

# 1

# Daily activities

### Vocabulary and Listening

> Listening for specific information

### Speaking

> Asking follow-up questions

### Grammar

> Yes/No questions in the simple present

### Reading and Speaking

> Finding information

### Presenting Skills

> Introducing your presentation

## 1 VOCABULARY AND LISTENING

**1.1** A Use the photos to check the meaning of the words. Then listen and repeat.



1 make breakfast



2 go for a walk



3 attend class



4 have lunch



5 take the subway



6 ride my bike



7 drive



8 spend time online

**B** Complete the sentences with the correct words or phrases.

- I \_\_\_\_\_ for my brother and sister every morning.
- I often \_\_\_\_\_ to class. It's quick and it's good exercise.
- Let's \_\_\_\_\_ at the pizza place at noon.
- We usually \_\_\_\_\_ in the park after class.
- I usually \_\_\_\_\_ to the store because I don't live near the subway.

### INTERCULTURAL COMPETENCE



#### Common breakfast foods

In the United Kingdom, eggs and toast are the most common breakfast foods. What do people in your country have for breakfast?

**1.2** C Listen to people talking about daily activities. Number the activities 1–4.

\_\_\_ spend time online    \_\_\_ ride my bike    \_\_\_ go for a walk    \_\_\_ take the subway

**1.2** D **LISTEN AGAIN** Read the sentences. Write **T** (true) or **F** (false).

- \_\_\_ 1 She goes to the park on some days and to the river on other days.
- \_\_\_ 2 He doesn't like the trip to his parents' house.
- \_\_\_ 3 The woman says she spends four hours a day online.
- \_\_\_ 4 It's easy for him to get to class in the morning.

### Listening

#### Listening for specific information

Look at statements or questions before you listen and think about what information you need.

**I can...** listen for specific information about daily activities.

**2** Unit 1  Very well  Well  Not very well

[Online Practice](#)



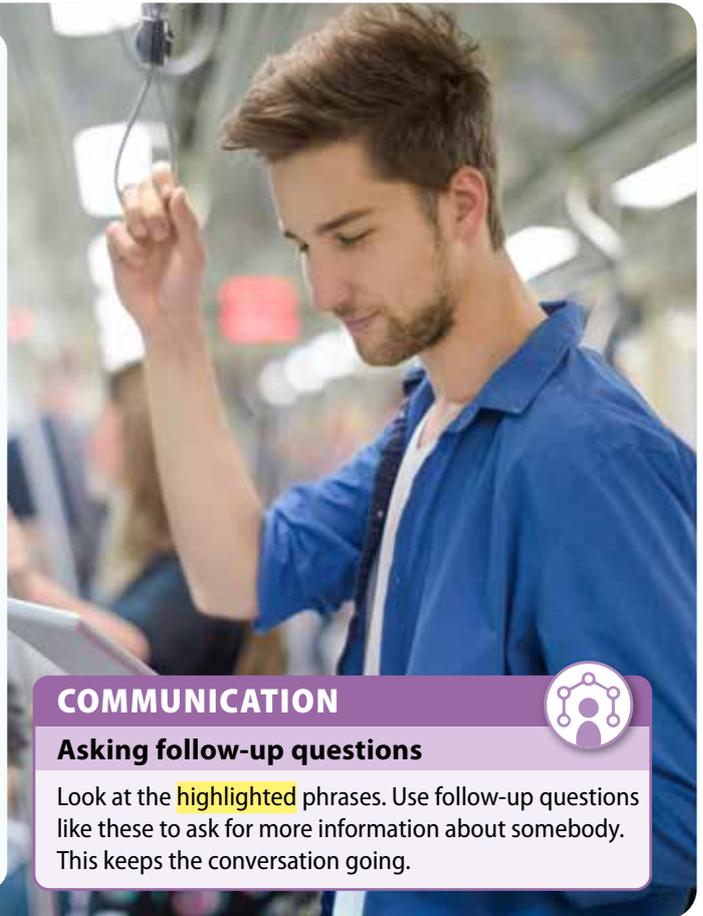
# 2 SPEAKING

## A Choose the correct responses.

- A I like this café.  
 B <sup>1</sup> \_\_\_\_\_  
 A Yes. I'm new to this city.  
 B <sup>2</sup> \_\_\_\_\_  
 A No. I live on the other side of town. But I study near here.  
 B <sup>3</sup> \_\_\_\_\_  
 A Yes, I do. It's very easy.
- a Do you take the subway to class?  
 b Is it your first time here?  
 c Do you live near here?

