

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

1

MICHAEL MCCARTHY  
JEANNE MCCARTEN  
HELEN SANDIFORD



SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

1

Download audio

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



CAMBRIDGE  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107679870](http://www.cambridge.org/9781107679870)

© Cambridge University Press 2005, 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2005

Second Edition 2014

40 39 38 37 36 35 34 33 32 31 30 29 28 27 26

Printed in Italy by Rotolito S.p.A.

*A catalog record for this publication is available from the British Library*

ISBN 978-1-107-67987-0 Student's Book

ISBN 978-1-107-62792-5 Student's Book A

ISBN 978-1-107-65345-0 Student's Book B

ISBN 978-1-107-63933-1 Workbook

ISBN 978-1-107-67071-6 Workbook A

ISBN 978-1-107-69125-4 Workbook B

ISBN 978-1-107-68330-3 Full Contact

ISBN 978-1-107-66769-3 Full Contact A

ISBN 978-1-107-61366-9 Full Contact B

ISBN 978-1-107-64223-2 Teacher's Edition with Assessment Audio CD/CD-ROM

ISBN 978-1-107-61414-7 Class Audio CDs (4)

Additional resources for this publication at [www.cambridge.org/touchstone2](http://www.cambridge.org/touchstone2)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.



***Touchstone Second Edition* has benefited from extensive development research. The authors and publishers would like to extend their thanks to the following reviewers and consultants for their valuable insights and suggestions:**

Ana Lúcia da Costa Maia de Almeida and Mônica da Costa Monteiro de Souza from **IBEU**, Rio de Janeiro, Brazil; Andreza Cristiane Melo do Lago from **Magic English School**, Manaus, Brazil; Magaly Mendes Lemos from **ICBEU**, São José dos Campos, Brazil; Maria Lucia Zaorob, São Paulo, Brazil; Patricia McKay Aronis from **CEL LEP**, São Paulo, Brazil; Carlos Gontow, São Paulo, Brazil; Christiane Augusto Gomes da Silva from **Colégio Visconde de Porto Seguro**, São Paulo, Brazil; Silvana Fontana from **Lord's Idiomas**, São Paulo, Brazil; Alexander Fabiano Morishigue from **Speed Up Idiomas**, Jales, Brazil; Elisabeth Blom from **Casa Thomas Jefferson**, Brasília, Brazil; Michelle Dear from **International Academy of English**, Toronto, ON, Canada; Walter Duarte Marin, Laura Hurtado Portela, Jorge Quiroga, and Ricardo Suarez, from **Centro Colombo Americano**, Bogotá, Colombia; Jhon Jairo Castaneda Macias from **Praxis English Academy**, Bucaramanga, Colombia; Gloria Lilliana Moreno Vizcaino from **Universidad Santo Tomas**, Bogotá, Colombia; Elizabeth Ortiz from **Copol English Institute (COPEI)**, Guayaquil, Ecuador; Henry Foster from **Kyoto Tachibana University**, Kyoto, Japan; Steven Kirk from **Tokyo University**, Tokyo, Japan; J. Lake from **Fukuoka Woman's University**, Fukuoka, Japan; Etsuko Yoshida from **Mie University**, Mie, Japan; B. Bricklin Zeff from **Hokkai Gakuen University**, Hokkaido, Japan; Ziad Abu-Hamattah from **Al-Balqa' Applied University**, Al-Salt, Jordan; Roxana Pérez Flores from **Universidad Autonoma de Coahuila Language Center**, Saltillo, Mexico; Kim Alejandro Soriano Jimenez from **Universidad Politécnica de Altamira**, Altamira, Mexico; Tere Calderon Rosas from **Universidad Autonoma Metropolitana Campus Iztapalapa**, Mexico City, Mexico; Lilia Bondareva, Polina Ermakova, and Elena Frumina, from **National Research Technical University MISiS**, Moscow, Russia; Dianne C. Ellis from **Kyung Hee University**, Gyeonggi-do, South Korea; Jason M. Ham and Victoria Jo from **Institute of Foreign Language Education, Catholic University of Korea**, Gyeonggi-do, South Korea; Shaun Manning from **Hankuk University of Foreign Studies**, Seoul, South Korea; Natalie Renton from **Busan National University of Education**, Busan, South Korea; Chris Soutter from **Busan University of Foreign Studies**, Busan, South Korea; Andrew Cook from **Dong A University**, Busan, South Korea; Raymond Wowk from **Daejin University**, Gyeonggi-do, South Korea; Ming-Hui Hsieh and Jessie Huang from **National Central University**, Zhongli, Taiwan; Kim Phillips from **Chinese Culture University**, Taipei, Taiwan; Alex Shih from **China University of Technology**, Taipei Ta-Liao Township, Taiwan; Porntip Bodeepongse from **Thaksin University**, Songkhla, Thailand; Nattaya Puakpong and Pannathon Sangarun from **Suranaree University of Technology**, Nakhon Ratchasima, Thailand; Barbara Richards, Gloria Stewner-Manzanares, and Caroline Thompson, from **Montgomery College**, Rockville, MD, USA; Kerry Vrabel from **Gateway Community College**, Phoenix, AZ, USA.

***Touchstone Second Edition* authors and publishers would also like to thank the following individuals and institutions who have provided excellent feedback and support on *Touchstone Blended*:**

Gordon Lewis, Vice President, Laureate Languages and Chris Johnson, Director, Laureate English Programs, Latin America from **Laureate International Universities**; **Universidad de las Americas**, Santiago, Chile; **University of Victoria**, Paris, France; **Universidad Tecnológica Centroamericana**, Honduras; **Institut Universitaire de Casablanca**, Morocco; **Universidad Peruana de Ciencias Aplicadas**, Lima, Peru; **CIBERTEC**, Peru; **National Research Technical University (MiSiS)**, Moscow, Russia; **Institut Obert de Catalunya (IOC)**, Barcelona, Spain; Sedat Çilingir, Burcu Tezcan, and Didem Mutçalioglu from **İstanbul Bilgi Üniversitesi**, Istanbul, Turkey.

