



ENGLISH HANDBOOK

Basic English - Level 2

COLLEGE DEGREE

Learning English opens
the doors to the world
and your future.



Dear Teacher and Student,

It is a great pleasure for me to provide you with this valuable English handbook, which was created to organize your work in order to be more efficient and successful in the classroom. Language is our primary source of communication. It is the system through which we share our ideas and thoughts with others. There are thousands of languages in the world.

Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. However, English is undoubtedly one of the most spoken ones. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a German) use English as a common language to communicate.

That is why everyone needs to learn English in order to get in touch on an international level. Speaking English will help you communicate with people from countries all over the world, not just English-speaking ones. English is also essential to the field of education.

In fact, in many countries students are taught and encouraged to learn English as a second language as most of the research and studies are written in English. In the same way, at a University level, students study almost all their subjects in English in order to make the material more accessible to international students. What is more, with good understanding and communication in English, you can travel around the world.

As a result, UDS must motivate and encourage students to learn English. Our success lies in the quality and expertise of our teachers. Teachers need to be passionate about their work and to have excellent subject knowledge. It is teaching quality together with student's effort that will determine the future adult's success in life.

I do really hope you will enjoy this handbook and thanks for being part of this successful team!

Sincerely,

A handwritten signature in black ink, appearing to read 'Victor', with a stylized flourish and a vertical line to the right.

Víctor Manuel Albores Alcázar
UDS Owner

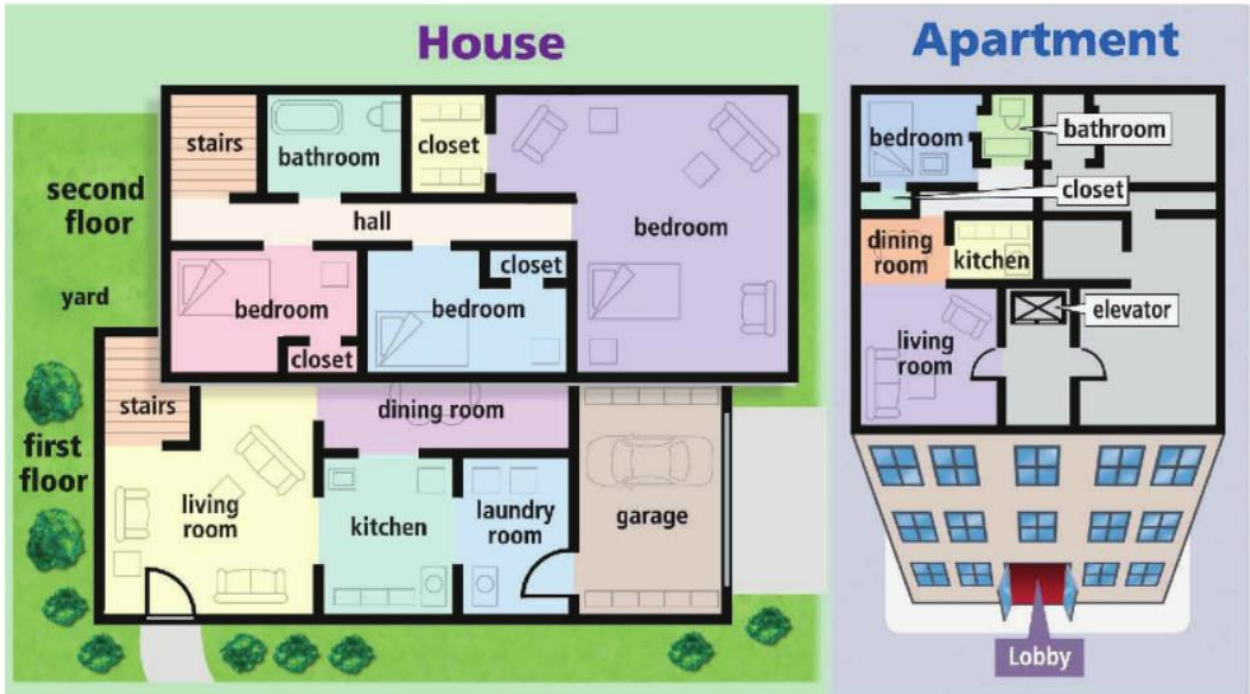
TABLE OF CONTENTS

TOPIC 1: Does it have a view?	p. 1
TOPIC 1: Workbook	p. 10
TOPIC 2: What do you do?.....	p. 16
TOPIC 2: Workbook	p. 25
TOPIC 3: Do we need any eggs?.....	p. 31
TOPIC 3: Workbook	p. 41
TOPIC 4: What sports do you play?.....	p. 47
TOPIC 4: Workbook	p. 57
TOPIC 5: You can't miss it.....	p. 63
TOPIC 5: Workbook	p. 74
Irregular Verbs	p. 80
Bibliography.....	p. 81

Does it have a view?

1 SNAPSHOT

Listen and practice.



Source: www.floorplanner.com

What rooms are in houses in your country? What rooms are in apartments?
What rooms are in your house or apartment?

2 CONVERSATION My new apartment

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!



3

GRAMMAR FOCUS

Simple present short answers

Do you **live** in an apartment?

Yes, I **do**. / No, I **don't**.

Do the bedrooms **have** windows?

Yes, they **do**. / No, they **don't**.

Does Chris **live** in a house?

Yes, he **does**. / No, he **doesn't**.

Does the house **have** a yard?

Yes, it **does**. / No, it **doesn't**.

A Complete the conversation. Then practice with a partner.

Linda: *Do* you *live* in an apartment?

Chris: No, I I in a house.

Linda: it a yard?

Chris: Yes, it

Linda: That sounds nice. you alone?

Chris: No, I I with my family.

Linda: you any brothers or sisters?

Chris: Yes, I I four sisters.

Linda: Really? your house many bedrooms?

Chris: Yes, it It four.

Linda: you your own bedroom?

Chris: Yes, I I'm really lucky.



1 Simple present short answers

▶ Remember: I/You/We/They **do/don't**. He/She/It **does/doesn't**.

Circle the correct words.

A: **Do / Does** your family **live / lives** in an apartment?

B: No, we **don't / doesn't**. We **have / has** a house.

A: That's nice. **Do / Does** your house have two floors?

B: Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.

A: And **do / does** you and your family **have / has** a yard?

B: Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?

A: No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.

B: Oh. **Do / Does** you **like / likes** the city?

A: Yes, I **do / does**. But my wife **don't / doesn't**.

B PAIR WORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?
3. Does he live alone?
4. Does he have his own room?

C PAIR WORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

4 LISTENING *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.



5 WORD POWER *Furniture*

A Listen and practice.



armchairs



stove



curtains



pictures



bed



table



coffee table



microwave oven



refrigerator



lamps





mirror



rug



TV



cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table stove
Dining room	table
Living room	
Bedroom	

C GROUP WORK What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV..."

6 CONVERSATION *There aren't any chairs.*

Listen and practice.

Chris: This apartment is great.

Linda: Thanks. I love it, but I really need some furniture.

Chris: What do you need?

Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.

Chris: And there's no sofa here in the living room.

Linda: And there aren't any chairs. There's only this lamp.

Chris: So let's go shopping next weekend.



7 GRAMMAR FOCUS

There is, there are

There's a bed in the bedroom.

There's no sofa in the bedroom.

There isn't a table in the kitchen.

There are some chairs in the kitchen.

There are no chairs in the living room.

There aren't any chairs in the living room.

There's = There is

A Look at the picture of Linda's apartment. Complete the sentences. Then practice with a partner.

- | | |
|---|----------------------------------|
| 1. <i>There's no</i> dresser in the bedroom. | 5. rugs on the floor. |
| 2. chairs in the kitchen. | 6. curtains on the windows. |
| 3. TV in the living room. | 7. mirror in the bedroom. |
| 4. refrigerator. | 8. books in the bookcase. |



B Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

2 There is, there are

- ▶ Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.
- ▶ Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

Read the information about the Diaz family's new house. Write sentences with the phrases in the box.

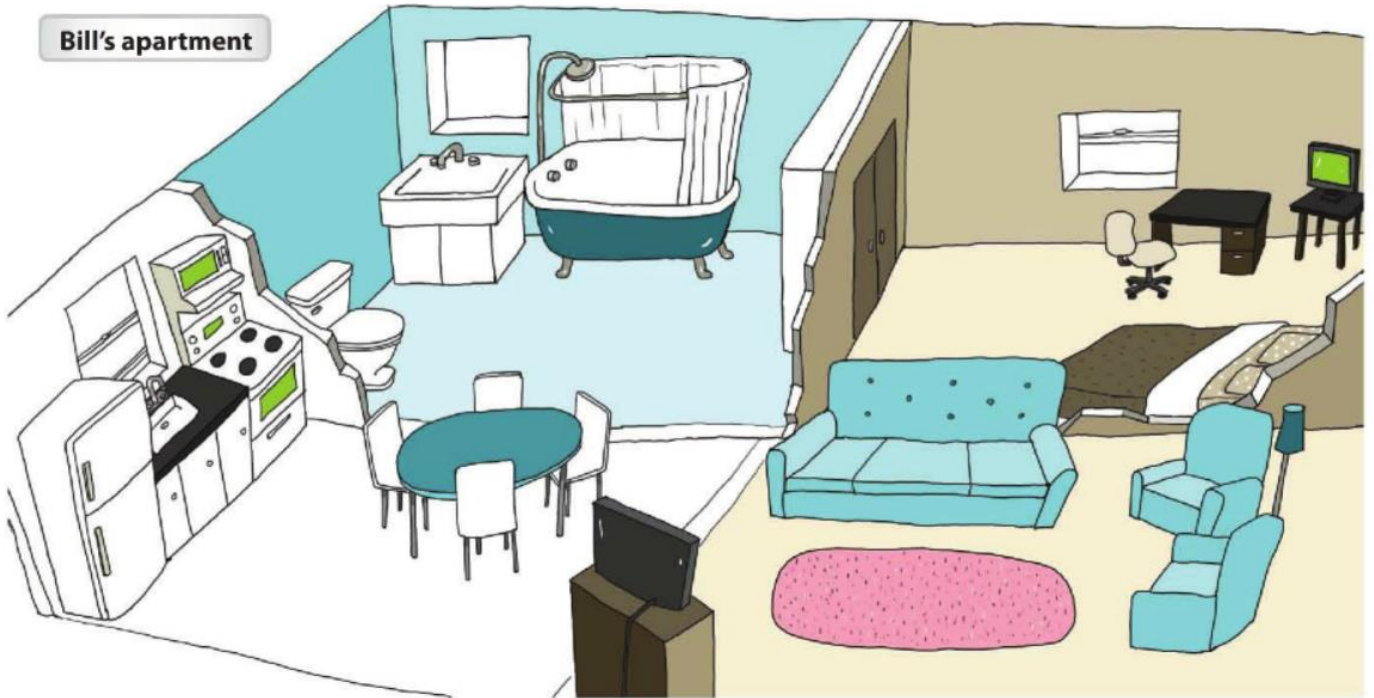
there's a	there are some
there's no	there are no
there isn't a	there aren't any

- | | |
|---------------------------------|-----|
| 1. A living room? | Yes |
| 2. A dining room? | No |
| 3. A dishwasher in the kitchen? | No |
| 4. A table in the kitchen? | Yes |
| 5. Curtains on the windows? | Yes |
| 6. Rugs on the floors? | No |
| 7. Closets in the bedrooms? | Yes |
| 8. Bookcases in the bedrooms? | No |
-
1. *There's a living room*.....
 2.
 3.
 4.
 5.
 6.
 7.
 8.

interchange 7 FIND THE DIFFERENCES

A PAIRWORK Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment



Rachel's apartment



A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.

B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B GROUP WORK Compare your answers.

9 PRONUNCIATION *Words with th*

A  Listen and practice. Notice the pronunciation of /θ/ and /ð/.


/ð/ /θ/ /ð/ /ð/ /θ/ /θ/

There are **th**irteen rooms in **th**is house. **Th**e house has **th**ree bathrooms.

B PAIR WORK List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

On Thursdays, their mother and father think for thirteen minutes.

10 LISTENING *Furniture is expensive!*

 Listen to Chris and Linda talk in a furniture store. What does Linda like? Check (✓) the things.

- | | | | |
|-------------------------------------|-----------------------------------|---|-----------------------------------|
| <input type="checkbox"/> armchairs | <input type="checkbox"/> a sofa | <input type="checkbox"/> a rug | <input type="checkbox"/> lamps |
| <input type="checkbox"/> a bookcase | <input type="checkbox"/> a mirror | <input type="checkbox"/> a coffee table | <input type="checkbox"/> curtains |

11 MY DREAM HOME

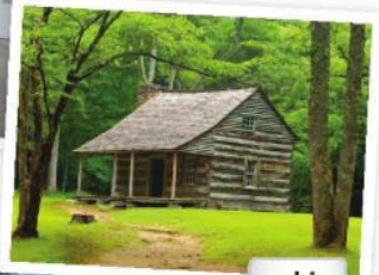
A Write a description of your dream home.

What is your dream home like?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .



loft



cabin



villa



beach house


B PAIR WORK Ask your partner about his or her dream home.

A: Does it have a view?


B: Yes, it has a very nice view of the forest. . . .

Unusual Homes

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

 Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.



 Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the "tree house," is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.



A Read the article. What's in each home? Complete the chart.

- bed on the upstairs floor
- bookcase
- closets
- ✓ colorful walls
- windows on the floor
- wood-burning stove

Arakawa and Gins's lofts	Dan Phillips's tree house
1. There are <u>colorful walls</u>	4. There are
2. There aren't any	5. There is a
3. There is a in the middle of the living room.	6. There is a

B GROUP WORK Talk about these questions.

1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are building a house. Do you use new materials or recycled materials? Why?

