

# Four Corners

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# Scope and sequence

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



Functional language	Listening and Pronunciation	Reading and Writing	Speaking
			<ul style="list-style-type: none"> <li>• Discussion about English words</li> </ul>
<b>Interactions:</b> Asking for repetition Asking someone to speak more slowly	<b>Listening:</b> About a party An unusual interest <b>Pronunciation:</b> Intonation in <i>yes / no</i> and <i>Wh-</i> questions	<b>Reading:</b> "What's your hobby?" Blog posts <b>Writing:</b> An interest	<ul style="list-style-type: none"> <li>• Interview about interests</li> <li>• <i>Keep talking:</i> Board game about favorites</li> <li>• Class contact list</li> <li>• Interview about sports and exercise</li> <li>• <i>Keep talking:</i> "Find someone who" activity about free-time activities</li> <li>• Discussion about other people's interests</li> </ul>
<b>Interactions:</b> Saying you think something is true Saying you think something isn't true	<b>Listening:</b> People's personalities An online profile <b>Pronunciation:</b> <i>Is he</i> or <i>Is she</i>	<b>Reading:</b> "Online Profiles" A webpage <b>Writing:</b> A description of yourself	<ul style="list-style-type: none"> <li>• Descriptions of family member personalities</li> <li>• <i>Keep talking:</i> Quiz about confidence</li> <li>• Discussion about people at a party</li> <li>• Guessing game about physical appearances</li> <li>• <i>Keep talking:</i> Different physical appearances</li> <li>• Personal descriptions</li> </ul>
<b>Interactions:</b> Asking for an opinion Giving an opinion	<b>Listening:</b> Weather in different cities A good time to visit places <b>Pronunciation:</b> Reduction of <i>would you</i>	<b>Reading:</b> "Canada Through the Seasons" A brochure <b>Writing:</b> An email to a friend	<ul style="list-style-type: none"> <li>• True or false information about the weather</li> <li>• <i>Keep talking:</i> Information gap activity about the weather</li> <li>• Opinions about the weather</li> <li>• Decisions about things to do</li> <li>• <i>Keep talking:</i> Things to do someday</li> <li>• Discussion about places to visit</li> </ul>
<b>Interactions:</b> Making a request Agreeing to a request	<b>Listening:</b> Friendly requests A tour of Graceland <b>Pronunciation:</b> Intonation in requests	<b>Reading:</b> "Unusual Houses from Around the World" An article <b>Writing:</b> Dream home	<ul style="list-style-type: none"> <li>• Discussion about homes</li> <li>• <i>Keep talking:</i> Memory game about a home</li> <li>• Problems and requests</li> <li>• Interview about chores</li> <li>• <i>Keep talking:</i> Decisions about chores</li> <li>• Description of a dream home</li> </ul>
<b>Interactions:</b> Saying how you feel Wishing someone well	<b>Listening:</b> What's wrong? Creative ways to manage stress <b>Pronunciation:</b> Reduction of <i>and</i>	<b>Reading:</b> "Feeling stressed?" An article <b>Writing:</b> Managing stress	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• <i>Keep talking:</i> Exercises at your desk</li> <li>• Role play about health problems and not feeling well</li> <li>• Questions about healthy habits</li> <li>• <i>Keep talking:</i> Quiz about health</li> <li>• Tips for living with stress</li> </ul>
<b>Interactions:</b> Agreeing with an opinion Disagreeing with an opinion	<b>Listening:</b> What to watch on TV Favorite TV shows <b>Pronunciation:</b> Sentence stress	<b>Reading:</b> "Reality Shows" An online article <b>Writing:</b> My favorite TV show	<ul style="list-style-type: none"> <li>• "Find someone who" activity about TV preferences</li> <li>• <i>Keep talking:</i> Debate about things to watch</li> <li>• Opinions about television</li> <li>• List of shows to record</li> <li>• <i>Keep talking:</i> Plans for tomorrow</li> <li>• Discussion about reality TV shows</li> </ul>

LEVEL 2	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 65–74			
<b>Shopping</b> A <i>It's lighter and thinner.</i> B <i>Would you take \$10?</i> C <i>This hat is too small.</i> D <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> A <i>You shouldn't miss it!</i> B <i>I'd recommend going . . .</i> C <i>The best and the worst</i> D <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> A <i>Where was he born?</i> B <i>I'm not sure, but I think . . .</i> C <i>People I admire</i> D <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> A <i>The ice cream is fantastic!</i> B <i>I'll have the fish, please.</i> C <i>Have you ever . . . ?</i> D <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> A <i>I'm not a fan of dramas.</i> B <i>Any suggestions?</i> C <i>All of us love music.</i> D <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> A <i>Personal change</i> B <i>I'm happy to hear that!</i> C <i>I think I'll get a job.</i> D <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
<b>Interactions:</b> Bargaining for a lower price Suggesting a different price	<b>Listening:</b> Bargaining at a yard sale A weekend market in London <b>Pronunciation:</b> Linked sounds	<b>Reading:</b> "Chatuchak Weekend Market" A webpage <b>Writing:</b> An interesting market	<ul style="list-style-type: none"> <li>• Comparison of products</li> <li>• <i>Keep talking:</i> Three products</li> <li>• Role play of a bargaining situation</li> <li>• Discussion about clothes</li> <li>• <i>Keep talking:</i> Different clothing items</li> <li>• Discussion about good places to shop</li> </ul>
<b>Interactions:</b> Asking for a recommendation Giving a recommendation	<b>Listening:</b> Cities At a tourist information desk <b>Pronunciation:</b> Word stress	<b>Reading:</b> "Austin or San Antonio?" A message board <b>Writing:</b> A message board	<ul style="list-style-type: none"> <li>• Discussion about things to do in one day</li> <li>• <i>Keep talking:</i> Discussion of possible things to do</li> <li>• Role play at a tourist information desk</li> <li>• Comparison of places in a town or a city</li> <li>• <i>Keep talking:</i> City quiz</li> <li>• Discussion about aspects of a city</li> </ul>
<b>Interactions:</b> Expressing certainty Expressing uncertainty	<b>Listening:</b> Friends playing a board game People who made a difference <b>Pronunciation:</b> Simple past -ed endings	<b>Reading:</b> "A Different Kind of Banker" A biography <b>Writing:</b> A biography	<ul style="list-style-type: none"> <li>• Guessing game about famous people</li> <li>• <i>Keep talking:</i> Information gap activity about people from the past</li> <li>• Guessing game about famous people</li> <li>• Descriptions of admirable people</li> <li>• <i>Keep talking:</i> Discussion about inspiring people</li> <li>• Description of a person who made a difference</li> </ul>
<b>Interactions:</b> Ordering food Checking information	<b>Listening:</b> Customers ordering food Restaurant impressions <b>Pronunciation:</b> The before vowel and consonant sounds	<b>Reading:</b> "Restaurants with a Difference" A webpage <b>Writing:</b> A review	<ul style="list-style-type: none"> <li>• Discussion about eating out</li> <li>• <i>Keep talking:</i> A menu</li> <li>• Role play of a restaurant situation</li> <li>• Discussion about food experiences</li> <li>• <i>Keep talking:</i> Board game about food experiences</li> <li>• Restaurant recommendations</li> </ul>
<b>Interactions:</b> Asking for suggestions Giving a suggestion	<b>Listening:</b> Fun things to do An influential world musician <b>Pronunciation:</b> Reduction of <i>of</i>	<b>Reading:</b> "African Superstars!" A magazine article <b>Writing:</b> A popular musician	<ul style="list-style-type: none"> <li>• Movie talk</li> <li>• <i>Keep talking:</i> Movie favorites</li> <li>• Suggestions about the weekend</li> <li>• Class musical preferences</li> <li>• <i>Keep talking:</i> Class survey about music</li> <li>• A playlist</li> </ul>
<b>Interactions:</b> Reacting to bad news Reacting to good news	<b>Listening:</b> Sharing news An interview with an athlete <b>Pronunciation:</b> Contraction of <i>will</i>	<b>Reading:</b> "Students Raise Money for Baseball Team" An article <b>Writing:</b> A dream come true	<ul style="list-style-type: none"> <li>• Discussion about changes</li> <li>• <i>Keep talking:</i> Reasons for doing things</li> <li>• Good news and bad news</li> <li>• Predictions about the future</li> <li>• <i>Keep talking:</i> Predictions about next year</li> <li>• Dream planner</li> </ul>