## 1.3 B Listen to the conversation. Then practice with a partner.

**Josh** Hi, I'm Josh.  
**Madison** Hello. I'm Madison. Nice to meet you.  
**Josh** You, too. Is this room 6A?  
**Madison** Yes, this is 6A. **Are you new here?**  
**Josh** Yes. This is my first class and I don't want to be late.  
**Madison** Don't worry! You aren't late.  
**Josh** Oh, good. The subway was so slow today.  
**Madison** Yeah, the subway is often slow. I try not to take it.  
**Josh** Oh, **do you drive to class?**  
**Madison** No, I ride my bike.  
**Josh** You're lucky. **Do you live in the city?**  
**Madison** Yeah, I live in the West Village. It's just a ten-minute ride from here.  
**Josh** Nice. Here's the teacher. Let's talk after class.



### COMMUNICATION

#### Asking follow-up questions

Look at the **highlighted** phrases. Use follow-up questions like these to ask for more information about somebody. This keeps the conversation going.

## 1.4 C PRONUNCIATION Intonation in Yes/No questions Listen and repeat. Yes/No questions go up at the end.

- 1 Are you new here?      2 Do you drive to class?      3 Do you live in the city?

## D Work in pairs. Practice the conversation with your own information.

- A Do you \_\_\_\_\_ to class?  
 B Yes. I do. / No, I don't. How about you?  
 A I \_\_\_\_\_.

### Speaking Useful language

Are you (in college, new here, ...)?  
 Do you (take the subway, live near school, ...)?

I can... ask follow-up questions to continue a conversation.

- Very well     Well     Not very well

Online Practice

1.5 A Read the grammar box. Find examples in the conversation on page 3. Then listen and repeat.

Grammar Reference page 82

## Yes/No questions in the simple present

### With the verb *be*

Are you new here?	Yes, I <b>am</b> .	No, I' <b>m not</b> .
Is he your friend?	Yes, he <b>is</b> .	No, he <b>isn't</b> .
Are they from Thailand?	Yes, they <b>are</b> .	No, they <b>aren't</b> .

### With other verbs

Do you <b>make</b> breakfast?	Yes, I <b>do</b> .	No, I <b>don't</b> .
Does she <b>drive</b> to see her parents?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Do they <b>attend</b> class?	Yes, they <b>do</b> .	No, they <b>don't</b> .

B Complete the conversations. Then practice with a partner.

- |  |  |
|--|--|
| 1 A _____ he make breakfast every day?<br>B No, he _____.        | 4 A _____ she on vacation?<br>B Yes, she _____.              |
| 2 A _____ you a doctor?<br>B Yes, I _____.                       | 5 A _____ Julia at home?<br>B No, she _____. She's at work.  |
| 3 A _____ they go to the beach on weekends?<br>B No, they _____. | 6 A _____ you spend a lot of time online?<br>B Yes, I _____. |

C Work in pairs. Ask questions with *do*, *does*, *is*, or *are* and give answers.



Example: Megan / a student

- A Is Megan a student?  
B Yes, she is.



Example: Jake / drive to work

- A Does Jake drive to work?  
B No, he doesn't.



1 John / a teacher



2 you / ride your bike to school



3 they / attend class at night



4 she / in class



5 Martin / from Japan



6 Jenny / have lunch in the garden

D GRAMMAR TALK Do you like...?

Student A: turn to page 94

Student B: turn to page 97

I can... ask and answer Yes/No questions in the simple present.

4 Unit 1  Very well  Well  Not very well

Online Practice



1.6 A Read and listen to the article. Does the information about any of the countries surprise you?

## TAKE A TECH BREAK!

These days, almost everything happens online. When we listen to music, watch videos, study, talk to friends and family, or buy things, we do it online. The average person in the U.S. spends around eight and a half hours online every day. In South Africa, it's over ten hours, while in Japan, it's around four and a half hours. Are there any problems with this? The answer is: yes! It can affect your physical health. You can have problems with your eyes, your neck, and not sleeping well when you spend a lot of time online. It can also affect how you communicate with people.