PROGRESS CHECK

1

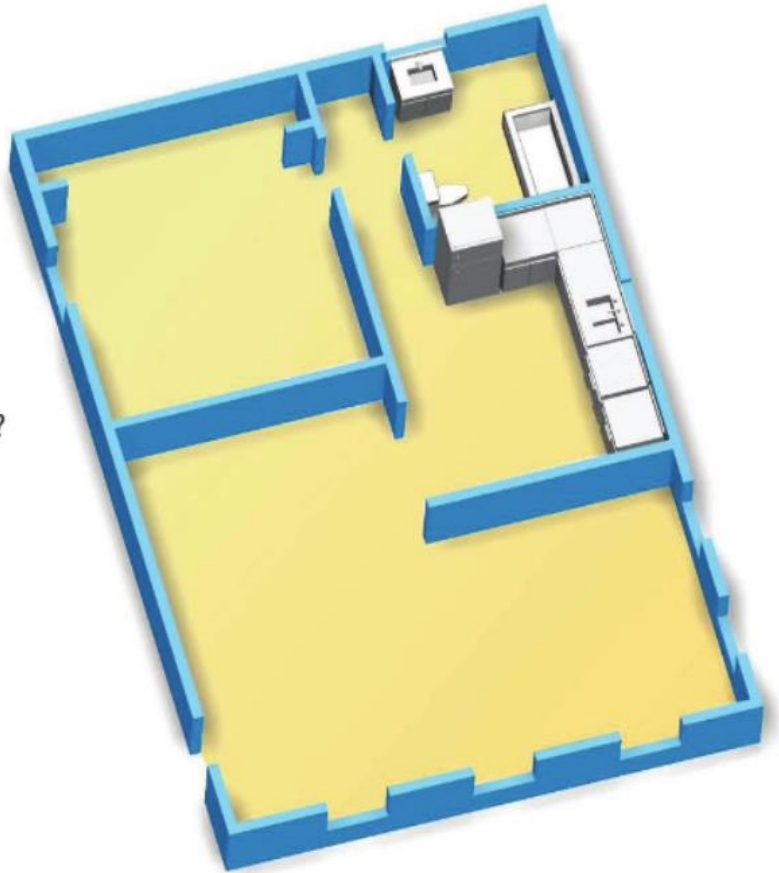
A NEW APARTMENT

A Imagine you are moving into this apartment. What things are in the rooms? Draw pictures. Use the furniture in the box and your own ideas.

bed	desk	lamp	sofa
chairs	dresser	mirror	table

B PAIRWORK Ask questions about your partner's apartment.

- A: I'm moving into a new apartment!
B: That's great! Where is it?
A: ...
B: What's it like? Does it have many rooms?
A: Well, it has ...
B: Does the ... have ...?
A: ...
B: Do you have a lot of furniture?
A: Well, there's ... in the ...
There are some ... in the ...
B: Do you have everything you need for the apartment?
A: No, I don't. There's no ...
There isn't any ...
There aren't any ...
B: OK. Let's go shopping this weekend!

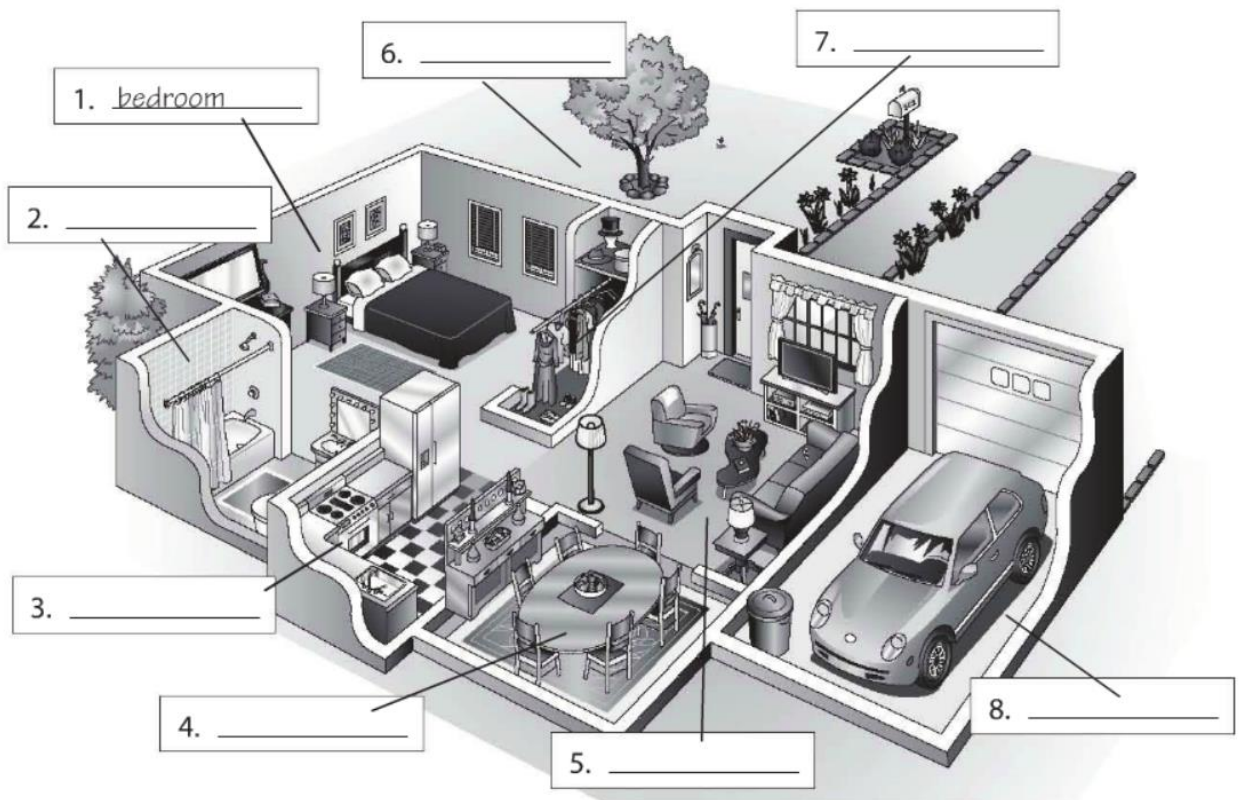


WORKBOOK

Om

1

Label the parts of the house.



Om

2

Complete the conversation. Use the sentences in the box.

- | | |
|---|---|
| <input type="checkbox"/> No, it only has two rooms. | <input type="checkbox"/> Yes, it has a great view of the city. |
| <input type="checkbox"/> Yes, I do. I love it! | <input checked="" type="checkbox"/> No, I live in an apartment. |

Simon: Do you live in a house, James?

James: No, I live in an apartment.

Simon: Well, is it very big?

James: _____

Simon: Does it have a view?

James: _____

Simon: Oh, that's great! And do you live alone?

James: _____

3

Complete the conversation with the correct words in parentheses.

Betsy: Do you _____ near here, Lauren?
(Do / Does) (live / lives)

Lauren: Yes, I _____. My husband and I
(do / does)

_____ on Main Street.
(live / lives)

Betsy: Oh, do you _____ in an apartment?
(live / lives)

Lauren: No, we _____. We _____ a house.
(don't / doesn't) (have / has)

Betsy: Oh, great! _____ you _____ children?
(Do / Does) (have / has)

Lauren: No, we _____. But my brother _____
(don't / doesn't) (live / lives)

with us.

Betsy: Really? Does he do a lot of work at home?

Lauren: Yes, he _____. In fact, he _____
(do / does) (cook / cooks)

dinner every night!

Betsy: You're lucky! I _____ alone, and
(live / lives)

I _____ my own dinner.
(cook / cooks)



4

Answer these questions with your information. Use short answers.

- | | |
|---|----------------------------------|
| 1. Do you live in an apartment? | <u>Yes, I do. / No, I don't.</u> |
| 2. Do you have a yard? | _____ |
| 3. Do you live with your family? | _____ |
| 4. Does your city or town have a park? | _____ |
| 5. Does your teacher have a car? | _____ |
| 6. Do you and your classmates speak English? | _____ |
| 7. Do you and your classmates study together? | _____ |
| 8. Does your classroom have a view? | _____ |
| 9. Does your school have an elevator? | _____ |
| 10. Does your city or town have a subway? | _____ |

5

What furniture do they have?

A Answer the questions about the pictures.



1. A: Does she have a television?
B: Yes, she does.
2. A: Does she need curtains?
B: _____
3. A: Does she need a sofa?
B: _____
4. A: Does she have a chair?
B: _____
5. A: Does she have a rug?
B: _____
6. A: Does she need pictures?
B: _____



7. A: Do they have a lamp?
B: _____
8. A: Do they need a table?
B: _____
9. A: Do they have chairs?
B: _____
10. A: Do they need a clock?
B: _____
11. A: Do they have a mirror?
B: _____
12. A: Do they need curtains?
B: _____

B What furniture do you have? What furniture do you need? Write four sentences.

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

6 Complete the description with 's, are, or aren't.



balcony

In Roger's house, there 's _____ a big living room. There _____ two bedrooms and two bathrooms. There _____ no yard, but there _____ a balcony. He has a lot of books, so there _____ bookcases in the living room and bedrooms. There _____ any chairs in the kitchen, but there _____ a big table with chairs in the dining room. There _____ no stove in the kitchen, but there _____ a small microwave oven. There _____ two televisions in Roger's house – there _____ one television in the living room, and there _____ one television in the bedroom.

7

Answer these questions with information about your home. Use the phrases in the box.

there's a . . .	there are some . . .
there's no . . .	there are no . . .
there isn't a . . .	there aren't any . . .

1. Does your kitchen have a dishwasher?
Yes, there's a dishwasher in my kitchen.
No, there isn't a dishwasher. / No, there's no dishwasher.
2. Does your kitchen have a clock?

3. Do you have a television in your living room?

4. Do you have bookcases in your living room?

5. Does the bathroom have a mirror?

6. Do you have pictures in your bedroom?

7. Does your bedroom have a closet?



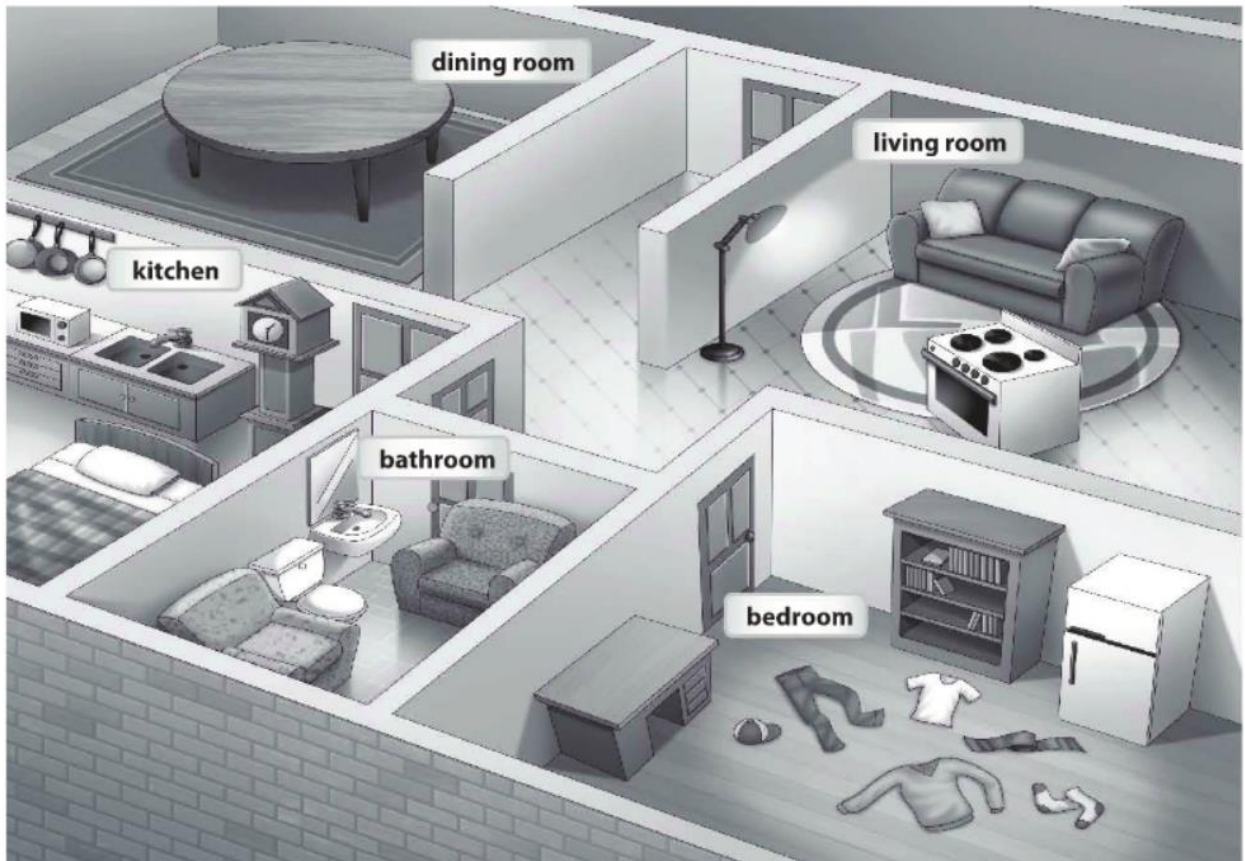
dishwasher

8

What's wrong with this house?



A Write sentences about the house. Use *there* and the words in parentheses.



1. There's no stove in the kitchen. / There isn't a stove in the kitchen. (stove / kitchen)
2. _____ (chairs / dining room)
3. _____ (stove / living room)
4. _____ (refrigerator / bedroom)
5. _____ (bed / bedroom)
6. _____ (armchairs / bathroom)
7. _____ (clock / kitchen)
8. _____ (bookcases / living room)

B Write four more sentences about the house.

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



9

Choose the correct responses.

1. A: My apartment has a view of the river.

B: You're lucky.

- Guess what!
- You're lucky.

2. A: Do you need bedroom furniture?

B: _____

- Yes, I do. I need a bed and a lamp.
- No, I don't. I need a bed and a lamp.

3. A: I really need a new desk.

B: _____

- So let's go shopping on Saturday.
- That's great!

4. A: Do you have chairs in your kitchen?

B: _____

- Yes, I do. I need four chairs.
- Yes, I do. I have four chairs.

10

Draw a picture of your home. Then write a description.
Use the questions in the box for ideas.

Where do you live?

Do you live in a house or an apartment?

What rooms does your home have?