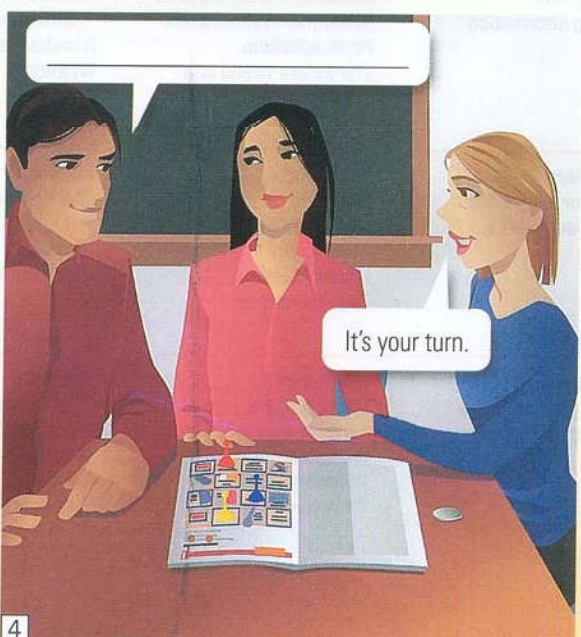
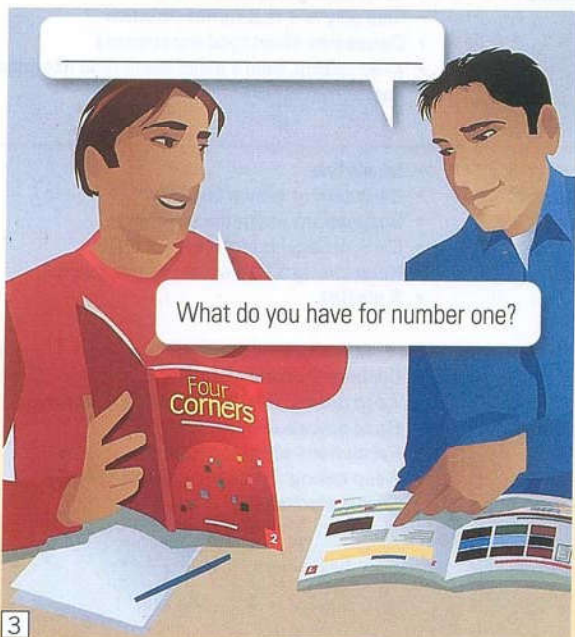
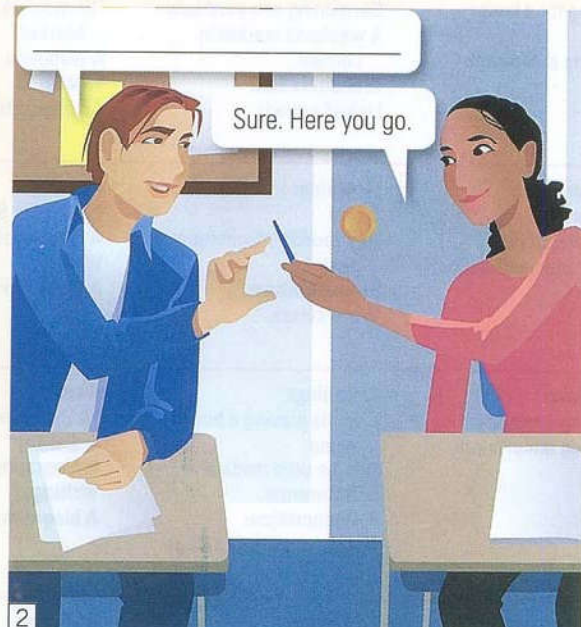
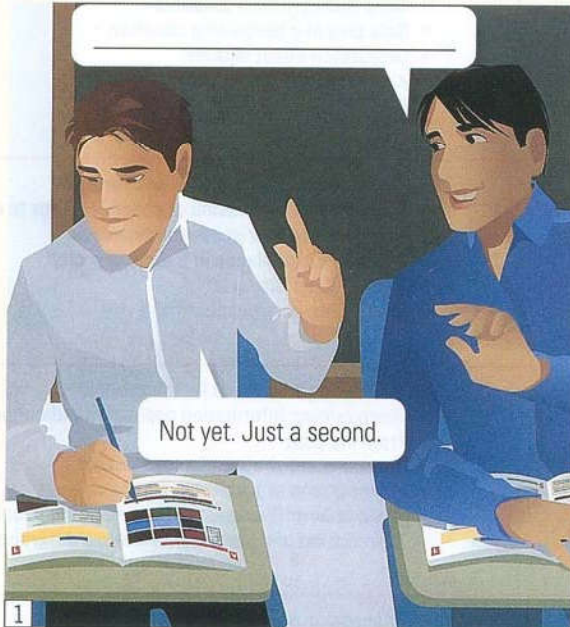


# Welcome

## 1 Working with a partner

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

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



**B Pair work** Practice the conversations.



## 2 Asking for help

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

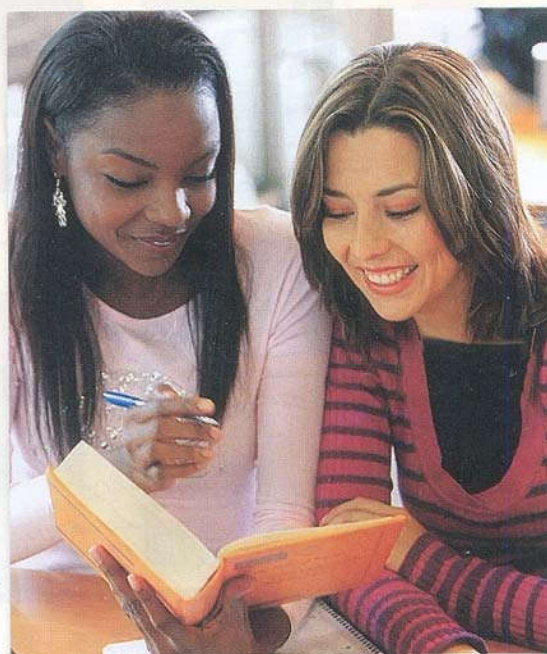
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|--|----------|-----------------------------|
| 1. How do you spell this word?                   | <u>d</u> | a. You say "welcome."       |
| 2. How do you pronounce this word?               | _____    | b. It means "not common."   |
| 3. What does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

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

What does this word mean?	How do you say <i>Boa sorte</i> in English?
How do you pronounce this word?	How do you spell your first name?

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

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



## 3 Speaking Do you know?

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

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

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

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

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

- A: *How do you say \_\_\_\_\_ in English?*  
B: *You say "\_\_\_\_\_."*

**I can** ask questions about English words



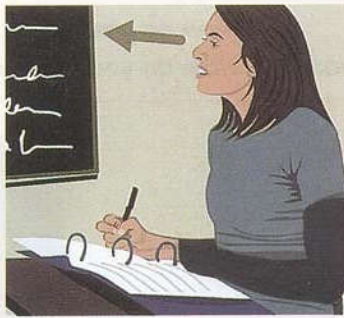
# Classroom language

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

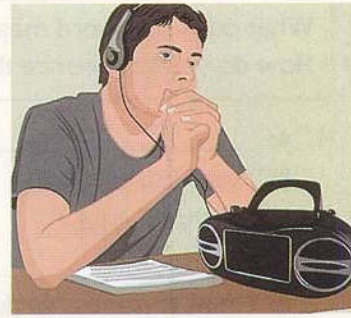
Close your books.	Look at the picture.	Turn to page . . .
Listen.	✓ Open your books.	Work in groups.
Look at the board.	Raise your hand.	Work in pairs.