Here are some things you can do.

**First**, it's important to rest your eyes. Remember the "rule of 20." Every 20 minutes, look at something 20 feet (6.1 meters) away for 20 seconds.

**Second**, take regular breaks. Get up and move around the room. You can take quick "exercise snacks." Jump or run in place for two minutes and then you can go online again.

**Finally**, talk to your friends in real life. Have an evening when you all put your phones in another room.

B Read again. Write *T* (true) or *F* (false). Correct the false sentences.

- \_\_\_ 1 People in South Africa spend a little time online.
- \_\_\_ 2 Spending time online can give you health problems.
- \_\_\_ 3 Spending time online helps you communicate in real life.
- \_\_\_ 4 The "rule of 20" is a way to rest your eyes.
- \_\_\_ 5 It's a good idea to take a break and exercise.

### Reading Finding information

Look for important words from the text, such as *online* and *health*. Understanding these words can help you with the answers. Find the word in the text and read the sentence again carefully.

C Complete the chart with your own information.

What I do online every day	Time I spend online every day
<i>watch videos</i>	<i>30 minutes</i>

D Work in pairs. Practice the conversation with your own information.

- A Do you spend a lot of time online?
- B Yes, I think so. / No, not really. I spend \_\_\_\_\_ hours online every day. You?
- A I spend \_\_\_\_\_ hours online every day.
- B What do you do?
- A I watch videos / buy things / ... What about you?
- B I watch videos / buy things / ...

### COLLABORATION



#### Sharing information

Share information about yourself with your partner. Learn more about each other while learning English!

E **WRITING** Your lifestyle ▶ Writing practice page 108

I can... find information in a text by looking for important words.