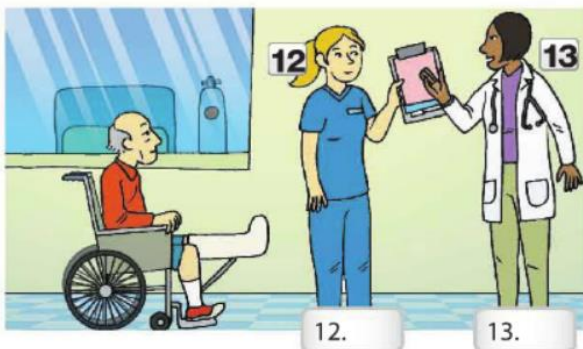
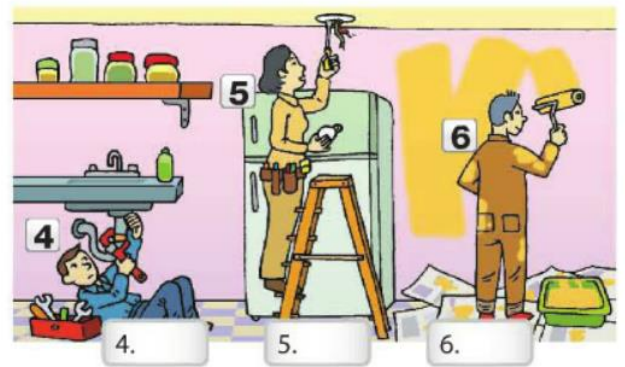
What furniture do you have?

What do you do?

1 WORD POWER Jobs

A Match the jobs with the pictures. Then listen and practice.

- | | | | |
|---------------|---------------------|---------------------|-------------------|
| a. accountant | e. electrician | i. painter | m. salesperson |
| b. bellhop | f. front desk clerk | j. plumber | n. security guard |
| c. cashier | g. nurse | ✓ k. police officer | o. taxi driver |
| d. doctor | h. office manager | l. receptionist | p. vendor |



B PAIR WORK Ask questions about the people in part A. What are their jobs?

A: What's her job?

B: She's a police officer.

2 THE WORKPLACE

A PAIR WORK Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.



In a hospital	In an office	In a store	In a hotel
doctor.....
nurse.....
.....

B CLASS ACTIVITY Ask and answer *Who* questions about jobs. Use these words.

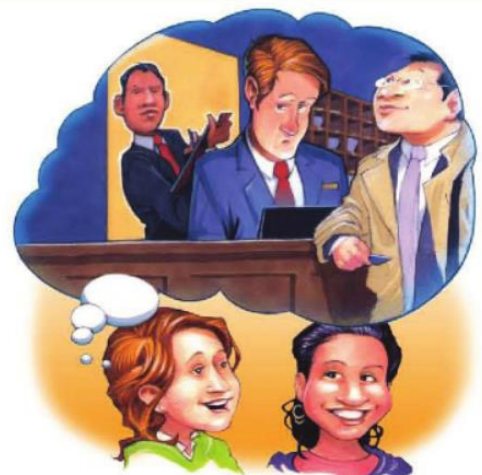
wears a uniform sits all day talks to people works hard
stands all day handles money works at night makes a lot of money

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard . . .

3 CONVERSATION *He works in a hotel.*

🎧 Listen and practice.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too.
 He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!



4

GRAMMAR FOCUS

Simple present Wh-questions

Where do you work?

In a hospital.

What do you do?

I'm a doctor.

How do you like it?

I really like it.

Where does he work?

In a hotel.

What does he do?

He's a manager.

How does he like it?

It's OK.

Where do they work?

In a store.

What do they do?

They're cashiers.

How do they like it?

They hate it.

A Complete these conversations. Then practice with a partner.

1. A: *What* does your sister *do* ?
 B: My sister? She's a nurse.
 A: *How* does she *like* it?
 B: It's difficult, but she loves it.
2. A: *Where* does your brother *work* ?
 B: In a hotel. He's a front desk clerk.
 A: Oh? *How* does he *like* it?
 B: He doesn't really like it.
3. A: *Where* do your parents *work* ?
 B: Oh, I guess they like them.
 A: I don't remember. *How* do they *like* it?
 B: In an office in the city.
4. A: *What* do you *do* ?
 B: I'm a student.
 A: I see. *How* do you *like* your classes?
 B: They're great. I like them a lot.

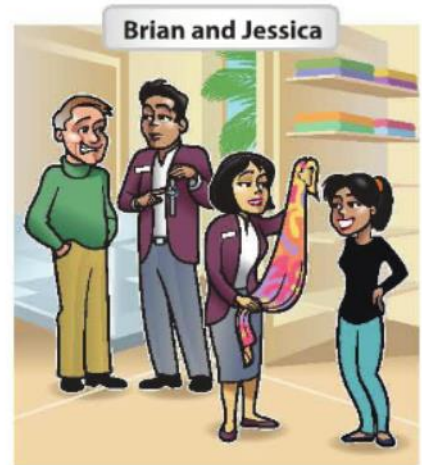
1 Simple present Wh-questions

► Use *What* to ask about things: **What do you do?** Use *Where* to ask about places: **Where do you work?** Use *How do/does ... like ... ?* to ask for an opinion: **How does he like his job?**

Complete the conversations.

1. A: What *does your husband do* ?
 B: My husband? Oh, he's a nurse.
 A: Really? Where *does he work* ?
 B: He works at Mercy Hospital.
2. A: Where *do you work* ?
 B: I work in a restaurant.
 A: Nice! What *do you like* ?
 B: I'm a cook.
3. A: How *do you like your job* ?
 B: My job? I don't really like it very much.
 A: That's too bad. What *do you do* ?
 B: I'm a manager. I work at a clothing store.
4. A: What *do your brother and sister do* ?
 B: My brother is a doctor, and my sister is a lawyer.
 A: How *do they like their jobs* ?
 B: They work very hard, but they love their jobs.

B PAIRWORK Ask questions about these people.
Where do they work? What do they do? How do they like it?



A: Where does David work?
B: He works in ...

5 PRONUNCIATION *Reduction of do*

🎧 Listen and practice. Notice the reduction of **do**.

Where **do you** work? Where **do they** work?
What **do you** do? What **do they** do?

6 SNAPSHOT

🎧 Listen and practice.

What do you do? What's your job like?



I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.



I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.



I'm a social worker. It's difficult and really stressful, but I love my job.



I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.

Source: www.careercast.com

Who likes his or her job? Who doesn't? Why or why not?
How do they describe their jobs? Write one more adjective for each job.

7 CONVERSATION *Please be careful!*

▶ Listen and practice.

Richard: Hey, Stephanie. I hear you have a new job.

Stephanie: Yes. I'm teaching math at Lincoln High School.

Richard: How do you like it?

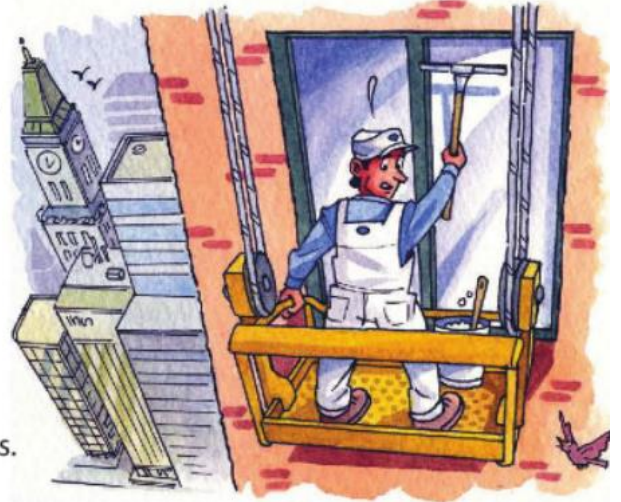
Stephanie: It's great. The students are terrific. How are things with you?

Richard: Not bad. I'm a window washer now, you know.

Stephanie: Really? How do you like it?

Richard: It's a stressful job. And it's pretty dangerous.

Stephanie: Please be careful!



8 LISTENING *It's pretty boring.*

▶ Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

	What do you do?	What's it like?
1. Monica
2. Hye-soon
3. Kirk
4. Philip

9 GRAMMAR FOCUS

Placement of adjectives ▶

be + adjective

A doctor's job **is stressful**.

A window washer's job **is dangerous**.

adjective + noun

A doctor has **a stressful job**.

A window washer has **a dangerous job**.

▶ **A** Write each sentence a different way. Then compare with a partner.

1. A doctor's job is interesting. *A doctor has an interesting job.*
2. A police officer's job is dangerous.
3. A teacher's job is stressful.
4. A plumber has a boring job.
5. An electrician has a difficult job.
6. A vendor has an easy job.



2 Placement of adjectives

- ▶ Adjectives come after the verb *be*: A doctor's job **is stressful**. Adjectives come before nouns: A police officer has a **dangerous job**. (NOT: ~~A police officer has a job dangerous.~~)
- ▶ Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT . . . have ~~stressfuls~~ jobs.)

Use the information to write two sentences.

1. accountant / job / boring

..An accountant's job is boring.....

..An accountant has a boring job.....

2. salesperson / job / stressful

.....

3. security guard / job / dangerous

.....

4. nurse / job / exciting

.....

5. taxi driver / job / interesting

.....

6. electrician / job / difficult

.....

B GROUP WORK Write one job for each adjective.

Do your classmates agree?

1. exciting ..flight attendant.....

4. boring

2. easy

5. difficult

3. dangerous

6. relaxing

A: A flight attendant has an exciting job.

B: I don't agree. A flight attendant's job is boring.

C: I think ...



interchange 8 THE PERFECT JOB

A PAIR WORK Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.


Do you want to ... ?	Me		My partner	
	Yes	No	Yes	No
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear blue jeans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have an exciting job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a relaxing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



work from 9 to 5




work outdoors



be on TV



perform in front of people



work with a team

B PAIR WORK Think of a good job for your partner.

A: You want to use English, travel, and have an exciting job.

Do you want to be a tour guide?

B: No, a tour guide's job is very stressful.

A: Well, do you want to be ... ?

JOB Profiles

Look at the photos. Which jobs look interesting? Why?



dog groomer

Lots of **Marco Mendez's** friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's never boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!



wedding planner

Lila Martin goes to nice restaurants, eats cake, listens to bands – and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!



video game designer

Hal Garner has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!



baker

Junko Watanabe has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

A Read the article. Who says these things? Write your guesses.

1. "I go to work very early in the morning."
2. "I know every restaurant in town."
3. "After work, I need to take a bath!"
4. "I sit down all day long!"

B Write a short description of a job, but don't write the name of the job. Then read it to the class. Your classmates guess the job.

PROGRESS CHECK

2 WHERE DOES HE WORK?

A Complete the conversations with Wh-questions.

- | | |
|--|--|
| <p>1. A: <i>Where does your father work</i>... ?
 B: My father? He works in a store.
 A: ?
 B: He's a salesperson.
 A: ?
 B: He likes his job a lot!</p> | <p>2. A: ?
 B: I'm an accountant.
 A: ?
 B: I work in an office.
 A: ?
 B: It's OK. I guess I like it.</p> |
|--|--|

B PAIR WORK Your partner asks the questions in part A. Answer with your own information.

3 LISTENING *Where do they work?*

A Listen to Linda, Kyle, and Wendy talk about their jobs. Check (✓) the correct answers.

	Where do they work?	What do they do?
1. Linda	<input type="checkbox"/> office <input type="checkbox"/> store <input type="checkbox"/> hospital <input type="checkbox"/> school <input type="checkbox"/> hotel <input type="checkbox"/> office	<input type="checkbox"/> receptionist <input type="checkbox"/> doctor <input type="checkbox"/> nurse <input type="checkbox"/> teacher <input type="checkbox"/> manager <input type="checkbox"/> bellhop
2. Kyle		
3. Wendy		

4 AN INTERESTING JOB

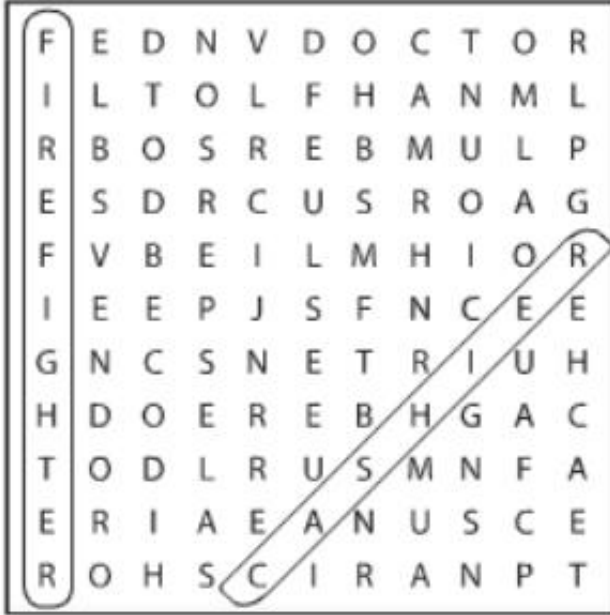
GROUP WORK What do you think of these jobs? Give your opinions.



- A: I think a farmer has a boring job.
 B: I don't really agree. I think a farmer's job is relaxing.
 C: Well, I think a farmer's job is difficult. . . .

WORKBOOK

1 Find and circle these jobs in the puzzle.



2

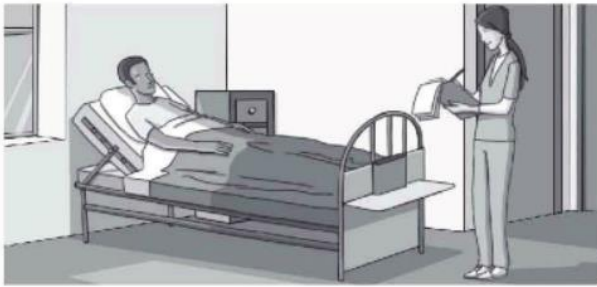
What do these people do? Write three sentences about each person. Use the phrases in the box and your own ideas.

handle money
help people

sit/stand all day
talk on the phone

wear a uniform
work hard

work inside
work outside



1. She's a nurse.
She helps people.
She works in a hospital.

2. _____



3. _____

4. _____



5. _____

6. _____

3**Complete the questions in these conversations.**

1. A: Where does your brother work _____ ?
 B: My brother? He works in a department store.
 A: What does he do _____ ?
 B: He works in the shoe department. He's a salesperson.