1. Open your books.



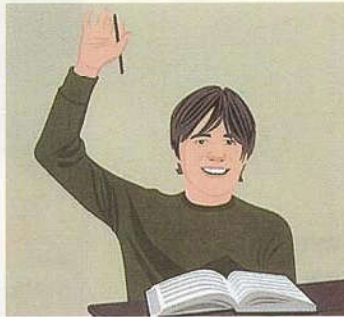
2. \_\_\_\_\_



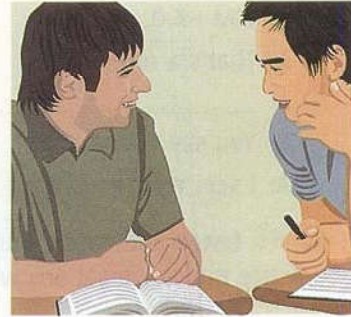
3. \_\_\_\_\_



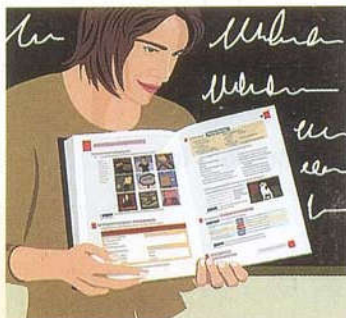
4. \_\_\_\_\_



5. \_\_\_\_\_



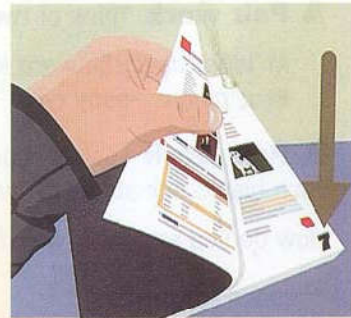
6. \_\_\_\_\_



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



8. \_\_\_\_\_



9. \_\_\_\_\_

**A:** What's number one?

**B:** It's . . .

**B** Listen and check your answers.

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



# My interests

## LESSON A

- Interests
- Present of *be*

## LESSON B

- Asking for repetition
- Asking someone to speak more slowly

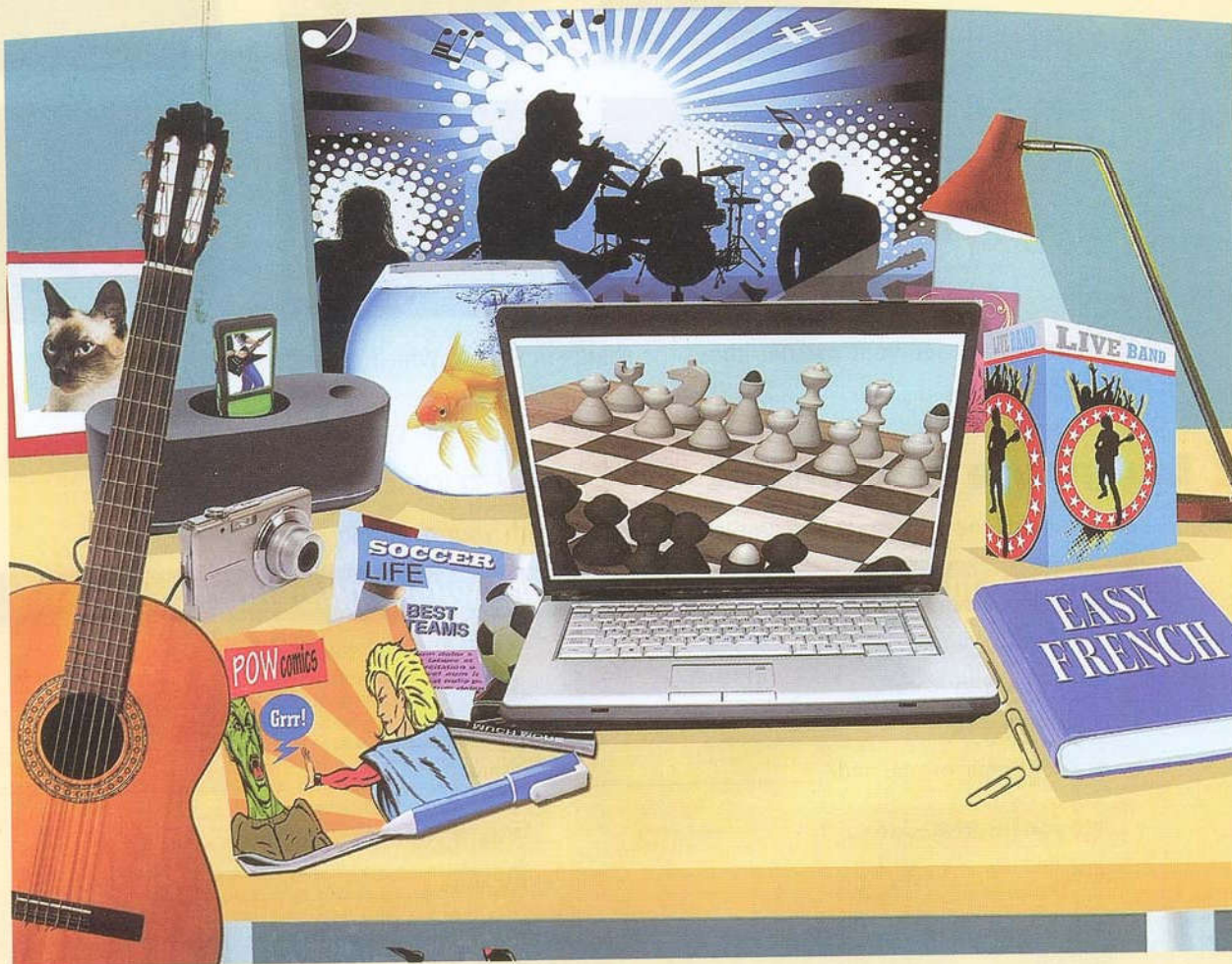
## LESSON C

- Sports and exercise
- Simple present

## LESSON D

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

## Warm-up



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

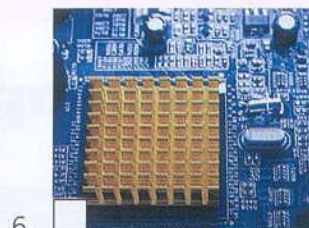
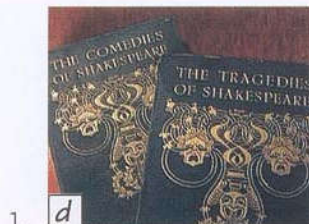
**B** Do you like similar things?



## 1 Vocabulary Interests

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

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



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

## 2 Language in context Find new friends!

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

**Looking for new friends? Find someone with similar interests!**

What's your name? \_\_\_\_\_  
Where are you from? \_\_\_\_\_  
How old are you? \_\_\_\_\_  
Are you single or married? \_\_\_\_\_

**Who's your favorite ... ?**

actor \_\_\_\_\_  
actress \_\_\_\_\_  
singer \_\_\_\_\_

**Are you interested in ... ?**

travel yes / no  
sports yes / no  
fashion yes / no

**What's your favorite ... ?**

TV show \_\_\_\_\_  
movie \_\_\_\_\_  
video game \_\_\_\_\_

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

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



### 3 Grammar Present of be

Where **are** you from?

I'm from South Korea.

How old **is** he?

He's 22 years old.

What **are** your friends' names?

Their names **are** Ming and Kathy.

**Are** you interested in travel?

Yes, I **am**.

No, I'm **not**.

**Is** he single?

Yes, he **is**.

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

**Are** they married?

Yes, they **are**.

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

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

1. A: What 's your name?

B: Diego.

A: Where \_\_\_\_\_ you from?

B: Mexico City.

A: \_\_\_\_\_ you single?

B: No, I \_\_\_\_\_ not. I \_\_\_\_\_ married.

A: \_\_\_\_\_ you interested in fashion?

B: Not really. I \_\_\_\_\_ interested in sports.

2. A: Where \_\_\_\_\_ your parents from?

B: My mother \_\_\_\_\_ from Osaka.