***Touchstone Second Edition* authors and publishers would also like to thank the following contributors to *Touchstone Second Edition*:**

Sue Aldcorn, Frances Amrani, Deborah Gordon, Lisa Hutchins, Nancy Jordan, Steven Kirk, Genevieve Kocienda, Linda-Marie Koza, Geraldine Mark, Julianna Nielsen, Kathryn O'Dell, Nicola Prentis, Ellen Shaw, Kristin Sherman, Luis Silva Susa, Mary Vaughn, Kerry S. Vrabel, Shari Young and Eric Zuarino.

## ***Authors' Acknowledgments***

The authors would like to thank all the Cambridge University Press staff and freelancers who were involved in the creation of *Touchstone Second Edition*. In addition, they would like to acknowledge a huge debt of gratitude that they owe to two people: Mary Vaughn, for her role in creating *Touchstone First Edition* and for being a constant source of wisdom ever since, and Bryan Fletcher, who also had the vision that has led to the success of *Touchstone Blended Learning*.

Helen Sandiford would like to thank her family for their love and support, especially her husband Bryan.

The author team would also like to thank each other, for the joy of working together, sharing the same professional dedication, and for the mutual support and friendship.

Finally, the authors would like to thank our dear friend Alejandro Martinez, Global Training Manager, who sadly passed away in 2012. He is greatly missed by all who had the pleasure to work with him. Alex was a huge supporter of *Touchstone* and everyone is deeply grateful to him for his contribution to its success.

# Touchstone Level 1 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 1</b> All about you pages 1–10	<ul style="list-style-type: none"> <li>Say <i>hello</i> and <i>good-bye</i></li> <li>Introduce yourself</li> <li>Ask for, give, and spell names</li> <li>Use the verb <i>be</i> with <i>I</i>, <i>we</i>, and <i>you</i></li> <li>Exchange email addresses, phone numbers, etc.</li> <li>Complete an application form</li> <li>Ask <i>How about you?</i></li> <li>Use expressions like <i>Thanks</i> or <i>Thank you</i></li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i> with <i>I</i>, <i>you</i>, and <i>we</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Expressions to say <i>hello</i> and <i>good-bye</i></li> <li>Numbers 0–10</li> <li>Personal information</li> <li>Everyday expressions</li> </ul>	<ul style="list-style-type: none"> <li>Letters and numbers</li> <li>Email addresses</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>hi</i></li> </ul>
<b>Unit 2</b> In class pages 11–20	<ul style="list-style-type: none"> <li>Ask and say where people are</li> <li>Use <i>be</i> with <i>he</i>, <i>she</i>, and <i>they</i></li> <li>Talk about things you take to class using <i>a / an</i></li> <li>Ask about things using <i>this</i> and <i>these</i></li> <li>Ask where things are in a classroom</li> <li>Say who owns things using possessive <i>'s</i> and <i>s'</i></li> <li>Ask for help in class</li> <li>Respond to <i>I'm sorry</i> and <i>Thanks</i></li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i> with <i>he</i>, <i>she</i>, and <i>they</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Articles <i>a</i>, <i>an</i>, and <i>the</i></li> <li><i>This</i> and <i>these</i></li> <li>Noun plurals</li> <li>Questions with <i>Where . . . ?</i></li> <li>Possessives <i>'s</i> and <i>s'</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Personal items</li> <li>Classroom objects</li> <li>Prepositions and expressions of location</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>Noun plural endings</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>e</i> in <i>she</i> or <i>a</i> in <i>late</i></li> </ul>
<b>Unit 3</b> Favorite people pages 21–30	<ul style="list-style-type: none"> <li>Talk about celebrities using <i>my</i>, <i>your</i>, <i>his</i>, <i>her</i>, <i>our</i>, and <i>their</i></li> <li>Describe people's personalities</li> <li>Ask and answer <i>yes-no</i> questions</li> <li>Say the ages of your family members</li> <li>Ask information questions about family members</li> <li>Show interest in a conversation</li> <li>Say <i>Really?</i> to show interest or surprise</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Information questions with <i>be</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Types of celebrities</li> <li>Basic adjectives</li> <li>Adjectives to describe personality</li> <li>Family members</li> <li>Numbers 10–101</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>Is he . . . ?</i> or <i>Is she . . . ?</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>s</i> in <i>see</i> or <i>z</i> in <i>zero</i></li> </ul>
Checkpoint Units 1–3 pages 31–32				
<b>Unit 4</b> Everyday life pages 33–42	<ul style="list-style-type: none"> <li>Describe a typical morning using the simple present</li> <li>Describe weekly routines</li> <li>Ask and answer <i>yes-no</i> questions about your week</li> <li>Say more than <i>yes</i> or <i>no</i> to be friendly</li> <li>Say <i>Well</i> to get more time to think</li> <li>Read an article about American habits</li> <li>Write about a classmate for a class website</li> </ul>	<ul style="list-style-type: none"> <li>Simple present statements, <i>yes-no</i> questions, and short answers</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Verbs for everyday activities</li> <li>Days of the week</li> <li>Time expressions for routines</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>-s</i> endings of verbs</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>u</i> in <i>study</i>, <i>o</i> in <i>phone</i>, <i>e</i> in <i>get</i>, or <i>a</i> in <i>law</i></li> </ul>
<b>Unit 5</b> Free time pages 43–52	<ul style="list-style-type: none"> <li>Talk about your free time</li> <li>Ask simple present information questions</li> <li>Say how often you do things</li> <li>Talk about TV shows you like</li> <li>Ask questions in two ways to be clear or not too direct</li> <li>Say <i>I mean</i> to say more or repeat ideas</li> <li>Read an article on technology addicts</li> <li>Email a friend for advice using <i>and</i> and <i>but</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple present information questions</li> <li>Frequency adverbs</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Types of TV shows</li> <li>Free-time activities</li> <li>Time expressions for frequency</li> <li>Expressions for likes and dislikes</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>Do you . . . ?</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Which <i>o</i> sound is different?</li> </ul>
<b>Unit 6</b> Neighborhoods pages 53–62	<ul style="list-style-type: none"> <li>Say what's in a neighborhood with <i>There's / There are</i></li> <li>Describe places</li> <li>Tell the time and ask questions with <i>What time . . . ?</i></li> <li>Make suggestions with <i>Let's</i></li> <li>Say <i>Me too</i> or <i>Me neither</i> to show things in common</li> <li>Say <i>Right</i> or <i>I know</i> to agree</li> <li>Read a guide to New York City</li> <li>Write a city guide using prepositions</li> </ul>	<ul style="list-style-type: none"> <li><i>There's</i> and <i>there are</i></li> <li>Quantifiers</li> <li>Adjectives before nouns</li> <li>Telling time</li> <li>Suggestions with <i>Let's</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Neighborhood places</li> <li>Adjectives</li> <li>Expressions for telling</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>Word stress</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Which sound vowel sound is different</li> </ul>
Checkpoint Units 4–6 pages 63–64				



Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> <li>Ask <i>How about you?</i></li> <li>Use everyday expressions like <i>Yeah</i> and <i>Thanks</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize responses to <i>hello</i> and <i>good-bye</i></li> </ul> <b>Memberships</b> <ul style="list-style-type: none"> <li>Listen for personal information, and complete application forms</li> </ul>	<ul style="list-style-type: none"> <li>Different types of identification cards and documents</li> </ul>	<ul style="list-style-type: none"> <li>Complete an application</li> </ul>	<b>The name game</b> <ul style="list-style-type: none"> <li>Group work: Play a game to learn classmates' names</li> </ul>	<b>Meetings and greetings</b> <ul style="list-style-type: none"> <li>Write new expressions with their responses</li> </ul>
<ul style="list-style-type: none"> <li>Ask for help in class</li> <li>Respond to <i>Thank you</i> and <i>I'm sorry</i></li> </ul>	<b>Who's absent today?</b> <ul style="list-style-type: none"> <li>Listen to a classroom conversation, and say where students are</li> </ul> <b>Following instructions</b> <ul style="list-style-type: none"> <li>Recognize classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom conversations</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about locations</li> </ul>	<b>What do you remember?</b> <ul style="list-style-type: none"> <li>Pair work: Look at a picture and list what you remember</li> </ul>	<b>My things</b> <ul style="list-style-type: none"> <li>Link things with places</li> </ul>
<ul style="list-style-type: none"> <li>Show interest by repeating information and asking questions</li> <li>Use <i>Really?</i> to show interest or surprise</li> </ul>	<b>Friends</b> <ul style="list-style-type: none"> <li>Listen to three people's descriptions of their friends, and fill in the missing words</li> </ul>	<ul style="list-style-type: none"> <li>A family tree</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about people</li> </ul>	<b>Guess the famous person</b> <ul style="list-style-type: none"> <li>Pair work: Ask yes-no questions to guess a famous person</li> </ul>	<b>All in the family</b> <ul style="list-style-type: none"> <li>Make a family tree</li> </ul>

**Checkpoint Units 1–3 pages 31–32**

<ul style="list-style-type: none"> <li>Say more than <i>yes</i> or <i>no</i> when you answer a question</li> <li>Start answers with <i>Well</i> if you need time to think or if the answer isn't a simple yes or no</li> </ul>	<b>Casual conversations</b> <ul style="list-style-type: none"> <li>Listen and match the correct response</li> </ul> <b>Teen habits</b> <ul style="list-style-type: none"> <li>Listen to an interview with an average American teenager</li> </ul>	<b>Are you like an average American?</b> <ul style="list-style-type: none"> <li>Read an article about the habits of an average American</li> </ul>	<b>A typical week</b> <ul style="list-style-type: none"> <li>Write about a classmate's typical week for a class website</li> <li>Use capital letters and periods</li> </ul>	<b>Do you have the same media habits?</b> <ul style="list-style-type: none"> <li>Pair work: Compare media habits with young adults in the United States</li> </ul>	<b>Verbs, verbs, verbs</b> <ul style="list-style-type: none"> <li>Draw and label simple pictures of new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Ask questions in two ways to be clear and not too direct</li> <li>Use <i>I mean</i> to repeat your ideas or to say more</li> </ul>	<b>What do they say next?</b> <ul style="list-style-type: none"> <li>Listen and guess the questions people answer</li> </ul> <b>Using phones</b> <ul style="list-style-type: none"> <li>Listen to how people use their cell phones</li> </ul>	<b>Do You Need a Technology diet?</b> <ul style="list-style-type: none"> <li>Read an article about technology addicts</li> </ul>	<b>Technology and you</b> <ul style="list-style-type: none"> <li>Write a reply to an email asking for technology advice</li> <li>Link ideas with <i>and</i> and <i>but</i></li> </ul>	<b>Favorite free-time activities</b> <ul style="list-style-type: none"> <li>Pair work: Make guesses about a classmate's free-time activities</li> </ul>	<b>Do what? Go where?</b> <ul style="list-style-type: none"> <li>Write verbs with the words you use after them</li> </ul>
<ul style="list-style-type: none"> <li>Use <i>Me too</i> or <i>Me neither</i> to show things in common</li> <li>Respond with <i>Right</i> or <i>I know</i> to agree or show you are listening</li> </ul>	<b>What's on this weekend?</b> <ul style="list-style-type: none"> <li>Listen to a radio show for times and places of events</li> </ul> <b>Where to go?</b> <ul style="list-style-type: none"> <li>Listen for decisions made in conversations, then react to statements</li> </ul>	<b>The Village</b> <ul style="list-style-type: none"> <li>Read a travel guide to New York</li> </ul>	<b>City guide</b> <ul style="list-style-type: none"> <li>Write a city guide</li> <li>Use prepositions for time and place: <i>between</i>, <i>through</i>, <i>at</i>, <i>on</i>, <i>for</i>, and <i>from ... to ...</i></li> </ul>	<b>Find the difference</b> <ul style="list-style-type: none"> <li>Pair work: List the differences between two neighborhoods</li> </ul>	<b>A time and a place . . .</b> <ul style="list-style-type: none"> <li>Link times of day with activities</li> </ul>

**Checkpoint Units 4–6 pages 63–64**

# Useful language for . . .

## Getting help

What's the word for "\_\_\_\_\_" in English?