2. A: What _____ ?
 B: Kelly and Pam are nurses. And they work together, too.
 A: Where _____ ?
 B: At Springfield Hospital.



3. A: Where _____ ?
 B: My daughter works in an office.
 A: What _____ ?
 B: She's an accountant.

4. A: What _____ ?
 B: Joe and I? We fix computers.
 A: How _____ ?
 B: We like it a lot!



4

Complete the conversations.

1. A: Do you have a job?
 B: Yes, I _____ .
 A: Oh, what _____ you _____ ?
 B: I _____ a server.
 A: Where _____ you _____ ?
 B: I _____ at Paul's Coffee Shop.
 A: How _____ you _____ your job?
 B: I really _____ it. It's a great job!
 A: What time _____ you start work?
 B: I _____ work at 8:00 A.M., and
 I _____ at 3:00 P.M.



2. A: My brother _____ a new job.
 B: Really? Where _____ he _____ ?
 A: He _____ at the new clothing store
 downtown.
 B: What _____ he _____ there?
 A: He _____ a security guard.
 B: How _____ he
 _____ his job?
 A: Oh, I guess he _____ it.
 B: What time _____ he
 _____ work?
 A: He _____ work at
 10:00 A.M., and he
 _____ at 6:00 P.M.



5**Exciting or boring?**

ⓐ **A** Match the adjectives.

- | | |
|--------------------------|------------------|
| 1. <u> d </u> exciting | a. not stressful |
| 2. <u> </u> easy | b. not difficult |
| 3. <u> </u> relaxing | c. not dangerous |
| 4. <u> </u> safe | d. not boring |

ⓑ **B** Write each sentence two different ways.

- A flight attendant's job is exciting.
A flight attendant has an exciting job.
A flight attendant doesn't have a boring job.
- A security guard has a boring job.

- Steven's job is dangerous.



- A front desk clerk's job is stressful.

- Linda has a small apartment.

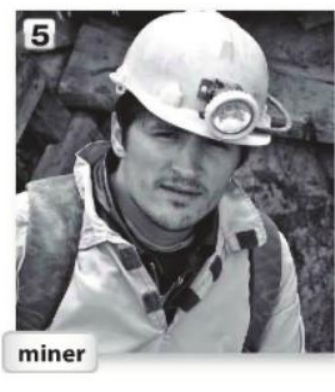
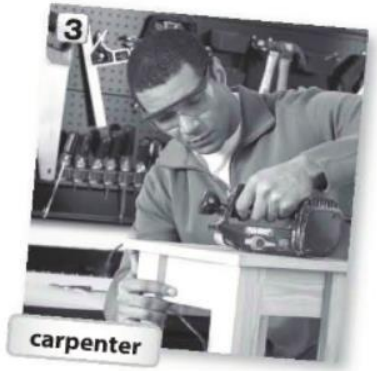
- Martha's house is big.

- Sarah has a talkative sister.

- My job is easy.



6 Write sentences with your opinion about each job.



1. A reporter has an exciting job. / A reporter's job isn't boring.
2. _____
3. _____
4. _____
5. _____
6. _____

7 Imagine you have a dream job. Write a description. Use the questions in the box for ideas.

What is the job?	What do you do, exactly?
Where do you work?	What's the job like? (Is it dangerous, relaxing, or . . . ?)

Do we need any eggs?

1 WORD POWER Foods

A  Listen and practice.



B What foods do you like? What foods don't you like? Make a list. Then tell a partner.

- A: I like rice, noodles, and oranges. I don't like fish, cheese, and carrots.
 B: I like ...

<u>I like</u>	<u>I don't like</u>
rice	fish
noodles	cheese
oranges	carrots

2 CONVERSATION *How about some sandwiches?*

▶ Listen and practice.

Adam: What do you want for the picnic?
 Amanda: Hmm. How about some sandwiches?
 Adam: OK. We have some chicken, but we don't have any bread.
 Amanda: And we don't have any cheese.
 Adam: Do we have any lettuce?
 Amanda: Let's see. . . No, we need some.
 Adam: Let's get some tomatoes, too.
 Amanda: OK. And let's buy some potato salad.
 Adam: All right. Everyone likes potato salad.



3 GRAMMAR FOCUS

Count and noncount nouns; some and any ▶

Count nouns

an egg → eggs
a sandwich → sandwiches

Do we need **any** eggs?
 Yes. Let's get **some** (eggs).
 No. We **don't** need **any** (eggs).

Noncount nouns

bread
 lettuce

Do we need **any** bread?
 Yes. Let's get **some** (bread).
 No. We **don't** need **any** (bread).

▶ **A** Complete the conversation with *some* or *any*.

Amanda: The store doesn't have any potato salad.
 Adam: Well, we have lots of potatoes. Let's make !
 Amanda: OK. Do we have mayonnaise?
 Adam: No. We need to buy .
 Amanda: We need onions, too.
 Adam: Oh, I don't want onions. I hate onions!
 Amanda: Then let's get celery.
 Adam: No. I don't want celery in my potato salad.
 But let's put apples in it.
 Amanda: Apples in potato salad? That sounds awful!



▶ **B** Complete the chart with foods from Exercise 1. Then compare with a partner.

Count	Noncount
eggs.....	cream.....
.....
.....
.....
.....

1 Count and noncount nouns; *some* and *any*

- ▶ Count nouns name things you can count: *vegetables, eggs, cookies*. Count nouns have a singular and plural form: 1 **book**, 2 **books**. Noncount nouns name things you can't count: *water, spinach, cheese*.
- ▶ Use *some* in affirmative sentences: We have **some** chicken. Use *any* in negative sentences and questions: We don't have **any** bread. Do we have **any** cheese?

Complete the conversations with *some* or *any*.

- A: What do you want for lunch?
B: Let's make*some*..... sandwiches.
A: Good idea! Do we have bread?
B: I think there's in the refrigerator. Let me see. . . . No, I don't see
A: Well, let's go to the store. We need milk, too. And do we have cheese?
B: Yes, we do. There's cheese here, and there are tomatoes, too.
A: Do we have mayonnaise? I love mayonnaise on my sandwiches.
B: Me, too. But there isn't here. Let's buy
- A: Let's make a big breakfast tomorrow morning.
B: OK. What do we need? Are there eggs?
A: There are, but I think we need to buy more.
B: OK. And let's get yogurt, too. We don't have, and I love yogurt for breakfast.
A: Me, too. Do you see bread in the refrigerator?
B: Yes, there's in the refrigerator.
A: Great! So we don't need to buy at the store.
B: That's right. Just eggs and yogurt!

4

PRONUNCIATION Sentence stress

A  Listen and practice. Notice the stressed words.

A: Do we need any eggs?

A: Do we need any lettuce?

B: Yes. We need some eggs.

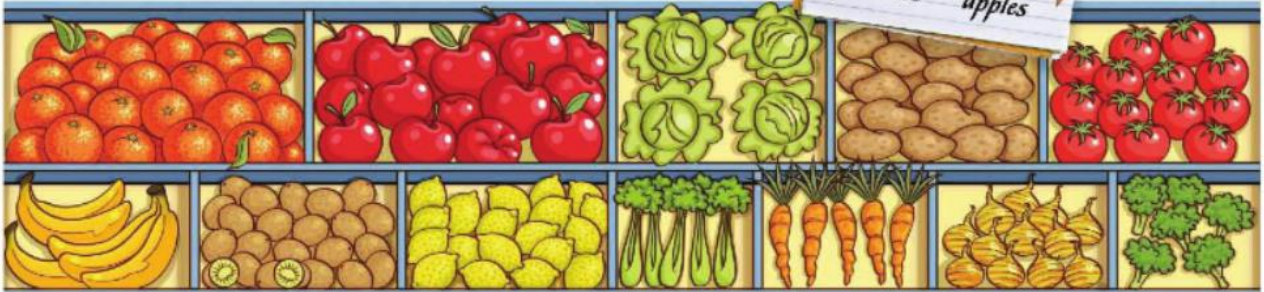
B: No. We don't need any lettuce.

B PAIR WORK Ask *Do we need...?* questions about the food in the picture. Then look at your shopping list and answer.

A: Do we need any oranges?


B: Yes. We need some oranges. Do we need any lettuce?

A: Let's see... No. We don't need any lettuce.






5

SNAPSHOT

 Listen and practice.

What Do You Have for Breakfast?

The United States	Japan	Mexico
		
<ul style="list-style-type: none"> <input type="checkbox"/> cereal with milk <input type="checkbox"/> fresh fruit <input type="checkbox"/> orange juice <input type="checkbox"/> coffee 	<ul style="list-style-type: none"> <input type="checkbox"/> fish <input type="checkbox"/> rice <input type="checkbox"/> soup <input type="checkbox"/> pickles <input type="checkbox"/> green tea 	<ul style="list-style-type: none"> <input type="checkbox"/> eggs <input type="checkbox"/> beans <input type="checkbox"/> tortillas <input type="checkbox"/> fresh fruit <input type="checkbox"/> sweet bread <input type="checkbox"/> coffee with milk

Source: www.about.com

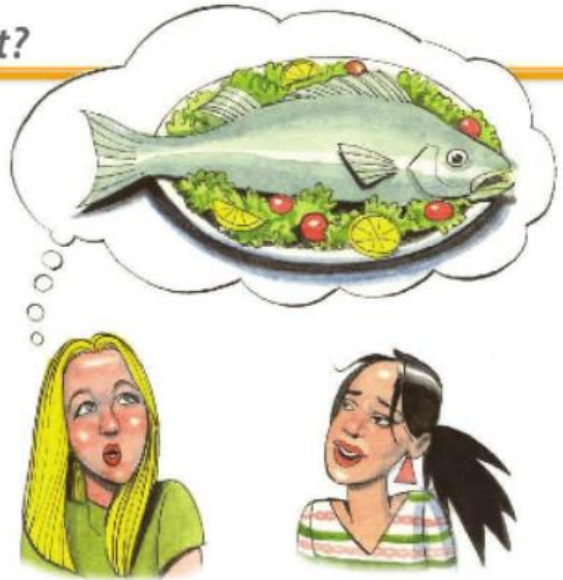
What do you have for breakfast? Check (✓) the foods.
What else do you have for breakfast?

6

CONVERSATION *Fish for breakfast?*

Listen and practice.

Sarah: Let's have breakfast together on Sunday.
 Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
 Sarah: Really? What do you have?
 Kumiko: We usually have fish, rice, and soup.
 Sarah: Fish for breakfast? That's interesting.
 Kumiko: Sometimes we have a salad, too. And we always have green tea.
 Sarah: Well, I never eat fish for breakfast, but I like to try new things.



7

GRAMMAR FOCUS

Adverbs of frequency

always
usually
often
 I **sometimes** eat breakfast.
hardly ever
never

Sometimes I eat breakfast.

Do you **ever** have fish for breakfast?
 Yes, I **always** do.
Sometimes I do.
 No, I **never** do.



2

Adverbs of frequency

Adverbs of frequency usually go before the main verb: *always, almost always, usually, often, sometimes, hardly ever, almost never, never*: She **never plays** tennis. I **almost always eat** breakfast. *Sometimes* can begin a sentence: **Sometimes I eat** breakfast.

Rewrite the conversation. Add the adverbs in the correct places.

A: Where do you have lunch? (usually) A: *Where do you usually have lunch?*.....
 B: I go to a restaurant near work. (often) B:
 A: Do you eat at your desk? (ever) A:
 B: No, I stay in for lunch. (hardly ever) B:
 A: And what do you have? (usually) A:
 B: I have soup and a sandwich. (always) B:
 A: Me, too. I have a big lunch. (never) A:

A Put the adverbs in the correct places. Then practice with a partner.

- usually
- A: What do you ^{usually} have for breakfast? (usually)
 B: Well, I have coffee and cereal. (often)
 A: Do you eat breakfast at work? (ever)
 B: I have breakfast at my desk. (sometimes)
 A: Do you eat rice for breakfast? (usually)
 B: No, I have rice. (hardly ever)



B Unscramble the sentences.

- I / have breakfast / on / never / weekends *I never have breakfast on weekends.*
- work / I / snacks / eat / at / hardly ever
- eat / for / pasta / dinner / sometimes / I
- have / I / dinner / with / often / family / my

C Rewrite the sentences from part B with your own information. Then compare with a partner.

- A: I always have breakfast on weekends.
 B: I hardly ever have breakfast on weekends. I usually get up late.

8 LISTENING Really? Never?

A Paul and Megan are talking about food. How often does Megan eat these foods? Listen and check (✓) Often, Sometimes, or Never.

	Often	Sometimes	Never
pasta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hamburgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eggs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B GROUP WORK Do you ever eat the foods in part A? Tell your classmates.

- A: I often eat pasta.
 B: Really? I never eat pasta.
 C: Well, I...



9

MEALTIME HABITS

A Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. Do you always eat breakfast?
2. What time do you usually eat lunch?
3. Do you ever eat cereal for dinner?
4. Do you ever go to a restaurant for breakfast?
5. What's something you never eat for lunch?
6. What do you usually drink with dinner?
7. ?
8. ?

A: Manuel, do you always eat breakfast?

B: No, I hardly ever do.

B CLASS ACTIVITY Tell your classmates about your partners' mealtime habits.

"Manuel hardly ever eats breakfast. But he always eats lunch and dinner. . ."

interchange 9 **SNACK SURVEY**

A Complete the snack survey. Use these foods and other foods you know.



Snacks I often eat	Snacks I sometimes eat	Snacks I never eat
.....
.....
.....
.....
.....
.....

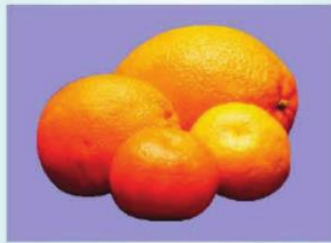
B PAIR WORK Compare your information.

- A: I often eat watermelon.
- B: I never eat watermelon. I sometimes eat popcorn.

EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

On New Year's Day, many people eat special foods for good luck in the new year.



Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.



In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve – one grape for good luck in each month of the new year.



At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.



On New Year's Day in South Korea, people eat *dduk guk* – soup with rice cakes – for strength and health in the new year.



Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.

A Read the article. Then correct these sentences.

1. In Mandarin, the word "tangerine" sounds like "wealth."^{luck}
2. Greeks eat pomegranates. Pomegranates bring health.
3. People in Spain eat 12 grapes, one grape for good luck in each hour of the day.
4. Swedish people eat rice pudding with money inside.
5. Koreans eat soup with chocolate cake for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollar bills.

B GROUP WORK Do you eat anything special on New Year's Day for good luck? Do you do anything special? Tell your classmates.

PROGRESS CHECK

1 CLASS PICNIC

GROUP WORK Plan a class picnic. Choose two main dishes, two salads, two drinks, and two desserts. Then tell the class.

Main dishes	
Salads	
Drinks	
Desserts	

useful expressions

Do we want any . . . ?
Let's get/make some . . .
I don't want/like . . .

2 AT THE MOVIES

PAIR WORK Does your partner ever have these things at the movies? Ask questions and complete the survey.

	always	usually	sometimes	hardly ever	never
1. popcorn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. soda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. candy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A: Do you have popcorn at the movies?

B: Yes, I always have popcorn.

WORKBOOK

1

Write the names of the foods.

Fruit

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

Vegetables

5. _____
6. _____
7. _____
8. _____

Grains

9. _____
10. _____
11. _____
12. _____

Fats and oils

13. _____
14. _____

Dairy

15. _____
16. _____

Meat and other proteins

17. _____
18. _____
19. _____
20. _____



2

Complete the sentences with the articles *a* or *an*. If you don't need an article, write \emptyset .



1. This is a banana.



2. This is _____ pasta.



3. This is _____ egg.



4. This is _____ apple.



5. This is _____ ice cream.



6. This is _____ kiwi.

3

What foods do you like? What foods don't you like? Write sentences.



1. drinks

I like coffee, green tea, and juice. I don't like milk.

2. fruit

3. vegetables

4. meat and other proteins

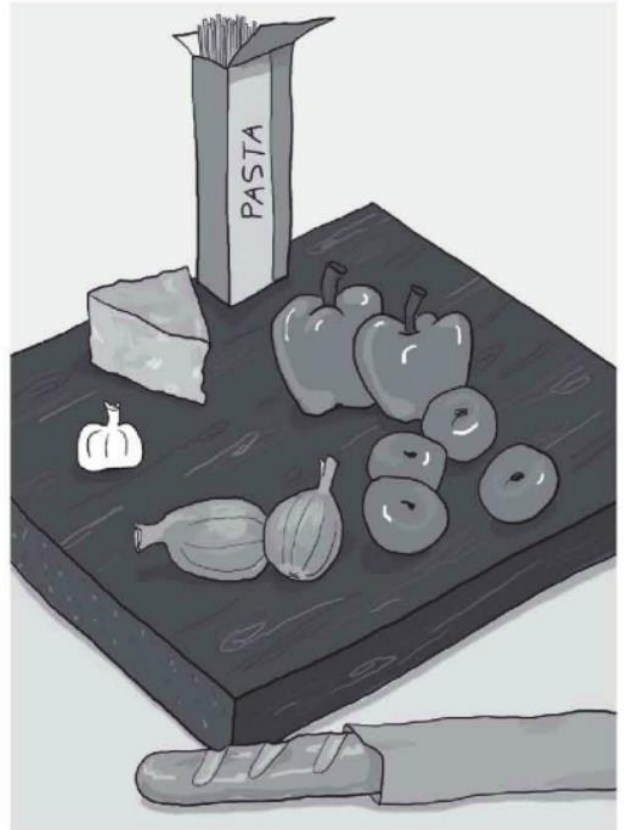
5. dairy

6. grains

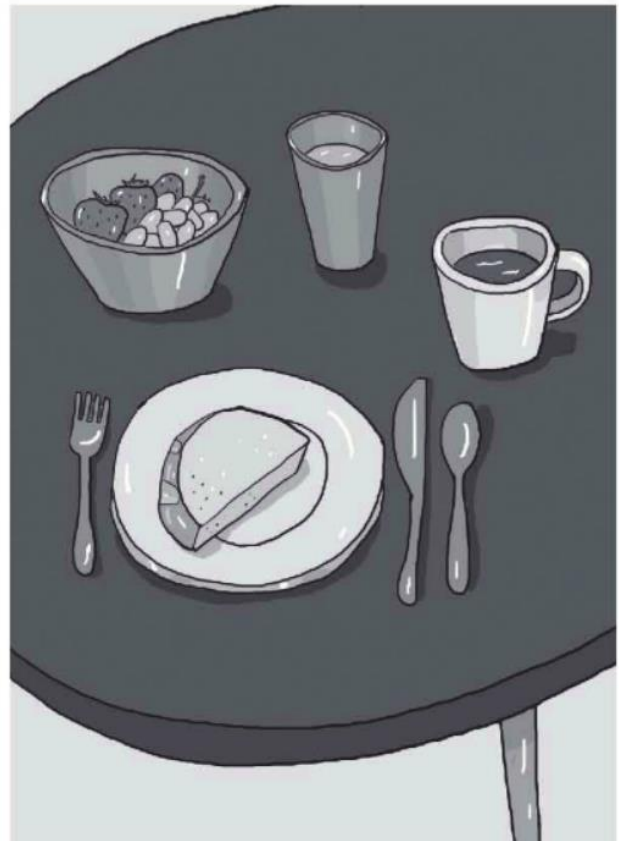
4

Complete the conversations with some or any.

1. A: What do you want for dinner?
 B: Let's make some pasta with tomato sauce.
 A: Good idea. Do we have _____ meat?
 B: Well, we have _____ beef, but I don't want _____ meat in the sauce. Let's get _____ tomatoes and onions.
 A: OK. Do we need _____ green peppers for the sauce?
 B: Yes, let's get _____ peppers. Oh, and _____ garlic, too.
 A: Great. We have _____ spaghetti, so we don't need _____ pasta.
 B: Yeah, but let's get _____ bread. And _____ cheese, too.



2. A: What do you eat for breakfast?
 B: Well, first, I have fruit – _____ grapes or strawberries.
 A: That sounds good. Do you have _____ eggs or meat?
 B: No, I don't eat _____ eggs or meat in the morning.
 A: Really? Do you have anything else?
 B: Well, I usually have _____ bread, but I don't put _____ butter on it.
 A: Do you drink anything in the morning?
 B: I always have _____ juice and coffee. I don't put _____ sugar in my coffee, but I like _____ milk in it.



5

What do you need to make these foods? What don't you need? Write sentences.



1. an omelet

You need some butter, milk, eggs,
and cheese. You don't need
any lemons.



2. a chicken sandwich



3. chicken soup



4. a vegetable salad



5. a fruit salad



6. your favorite food

6

Food habits



A Put the adverbs in the correct places.

1. Brazilians make drinks with fruit. (often)

Brazilians often make drinks with fruit.

2. Some people in Mexico eat pasta. (never)

3. In China, people put sugar in their tea. (hardly ever)

4. In England, people put milk in their tea. (usually)

5. In Japan, people have fish for breakfast. (sometimes)

6. Americans put cream in their coffee. (often)

7. In Canada, people have salad for breakfast. (hardly ever)

8. Some people in South Korea eat pickled vegetables for breakfast. (always)



B Rewrite the sentences in part A. Use your own information.

1. Brazilians often make drinks with fruit.

I hardly ever make drinks with fruit. /

I sometimes make drinks with chocolate.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



7

Do you often have these things for dinner? Write sentences. Use the adverbs in the box.

never hardly ever sometimes often usually always

1. cheese I hardly ever have cheese for dinner.
2. milk _____
3. coffee _____
4. eggs _____
5. beef _____
6. rice _____
7. beans _____
8. cereal _____

8

Answer the questions with your own information.

1. What's your favorite kind of food?

2. What's your favorite restaurant?

3. What do you usually have at your favorite restaurant?

4. Do you ever cook?

5. What's your favorite snack?



Chinese food



Mexican food



Italian food

What sports do you play?

1 SNAPSHOT

🎧 Listen and practice.

Sports Seasons in the U.S. and Canada

<p>In the spring, people...</p> <ul style="list-style-type: none"><input type="checkbox"/> play golf<input type="checkbox"/> play soccer<input type="checkbox"/> play basketball 	<p>In the summer, people...</p> <ul style="list-style-type: none"><input type="checkbox"/> play baseball<input type="checkbox"/> play volleyball<input type="checkbox"/> go swimming 
<p>In the fall, people...</p> <ul style="list-style-type: none"><input type="checkbox"/> play football<input type="checkbox"/> go bike riding<input type="checkbox"/> go hiking 	<p>In the winter, people...</p> <ul style="list-style-type: none"><input type="checkbox"/> play hockey<input type="checkbox"/> go ice-skating<input type="checkbox"/> go snowboarding 

Source: Adapted from ESPN Information Please Sports Almanac

What sports are popular in your country? Check (✓) the sports.
Do you like sports? What sports do you play or watch?

2 CONVERSATION I love sports.

🎧 Listen and practice.

Lauren: So, Justin, what do you do in your free time?

Justin: Well, I love sports.

Lauren: Really? What sports do you like?

Justin: My favorites are hockey, baseball, and soccer.

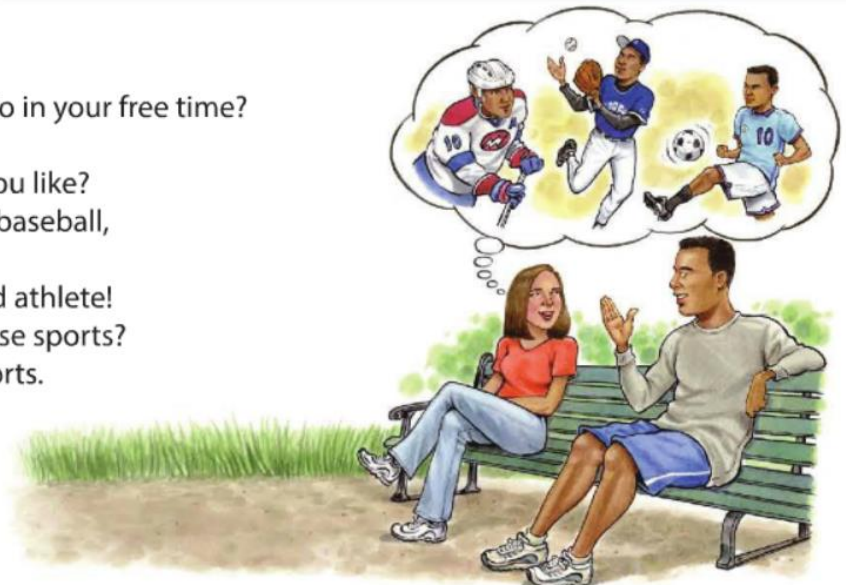
Lauren: Wow, you're a really good athlete!

When do you play all these sports?

Justin: Oh, I don't play these sports.

Lauren: What do you mean?

Justin: I just watch them on TV!



3

GRAMMAR FOCUS

Simple present Wh-questions

What sports do you play?

Who do you play baseball **with**?

Where do you play?

How often do you practice?

When do you practice?

What time do you start?

I play **hockey and baseball**.

I play **with some friends from work**.

We play **at Hunter Park**.

We practice **once or twice a week**.

We practice **on Sundays**.

We start **at ten o'clock in the morning**.

1 Simple present Wh-questions

- ▶ Remember: *who* = *what person*; *where* = *what place*; *how often* = *what frequency*; *when* = *what days*; *what time* = *what time of day*
- ▶ Remember: use *do* or *does* after the question word.

Complete the questions with the correct question word and *do* or *does*. Then match the questions with the answers.

- | | |
|---|---------------------------------------|
| 1. <i>What</i> sports <i>do</i> you like? | a. My father and my brother. |
| 2. you go to games with? | b. Usually at three o'clock. |
| 3. often your team play? | c. Baseball. I love to watch my team. |
| 4. they play? | d. Once a week. |
| 5. they play? | e. On Saturday afternoons. |
| 6. time the games start? | f. At Lincoln Park. |

A Complete the conversations with the correct Wh-question words. Then practice with a partner.

- A: I watch sports on TV every weekend.
 B: Really?*What sports*..... do you like to watch?
 A: Soccer. It's my favorite!
 B: do you usually watch soccer?
 A: On Sunday afternoons.
 B: And do you usually watch it?
 At home?
 A: No, at my friend's house. He has a really big TV!
- A: do you go bike riding?
 B: Oh, about once a month.
 A: I love to go bike riding. I go every Saturday.
 B: Really? do you go?
 A: Usually at about one o'clock.
 B: Oh, yeah? do you usually go with?
 A: My sister. Come with us next time!



B Complete the conversation with Wh-questions. Then compare with a partner.

A: *What sports do you like* ?
 B: I like a lot of sports, but I really love volleyball!
 A: ?
 B: I usually play with my sister and some friends.
 A: ?
 B: We practice on Saturdays.
 A: ?
 B: We start at about noon.
 A: ?
 B: We usually play in our yard, but sometimes we play at the beach.



C PAIR WORK Ask your partner five questions about sports or other activities. Then tell the class.

A: What sports do you like?
 B: I don't like sports very much.
 A: Oh? What do you like to do in your free time?

4 LISTENING *What sports do you like?*

🎧 Listen to the conversations about sports. Complete the chart.

Favorite sport	Do they play or watch it?	
	Play	Watch
1. Casey <i>golf</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. John	<input type="checkbox"/>	<input type="checkbox"/>
3. Sue	<input type="checkbox"/>	<input type="checkbox"/>
4. Henry	<input type="checkbox"/>	<input type="checkbox"/>



5 FREE-TIME ACTIVITIES

A Add one question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. What sports do you like?
2. What sports do you dislike?
3. What do you do on Sundays?
4. What do you like to do in the summer?
5. How often do you play video games?
6. ?

A: Jae-hoon, what sports do you like?
 B: I like a lot of sports. My favorites are soccer and baseball.