A: \_\_\_\_\_ your father from Osaka, too?

B: No, he \_\_\_\_\_. He \_\_\_\_\_ from Nagoya.

A: What \_\_\_\_\_ they interested in?

B: Art, languages, and literature.

A: \_\_\_\_\_ they interested in travel?

B: No, they \_\_\_\_\_.

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

1. What are you interested in?

Technology.

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

I'm 20 years old.

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

Johnny Depp.

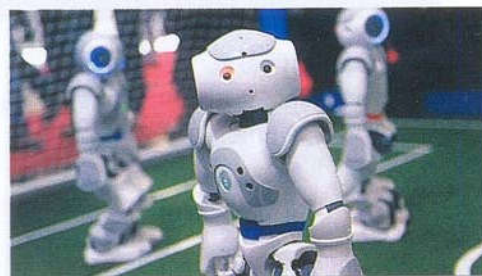
4. \_\_\_\_\_

No, I'm from Seoul.

5. \_\_\_\_\_

Yes, I am.

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



### 4 Speaking What are you interested in?

**A Pair work** Interview your partner. Take notes.

1. Are you interested in literature?

Yes. Who's your favorite writer?

No. What books are in your house?

2. Are you interested in technology?

Yes. What's a good cell phone?

No. How old is your cell phone?

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

Yes. What are you and your friends interested in?

No. What are your friends interested in?

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

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

### 5 Keep talking!


Go to page 125 for more practice.

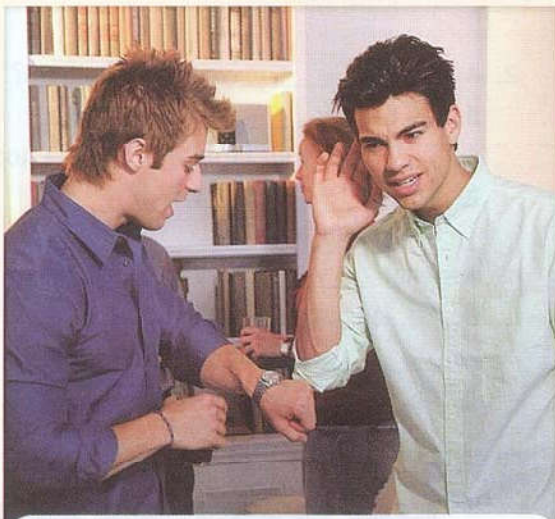
I can ask and talk about interests. 

# B Can you repeat that, please?

## 1 Interactions Asking for repetition

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


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



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



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

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

### Asking for repetition

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

### Asking someone to speak more slowly

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

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

1. you / can / that / please / repeat
2. slowly / please / say / you / can / more / that
3. again / could / say / you / that / please
4. slowly / please / more / you / speak / could

Can you repeat that, please?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

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

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

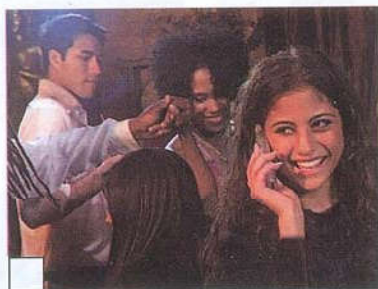
Where are you from?      What's your number?

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

1. Who's your favorite actress?      3. Are you from here?
2. Do you like parties?      4. What's your email address?

## 3 Listening Could you ... ?

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



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

- |   |  |
|---|--|
| 1. <input type="checkbox"/> Can you repeat that, please?      | <input type="checkbox"/> Can you say that more slowly, please?   |
| 2. <input type="checkbox"/> Could you repeat that, please?    | <input type="checkbox"/> Could you say that more slowly, please? |
| 3. <input type="checkbox"/> Could you say that again, please? | <input type="checkbox"/> Could you speak more slowly, please?    |

## 4 Speaking Class contact list

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

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

**A:** What's your full name?

**B:** It's Maria Sanchez.

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

**B** Share your information and create the class contact list.

**I can** ask for repetition.

**I can** ask someone to speak more slowly.

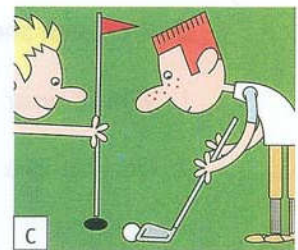
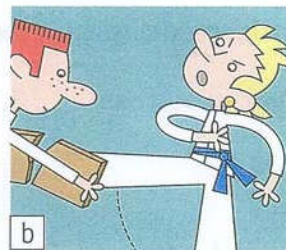
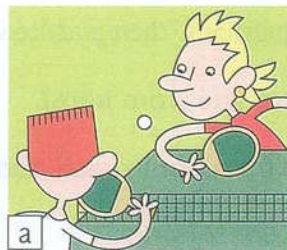
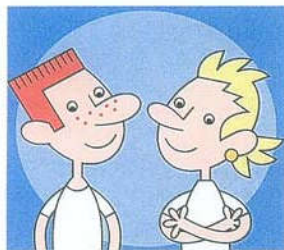


# C

## Do you play sports?

### 1 Vocabulary Sports and exercise

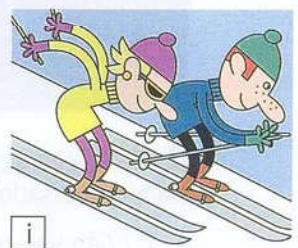
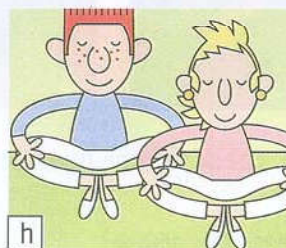
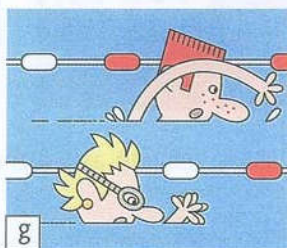
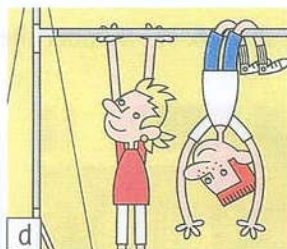
**A** Dan and Kathy are very active. Match the sentences and the pictures. Then listen and check your answers.



They ...  
bowl. \_\_\_\_\_  
ski. \_\_\_\_\_  
swim. \_\_\_\_\_

They play ...  
baseball. \_\_\_\_\_  
golf. \_\_\_\_\_  
table tennis. \_\_\_\_\_

They do ...  
gymnastics. \_\_\_\_\_  
karate. \_\_\_\_\_  
yoga. \_\_\_\_\_



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

*"I swim and play baseball."*

### 2 Conversation A ski sale

**A** Listen and practice.

Clerk: Can I help you?

Gina: Yes, thank you. I want something for my boyfriend.  
It's his birthday tomorrow.

Clerk: OK. What sports does he like? Does he play baseball?

Gina: No, he doesn't.

Clerk: How about table tennis? You can play together.

Gina: No, we don't really like table tennis.

Clerk: Well, does he ski?

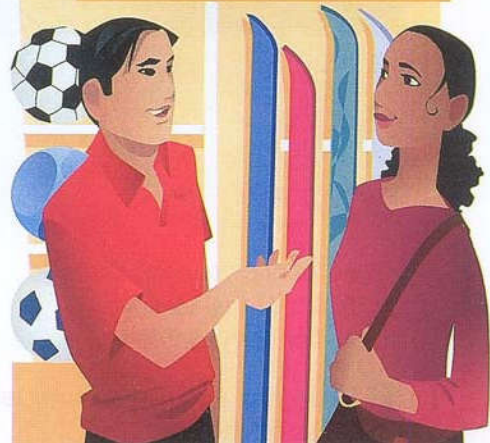
Gina: Yes! He skis all the time. Do you sell skis?

Clerk: Yes, we do. And there's a ski sale right now.

Gina: Great!

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

#### Sporting Goods





### 3 Grammar Simple present

What sports **do** you **like**?

I **like** golf and karate.

I **don't like** basketball.

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

He **plays** soccer.