How do you spell "\_\_\_\_\_"?

What does "\_\_\_\_\_" mean?

I'm sorry. Can you repeat that, please?

Can you say that again, please?

Can you explain the activity again, please?

## Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have . . .

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

Sure. Here you go.



	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 7</b> Out and about pages 65–74	<ul style="list-style-type: none"> <li>Describe the weather</li> <li>Talk about ongoing activities with the present continuous</li> <li>Talk about sports and exercise</li> <li>Ask about current activities using the present continuous</li> <li>Ask follow-up questions to keep a conversation going</li> <li>React to news with <i>That's great, That's too bad</i>, etc.</li> <li>Read an article about exergaming</li> <li>Write an article about exercise using imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous statements, <i>yes-no</i> questions, short answers, and information questions</li> <li>Imperatives</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Weather</li> <li>Sports and exercise with <i>play, do, and go</i></li> <li>Common responses to good and bad news</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>Stress and intonation in questions</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>ou</i> in <i>four</i> or <i>or</i> in <i>word</i></li> </ul>
<b>Unit 8</b> Shopping pages 75–84	<ul style="list-style-type: none"> <li>Talk about clothes</li> <li>Say what you <i>like to, want to, need to</i>, and <i>have to do</i></li> <li>Talk about accessories</li> <li>Ask about prices using <i>How much . . . ?</i>, <i>this, that, these</i>, and <i>those</i></li> <li>Take time to think using <i>Uh, Let's see</i>, etc.</li> <li>Use <i>Uh-huh</i> and <i>Oh</i> in responses</li> <li>Read a review of a shopping mall</li> <li>Write a review of a store using <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Like to, want to, need to</i>, and <i>have to</i></li> <li>Questions with <i>How much . . . ?</i>; <i>this, these; that, those</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Clothing and accessories</li> <li>Jewelry</li> <li>Colors</li> <li>Shopping expressions</li> <li>Prices</li> <li>"Time to think" expressions</li> <li>"Conversation sounds"</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>Want to</i> and <i>have to</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>a</i> in <i>hat</i></li> </ul>
<b>Unit 9</b> A wide world pages 85–94	<ul style="list-style-type: none"> <li>Give sightseeing information with <i>can</i> and <i>can't</i></li> <li>Talk about international foods, places, and people</li> <li>Say what languages you can speak</li> <li>Explain words using <i>kind of</i> and <i>kind of like</i></li> <li>Use <i>like</i> to give examples</li> <li>Read a travel website</li> <li>Write a paragraph for a travel website</li> </ul>	<ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i> for ability and possibility</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Sightseeing activities</li> <li>Countries</li> <li>Regions</li> <li>Languages</li> <li>Nationalities</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>sh</i> in <i>she</i> or <i>ch</i> in <i>child</i></li> </ul>
Checkpoint Units 7–9 pages 95–96				
<b>Unit 10</b> Busy lives pages 97–106	<ul style="list-style-type: none"> <li>Talk about last night using simple past regular verbs</li> <li>Describe the past week using simple past irregular verbs</li> <li>Ask simple past <i>yes-no</i> questions</li> <li>Respond to news with <i>Good for you</i>, etc.</li> <li>Say <i>You did?</i> to show surprise or interest</li> <li>Read about a blogger's week</li> <li>Write a blog about your week, using <i>after, before, when</i>, and <i>then</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple past statements, <i>yes-no</i> questions, and short answers</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Simple past irregular verbs</li> <li>Time expressions for the past</li> <li>Fixed expressions</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>-ed</i> endings</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Sounds like <i>oo</i> in <i>looked</i>, <i>ou</i> in <i>bought</i>, <i>o</i> in <i>spoke</i>, or <i>e</i> in <i>left</i></li> </ul>
<b>Unit 11</b> Looking back pages 107–116	<ul style="list-style-type: none"> <li>Describe past experiences</li> <li>Ask and answer questions using the past of <i>be</i></li> <li>Talk about vacations</li> <li>Talk about activities with <i>go</i> and <i>get</i> expressions</li> <li>Show interest by answering and then asking a similar question</li> <li>Use <i>Anyway</i> to change the topic or end a conversation</li> <li>Read a funny magazine story</li> <li>Write a story using punctuation for conversations</li> </ul>	<ul style="list-style-type: none"> <li>Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Simple past information questions</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Adjectives to describe feelings</li> <li>Expressions with <i>go</i> and <i>get</i></li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>Stress and intonation in questions and answers</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Which vowel sound is different?</li> </ul>
<b>Unit 12</b> Fabulous food pages 117–126	<ul style="list-style-type: none"> <li>Talk about eating habits using countable and uncountable nouns, <i>How much</i>, and <i>How many</i></li> <li>Talk about food</li> <li>Make offers using <i>Would you like . . .</i> and <i>some or any</i></li> <li>Use <i>or something</i> and <i>or anything</i> in lists</li> <li>End <i>yes-no</i> questions with <i>or . . . ?</i> to be less direct</li> <li>Read a restaurant guide</li> <li>Write a restaurant review</li> </ul>	<ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li><i>How much . . . ?</i> and <i>How many . . . ?</i></li> <li><i>Would you like (to) . . . ?</i> and <i>I'd like (to) . . .</i></li> <li><i>Some</i> and <i>any</i></li> <li><i>A lot of, much</i>, and <i>many</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>Foods and food groups</li> <li>Expressions for eating habits</li> <li>Adjectives to describe restaurants</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li><i>Would you . . . ?</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>Syllable stress</li> </ul>
Checkpoint Units 10–12 pages 127–128				



Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> <li>Ask follow-up questions to keep a conversation going</li> <li>React with expressions like <i>That's great!</i> and <i>That's too bad</i></li> </ul>	<p><b>That's great!</b></p> <ul style="list-style-type: none"> <li>Listen to people tell you their news and choose a good follow-up question to ask them</li> </ul> <p><b>Do you enjoy it?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about exercises they like</li> </ul>	<p><b>Exergaming: Give it a try!</b></p> <ul style="list-style-type: none"> <li>Read an article about exergaming</li> </ul>	<p><b>An article for a health magazine</b></p> <ul style="list-style-type: none"> <li>Write a short article giving advice about exercise</li> <li>Use imperatives to give advice</li> </ul>	<p><b>Find out about your classmates</b></p> <ul style="list-style-type: none"> <li>Class activity: Learn interesting facts about classmates</li> </ul>	<p><b>Who's doing what?</b></p> <ul style="list-style-type: none"> <li>Write new words in true sentences</li> </ul>
<ul style="list-style-type: none"> <li>Take time to think using <i>Uh, Um, Well, Let's see, and Let me think</i></li> <li>Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings</li> </ul>	<p><b>I'll take it.</b></p> <ul style="list-style-type: none"> <li>Listen to conversations in a store, and write the prices of items and which items people buy</li> </ul> <p><b>Favorite places to shop</b></p> <ul style="list-style-type: none"> <li>Listen to someone talk about shopping, and identify shopping preferences and habits</li> </ul>	<p><b>The Dubai Mall: Shopping, Entertainment, Lifestyle</b></p> <ul style="list-style-type: none"> <li>Read a review of a mall</li> </ul>	<p><b>Favorite places to shop</b></p> <ul style="list-style-type: none"> <li>Write a review for your favorite store</li> <li>Link ideas with <i>because</i> to give reasons</li> </ul>	<p><b>How do you like to dress?</b></p> <ul style="list-style-type: none"> <li>Group work: Compare ideas about shopping and clothing</li> </ul>	<p><b>Nice outfit!</b></p> <ul style="list-style-type: none"> <li>Label pictures with new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Explain words using <i>a kind of, kind of like, and like</i></li> <li>Use <i>like</i> to give examples</li> </ul>	<p><b>International dishes</b></p> <ul style="list-style-type: none"> <li>Listen to a person talking about international foods, and identify the foods she likes</li> </ul> <p><b>What language is it from?</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and identify the origin and meaning of words</li> </ul>	<p><b>The Travel Guide</b></p> <ul style="list-style-type: none"> <li>Read a travel website</li> </ul>	<p><b>An online travel guide</b></p> <ul style="list-style-type: none"> <li>Write a paragraph for a travel guide</li> <li>Commas in lists</li> </ul>	<p><b>Where in the world?</b></p> <ul style="list-style-type: none"> <li>Pair work: Discuss where to do various things in the world</li> </ul>	<p><b>People and nations</b></p> <ul style="list-style-type: none"> <li>Group new vocabulary in two ways</li> </ul>
<b>Checkpoint Units 7–9 pages 95–96</b>					
<ul style="list-style-type: none"> <li>Respond with expressions like <i>Good luck, You poor thing</i>, etc.</li> <li>Use <i>You did?</i> to show that you are interested or surprised, or that you are listening</li> </ul>	<p><b>Good week? Bad week?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about their week and respond</li> </ul> <p><b>Guess what I did!</b></p> <ul style="list-style-type: none"> <li>Listen to voice mail messages about what people did</li> </ul>	<p><b>She said yes!!!</b></p> <ul style="list-style-type: none"> <li>Read Martin's Blog entry</li> </ul>	<p><b>A great day</b></p> <ul style="list-style-type: none"> <li>Write a blog entry</li> <li>Order events with <i>before, after, when, and then</i></li> </ul>	<p><b>Yesterday</b></p> <ul style="list-style-type: none"> <li>Pair work: Look at a picture and list what you remember</li> </ul>	<p><b>Ways with verbs</b></p> <ul style="list-style-type: none"> <li>Write down information about new verbs</li> </ul>
<ul style="list-style-type: none"> <li>Show interest by answering a question and then asking a similar one</li> <li>Use <i>Anyway</i> to change the topic or end a conversation</li> </ul>	<p><b>Weekend fun</b></p> <ul style="list-style-type: none"> <li>Listen to conversations about peoples' weekends, and identify main topics and details</li> </ul> <p><b>Funny stories</b></p> <ul style="list-style-type: none"> <li>Listen to two stories, identify the details, and then predict the endings</li> </ul>	<p><b>How embarrassing!</b></p> <ul style="list-style-type: none"> <li>Read a funny magazine story</li> </ul>	<p><b>He said, she said</b></p> <ul style="list-style-type: none"> <li>Complete a funny story</li> <li>Use punctuation to show direct quotations or speech</li> </ul>	<p><b>Guess where I went on vacation.</b></p> <ul style="list-style-type: none"> <li>Group work: Guess classmates' dream vacations</li> </ul>	<p><b>Past experiences</b></p> <ul style="list-style-type: none"> <li>Use a time chart to log new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Use <i>or something</i> and <i>or anything</i> to make a general statement</li> <li>End <i>yes-no</i> questions with <i>or...?</i> to be less direct</li> </ul>	<p><b>If you want my advice...</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about lunch, and identify what they want; then react to statements</li> </ul> <p><b>Do you recommend it?</b></p> <ul style="list-style-type: none"> <li>Listen to someone tell a friend about a restaurant and identify important details about it</li> </ul>	<p><b>Restaurant guide</b></p> <ul style="list-style-type: none"> <li>Restaurant descriptions and recommendations</li> </ul>	<p><b>Do you recommend it?</b></p> <ul style="list-style-type: none"> <li>Write a restaurant review</li> <li>Use adjectives to describe restaurants</li> </ul>	<p><b>Plan a picnic</b></p> <ul style="list-style-type: none"> <li>Group work: Plan a picnic menu and make a shopping list</li> </ul>	<p><b>I love to eat!</b></p> <ul style="list-style-type: none"> <li>Group vocabulary by things you like and don't like</li> </ul>
<b>Checkpoint Units 10–12 pages 127–128</b>					

# All about you



In this unit, you learn how to . . .