B CLASS ACTIVITY Tell your classmates about your partners' free-time activities.

6 CONVERSATION *I can't sing.*

🎧 Listen and practice.

Kayla: Oh, look. There's a talent contest on Saturday. Let's enter.
 Philip: I can't enter a talent contest. What can I do?
 Kayla: You can sing really well.
 Philip: Oh, thanks. . . Well, you can, too.
 Kayla: Oh, no. I can't sing at all – but I can play the piano.
 Philip: So maybe we *can* enter the contest.
 Kayla: Sure. Why not?
 Philip: OK. Let's practice tomorrow!



7 GRAMMAR FOCUS

Can for ability

I		you		I		What can I do?
You		I		you		You can sing.
He can	sing very well.	Can he	sing?	Yes, he can.		
She can't	sing at all.	she		No, she can't.		Who can sing?
We		we		we		Philip can.
They		they		they		

2 Can for ability

► Use the base form of the verb with *can*. With third-person singular, don't add an *-s* to *can* or to the base form: She **can play** the piano. (NOT: ~~She can plays the piano.~~)

A Write sentences about the things people can and can't do. Use *can* or *can't* with *and*, *but*, or *or*. (✓ = can, ✗ = can't)

- Sally: ride a bike ✓ drive a car ✗

 Sally can ride a bike, but she can't drive a car.
- John: play the piano ✓ play the violin ✓

- Brad and George: act ✓ sing ✗

- Maria: snowboard ✓ ice-skate ✗

- Justin: upload photos ✗ download a video ✗

- Lisa: write poems ✗ tell good jokes ✓

B Look at part A. Answer the questions. Write short sentences.

- Can Brad and George sing? No, they can't.
- Who can tell good jokes?
- Can Sally drive a car?
- Can John play the piano?
- Who can snowboard?
- What can George do?

A Kayla is talking about things she can and can't do. Complete these sentences.



1. Ican't..... draw.



2. I fix cars.



3. I sing.



4. I ice-skate at all.



5. I play the piano.



6. I act.

B PAIR WORK Ask and answer questions about the pictures in part A.

A: Can Kayla draw?

B: No, she can't.

C GROUP WORK Can your classmates do the things in part A? Ask and answer questions.

"Can you draw, Pedro?"

8 PRONUNCIATION *Can and can't*

A Listen and practice. Notice the pronunciation of **can** and **can't**.

/kən/ /kænt/
I **can** play the piano. I **can't** sing at all.

B PAIR WORK Your partner reads a sentence for each number. Check (✓) the sentence you hear.

- | | | | |
|---|--|--|---|
| 1. <input type="checkbox"/> I can sing. | 2. <input type="checkbox"/> I can act. | 3. <input type="checkbox"/> I can dance. | 4. <input type="checkbox"/> I can swim. |
| <input type="checkbox"/> I can't sing. | <input type="checkbox"/> I can't act. | <input type="checkbox"/> I can't dance. | <input type="checkbox"/> I can't swim. |

9

LISTENING I can do that!

Listen to three people talk about their abilities. Check (✓) the things they can do well.

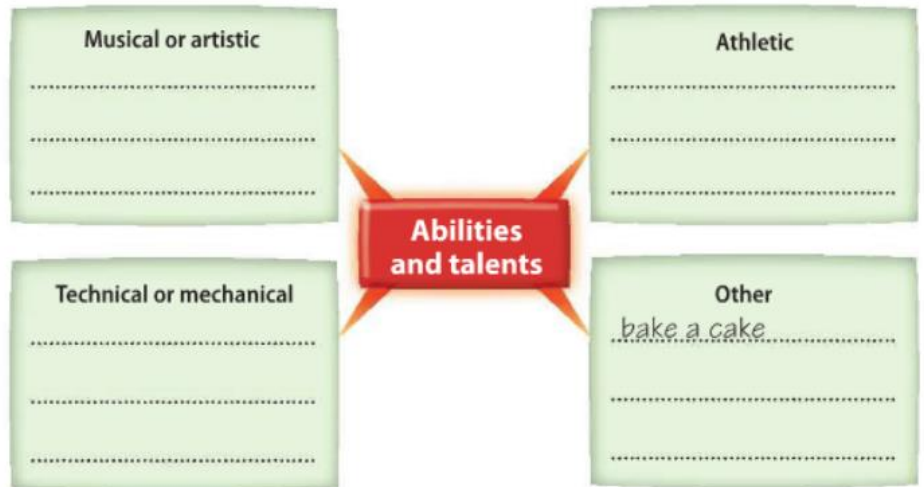
							
1. Craig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Julie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rob	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10

WORD POWER

Complete the word map with abilities and talents from the list. Then listen and check.

- ✓ bake a cake
- download a video
- do yoga
- fix a car
- play chess
- play the violin
- ride a horse
- sing English songs
- snowboard
- tell good jokes
- upload photos
- write poems



B GROUP WORK Who can do the things in part A? Make a list of guesses about your classmates.

- A: Who can bake a cake?
 B: I think Sophie can.
 C: Who can download ... ?

bake a cake - Sophie
 download a video -




C CLASS ACTIVITY Go around the room and check your guesses.

- A: Sophie, can you bake a cake?
 B: Yes, I can.

interchange 10 HIDDEN TALENTS

A CLASS ACTIVITY Go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

Names		
Can you ... ?	Can	Can't
play two musical instruments
whistle a song
say "Hello" in three languages
swim underwater
raise one eyebrow
do a handstand
fix a computer
make your own clothes
say the alphabet backward
wiggle your ears

		
whistle a song	raise one eyebrow	do a handstand
		
make your own clothes	say the alphabet backward	wiggle your ears

A: Can you play two musical instruments?

B: Yes, I can. OR No, I can't.

B CLASS ACTIVITY Share your answers with the class.

"Mei-li can't play two musical instruments, but Claudia can. She can play the violin and the piano."

C Do you have any other "hidden talents"?

An interview with Shawn Johnson

How often do you think professional athletes practice?



Get a sneak peek inside the life of this U.S. gold medal-winning Olympic gymnast!



Where are you from?

Des Moines, Iowa. I live there now.

Who do you train with?

A lot of people think I have a private coach. But I train with 13 other girls at the gym!

How often do you practice?

Most athletes train about 45 hours a week. But my parents want me to have a "normal life." I train about 25 hours a week. I usually work out four hours a day during the week, and five to six hours on Saturdays. I don't practice on Sundays.

What do you eat to stay healthy?

I have to watch my diet to be a healthy gymnast. But I don't get stressed about it.

What are your favorite foods?

Chicken and steak kebabs, peaches and cream, and corn on the cob.

What do you do when you're not training?

I love to ride horses and spend time with my friends.

What do you do for good luck?

I always travel with my blankets. But I don't believe in good-luck charms!

Who are your biggest fans?

My mom, dad, and of course my coach!

A Read the interview. Then check (✓) the correct answers to the questions.

- Who does Shawn train with?
 - just her coach
 - other gymnasts
- How often does she practice?
 - 25 hours a week
 - 45 hours a week
- How much does she train on Saturdays?
 - four hours
 - five to six hours
- What does she like to do in her free time?
 - eat in restaurants
 - ride horses and be with friends
- What does she travel with?
 - a good-luck charm
 - her blankets

B GROUP WORK Do you think athletes have an easy life? Is playing a sport fun, or hard work? Discuss your reasons with your classmates.

PROGRESS CHECK

3 LISTENING *What do you play?*

Listen to Jenny ask Ben about sports. Check (✓) Ben's answers.

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> I play baseball. | 3. <input type="checkbox"/> At 6:30 P.M. | 5. <input type="checkbox"/> On the weekends. |
| <input type="checkbox"/> I play basketball. | <input type="checkbox"/> At 6:30 A.M. | <input type="checkbox"/> In the afternoons. |
| 2. <input type="checkbox"/> Some friends from school. | 4. <input type="checkbox"/> Every day. | 6. <input type="checkbox"/> At the park. |
| <input type="checkbox"/> Some friends from work. | <input type="checkbox"/> Every week. | <input type="checkbox"/> In the yard. |

4 WHAT DO YOU LIKE?

A Complete the chart with things you love, like, and don't like.

	I love ...	I like ...	I don't like ...
Sports
Foods
Clothes

B PAIRWORK Find out what your partner loves, likes, and doesn't like. Then ask more questions with *who*, *where*, *how often*, or *when*.

- A: What sports do you love?
 B: I love ice-skating.
 A: Who do you usually go ice-skating with?

5 JOB ABILITIES

GROUP WORK What can these people do well? Make a list. Use the abilities in the box and your own ideas. Then tell the class.



chef



mechanic



artist



musician

bake
 cook
 draw
 fix a car
 fix a motorcycle
 paint
 play the piano
 read music

- A: A chef can cook very well.
 B: A chef can also bake things, like cakes.
 C: Also, a chef can ...

WORKBOOK

1 Sports

A Complete the crossword puzzle. Write the names of the sports.

Across (→)

Down (↓)

B Which sports in part A follow *go*? Which sports follow *play*? Complete the chart.

go	play	
_____	<i>soccer</i> _____	_____
_____	_____	_____
_____	_____	_____

Om

2

Complete the conversation. Use the questions in the box.

Who do you practice with?

Do you like sports?

What sports do you like?

Does your sister play volleyball, too?

When do you usually practice?

Joe: Do you like sports?

Liz: Yes, I do. I like them a lot.

Joe: Really? _____

Liz: Well, I love volleyball.

Joe: _____

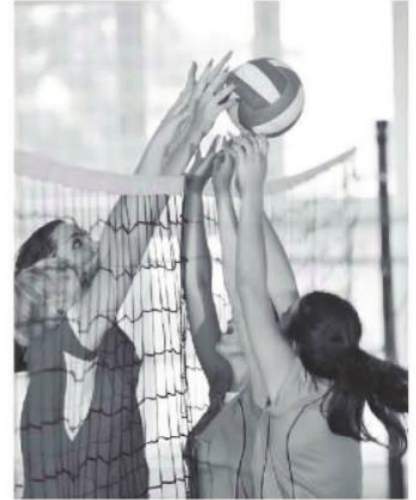
Liz: On weekends. I'm too busy on weekdays.

Joe: _____

Liz: I usually practice with my friends from school.

Joe: _____

Liz: No, she doesn't like sports. She thinks they're boring.



Om

3

Unscramble the questions. Then answer with your own information.



1. you do like baseball

Do you like baseball?

2. sports what do watch you

3. you play sports what do

4. snowboarding do you how often go

5. do with who sports you play

4

Write questions and answers about these people.



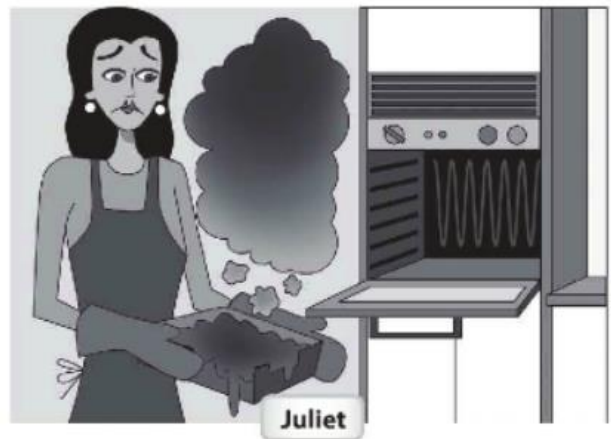
1. Can Andrew fix a car?
No, he can't.



2. _____



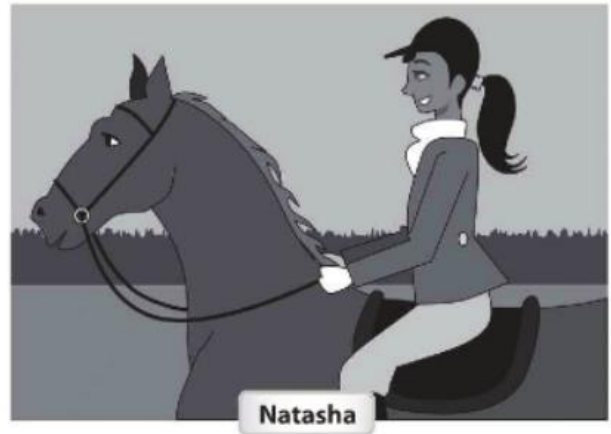
3. _____



4. _____



5. _____



6. _____

5

Write sentences about these people. Use can, can't, and but.



1. She can play the guitar, but
she can't play the piano.



2. _____



3. _____



4. _____

6

Choose the correct responses.

1. A: Do you like the guitar?

B: No, I don't.

- Yes, I can.
- No, I don't.

2. A: Who do you play tennis with?

B: _____

- I do.
- My sister.

3. A: Who can fix a computer?

B: _____

- I can.
- Yes, I can.

4. A: Where do you go snowboarding?

B: _____

- In winter.
- In the mountains.

7

Can or can't?

A Can you do these things? Check (✓) can or can't.

	can	can't
1. cook	<input type="checkbox"/>	<input type="checkbox"/>
2. dance	<input type="checkbox"/>	<input type="checkbox"/>
3. drive a car	<input type="checkbox"/>	<input type="checkbox"/>
4. play chess	<input type="checkbox"/>	<input type="checkbox"/>
5. play the piano	<input type="checkbox"/>	<input type="checkbox"/>
6. snowboard	<input type="checkbox"/>	<input type="checkbox"/>
7. speak two languages	<input type="checkbox"/>	<input type="checkbox"/>
8. swim	<input type="checkbox"/>	<input type="checkbox"/>
9. tell good jokes	<input type="checkbox"/>	<input type="checkbox"/>
10. upload photos	<input type="checkbox"/>	<input type="checkbox"/>



B Write sentences about the things in part A.

1. I can't cook at all.
2. I can dance really well.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



8

Write each sentence a different way. Use the sentences in the box.

- | | | |
|---|--|--|
| <input type="checkbox"/> I hardly ever go hiking. | <input type="checkbox"/> I love it. | <input checked="" type="checkbox"/> He can play sports well. |
| <input type="checkbox"/> She tells good jokes. | <input type="checkbox"/> He can't sing at all. | <input type="checkbox"/> She has many talents. |

- He's a great athlete.
He can play sports well. _____
- I don't go hiking very often.

