

10 In a restaurant

LESSON A

- Menu items
- Articles

LESSON B

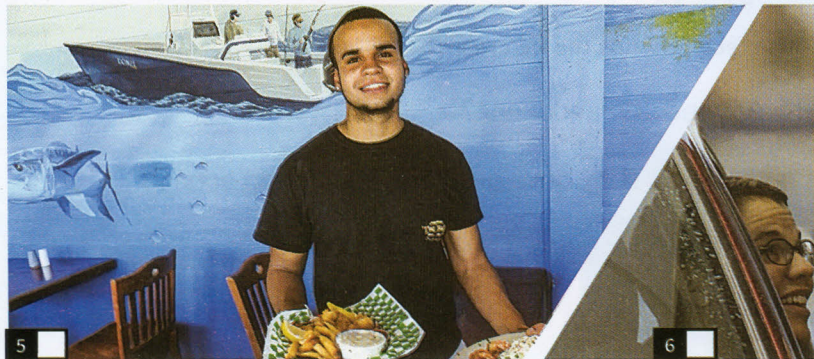
- Ordering food
- Checking information

LESSON C

- Interesting food
- Present perfect for experience

LESSON D

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



Warm Up

- A** What kinds of food do you think each place serves?
- B** Check (✓) the top three places you would like to try. Why?

















A The ice cream is fantastic!

1 Vocabulary Menu items

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

Appetizers Desserts Main dishes Side dishes

CLEO'S DINER

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

B **PAIR WORK** Give an example of another menu item for each category.

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

2 Language in context Any recommendations?

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

Jeff I'm thinking of eating out tonight. Any recommendations?

Junko I'd recommend going to Cleo's Diner. They have great food and good service.

Tony12 Yeah, Cleo's is amazing. Get an appetizer there. They're excellent.

Jeff GR8! How are the main dishes?

Tony12 I had steak with some French fries. The steak was great, but the fries weren't.

Junko You should try a dessert there, too. The ice cream is fantastic!

Jeff I love ice cream! THX. 😊 Does anyone want to join me?

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

3 Grammar Articles

Use a / an to talk about nonspecific singular count nouns

Try **a** dessert.

Get **an** appetizer.

Use some before plural count and noncount nouns.

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

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

Use the to talk about specific count and noncount nouns.

I had **the** crab cakes.

The ice cream is fantastic.

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

I had a steak and **some** French fries.

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

Circle the words. Then compare with a partner.

- A I'm glad we came here. It's a great place.
 B So, do you want to share **an** / **some** appetizer?
 A Sure. How about **an** / **the** onion rings?
 B Perfect!
 A And do you want to get **a** / **some** crab cakes?
 B I don't think so. I'm not *that* hungry.
 A I'm going to get **a** / **the** lamb chops with **a** / **some** rice.
 B I think I want **a** / **the** steak. I heard it's delicious.
 A **A** / **The** desserts are good. I love **an** / **the** ice cream.
 B Yeah, we should order **a** / **an** dessert later.
 A Let's find **the** / **some** waiter. Where is he?



4 Pronunciation *The* before vowel and consonant sounds

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

/i/		
the appetizer	the ice cream	the orange

/ə/		
the lamb	the fruit	the pie

B **PAIR WORK** Practice the conversation in Exercise 3.

5 Speaking What to order?

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

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

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

B **PAIR WORK** Look at the menu in Exercise 1. What would you order?

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

6 Keep talking!

Go to page 147 for more practice.

B I'll have the fish, please.

1 Interactions At a restaurant

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

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



Waiter Are you ready to order?

Maria Yes, I think so.

Waiter What would you like?

Maria I'll have the fish with some rice, and a small salad, please.

Waiter Anything else?

Maria No, I don't think so.

Waiter All right. Let me check that. You'd like the fish, with rice, and a small salad.

Maria Yes, that's right.

Waiter Would you like some water?

Maria Sure, that would be great. Thank you.

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

Ordering food

I'll have . . . , please.

I'd like . . . , please.

Can I have . . . , please?

Checking information

Let me check that.

Let me read that back.

Let me repeat that.

D **PAIR WORK** Have conversations like the one in Part B. Use the food below.