He **doesn't play** baseball.

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

They **do** yoga at home.

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

**Do** you **sell** skis?

Yes, I **do**.

No, I **don't**.

**Does** he **play** baseball?

Yes, he **does**.

No, he **doesn't**.

**Do** they **like** table tennis?

Yes, they **do**.

No, they **don't**.

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

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



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

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

---



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### 4 Speaking Do you ... ?

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


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

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

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

### 5 Keep talking!

Go to page 126 for more practice.

*I can ask and talk about sports and exercise habits.* 

# D Free time

## 1 Reading


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

**B** Read the blog posts and check your guesses.

### What's your hobby?

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


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



---

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

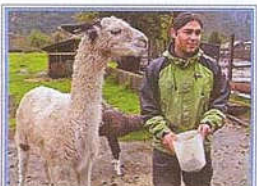
Be the first to rate this. ☆☆☆☆  
Posted by **Vicky** at 9:35 a.m. [Comments](#) ☐



---

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


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



---

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

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



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

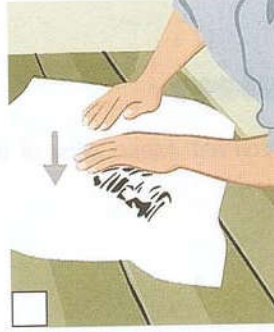
- |   |   |
|---|---|
| 1. Your stuff is great! Do you sell it? | 3. Good luck! Oh, what would you name it? |
| 2. So where's a good place to get one?  | 4. I love the picture. What does he eat?  |

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



## 2 Listening Is that a fish?

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



**B** Listen again. Answer the questions.

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

## 3 Writing An interest

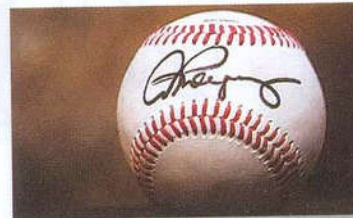
**A** Think of an interest you have. Answer the questions.

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

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

### Collecting Autographs

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



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

## 4 Speaking Other people's interests

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

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

A: My friend Masao writes a blog.

B: What does he write about?

A: He usually writes about sports.

C: How often do you read it?

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



# Wrap-up

## 1 Quick pair review

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

*fashion*

*politics*

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

- ✓ Could you repeat that, please?  
 \_\_\_\_ Can you say that more slowly, please?  
 \_\_\_\_ What does this mean?  
 \_\_\_\_ Could you say that again, please?

- \_\_\_\_ Can I speak to Rita, please?  
 \_\_\_\_ Can you repeat that, please?  
 \_\_\_\_ Could you speak more slowly, please?  
 \_\_\_\_ How do you spell that?

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

Student A:



Student B:



A: Baseball.

B: Play baseball.

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

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

B: Do you write a blog?

A: Yes, I do.

## 2 In the real world

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

has an unusual pet  
 makes something

collects something  
 plays an unusual sport

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



# Descriptions

## LESSON A

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

## LESSON B

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

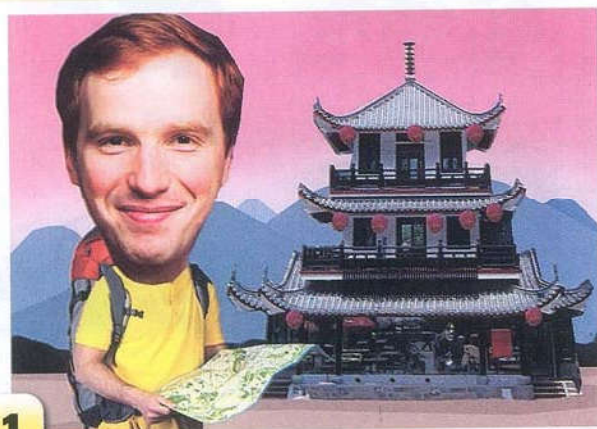
## LESSON C

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

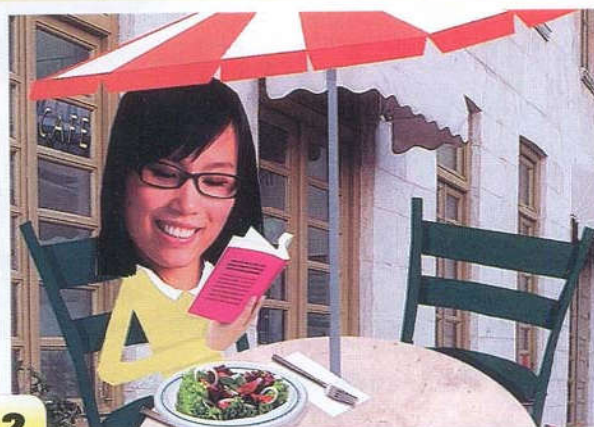
## LESSON D

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

## Warm-up



1



2



3



4

**A** Match the comments and the people in the pictures.

\_\_\_\_ "We love your new sweater!"

\_\_\_\_ "That's very good. Good job!"

\_\_\_\_ "What a great place!"

\_\_\_\_ "What's going to happen next?"

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



# A

## He's talkative and friendly.

### 1 Vocabulary Personality adjectives

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

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

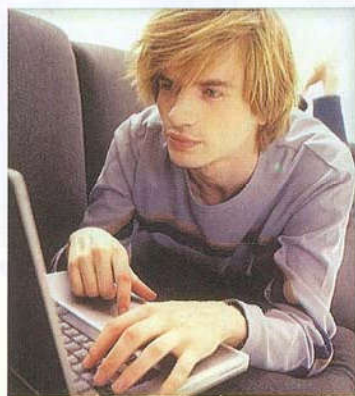


**B Pair work** Which words describe you? Tell your partner.

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

### 2 Language in context Find an e-pal!

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



**Name**

Nick Douglas

**Hometown**

Dallas, Texas

**Age** 18

**What are your interests?**

Fashion, literature, politics, movies, and sports

**What are you like?**

I'm talkative, friendly, and funny.

**Name**

**Hometown**

**Age**

**What are your interests?**

**What are you like?**

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



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

#### What are you like?

I'm talkative and friendly.

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

#### What's she like?

She's shy but friendly.

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

#### What are they like?

They're hardworking.

They're hardworking **students**.

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

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

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

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

### 4 Speaking He's hardworking.

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

brother	father	grandfather	husband
sister	mother	grandmother	wife

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

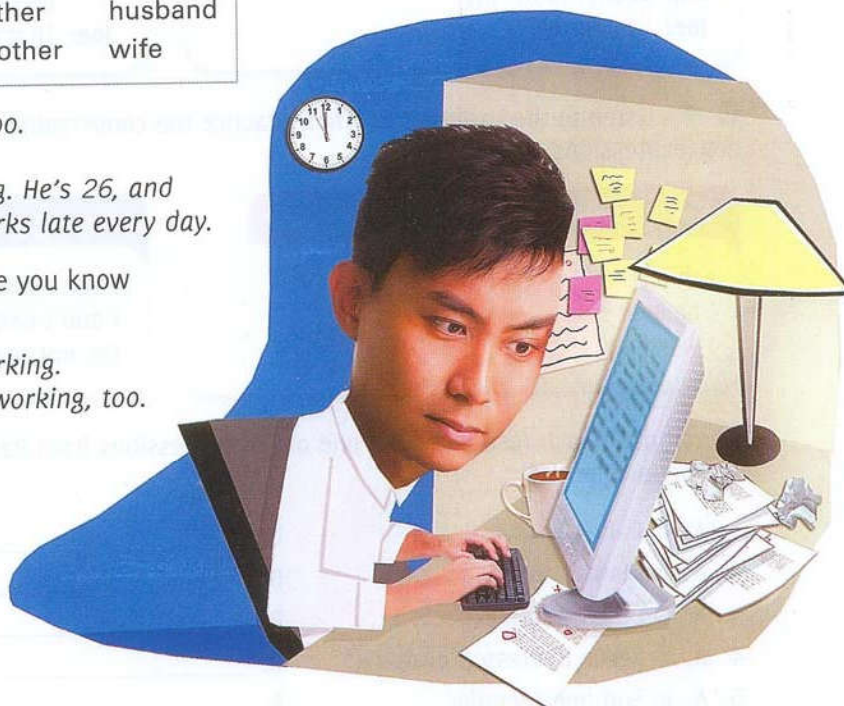
B: What's he like?