- She has a lot of abilities.

- I really like it.

- He's a terrible singer.

- She's very funny.



9

Answer these questions with short answers. Use your own information.

- Can you speak English well? _____
- Can you speak Spanish? _____
- Can you ride a bike? _____
- Do you like sports? _____
- Are you a good student? _____
- Do you like your English class? _____
- Can you play a musical instrument? _____
- Do you ever go ice-skating? _____
- Do you ever play basketball? _____
- Can you download a video? _____

10

What can your friends and family do? What can't they do? Write sentences.

- _____
- _____
- _____
- _____

You can't miss it?

1

WORD POWER *Places and things*

A Where can you get these things? Match the things with the places. Then listen and practice. "You can buy aspirin at a drugstore."

1. aspirinb.....
2. bread
3. a dictionary
4. gasoline
5. a sandwich
6. stamps
7. a suit
8. traveler's checks



a. a post office



b. a drugstore



c. a gas station



d. a department store



e. a bank



f. a bookstore



g. a coffee shop



h. a supermarket

B PAIRWORK What else can you get or do in the places in part A?

A: You can get a magazine at a bookstore.

B: And you can send a package at the post office.

2 LISTENING *I need a new swimsuit.*

- A** Listen to the Anderson family's conversations. What do they need? Where are they going to get the things? Complete the chart.

	What	Where
1. Jean	a swimsuit	
2. Mom		
3. Dad		
4. Mike		

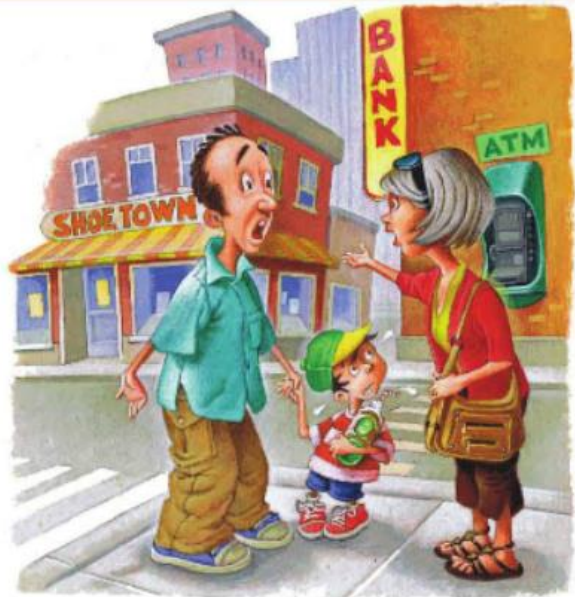
- B PAIRWORK** What do you need? Where are you going to get it? Tell your partner.

"I need a snack, so I'm going to go to a coffee shop. . ."

3 CONVERSATION *It's an emergency!*

- Listen and practice.

Man: Excuse me. Can you help me? Is there a public restroom around here?
 Woman: A public restroom? Hmm. I'm sorry. I don't think so.
 Man: Oh, no. My son needs a restroom – now. It's an emergency!
 Woman: Oh, dear. Well, there's a restroom in the department store on Main Street.
 Man: Where on Main Street?
 Woman: It's on the corner of Main and First Avenue.
 Man: On the corner of Main and First?
 Woman: Yes, it's across from the park. You can't miss it.
 Man: Thanks a lot.



4 PRONUNCIATION *Compound nouns*

- A** Listen and practice. Notice the stress in these compound nouns.

post office

gas station

restroom

coffee shop

drugstore

bookstore

supermarket

department store

- B PAIRWORK** Practice these sentences. Pay attention to the stress in the compound nouns.

There's a restroom in the drugstore.
 There's a bookstore in the department store.

There isn't a post office in the supermarket.
 There isn't a coffee shop in the gas station.

5 GRAMMAR FOCUS

Prepositions of place



on

on the corner of

across from

next to

between

The department store is **on** Main Street.
It's **on the corner of** Main and First.
It's **across from** the park.

It's **next to** the bank.
The bank is **between** the department store **and** the restaurant.

1 Prepositions of place

- ▶ Use *on* with the names of streets and avenues: The bookstore is **on** Center Street. The theater is **on** Park Avenue.
- ▶ *Across from* is another way of saying *opposite*: The library is **across from** the theater. = The library is **opposite** the theater.

Circle the correct words.

A: Excuse me. Is there a gas station around here?

B: Yes, there is. It's **in** / **on** Third Avenue.

A: Where on Third Avenue?

B: It's **in** / **on** the corner of Center Street and Third Avenue.

A: Across **from** / **to** Stacy's Department Store?

B: Yes, that's right. It's next **to** / **from** the park.

A: Thanks. Oh, and where is the post office?

B: It's on Center Street – **between** / **next to** the hospital and the bank.

A: Great. Thanks very much.

B: You're welcome.

A Look at the map and complete the sentences. Then compare with a partner.



1. The coffee shop is *on* Second Avenue. It's the shoe store.
2. The movie theater is Park and Main. It's the park.
3. The gas station is the parking lot. It's First and Center.
4. The post office is Center and Second. It's the hospital.
5. The bank is the restaurant and the department store. It's Main Street.

B PAIR WORK Where are these places on the map? Ask and answer questions.

the park the drugstore the bookstore the hospital the shoe store

A: Where is the park?

B: It's between Park and First, across from the department store.

6 LISTENING *Where is it?*

🎧 Look at the map in Exercise 5. Listen to four conversations. Where are the people going?

1. 2. 3. 4.

7 **SNAPSHOT**

🎧 Listen and practice.



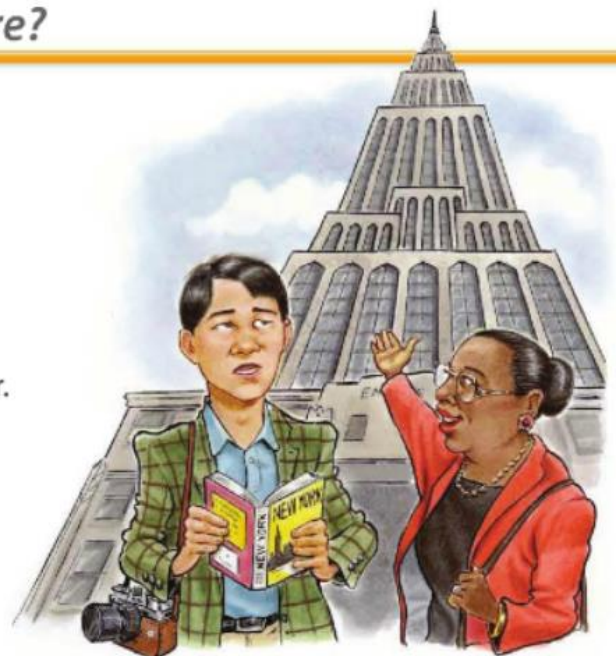
Source: www.iloveny.com

What do you know about these places? What makes them popular?
What are some popular tourist attractions in your country?

8 **CONVERSATION** *Is it far from here?*

🎧 Listen and practice.

- Tourist: Excuse me, ma'am. Can you help me?
How do I get to St. Patrick's Cathedral?
- Woman: Just walk up Fifth Avenue to 50th Street.
St. Patrick's is on the right.
- Tourist: Is it near Rockefeller Center?
- Woman: Yes, it's right across from Rockefeller Center.
- Tourist: Thank you. And where is the Empire State Building? Is it far from here?
- Woman: It's right behind you. Just turn around and look up!



9

GRAMMAR FOCUS

Directions 

How do I get to Rockefeller Center?

Walk up/Go up Fifth Avenue.

Turn left on 49th Street.

It's **on the right**.

How can I get to Bryant Park?

Walk down/Go down Fifth Avenue.

Turn right on 42nd Street.

It's **on the left**.

2 Directions

► *Walk up/Go up* mean the same. *Walk down/Go down* also mean the same.

Bob doesn't know the city at all. Correct Bob's directions. Write the opposite of what he says.

1. Dan: How do I get to the library?

Bob: Walk up Park Avenue.

You: *No, don't walk up Park Avenue. Walk down Park Avenue.*

2. Dan: How can I get to the park?

Bob: Turn right on Main Street.

You:

3. Dan: How do I get to the post office?

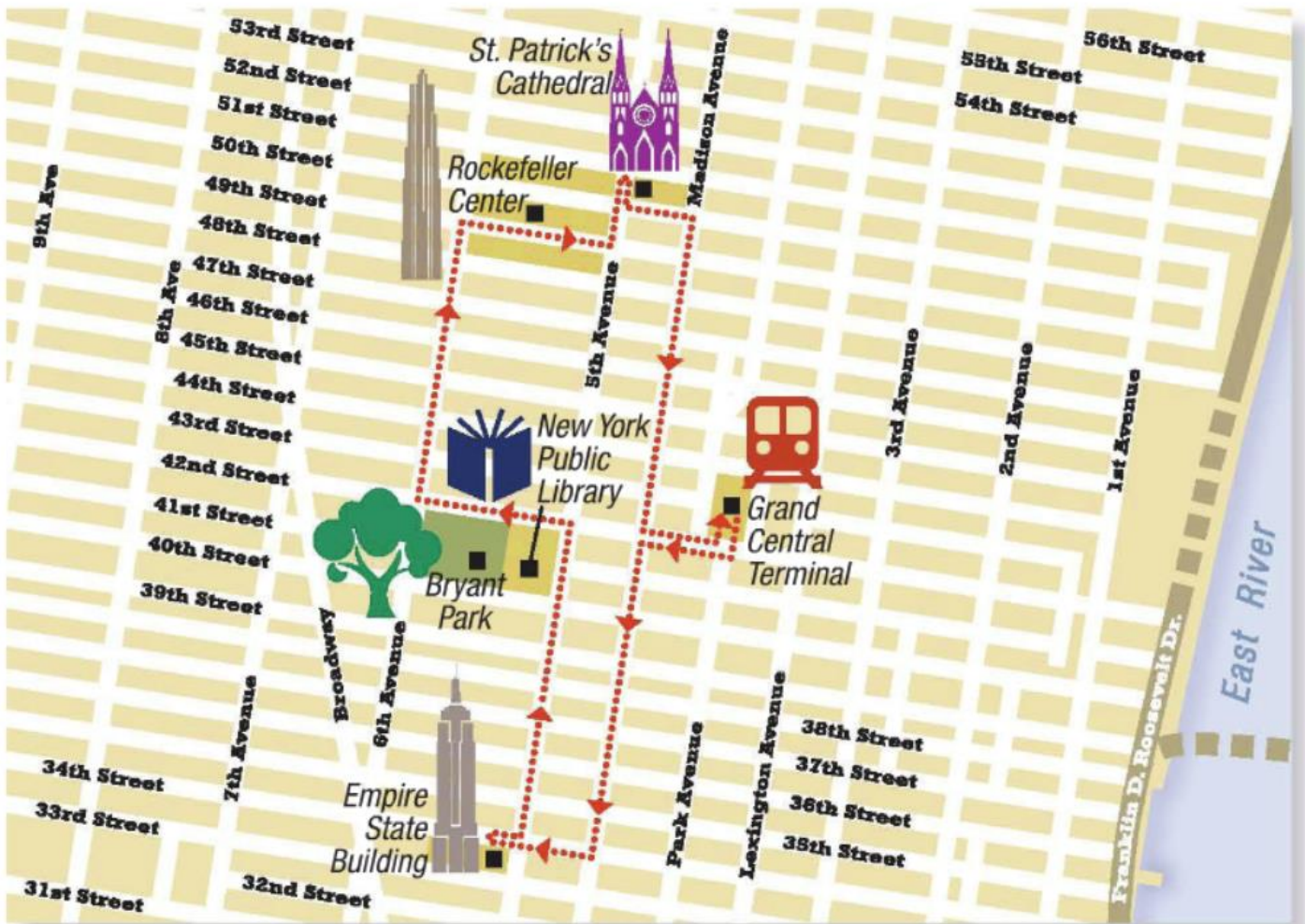
Bob: Go down First Avenue.

You:

Bob: It's on the left.

You:

A PAIR WORK Imagine you are tourists at Grand Central Terminal. Ask for directions. Follow the arrows.



A: Excuse me. How do I get to the Empire State Building?

B: Walk up 42nd Street. Turn left on ...

B PAIR WORK Ask for directions to places near your school.

A: How do I get to the train station?

B: Walk ...

interchange 13A GIVING DIRECTIONS

Student A

A PAIR WORK Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage supermarket flower shop

A: Excuse me. How do I get to the garage?

B: Walk down Third Avenue to . . .



B PAIR WORK Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

- | | | |
|----------------------------|------------------------------------|------------------------|
| Go up/Go down . . . | It's on the corner of . . . Street | It's next to . . . |
| Walk up/Walk down . . . | and . . . Avenue. | It's behind . . . |
| Turn right/Turn left . . . | It's between . . . and . . . | It's in front of . . . |
| | | It's across from . . . |

interchange 13B GIVING DIRECTIONS

Student B

A PAIRWORK Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?
 B: Walk down Third Avenue to ...

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
		It's across from . . .



B PAIRWORK Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

- coffee shop shoe store bookstore

Edinburgh's Royal Mile

As you read, follow the route on the map below.



1. Start your walking tour at **Edinburgh Castle**. Climb up 187 steps to the top of Castle Hill for a great view. Then take a tour of the castle.



2. Walk down the Royal Mile three blocks to **St. Giles Cathedral**. Go inside and look at the colorful windows.



3. Take a break at **Spoon Café**. Go down the Royal Mile and turn right on South Bridge. The restaurant is on the left.



4. You're almost at the **Museum of Childhood**, on the right on the Royal Mile. There's a great collection of toys, dolls, and games here.



5. Continue down the Royal Mile. Stop at the **Museum of Edinburgh** to learn about the history of Scotland's capital.



6. End your walking tour in **Holyrood Park**, right behind the museum.



A Read the tourist information. Where can you ... ?

- 1. rest and eat lunch
- 2. learn about Edinburgh's history
- 3. take a tour
- 4. see beautiful windows
- 5. see old games

B PAIR WORK Think of places in your city or town. Plan a walking tour of your town.

