist  
 She was the first person to win \_\_\_\_\_ Nobel \_\_\_\_\_



**Yuri Gagarin**  
 Russia  
 March 9, 1934  
 \_\_\_\_\_  
 He was the first person in space.

**B Pair work** Look at the information. What similarities can you find between these people and other famous people you know.

## What an inspiring person!

**A** Think of three people you admire. Use the categories below or think of your own. Then complete the chart.

an athlete  
a politician

a musician  
an actor / actress

a writer  
a business leader

an artist  
a family member

a scientist  
a teacher



	Name	Why	Notes
1.			
2.			
3.			

**B Group work** Share your ideas. Ask and answer questions to get more information.

**A:** I really admire Sergey Brin and Larry Page. They started Google.

**B:** Why do you admire them?

**A:** Well, I think they're both talented and intelligent.

**C:** Do you think they're also . . . ?

**C** Is there a famous person who you *don't* admire? Why not?

## A one-of-a-kind menu

**A Group work** Imagine you're going to open a restaurant together. Answer the questions and create a menu.

- What's the name of your restaurant?
- What do you want to serve?
- Is it a cheap or an expensive restaurant? Write the prices.

_____ Restaurant			
~~~~~ APPETIZERS ~~~~~			
_____	_____	_____	_____
_____	_____	_____	_____
~~~~~ MAIN DISHES ~~~~~			
_____	_____	_____	_____
_____	_____	_____	_____
~~~~~ SIDE DISHES ~~~~~			
_____	_____	_____	_____
_____	_____	_____	_____
~~~~~ DESSERTS ~~~~~			
_____	_____	_____	_____
_____	_____	_____	_____
~~~~~ DRINKS ~~~~~			
_____	_____	_____	_____
_____	_____	_____	_____

A: Let's have three or four appetizers.

B: OK. How about some garlic bread and onion soup?

C: That sounds good. Let's have a salad, too. How about . . . ?

**B Group work** Exchange your menus. Ask and answer questions about the items. Which dishes would you order?

A: The Mexican salad sounds interesting. What's in it?

B: It has lettuce, tomatoes, onions, peppers, beans, and corn.

**Yes, I have!**

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



Move 1 space.



Move 2 spaces.

Heads

Tails

Use the words to ask and answer questions. Ask your own *Have you ever . . . ?* questions on the **Free question** spaces. Take turns.

A: *Have you ever made French fries?*

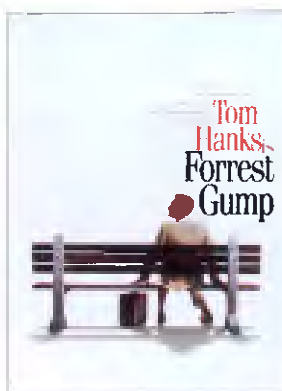
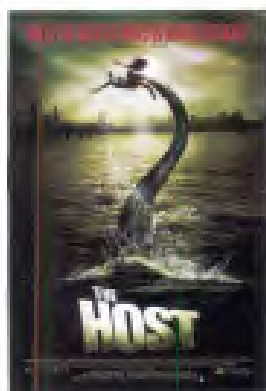
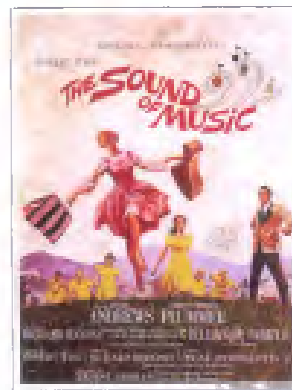
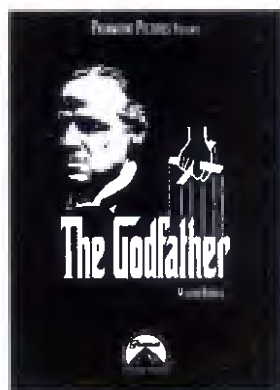
B: *Yes, I have.*

<b>START</b>	Have / ever / make French fries?	Have / ever / cook a meal for another person? 	Have / ever / try Thai food?
Have / ever / eat Indian food? 	<b>Free question</b>	Have / ever / bake cookies? 	Have / ever / make popcorn?
<b>Free question</b>	Have / ever / have breakfast in bed? 	Have / ever / eat at the beach?	Have / ever / have a terrible stomachache? 
Have / ever / have a really expensive meal?	<b>Free question</b>	Have / ever / be to a Korean restaurant? 	Have / ever / drink coffee late at night? 
Have / ever / watch a cooking show on TV?	Have / ever / have a picnic? 	<b>Free question</b>	<b>FINISH</b>

## Movie favorites

**A** Complete the chart with six types of movies that you like. Add a title for each type.

Type of movie	Title of movie
1.	
2.	
3.	
4.	
5.	
6.	



**B Class activity** Find classmates who like the same types of movies you like. Then ask questions with *Have you ever . . . ?*

**A:** *I really like animated movies.*

**B:** *So do I.*

**A:** *Really? Have you ever seen Spirited Away?*

**B:** *Yes, I have. I love that movie!*

## Class survey

**A** Complete the questions with your own ideas.

1. Do you like the band \_\_\_\_\_ ? ☐  