2 Listening Food orders

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

one two three

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

1

Mickey's 🐭

chicken

rice

mixed vegetables

apple pie

2

Mickey's 🐭

crab cakes

lamb chops

French fries

small salad

water

chocolate cake

medium mushroom pizza

iced tea

3 Speaking Role play

PAIR WORK Role-play the situation. Then change roles.

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

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

◆ **PUCK'S PLACE** ◆

◆ **PUCK'S PLACE** ◆

Appetizers

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

Main dishes

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

Sides

French fries • Rice
 Mixed vegetables • Mashed potatoes

Desserts

Apple pie • Chocolate ice cream • Fruit salad

Drinks

Tea • Coffee • Lemonade • Soda

A: Hello. Are you ready to order?

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

Have you ever ...?

1 Vocabulary Interesting food

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



avocados



blue cheese



carrot juice



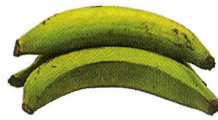
dates



frozen yogurt



oysters



plantains



seaweed



soy milk



squid

Dairy	Seafood	Fruits / Vegetables	Drinks

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

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

2 Conversation Dinner plans

A Listen and practice.

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



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

3 Grammar Present perfect for experience

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

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

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

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

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

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



B Make sentences about your food experiences.

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

C PAIR WORK Ask *Have you ever . . . ?* questions about the experiences in Part B.

4 Speaking Food experiences

A Add two more food experiences to the list.

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

B PAIR WORK Discuss your experiences. What food would you like to try?


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

5 Keep talking!

Go to page 148 for more practice.

D Restaurant experiences

1 Reading

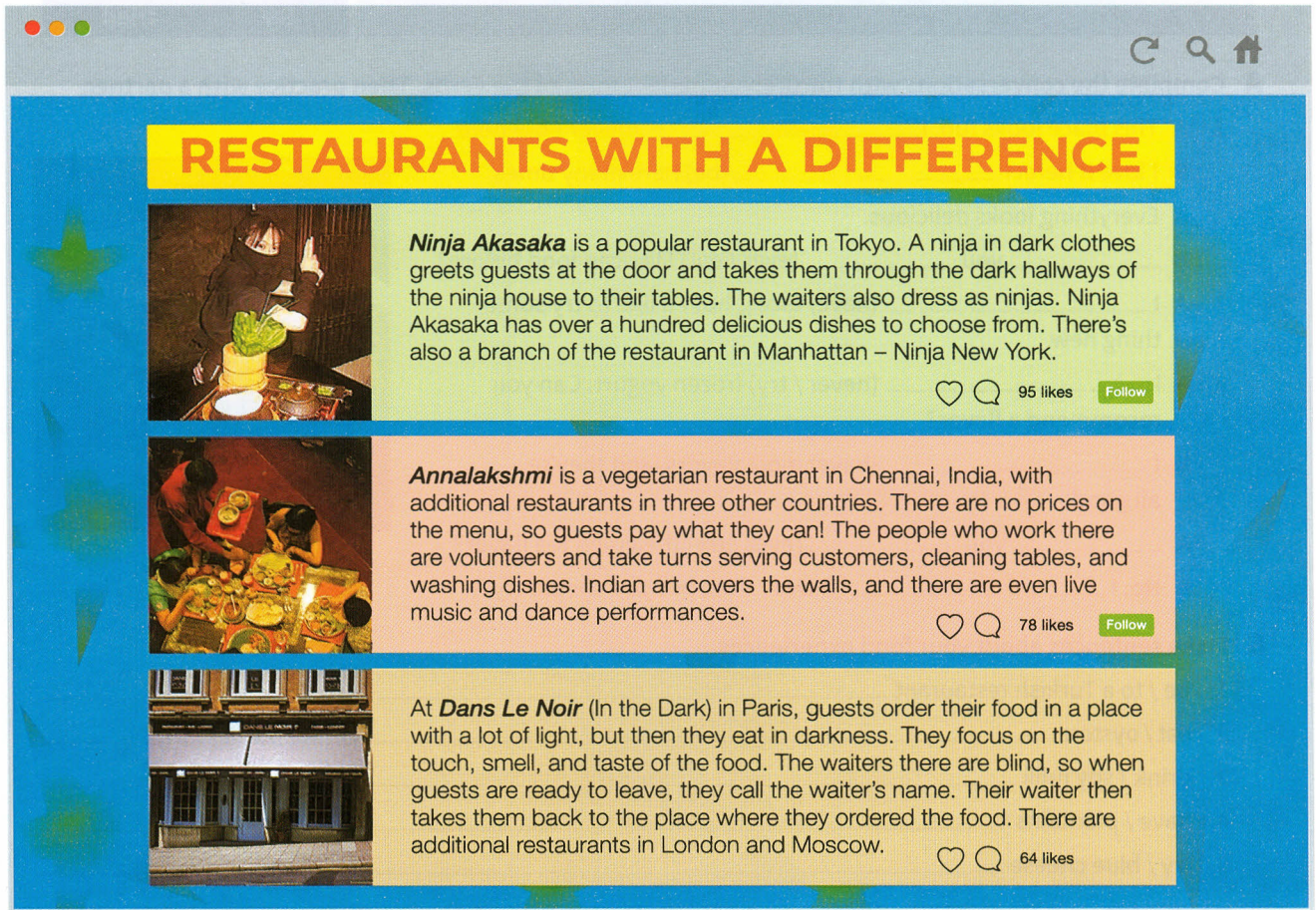
A  Read the web page. Which sentence describes all three restaurants? Check (✓) the correct answer.