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

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

A: My brother is very hardworking.

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



### 5 Keep talking!

Go to page 127 for more practice.

*I can ask and talk about people's personalities.*



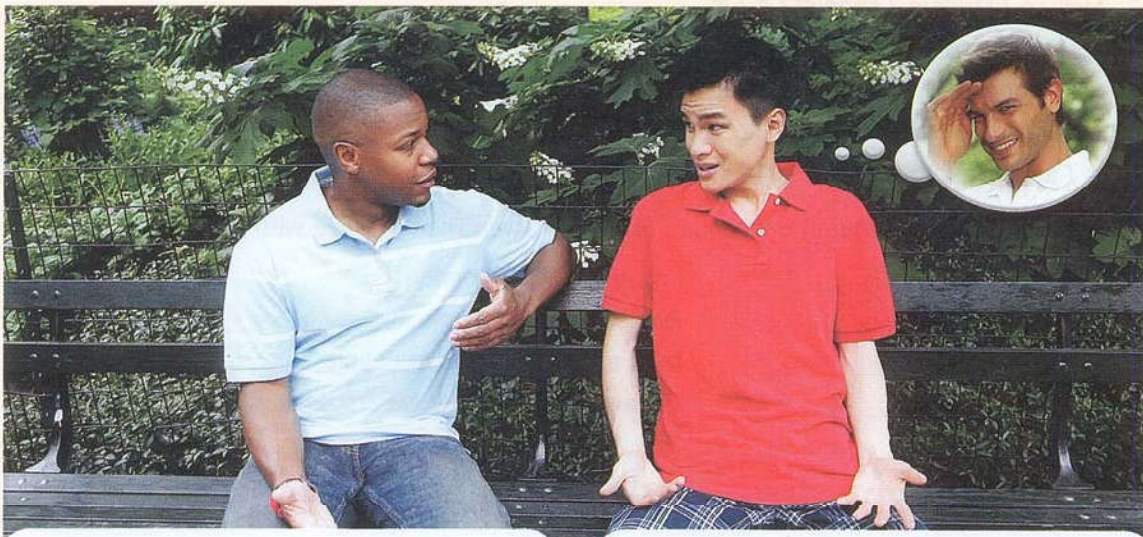


# B I don't think so.

## 1 Interactions When you're not sure

**A** Look at the picture. Where are the people?

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



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

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

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

### Saying you think something is true

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

### Saying you think something isn't true

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

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

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



## 2 Pronunciation *Is he or Is she*

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

/ɪzi/

/ɪʃi/

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

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

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

## 3 Listening *People we know*

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

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

**B** Listen again. Circle the words you hear.

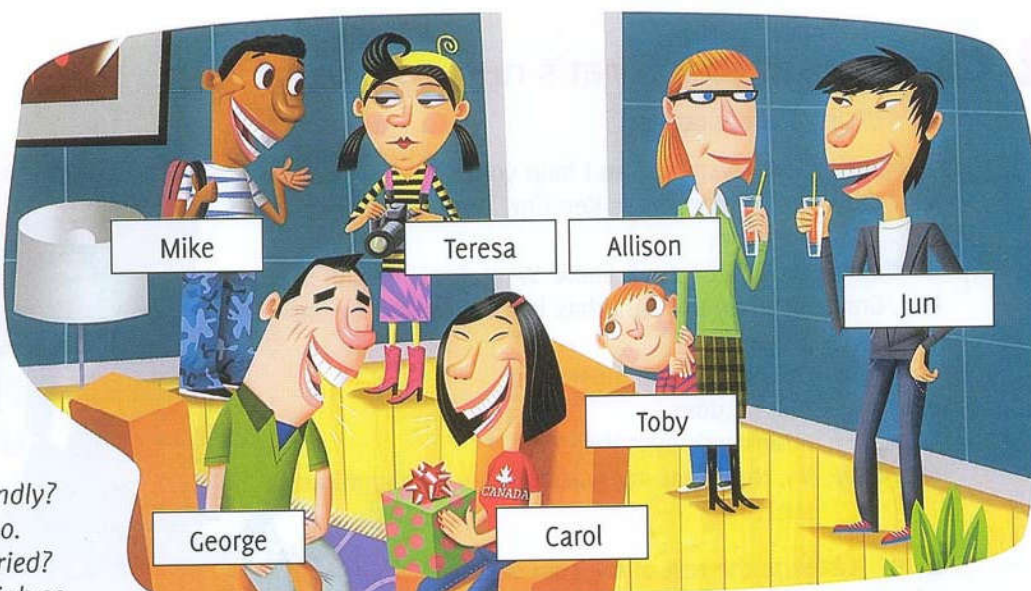
- |             |              |            |
|-------------|--------------|------------|
| 1. generous | 2. talkative | 3. serious |
| great       | hardworking  | confident  |
| funny       | shy          | nice       |
| creative    | friendly     | talkative  |



## 4 Speaking *Is he friendly?*

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

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



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

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

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

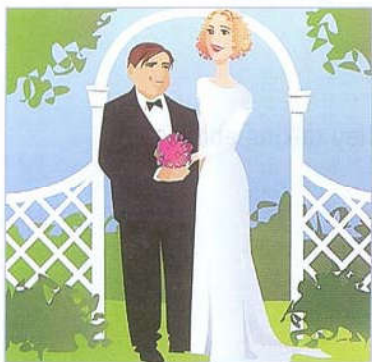


# What do they look like?

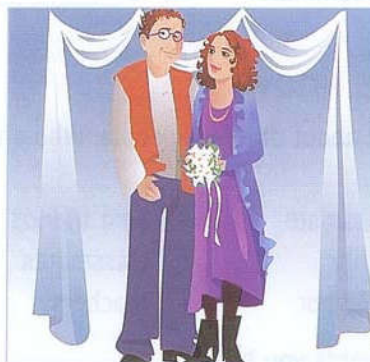
## 1 Vocabulary Appearance

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

bald middle-aged mustache red short tall



1. They're **young**. Rob is **short** and **overweight**, and May is \_\_\_\_\_ and **thin**.  
Rob has **straight brown** hair.  
May has **blond** hair. It's \_\_\_\_\_ and **wavy**.



2. They're \_\_\_\_\_.  
Lou and Jill have **curly** \_\_\_\_\_ hair. Jill has **shoulder-length** hair. Lou has **little round** glasses.



3. They're **elderly**. They're **medium** height. Tony is \_\_\_\_\_ and has a **short white beard** and a \_\_\_\_\_. Angela has **long gray** hair.

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

## 2 Conversation That's not my husband!

**A** Listen and practice.

**Waiter:** Good evening. Can I help you?

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

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

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

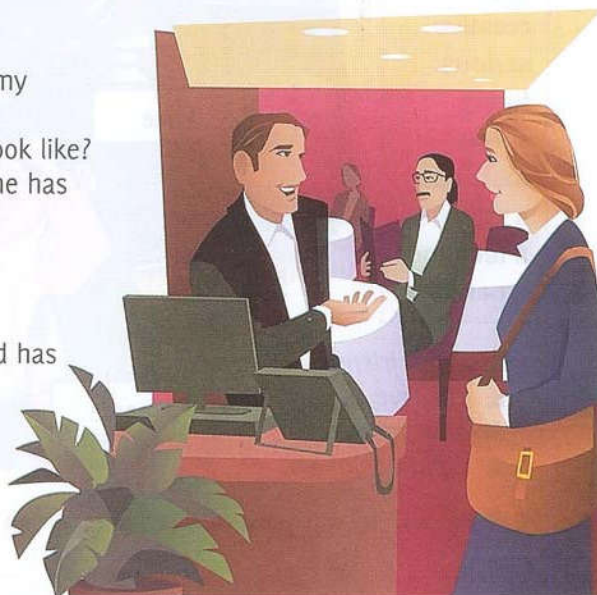
**Waiter:** Does he have a mustache?