PROGRESS CHECK

1 LISTENING *What are you looking for?*

- 1 Listen to the conversations. What do the people need? Where can they get or find it? Complete the chart.

What	Where
1.
2.
3.
4.

2 WHERE IS THE ... ?

A PAIR WORK Are these places near your school? Where are they? Ask and answer questions.

bank coffee shop hospital post office
bookstore department store park supermarket

A: Where is the bank?

B: It's on Second Avenue. It's across from the Korean restaurant.

B PAIR WORK Give directions from your school to the places in part A. Your partner guesses the place.

A: Go out of the school and turn left. Walk for about three minutes. It's on the right, next to the drugstore.

B: It's the coffee shop.

A: That's right!

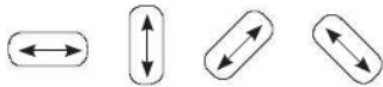
WORKBOOK

1 Places

A Complete these sentences with the correct places.
Write one letter on each line.

- We need gasoline for the car. Is there a
g a s s t a t i o n near here?
- I'm going to go to the _____. I need some traveler's checks.
- I work at a _____. I love books, so it's a great job.
- Are you going to the _____? I need some stamps.
- We don't have anything for dinner. Let's buy some food at the
 _____.
- Tomorrow we're going to go to Paris for five days. We're going to stay
 at an expensive _____.
- I have a stomachache. Can you buy some antacid at the _____?
- Let's go out for lunch. There's a great Mexican _____ downtown.

B Find and circle the places in part A in the puzzle.



P	H	K	T	Y	W	X	D	C	H	B	S	S	R
D	O	A	W	O	J	R	P	T	O	O	Y	R	E
F	M	S	J	D	R	U	G	S	T	O	R	E	S
S	C	K	T	F	U	Z	V	N	E	K	T	M	T
N	P	W	O	O	H	Y	P	R	L	S	E	L	A
S	K	P	U	K	F	N	S	A	Q	T	N	X	U
K	N	I	B	Y	S	F	U	Y	W	O	M	I	R
G	A	S	S	T	A	T	I	O	N	R	V	G	A
E	B	L	F	W	G	P	C	C	M	E	A	O	N
S	U	P	E	R	M	A	R	K	E	T	K	G	T

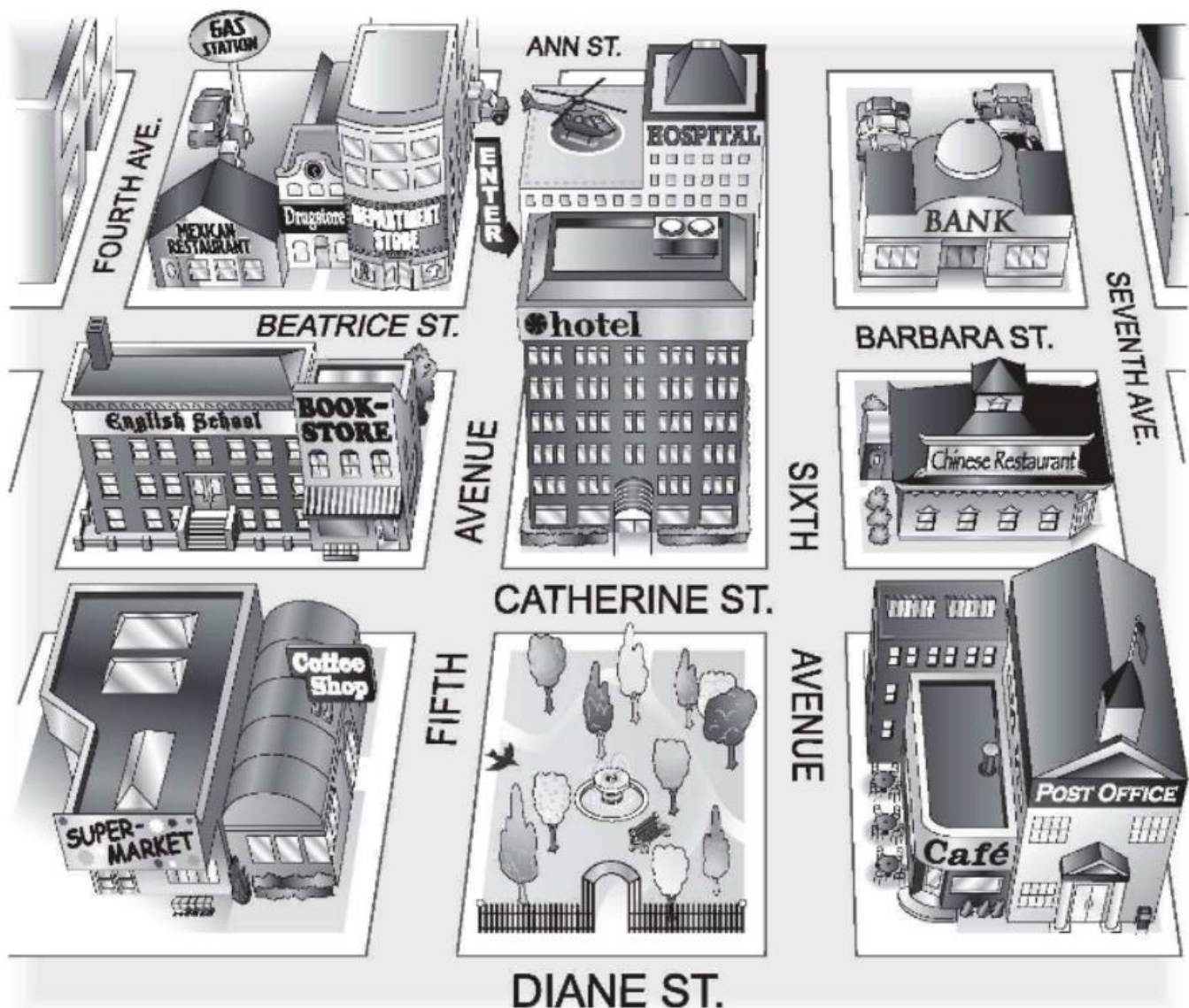


2

Look at the map. Complete the sentences with the prepositions in the box.

- | | | |
|--------------------------------------|----------------------------------|---|
| <input type="checkbox"/> across from | <input type="checkbox"/> between | <input checked="" type="checkbox"/> on |
| <input type="checkbox"/> behind | <input type="checkbox"/> next to | <input type="checkbox"/> on the corner of |

- The English school is on Catherine Street.
- The hospital is _____ the hotel.
- The Mexican restaurant is _____ Beatrice Street and Fourth Avenue.
- The bank is on Barbara Street, _____ Sixth and Seventh Avenues.
- The bookstore is _____ the English school.
- The coffee shop is _____ the park.



3**Where is it?**

A Look at the map in Exercise 2 again. Where is each place? Write two sentences.

1. bookstore The bookstore is on the corner of Catherine Street
and Fifth Avenue. It's next to the English school.
2. supermarket _____

3. department store _____

4. gas station _____

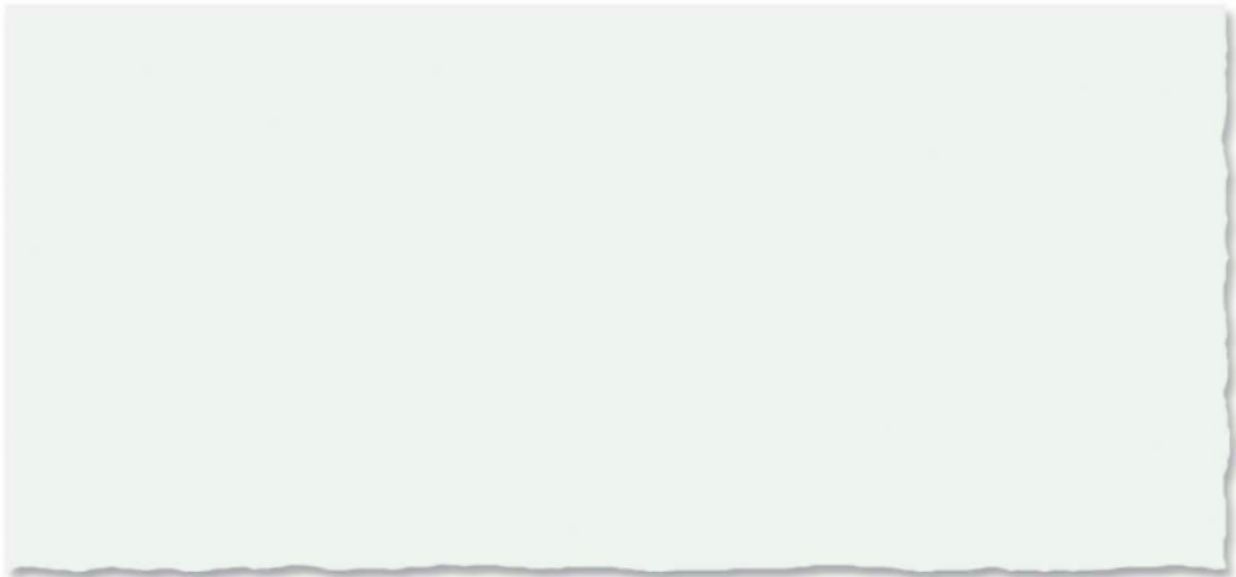
5. Chinese restaurant _____

6. hotel _____

7. post office _____

8. drugstore _____

B Where is your school? Draw a map. Then write two sentences.



4**Complete the conversation. Use the sentences and questions in the box.**

- | | |
|--|---|
| <input type="checkbox"/> Next to the café? | <input checked="" type="checkbox"/> Excuse me. Can you help me? |
| <input type="checkbox"/> Is there a post office around here? | <input type="checkbox"/> Where on Diane Street? |
| <input type="checkbox"/> Thanks a lot. | |

Rachel: Excuse me. Can you help me?

Man: Sure.

Rachel: _____

Man: Yes, there is. It's on Diane Street.

Rachel: _____

Man: It's on the corner of Diane Street and Seventh Avenue.

Rachel: _____

Man: Yes, that's right. It's right next to the café.

Rachel: _____

Man: You're welcome.

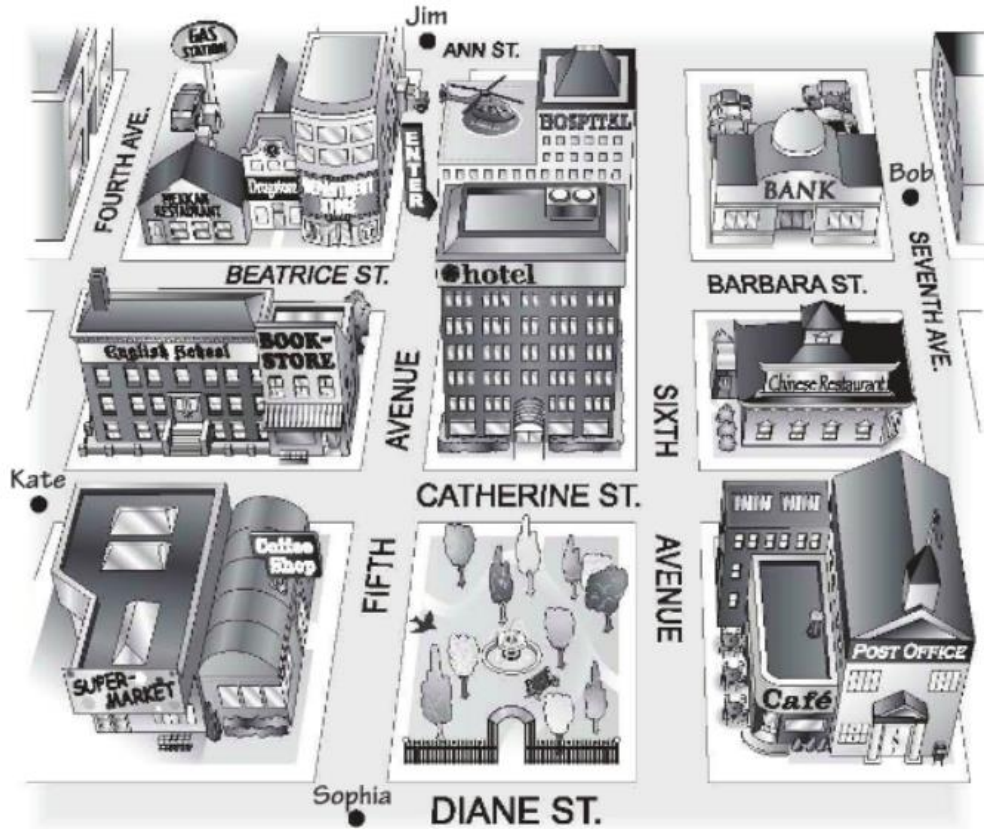
**5****Complete the sentences with the opposites.**

1. Don't turn *right* on Fifth Avenue. Turn left .
2. The Waverly Hotel isn't *in front of* the concert hall. It's _____ it.
3. Don't walk *down* Columbus Avenue. Walk _____ Columbus Avenue.
4. The museum isn't on the *left*. It's on the _____ .
5. The Empire State Building is *far* from here, but Central Park is _____ here.
You can walk there.

6

Look at the map. Give these people directions. Use the phrases and sentences in the box.

Walk up/Go up . . . Street/Avenue.	Walk down/Go down . . . Street/Avenue.
Turn left on . . . Street/Avenue.	Turn right on . . . Street/Avenue.
Walk to . . . Street/Avenue.	It's on the left/right.



- Sophia is looking for the Mexican restaurant.
 Go up Fifth Avenue. Turn left on Beatrice Street.
 Walk to Fourth Avenue. It's on the right.
- Kate is looking for the post office.

- Bob is looking for the supermarket.

- Jim is looking for the bank.

7

Imagine you're going to have a party. Complete the invitation. Then draw a map and write directions to the party from your school.



Map to the party

Directions to the party

Start at the school. Then

IRREGULAR VERBS

base form	Simple past	past participle
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bit/ bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	filed
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

base form	simple past	past participle
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read / rid/	read / red/	read / red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

BIBLIOGRAPHY