## Lesson A

- Say *hello* and *good-bye*
- Introduce yourself

## Lesson B

- Ask for, give, and spell names
- Use the verb *be* with *I*, *we*, and *you*

## Lesson C

- Exchange email addresses, phone numbers, etc.
- Complete an application form

## Lesson D

- Ask *How about you?*
- Use expressions like *Thanks* or *Thank you*



2



3



## Before you begin . . .

Match each expression with a picture.



Good night.



Thanks.



Good morning.



Hi.



Bye.



Hello.



Thank you.



Good-bye.



# 1 Getting started

**A** Look at the photos. Guess the words in the conversations. Check (✓) the boxes.

☐ Good-bye. ☐ Hello. ☐ Thanks. ☐ Hi. ☐ Good morning.

**B**  1.02 Listen. Are Matt and Sarah friends? How about Rob and Sandra? Practice the conversations.



**Matt** Good morning, Sarah. How are you?  
**Sarah** Good. How are you, Matt?  
**Matt** I'm fine, thanks.

**Rob** Hello. I'm Rob Jones.  
**Sandra** Hi, I'm Sandra Davis. Nice to meet you.  
**Rob** Nice to meet you.

Figure it out

**C** Can you complete these conversations? Use the conversations above to help you. Then practice with a partner. Use your own names.

These people are friends:

1. A Hi, Pat. How are you?  
 B I'm fine. How are you?  
 A Good, \_\_\_\_\_.
2. A Good \_\_\_\_\_, Anna.  
 B Hi, Dan. \_\_\_\_\_ are you?  
 A I'm \_\_\_\_\_, thanks.

These people meet for the first time:

3. A Hello. \_\_\_\_\_ Chris Evans.  
 B Hi. I'm Grace Song.  
 A \_\_\_\_\_ to meet you, Grace.
4. A Hello. I'm Sarah.  
 B Nice to meet \_\_\_\_\_. I'm Alan.  
 A Nice to \_\_\_\_\_ you.



## 2 Building vocabulary

**A** 1.03 Listen. Are these people saying “hello” or “good-bye”? Practice the conversations.



Emily Good night.  
Shawn Good night. Have a good evening.  
Emily Thank you. You too.

Tom Bye. See you tomorrow.  
Rita Bye. See you.

**B** 1.04 Read the conversations and check (✓) the correct responses. Listen and check your answers. Then practice with a partner.

- |  |   |  |
|--|---|--|
| 1. Good-bye. Have a nice evening.            | 3. See you later.                             | 5. Good morning.                                 |
| <input type="checkbox"/> Thank you. You too. | <input type="checkbox"/> Thanks. You too.     | <input type="checkbox"/> Hi. How are you?        |
| <input type="checkbox"/> Good, thanks.       | <input type="checkbox"/> OK. Have a good day. | <input type="checkbox"/> Bye. See you.           |
| 2. Hey, Oscar. How are you?                  | 4. Hello. I'm Emma.                           | 6. Good night. Have a good weekend.              |
| <input type="checkbox"/> Good, thanks.       | <input type="checkbox"/> See you later.       | <input type="checkbox"/> Good. How are you?      |
| <input type="checkbox"/> See you tomorrow.   | <input type="checkbox"/> Nice to meet you.    | <input type="checkbox"/> Bye. See you next week. |

Word  
sort

**C** Look at the conversations above. Which expressions mean “hello”? Which expressions mean “good-bye”? Complete the chart.

“Hello”	“Good-bye”
	<i>Good night</i>

Vocabulary notebook p. 10

**D Class activity** Say “hello” and “good-bye” to five classmates using the expressions above.

# 1 Saying names in English

**A** 1.05 Listen to these people give their names.  
Then complete the information.

**1** Hi, I'm Liz. Liz Kim.  
My **first name** is Elizabeth,  
but **everyone calls me** Liz.



Ms. — Kim  
FIRST MIDDLE LAST  
☒ single ☐ married

**2** Hi. My name is Don. My **full name** is Don Allan Ray Tanner. My **nickname** is Dart.



Mr. Don Ray Tanner  
FIRST MIDDLE LAST  
☒ single ☐ married

**3** Hello. I'm Ana Sanchez.  
My **first name** is Maria.  
Ana is my **middle name**.



Mrs. Maria Sanchez  
FIRST MIDDLE LAST  
☐ single ☒ married

## Miss, Mrs., Ms., Mr.?

Liz Kim is single.  
Ana Sanchez is married.  
Don Tanner is single.  
Ana's husband is married.

► **Ms.** Kim or **Miss** Kim  
► **Mrs.** Sanchez or **Mrs.** Sanchez  
► **Mr.** Tanner  
► **Mr.** Sanchez

**About you** **B** Complete the sentences. Then compare with a partner.

- My first name is \_\_\_\_\_.
- Everyone calls me \_\_\_\_\_.
- My last name is \_\_\_\_\_.
- My middle name is \_\_\_\_\_.
- My nickname is \_\_\_\_\_.
- My teacher's name is \_\_\_\_\_.

**C** 1.06 Listen and say the alphabet. Circle all the letters in your name.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

**D** 1.07 Listen. How do you spell Catherine's last name? Then practice the conversation with a partner. Use your own names.