**Mrs. Gray:** Yes, he does.

**Waiter:** I think he's over there.

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

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





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

**What do you look like?**

I'm short and overweight.

I have glasses.

**What does he look like?**

He's tall and thin.

He has a mustache.

**What do they look like?**

They're middle-aged.

They have curly red hair.

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

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

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

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

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

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

big   brown   long   round   short   thin   wavy   young

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

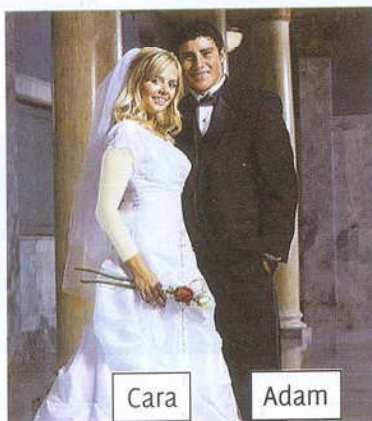


**B** Put the words in order. Then ask and answer the questions. Answer with your own information.

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

### 4 Speaking Who is it?


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



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

### 5 Keep talking!

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

*I can ask and talk about people's appearance.* 



# D People's profiles

## 1 Reading

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

### ONLINE PROFILES



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



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



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



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

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



**C** Who wrote each sentence? Write the names.

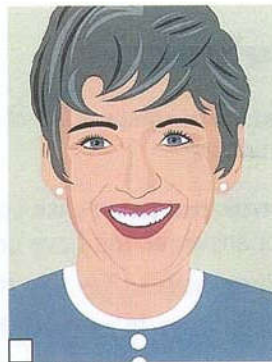
- \_\_\_\_\_ But there's one problem – I can't swim!
- \_\_\_\_\_ My neighbors complain about the noise.
- \_\_\_\_\_ I especially like to work with children.
- \_\_\_\_\_ I spend a lot of money on paper!

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



## 2 Listening Starting a profile

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



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

- ☐ Age    ☐ Appearance    ☐ Favorite actress    ☐ Favorite singer    ☐ Personality

## 3 Writing and speaking Guess who!

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

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

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

### Guess Who!

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



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

A: *This person is interested in art and fashion.*

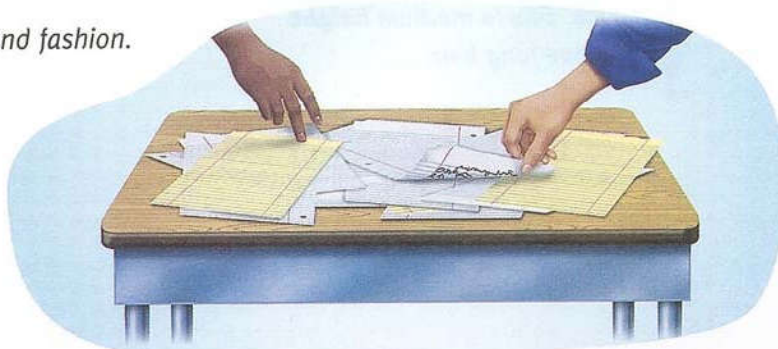
B: *I think I know. Is it Marta?*

A: *No, Marta has long hair.*

*This person has short hair.*

B: *Oh, OK.*

C: *Is it ... ?*



*I can describe my personality and appearance.*



# Wrap-up

## 1 Quick pair review

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

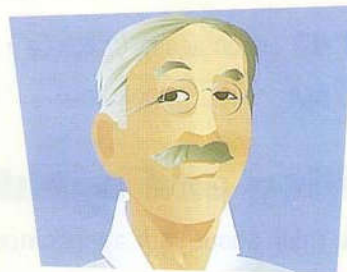
**Lesson B Test your partner!** Ask your partner the questions. Can your partner give the correct answers? You have one minute.

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

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

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

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



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

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

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

## 2 In the real world

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

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

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



# Rain or shine

## LESSON A

- Weather
- Adverbs of intensity; quantifiers with verbs

## LESSON B

- Asking for an opinion
- Giving an opinion

## LESSON C

- Indoor activities
- *Would like + infinitive*

## LESSON D

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

## Warm-up



1



2



3



4

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

**B** Do you ever do these activities? When do you do them?



# A *It's extremely cold.*

## 1 Vocabulary Weather

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

### Weather

cloudy rainy snowy sunny windy

### Temperature

cold cool hot warm



6. \_\_\_\_\_

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

8. \_\_\_\_\_

9. \_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

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

spring	summer	fall	winter	rainy season	dry season

## 2 Language in context Favorite seasons

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



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



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



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



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

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



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

#### Adverbs of intensity

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

#### Quantifiers with verbs

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

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

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

It snows a lot in Moscow in the winter.

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### 4 Listening Think about the weather!

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

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

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

### 5 Speaking True or false?

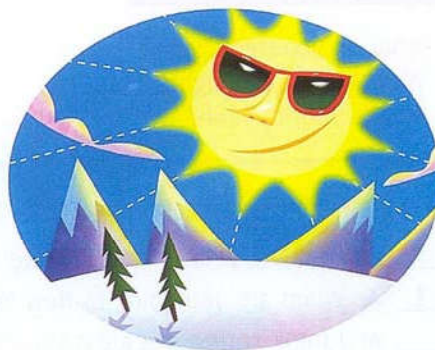
**A** Write two true sentences and two false sentences about the weather where you live. Use these words and expressions.

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

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


A: It's pretty sunny in the winter.

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



### 6 Keep talking!

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


I can talk about the weather and seasons. 



# B In my opinion, . . .

## 1 Interactions Opinions

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


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



Cindy: So, Luk, how are things in Bangkok?  
Luk: Great. It's warm and sunny today.  
Brian: It's really cold here in Chicago. So when are you coming to see us?  
Luk: Well, when's a good time to visit?  
Cindy: Hmm . . . I'm not sure.  
Luk: Brian? **What do you think?**



Brian: **I think** fall is a good time. The weather is great, and there's a lot to do.  
Cindy: Yeah, we can all go to a baseball game then.  
Luk: That would be great!

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

### Asking for an opinion

What do you think?  
What are your thoughts?  
What's your opinion?

### Giving an opinion

I think . . .  
I'd say . . .  
In my opinion, . . .

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

- \_\_\_ A: Well . . . what's your favorite season?
- 1 A: When are you going to New York?
- \_\_\_ A: I think spring is a great time to visit. It's usually warm and sunny then.
- \_\_\_ B: I don't know. What do you think? When's a good time to visit?
- \_\_\_ B: Really? OK. Maybe we'll go to New York in May.
- \_\_\_ B: My favorite season is spring.

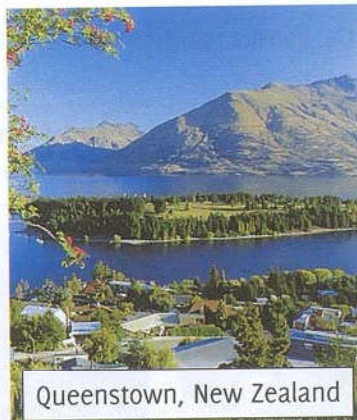


## 2 Listening When's a good time to visit?

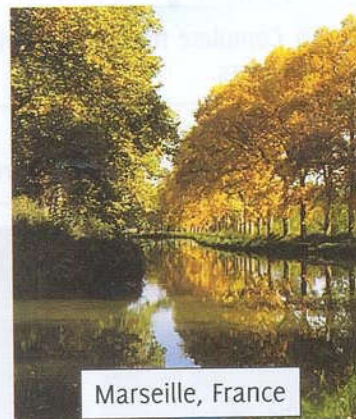
**A** Listen to three people talk to friends about a good time to visit these cities. Are their friends' opinions the same or different? Circle your answers.



Rio de Janeiro, Brazil



Queenstown, New Zealand



Marseille, France

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

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

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

## 3 Speaking Good time, bad time

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

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

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

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

**A:** The weather is warm then.

**B:** And there are some great festivals.

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



I can ask for and give an opinion.