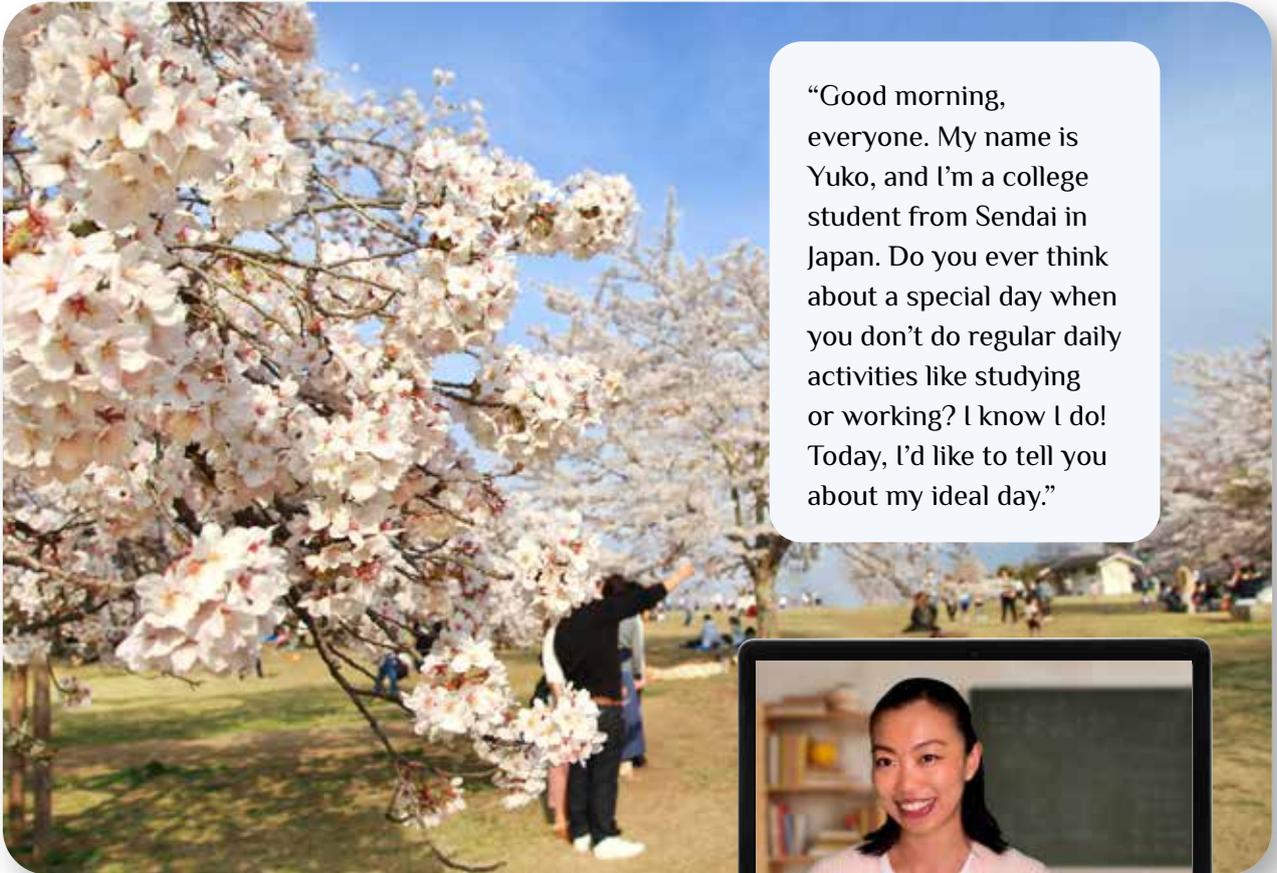
- Very well
- Well
- Not very well

▶ Online Practice

# 5 PRESENTING SKILLS



**A** Read the excerpt from Yuko's presentation. What does she say is different about her ideal day?



“Good morning, everyone. My name is Yuko, and I’m a college student from Sendai in Japan. Do you ever think about a special day when you don’t do regular daily activities like studying or working? I know I do! Today, I’d like to tell you about my ideal day.”

**B MODEL PRESENTATION** My ideal day  
Watch Yuko's presentation. Write *T* (true) or *F* (false).

- \_\_\_ 1 Yuko says her name at the beginning of her presentation.
- \_\_\_ 2 She asks a question to introduce the topic.
- \_\_\_ 3 After breakfast, she goes for a run.
- \_\_\_ 4 She takes the subway downtown.
- \_\_\_ 5 She has Japanese food for lunch.
- \_\_\_ 6 Sendai is called the “City of Trees.”



**Presenting** Introducing your presentation

Introduce yourself at the start of your presentation. Then introduce the topic. One way you can introduce a topic is to ask a question. You want your audience to listen and be interested.

**C** Watch Yuko's presentation again. Complete the chart with the information about her ideal day.

In the morning	In the afternoon	In the evening
have breakfast go for <sup>1</sup> _____	<sup>3</sup> _____ downtown meet friends	go home
sit in the sun and <sup>2</sup> _____	have lunch visit the <sup>4</sup> _____	<sup>5</sup> _____ with family

**D QUICK PRESENTATION** Practice the *Presenting* skill. Give Yuko's presentation about her ideal day. Use the chart in Part C. Remember to ask a question in the introduction. Record yourself. Show your video to a partner and ask for their feedback.

**I can...** introduce a presentation.

## 6 PRESENTING PRACTICE

### CREATIVITY



#### Creating a presentation

Make a presentation about your ideal day.

### Presentation Topic

#### My ideal day

Give a 1–2 minute presentation to describe your ideal day. Introduce yourself and say the topic of your presentation. Explain what you do in the morning, afternoon, and evening.



**A PREPARE** Complete the chart with information to include in your presentation.

#### My ideal day

Greeting and introduction:	_____
	_____
Question to introduce topic:	_____
	_____
Activities (morning):	_____
	_____
Activities (afternoon):	_____
	_____
Activities (evening):	_____
	_____
Conclusion:	_____
	_____

**B GET INPUT** Work in pairs to brainstorm ideas about what you do during your ideal day.

Write your ideas in your notebooks.

**C PRESENT** Practice your presentation and then present to the class.

Alternatively, your teacher may ask you to record an online presentation.

**D FEEDBACK** Watch your classmates' presentations.

Fill in the feedback worksheet or give online feedback for each presentation.

**E REFLECT** Read the feedback from your teacher or your classmates. What did you do well?

What will you do again in your next presentation? Share your reflection with a partner.

#### Presenting

#### Useful language

Do you ever think about...?

Today, I'd like to tell you about...

I want to talk to you about...

My presentation is about...