(a band)
2. Do you like the song \_\_\_\_\_ ? ☐  
(a song title)
3. Do you have the album \_\_\_\_\_ ? ☐  
(name of an album)
4. Do you ever listen to \_\_\_\_\_ ? ☐  
(a type of music)
5. Do you know the words to the song \_\_\_\_\_ ? ☐  
(name of a song)
6. Did you listen to \_\_\_\_\_ as a child? ☐  
(a type of music)
7. Would you like to see \_\_\_\_\_ in concert? ☐  
(a singer or band)

**B Class activity** Ask your classmates the questions in Part A. How many people said “yes” to each question? Write the total number in the boxes.

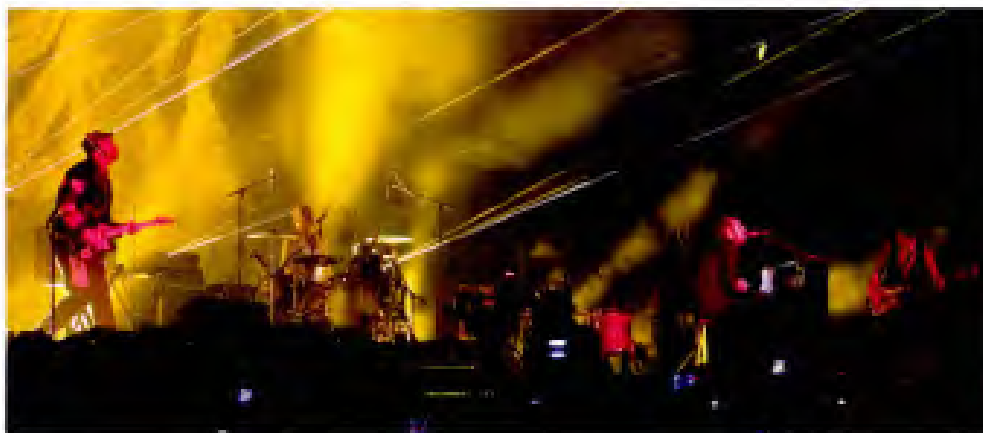
**C Pair work** Share your information.

*A: A lot of our classmates like the band . . .*

*B: That’s interesting. Not many of us like the band . . .*

**D** Share the most interesting information with the class.

*“All of us would like to see . . . in concert.”*



## Why did I do that?

**A** Think about things that you did in the past. Check (✓) the things in the first column that are true for you. Then add three more things.

- |                                                   |          |
|---------------------------------------------------|----------|
| <input type="checkbox"/> I took a long trip       | to _____ |
| <input type="checkbox"/> I sent a text to someone | to _____ |
| <input type="checkbox"/> I took a test            | to _____ |
| <input type="checkbox"/> I joined a gym           | to _____ |
| <input type="checkbox"/> I got a cell phone       | to _____ |
| <input type="checkbox"/> I uploaded some photos   | to _____ |
| <input type="checkbox"/> I worked hard            | to _____ |
| <input type="checkbox"/> I got a part-time job    | to _____ |
| <input type="checkbox"/> _____                    | to _____ |
| <input type="checkbox"/> _____                    | to _____ |
| <input type="checkbox"/> _____                    | to _____ |

**B** Why did you do each thing? Complete the sentences in Part A with an infinitive of purpose. Use the ideas below or think of your own.

talk with my friends	learn an instrument	show my friends
get my driver's license	get some experience	get a job
share good news	buy a gift	make more friends
save money	lose weight	see my relatives

**C Group work** Share your sentences. Ask and answer questions for more information.

**A:** *I took a long trip to see my relatives.*

**B:** *When was that?*

**A:** *Last year.*

**C:** *Where did you go?*

**A:** *I went . . .*



## Next year . . .

**A** Add two future activities to the chart.

Do you think you'll . . . next year?	Name	Other details
take a trip with your family		
start a new hobby		
join a gym		
get married		
buy something expensive		
move to a different home		
start a career		
learn a musical instrument		

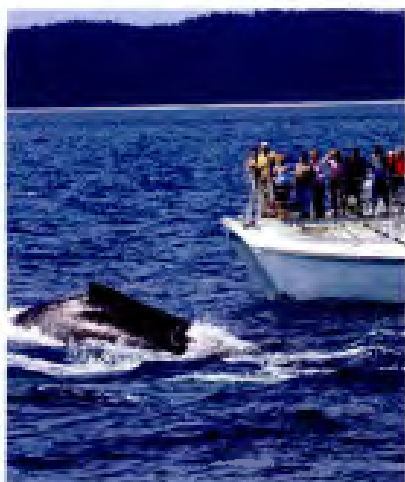
**B Class activity** Find classmates who will do each thing. Write their names. Ask and answer questions for more information. Take notes.

**A:** *Jun, do you think you'll take a trip with your family next year?*

**B:** *Yes, I do.*

**A:** *Really? Where will you go?*

**B:** *We're planning to go to Australia to see some friends. I hope to . . .*



**C Group work** Share the most interesting information.

# 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

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