They don't have a lot of light.


They are in good locations.


They're not very expensive.


They are very unusual.



RESTAURANTS WITH A DIFFERENCE

 **Ninja Akasaka** is a popular restaurant in Tokyo. A ninja in dark clothes greets guests at the door and takes them through the dark hallways of the ninja house to their tables. The waiters also dress as ninjas. Ninja Akasaka has over a hundred delicious dishes to choose from. There's also a branch of the restaurant in Manhattan – Ninja New York.   95 likes [Follow](#)

 **Annalakshmi** is a vegetarian restaurant in Chennai, India, with additional restaurants in three other countries. There are no prices on the menu, so guests pay what they can! The people who work there are volunteers and take turns serving customers, cleaning tables, and washing dishes. Indian art covers the walls, and there are even live music and dance performances.   78 likes [Follow](#)

 At **Dans Le Noir** (In the Dark) in Paris, guests order their food in a place with a lot of light, but then they eat in darkness. They focus on the touch, smell, and taste of the food. The waiters there are blind, so when guests are ready to leave, they call the waiter's name. Their waiter then takes them back to the place where they ordered the food. There are additional restaurants in London and Moscow.   64 likes

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

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

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

2 Listening So, what did you think?

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

Ninja Akasaka Annalakshmi Dans Le Noir

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

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

3 Writing A review

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

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

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

My Favorite Restaurant

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

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

4 Speaking Restaurant recommendations

PAIR WORK Recommend a good place to go for each situation. Discuss your ideas.

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

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

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



Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of menu items. How many do you know? You have two minutes.

Lesson B **Do you remember?**

Check (✓) the things you can say to order food. You have one minute.

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

Lesson C **Find out!**

What interesting food have you and your partner both tried? Take turns. You and your partner have two minutes.

A: I've eaten squid.

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

Lesson D **Guess!**

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

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

B: Is it Big Fish?

A: Yes, it is.