**I can...** create a presentation about my ideal day.

Very well  Well  Not very well

[Online Practice](#)

# 2

# Work and study

### Vocabulary and Listening

> Listening for main ideas (1)

### Speaking

> Showing interest

### Grammar

> *Wh-* questions in the simple present

### Reading and Speaking

> Predicting

### Video and Global Skills

> Using *Wh-* questions

## 1 VOCABULARY AND LISTENING

**A** Use the photos to check the meaning of the words. Then listen and repeat.



1 chef



2 dentist



3 hair stylist



4 journalist



5 musician



6 police officer



7 tour guide



8 web designer

**B** Complete the sentences with the correct words or phrases.

- When you have a problem with your teeth, see your \_\_\_\_\_.
- When traveling, it's nice to have a \_\_\_\_\_ show you around.
- I want to be a \_\_\_\_\_ and work for my local newspaper.
- Tell the \_\_\_\_\_ that I love this food!
- I'm a \_\_\_\_\_ in a band. We play pop music.

**C** Listen to people talking about their jobs. Number the jobs 1–6.

- \_\_\_\_ hair stylist      \_\_\_\_ chef      \_\_\_\_ dentist  
 \_\_\_\_ musician      \_\_\_\_ tour guide      \_\_\_\_ web designer

**D** **LISTEN AGAIN** Read the sentences. Write *T* (true) or *F* (false).

- \_\_\_\_ 1 She works alone in the kitchen.  
 \_\_\_\_ 2 He plays music at home.  
 \_\_\_\_ 3 She shows people how to stay healthy.  
 \_\_\_\_ 4 His customers include men, women, and children.  
 \_\_\_\_ 5 She is pleased when her designs work.  
 \_\_\_\_ 6 He tells people to visit Sydney if they can.

### INTERCULTURAL COMPETENCE



#### Working from home

One study found that in the Netherlands, 65% of people sometimes work from home. How often do people work from home in your country? What jobs can people do from home?

### Listening

#### Listening for main ideas (1)

When you listen, focus on the most important idea: the main idea. You don't need to understand every word.

**I can...** listen for main ideas about work and study.

8 Unit 2       Very well       Well       Not very well

[Online Practice](#)



# 2 SPEAKING

## A Choose the correct responses.

1 *I want to be a doctor.*

Oh, really?  
 You want to be a doctor?

*Yes. I think it's an interesting job.*

2 *After I graduate, I want to be an actor.*

I like watching movies.  
 That's interesting! Why?

*Because I like being on stage!*

3 *I'd like to be a musician after I graduate.*

Cool! Why?  
 Music's great!

*I want to play my songs for people.*

## B Listen to the conversation. Then practice with a partner.



### COMMUNICATION



#### Showing interest

Look at the **highlighted** phrases. Showing interest is a good way to keep the conversation going and let the other person know that you want to hear more.

**Ben** What do you want to do when you graduate?

**Olivia** I want to work in a hospital.

**Ben** **Oh, really?** Why?

**Olivia** You do a lot of different things in a hospital. Every day is different. What about you?

**Ben** I want to be a teacher.

**Olivia** **That's interesting!** Why do you want to do that?

**Ben** I want to work with teenagers. I think it would be a challenge.

**Olivia** **Cool!** What do you want to teach?

**Ben** Science. I want to help them understand the world around us.

## C PRONUNCIATION Reduction of *do you* Listen and repeat. We often pronounce *do you* like *dya*.

- 1 What **do you** want to do?      2 Why **do you** want to do that?      3 What **do you** want to teach?

## D Work in pairs. Practice the conversation with your own information. Use expressions to show interest.

- A What do you want to do in the future?  
B I want to be a(n) \_\_\_\_\_.
- A \_\_\_\_\_! Why?  
B \_\_\_\_\_, What about you?

### Speaking Useful language

Oh, really?  
That's interesting!  
Cool!

I can... use expressions to show interest.

- Very well     Well     Not very well

Online Practice

**2.5 A** Read the grammar box. Find examples in the conversation on page 9. Then listen and repeat.

Grammar Reference page 83

### Wh- questions in the simple present

<b>Where are</b> you from?	I'm from Tokyo.
<b>How old are</b> you?	I'm 19.
<b>What's</b> your major?	My major is biology.
<b>Where are</b> they from?	They're from Johannesburg.
<b>What do</b> you do?	I'm a taxi driver.
<b>Where do</b> you go to school?	I go to Lincoln College.
<b>Where does</b> he live?	He lives in Quito, Ecuador.
<b>What</b> company do they work for?	They work for Reed Construction.