- A What's your name?  
B Catherine Ravelli.  
A How do you spell *Catherine*?  
B C-A-T-H-E-R-I-N-E.  
A Thanks. And your last name?  
B R-A-V-E-L-L-I.

**About you** **E** **Class activity** Ask your classmates their names. Make a list.





## 2 Building language

**A**  1.08 Listen. Which classroom is Carmen in this year?  
What about Jenny? Practice the conversation.

Mr. Martin Good morning. Are you here for an English class?

Carmen Yes, I am. I'm Carmen Rivera.

Mr. Martin OK. You're in Room B.

Jenny And I'm Jenny.

Mr. Martin Are you Jenny Loo?

Jenny No, I'm not. I'm Jenny Lim. Am I in Room B, too?

Mr. Martin Yes. . . . Wait – no, you're not. You're in Room G.

Jenny Oh, no! Carmen, we're not in the same class!



Figure it out

**B** Can you complete the conversations? Use the conversation above to help you.

- A Are you Jenny Loo?

B No, I            not. I            Lucy.
- A            you here for an English class?

B Yes, I            . I            Carmen Rivera.
- A            I in your class?

B Yes.            in my class.

## 3 Grammar The verb *be*: *I, you, and we* 1.09

Extra practice p. 139

### Statements

**I'm** Jenny.

**You're** in Room G.

**We're** in different classes.

**I'm not** Carmen.

**You're not** in Room B.

**We're not** in the same class.

### Contractions

*I'm = I am*

*you're = you are*

*we're = we are*

### Questions and short answers

**Are you** Jenny?

Yes, **I am**.

No, **I'm not**.

**Am I** in Room B?

Yes, **you are**.

No, **you're not**.

**Are we** in the same class?

Yes, **we are**.

No, **we're not**.

### Common errors

Use the full form of the verb *be* in short answers with *yes*.

Yes, *I am*. (NOT Yes, ~~I'm~~.)

Yes, *we are*. (NOT Yes, ~~we're~~.)

**A** Complete the conversations. Then practice with a partner.

- A Are you Chris?

B Yes, I            .            we in the same class?

A Yes, we            . I            Dino.

B Hi, Dino. Nice to meet you.
- A Hey, Amy.            you here for an English class?

B No, I            not. I            here for a French class.

A OK. See you later.

 Sounds right p. 137

About you

**B Pair work** Choose a conversation and practice it. Use your own information.



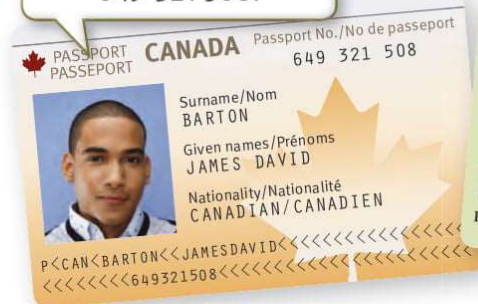
# 1 Numbers 0–10

**A** 1.10 Listen and say the numbers.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten

**B** 1.11 Listen. Then practice.

**1** My passport number is 649-321-508.



**2** My ID number is 259-62-1883.



**3** My cell phone number is 216-555-7708. My email address is dsmith6@cup.org.



**Note**

## Numbers and email addresses

216-555-7708 = “two-one-six, five-five-five, seven-seven-oh (zero)-eight”  
dsmith6@cup.org = “d-smith-six-at-c-u-p-dot-org”

# 2 Building language

**A** 1.12 Listen. What is Victor's phone number?  
Practice the conversation.

Receptionist Hi! Are you a member?  
Victor No, I'm just here for the day.  
Receptionist OK. So, what's your name, please?  
Victor Victor Lopez.  
Receptionist And what's your phone number?  
Victor It's 646-555-3048.  
Receptionist And your email address?  
Victor Um . . . it's vlopez6@cup.org.  
Receptionist OK. So it's \$10 for today. Here's your pass.  
Victor Thanks.



Figure it out

**B** Can you complete these questions and answers? Use the conversation above to help you.  
Then practice with a partner.

- A What's your name?  
B \_\_\_\_\_ Joe Garrett.
- A What's your \_\_\_\_\_?  
B It's 646-555-4628.
- A What's \_\_\_\_\_?  
B \_\_\_\_\_ joe.garrett@cup.org.

### 3 Grammar *What's . . . ?; It's . . .* 1.13

Extra practice p. 139

**What's** your name? **My name's** Victor Lopez.  
**What's** your email address? **It's** vlopez6@cup.org.  
**What's** your phone number? **It's** 646-555-3048.

*What's = What is      name's = name is      It's = It is*

**A** Write a question for each answer. Compare with a partner. Then practice.

- |                                      |  |
|--------------------------------------|--|
| 1. A <u>What's your first name</u> ? | 4. A _____ ?                                   |
| B My first name's Haley – H-A-L-E-Y. | B It's j.song6@cup.org.                        |
| 2. A _____ ?                         | 5. A _____ ?                                   |
| B My last name? Osman – O-S-M-A-N.   | B My teacher's name? It's Ms. Rossi.           |
| 3. A _____ ?                         | 6. A _____ ?                                   |
| B 347-555-2801.                      | B My student ID number? Wait – it's 36-88-972. |

About you

**B Pair work** Ask and answer the questions. Give your own answers.

A *What's your first name?*

B *It's Silvia – S-I-L-V-I-A.*

#### Common errors

Don't start an answer with *Is*.