2 In the real world

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

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

Alphabet Café

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



11

Entertainment

LESSON A

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

LESSON B

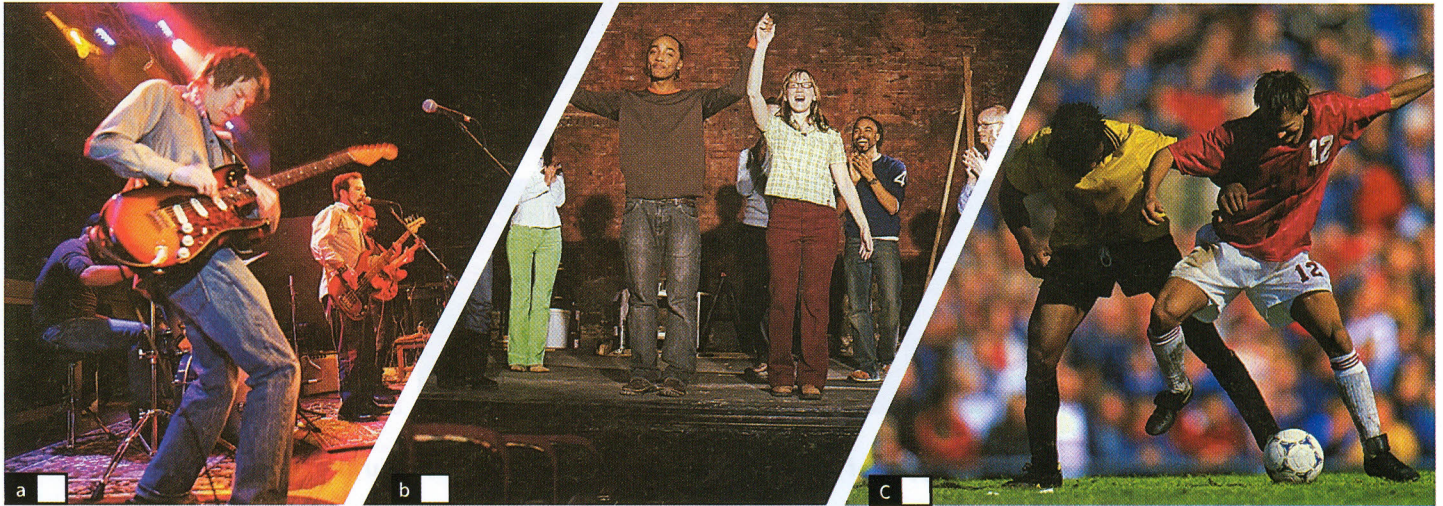
- Asking for suggestions
- Giving a suggestion

LESSON C

- Types of music
- Determiners

LESSON D

- Reading: "Everybody Loves a Sing-Off"
- Writing: A popular musician



Warm Up

A Match the words and the pictures.

- | | | |
|-------------------------|---------------------------|---------------------|
| _____ an amusement park | _____ a dance performance | _____ a play |
| _____ a concert | _____ a movie | _____ a soccer game |

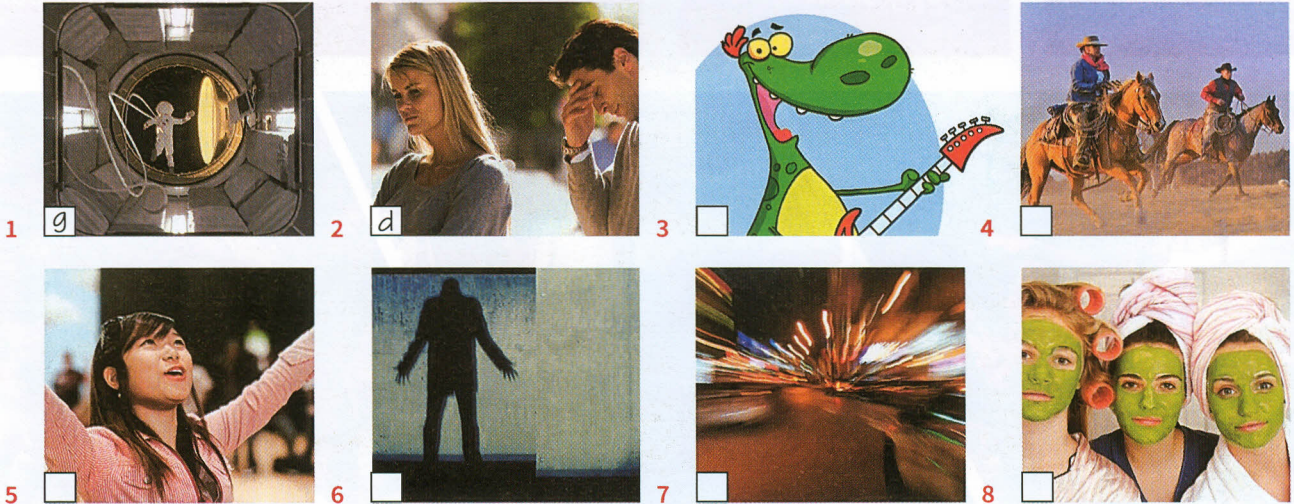
B Which of these types of entertainment do you want to go to? Rank them from 1 (really want to go) to 6 (don't really want to go).

A I'm not a fan of dramas.