**NOTE:** Contraction: *What's = What is*

**B** Complete the questions. Use the answers to help you. Then practice with a partner.

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 A How old _____?               | 4 A How old _____?       |
| B He's 21.                       | B They're 23.            |
| 2 A _____ from?                  | 5 A What _____?          |
| B I'm from Washington.           | B I'm a college student. |
| 3 A Where _____ to school?       | 6 A _____ you live?      |
| B She goes to Riverside College. | B I live in New York.    |

**C** Work in pairs. Ask and answer questions.



**Example:** Ed / the U.S.

- A Where's Ed from?  
 B He's from the U.S.  
 A What does he do?  
 B He's an actor.



1 Alice / Australia



2 Pedro / Mexico



3 Maria / Brazil



4 So-hee / South Korea



5 Jenny / Scotland



6 Alejandro and Liliana / Colombia

**D GRAMMAR TALK** A personal profile

Student A: turn to page 94

Student B: turn to page 97

**I can...** ask and answer simple present *Wh-* questions.

10 Unit 2  Very well  Well  Not very well

Online Practice



# 4 READING AND SPEAKING

2.6 A Look at the photos. Predict the job you think Jesse Heiman does. Read and listen to check your answer.

## Reading Predicting

Predicting information about a text before you read helps you to understand it better. Looking at photos is one way to do this.



### Jesse Heiman

The most famous actor you've never heard of



Jesse Heiman is an American actor and comedian. He is a well-known extra. What does an "extra" do? Extras appear in crowds or in the background in movies. An extra is someone in a movie who doesn't speak. They are the people sitting behind the stars in a restaurant, or they walk down a sidewalk behind the action. And Jesse Heiman is sometimes called the most famous extra in the world. There is even a documentary all about Jesse and his life as an extra.

Jesse is in around 200 movies and TV shows, including *The Social Network*, *Spider-Man*, and *The Big Bang Theory*. He works with many famous actors, and sometimes he chats with them and gets to know them. Jesse sometimes gets parts where he speaks, but he continues to work as an extra. Some people want to be famous actors, and they start by becoming extras. Jesse seems to be happy just staying in the background.

B Read again. Answer the questions.

- 1 What does Jesse do? \_\_\_\_\_
- 2 Where do you see extras in movies? \_\_\_\_\_
- 3 How many shows and movies is Jesse in? \_\_\_\_\_
- 4 Who does Jesse work with? \_\_\_\_\_
- 5 How does Jesse seem to feel about being an extra? \_\_\_\_\_

C Choose your dream job and write why it's your dream job. You can use the ideas in the box or think of another idea.

actor doctor extra musician singer my idea: \_\_\_\_\_

I choose \_\_\_\_\_ as my dream job because \_\_\_\_\_.

D Work in pairs. Imagine you have your dream job. Practice the conversation with your own information.

- A What do you do?
- B I'm a(n) \_\_\_\_\_.
- A Oh, really? Do you like it?
- B Yes, I love it!
- A Why do you like it so much?
- B I love \_\_\_\_\_ and \_\_\_\_\_.
- What about you? What do you do?

## CRITICAL THINKING



### Identifying reasons

Try to find out reasons for your partner's attitudes (feelings) and opinions. You can do that by asking *Why do you like / feel / think...?*

E WRITING Your dream job Writing practice page 108

I can... predict information about a text.

- Very well
- Well
- Not very well

Online Practice

# 5 UNDERSTANDING VIDEO



**A** Look at the images from Ruaridh's vlog. Answer the questions. Then share your ideas with a partner.



Ruaridh leaving his house



Ruaridh arriving at work



Ruaridh at the end of his day

- 1 Where do you think he is driving? \_\_\_\_\_
- 2 What is his job? \_\_\_\_\_
- 3 How does Ruaridh feel? \_\_\_\_\_

**B** Watch the video. Read the sentences. Write *T* (true) or *F* (false).

- |  |   |
|--|---|
| ___ 1 Ruaridh is a surf instructor.                | ___ 4 The beach is 50 minutes away by car.  |
| ___ 2 Ruaridh's students need to bring surfboards. | ___ 5 Ruaridh believes the lesson was good. |
| ___ 3 Ruaridh is in Australia.                     | ___ 6 Ruaridh meets friends after work.     |

**C** Read the questions in the *Wh-* question chart. Then watch again and choose the correct words to complete the sentences.