# C

## I'd like to play chess.

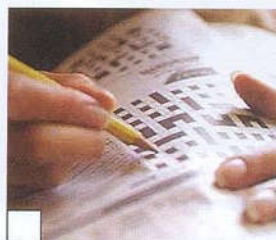
### 1 Vocabulary Indoor activities

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

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



a. bake \_\_\_\_\_



b. do \_\_\_\_\_



c. do \_\_\_\_\_



d. make \_\_\_\_\_



e. make \_\_\_\_\_



f. play \_\_\_\_\_



g. play \_\_\_\_\_



h. take \_\_\_\_\_

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

A: I do a crossword every day, so I think that's really fun. How about you?  
B: I never take a nap. I don't think that's fun at all. It's my number eight.

### 2 Conversation It's raining!

**A** Listen and practice.

Joanie: Oh, no! It's raining!

Evan: We can't go on our picnic.

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

Would you like to do a jigsaw puzzle?

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

Joanie: Um, yeah, I would.

Evan: We can make some popcorn, too.

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

Evan: OK. Why?

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

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





### 3 Grammar Would like + infinitive

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

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

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

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

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

Yes, I **would**.

No, I **wouldn't**.

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

Yes, they **would**.

No, they **wouldn't**.

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

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

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

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

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


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

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

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

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

### 4 Pronunciation Reduction of *would you*

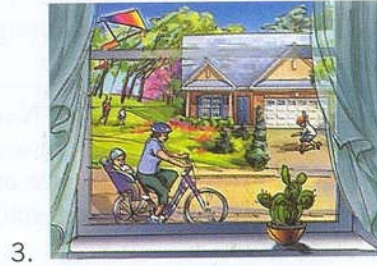
**A**  Listen and repeat. Notice how *would you* is pronounced /wʊdʒə/.

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

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

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

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



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

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

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

### 6 Keep talking!

Go to page 132 for more practice.

I can talk about what I would like to do.





# D

## Where would you like to go?

### 1 Reading

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

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



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



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



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



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



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



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



## 2 Writing An email to a friend

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

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

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

Kate Spencer to Hee-jin Choi Send

Hi Hee-jin,

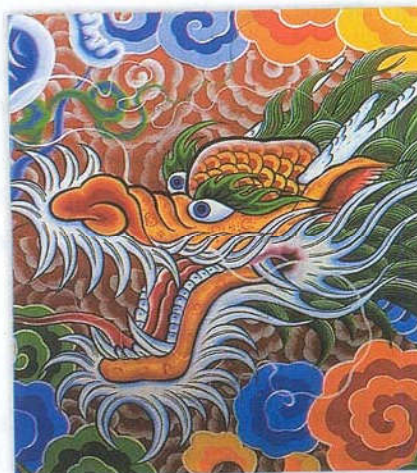
I have good news. I can visit you in Seoul this summer!

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

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

This is so exciting! See you soon.

Kate



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

## 3 Speaking A place I'd like to visit

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

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

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

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



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



# Wrap-up

## 1 Quick pair review

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

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

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

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

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

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

A: Yes, I would.

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

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

B: Is it Rio de Janeiro?

A: Yes, it is.

## 2 In the real world

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

*Chicago*

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



# Life at home

## LESSON A

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

## LESSON B

- Making a request
- Agreeing to a request

## LESSON C

- Household chores
- Separable two-word phrasal verbs

## LESSON D

- Reading: A magazine article
- Writing: Dream home

## Warm-up



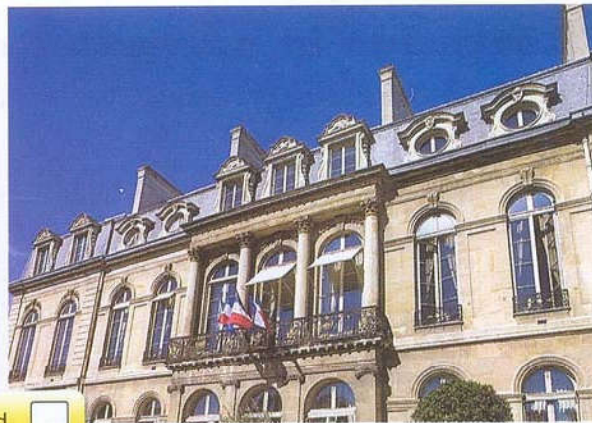
a.

☐


b.

☐


c.

☐


d.

☐


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

\_\_\_\_\_ Brazil    \_\_\_\_\_ France    \_\_\_\_\_ Iceland    \_\_\_\_\_ Japan

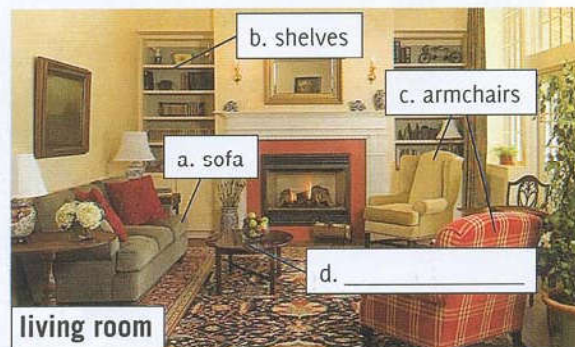
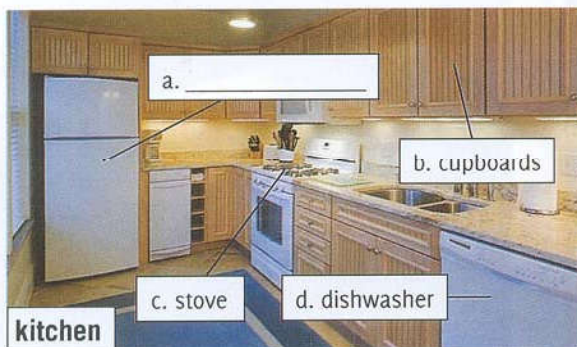
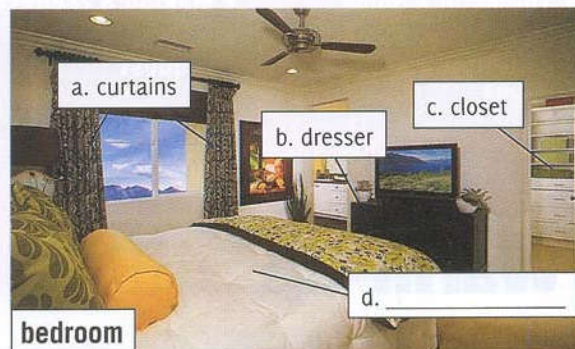
**B** Rank the homes you would like to visit from 1 (really want to visit) to 4 (don't want to visit).



## 1 Vocabulary Things in a home

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

bathtub    bed    coffee table    refrigerator



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

## 2 Language in context A new apartment

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



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

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



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



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

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



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

**How many** cupboards are there?

There are **a lot of** cupboards.  
**some**  
**a few**  
 There aren't **many** cupboards.  
**any**

**How much** light is there?

There's **a lot of** light.  
**some**  
**a little**  
 There isn't **much** light.  
**any**

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

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

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

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

A: How many rooms are there in the apartment?

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

## 4 Speaking My home

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

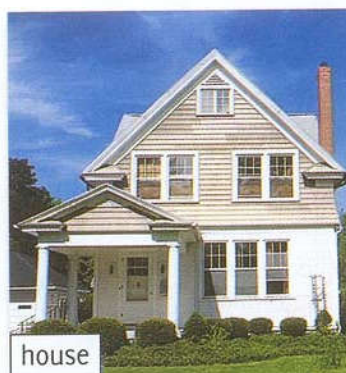
- Do you live in a house or an apartment?
- How many rooms are there?
- Are there many closets in the bedroom?
- Is there much space in the bathroom?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

B: I live in a small apartment.

A: Me, too.



house



apartment

## 5 Keep talking!

Go to page 133 for more practice.

I can ask and answer questions about my home.