1 Vocabulary Types of movies

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

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

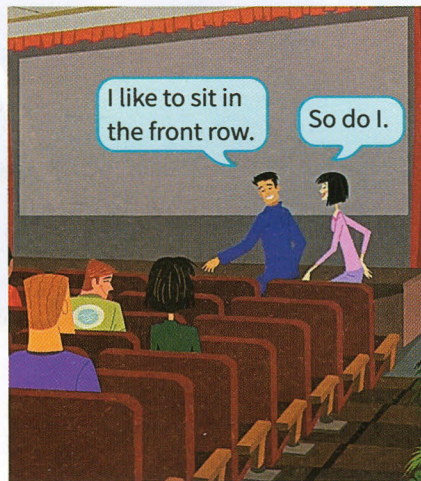
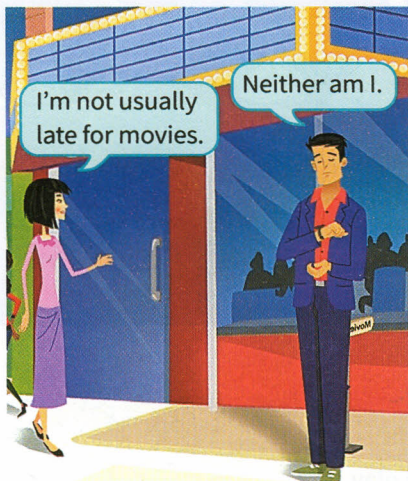


B **PAIR WORK** What are your favorite types of movies? Give an example of the types you like. Tell your partner.

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

2 Language in context At the movies

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



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

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

I'm a fan of science fiction movies.
So am I / I am, **too**.
 Oh, I'm not. I like comedies.
 I like to sit in the front row.
So do I. / I do, **too**.
 Really? I don't. I prefer the back row.

I'm not usually late for movies.
Neither am I. / I'm not, **either**.
 Oh, I am. I'm always late.
 I don't buy popcorn.
Neither do I. / I don't, **either**.
 Oh, I do. And I always get a soda.

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

- 1 I'm not a fan of dramas. Neither am I. I'm not, either.
- 2 I love animated movies. _____
- 3 I'm not interested in action movies. _____
- 4 I'm interested in old westerns. _____
- 5 I don't watch horror movies. _____
- 6 I don't like science fiction movies. _____

B PAIR WORK Make the sentences in Part A true for you. Respond with so, too, either, or neither.

- A: I'm not a fan of dramas.
 B: **Neither** am I. **OR** Really? I am. My favorite drama is ...

4 Speaking *Movie talk*

A Complete the sentences with true information.

- I like to eat candy at the movies.
(snack)
- I really like _____.
(actor or actress)
- I'm not a fan of _____.
(actor or actress)
- I want to see _____.
(name of movie)
- I don't really want to see _____.
(name of movie)
- I often see movies at _____.
(name of theater)
- I usually see movies with _____.
(name of person)



B PAIR WORK Take turns reading your sentences. Respond appropriately.

- A: I like to eat candy at the movies.
 B: I don't. I like to eat popcorn.

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

5 Keep talking!

Go to page 149 for more practice.

B Any suggestions?

1 Interactions Suggestions

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

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



Douglas What do you want to do this weekend?

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

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

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

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

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

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

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

Asking for suggestions

Do you have any suggestions?

What do you suggest?

Any suggestions?

Giving a suggestion

Let's ...

Why don't we ...?

We could ...

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

_____ **A** A play? That's not a bad idea.

_____ **B** We always see movies. Why don't we see a play?

_____ **A** I'm not sure. We could see a movie.

_____ **B** OK. And let's have dinner before.

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

_____ **B** There are two plays. One is a drama, the other a comedy.


_____ **A** Why don't we see the comedy?

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

2 Listening Let's get together!

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

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

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

3 Speaking This weekend

A **PAIR WORK** Complete the chart with what is happening this weekend where you live.

	Movies	Music	Sports	Festivals
Friday				
Saturday				
Sunday				

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

A: Let's do something fun this weekend.

B: All right. Any suggestions?

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

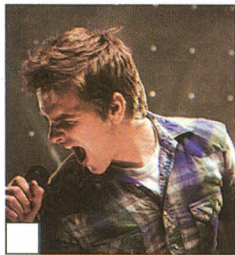
B: No, I don't. Sorry. Why don't we...?



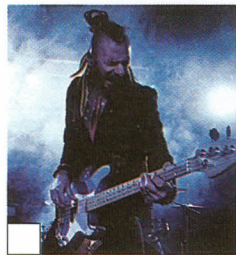
C All of us love music.