<i>Wh-</i> questions	Answers
1 Who is Ruaridh teaching today?	A group of <i>kids</i> / <i>parents</i> / <i>adults</i> on their summer holidays.
2 Why doesn't Ruaridh ride his bike to work?	Because <i>he doesn't like riding his bike</i> / <i>his bike is broken</i> / <i>the beach is too far</i> .
3 What can you do at Orewa Beach?	<i>surf</i> / <i>swim</i> / <i>ride horses</i> / <i>all three</i>
4 Where is one student from?	<i>England</i> / <i>New Zealand</i> / <i>France</i>
5 When does he eat a big meal?	<i>before work</i> / <i>during work</i> / <i>after work</i> / <i>all three</i>

### Understanding video

#### Using *Wh-* questions

A *Wh-* question (*who, what, when, where, why, how*) asks for information. A *Wh-* question chart can help you focus on and organize information as you watch.

**D** Do you want a job like Ruaridh's? Talk with a partner and explain why or why not.

Yes! I want a job at the beach or outside. I love nature and sports.





No, I don't think so. I'm not a good swimmer and I'm afraid of big fish like sharks.

I'm not sure. It sounds fun, but maybe it's not for me.



**I can...** use *Wh-* questions to understand a video.

- 12 Unit 2  Very well  Well  Not very well

[Online Practice](#)

## 6 VIDEO AND GLOBAL SKILLS

### CRITICAL THINKING



#### Identifying fact or opinion

Identifying if a statement is a fact or an opinion is important when watching videos. Facts help you understand what is true. Opinions help you understand a person's thoughts or feelings.

#### A Read the sentences from Ruaridh's vlog. Write *F* (fact) or *O* (opinion).

- \_\_\_ 1 Orewa Beach is a really great place to swim.
- \_\_\_ 2 It's only a 15-minute drive.
- \_\_\_ 3 One of the kids was French.
- \_\_\_ 4 I think he enjoyed the lesson.
- \_\_\_ 5 It's also very cool to call the beach your office.

#### B Check (✓) the facts and opinions that are true about your daily life at work or school.

Write one more of each.

Facts	Opinions
<input type="checkbox"/> I work / study more than seven hours a day.	<input type="checkbox"/> My job / schoolwork is interesting.
<input type="checkbox"/> I take the train / bus to work / school.	<input type="checkbox"/> My trip to work / school is fun.
<input type="checkbox"/> I use a computer for over two hours every day.	<input type="checkbox"/> I love using a computer.
<input type="checkbox"/> I get home late in the evening.	<input type="checkbox"/> I get bored sometimes at work / school.
<input type="checkbox"/> _____	<input type="checkbox"/> _____

#### C Share one fact and one opinion from Part B with a partner. Ask your partner follow-up questions.

- A I study more than seven hours a day.
- B Really? What do you study?
- A Nursing. I love it!



#### D Describe your typical day at work or school. Take photos and prepare to tell your classmates about them. Use the chart and Parts B and C.

Plan	Talk about	Photo(s) to show
<b>Morning</b>	how you start your day	<i>you in the morning, eating breakfast, ...</i>
<b>Trip</b>	how you get to work / school	
<b>Opinion</b>	about trip to work / school	
<b>Tasks</b>	1–2 things you usually do	
<b>Opinion</b>	about your day	

### CREATIVITY AND DIGITAL LITERACIES



#### Using photos to describe your day

Use photos to help others better understand your daily life. Provide facts and opinions to help them get to know you better. Use language like:

*This photo shows me in/at...*

*I'm...-ing in this photo.*

*You can see how I feel in this photo. I'm...*

#### E **SHARE YOUR PHOTOS** In small groups or with a partner, describe each photo.

**I can...** use photos to describe my day.

- Very well
- Well
- Not very well

[Online Practice](#)