*What's your name?*

*It's Silvia. (NOT ~~Is~~ Silvia.)*

### 4 Listening and speaking Memberships

**A** 1.14 Listen to the conversations. Complete the membership cards.

1. **College Library Card**

NAME	ELIZABETH	R	
	First	Middle Initial	Last
PHONE	718-555-	347-555-0806	
	Home phone	Cell phone	
EMAIL ADDRESS	@CUP.ORG		
STUDENT ID NUMBER	192-	-87	

2. **FITNESS GYM**

NAME	X			
	Mr.	Ms.	Miss	Mrs.
				DAVIS
	First	Middle Initial	Last	
PHONE	508-555-	-555-6230		
	Home phone	Cell phone		
EMAIL ADDRESS	@CUP.ORG			

About you

**B Pair work** Now complete this form for a partner. Ask questions.

**TOUCHSTONE CONVERSATION CLUB** Membership application

FIRST NAME	MIDDLE INITIAL	LAST NAME
CELL PHONE	EMAIL ADDRESS	STUDENT ID NUMBER

A *What's your first name?*

B *Rashid.*

A *How do you spell that?*



## 1 Conversation strategy *How about you?*

**A** Look at the photo. Adam and Alicia are strangers. Guess three things they say.

**B** 1.15 Listen. Who's on vacation? Who's a student? Who's here for the concert?



Alicia Hi. How are you doing?  
 Adam Pretty good. How about you?  
 Alicia Good, thanks. It's a beautiful day.  
 Adam Yeah, it is. Are you here for the concert?  
 Alicia Yes. How about you?  
 Adam Well, yeah, but I'm a student here, too. So are you on vacation?  
 Alicia Yes, I am. By the way, I'm Alicia.  
 Adam I'm Adam. Nice to meet you. Well, have a nice day.  
 Alicia Thanks. You too.

**C Notice** how Adam and Alicia say *How about you?* to ask the same questions.

*"How are you doing?"*

*"Pretty good. How about you?"*

**D Complete the conversations. Then practice with a partner.**

1. A Hello. Are you here for the festival?  
 B Yeah, I am. \_\_\_\_\_?  
 A Yeah. Me too.
2. A Hi. How are you doing?  
 B Good, thanks. How about you?  
 A \_\_\_\_\_.
3. A Are you a student?  
 B No, I'm a teacher.  
 \_\_\_\_\_?  
 A I'm a teacher, too.
4. A It's a beautiful day. Are you on vacation?  
 B Yes, I am. \_\_\_\_\_?  
 A No. I'm a student here.
5. A I'm here on business. How about you?  
 B No. \_\_\_\_\_.  
 A Nice. Well, have a great vacation.



## 2 Strategy plus Everyday expressions

Some everyday expressions are more formal.

### More formal

Yes.  
Thank you.  
Hello.  
How are you?  
I'm fine.  
Good-bye.

### Less formal

Yeah.  
Thanks.  
Hi.  
How are you doing?  
OK. / Pretty good. / Good.  
Bye. / See you. / See you later.

How are you?



How are you doing?



### In conversation

Yeah is 10 times more common than yes.

Yeah.

Yes.

About you

Complete these conversations with expressions from the box above. Then practice with a partner.

### 1. Formal conversation

Jeff Hello, Mrs. Swan. \_\_\_\_\_?  
Mrs. Swan \_\_\_\_\_, thank you. Uh, Jeff,  
are you here for English 3?  
Jeff \_\_\_\_\_, I am.  
Mrs. Swan Then you're in Room B. I'm the teacher  
for English 2.  
Jeff Oh, \_\_\_\_\_. Well, have a nice day.  
Mrs. Swan \_\_\_\_\_. You too. Enjoy your  
class! \_\_\_\_\_.

### 2. Less formal conversation

Kathy Hi, Mike, \_\_\_\_\_?  
Mike \_\_\_\_\_. How about you?  
Kathy \_\_\_\_\_. Are you here for a class?  
Mike \_\_\_\_\_, I am. I'm here for yoga.  
How about you?  
Kathy Oh, I'm here for a music class.  
Mike Nice. Well, enjoy your class!  
Kathy \_\_\_\_\_. You too.  
Mike OK. \_\_\_\_\_.

## 3 Strategies In the park

About you

**Pair work** Look at the picture. Choose an activity in the park. Role-play a conversation.

A *Hi, how are you?*  
B *Good, thanks. How about you?*  
A *Pretty good. Are you here for the movie?*

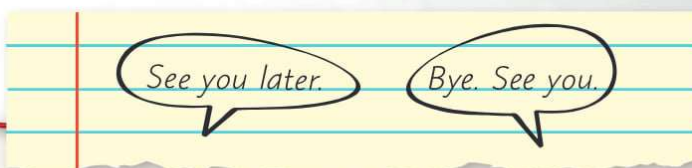
Free talk p. 129





### Learning tip *Learning expressions*

Write new expressions with their responses, like this:



#### In conversation

People say *Hi* and *Bye* more than *Hello* and *Good-bye*.

Hi.

Hello.

Bye.

Good-bye.

Write a response for each expression.

1. Hello.

2. Good morning.

3. Hi, I'm Helen.

4. How are you?

5. Have a nice day.

6. See you tomorrow.

7. Have a good evening.

8. Good night.



#### On your own

Before your next class, say *hello* and *good-bye* (in English!) to three people.



Can Do!

Now I can ...



I can ...



I need to review how to ...



say *hello* and *good-bye*.



introduce myself.



ask for, give, and spell names.



ask and answer questions about names, phone numbers, and email addresses.



complete an application form.



use *How about you?* to ask the same question.



use formal and informal everyday expressions like *Thanks* and *Thank you*.



understand conversations about personal information.



## In class



In this unit, you learn how to . . .

## Lesson A

- Ask and say where people are
- Use *be* with *he, she,* and *they*

## Lesson B

- Talk about things you take to class using *a / an*
- Ask about things using *this* and *these*

## Lesson C

- Ask where things are in a classroom
- Say who owns things using possessive *'s* and *s'*

## Lesson D

- Ask for help in class
- Respond to *I'm sorry* and *Thanks*



## Before you begin . . .

Where are these people? Match the pictures with the sentences.

☐ He's at home.

☒ 1 They're in class.

☐ She's at work.

☐ They're at the library.

☐ She's at the gym.