1 Vocabulary Types of music

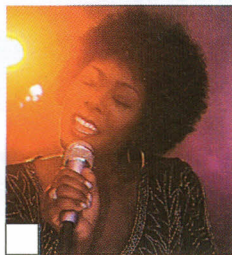
A  Listen to the song clips. Number the types of music you hear from 1 to 10. Then check your answers.



pop



rock



jazz



country



classical



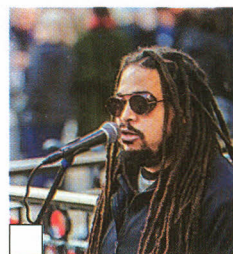
folk



hip-hop



techno



reggae



blues

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

"Jennifer Lopez sings pop music."

2 Conversation A music recital

A  Listen and practice.

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

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

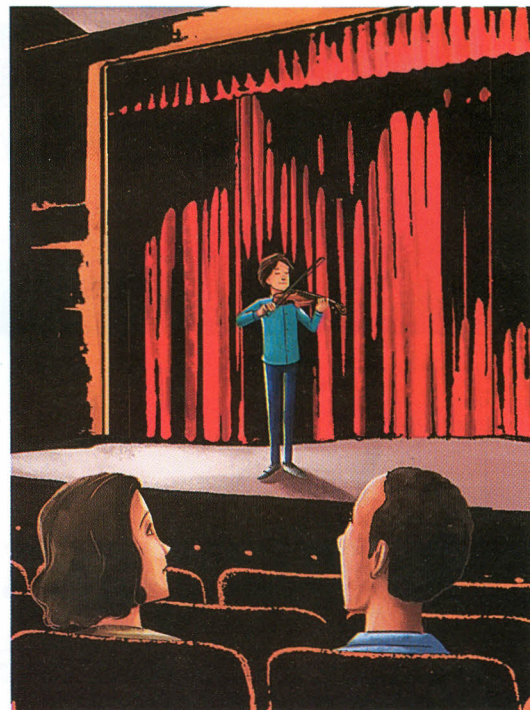
Ingrid I see. And do most of the schools in this city have bands?

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

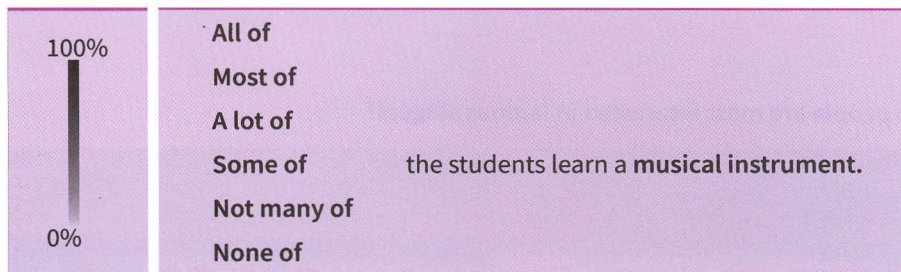
Ingrid How interesting! Do you know what's next?

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

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



3 Grammar Determiners



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

- 1 _____ of them are singing.
- 2 _____ of them have costumes.
- 3 _____ of them are sitting.
- 4 _____ of them are playing an instrument.
- 5 _____ of them have blond hair.
- 6 _____ of them are dancing.



B Make true sentences using determiners. Tell your partner.

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

4 Pronunciation Reduction of *of*

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

/ə/ /ə/ /ə/
All of the students A lot of the schools None of my friends

B **PAIR WORK** Practice the sentences in Exercise 3A. Reduce *of* to /ə/.

5 Speaking Ask the class.

A **CLASS ACTIVITY** Add a type of music, a song, or a singer to the question.

Then ask your classmates the question.

Write the number of people who answer "yes."

Do you like _____?

B Share your information. Use determiners.

"Some of us like hip-hop."

6 Keep talking!

Go to page 150 for more practice.

D Singing shows around the world

1 Reading

A Read the online article. Which people are most interested in famous singers?



EVERYBODY LOVES A SING-OFF

Every year, thousands of people around the world enter singing competitions on TV, and millions of people watch to see who wins. Why do we love these programs so much?

Kanda, Thailand
Favorite show: *The Mask Singer*
"I'm a fan because I like seeing regular people become famous. Everybody loves a rags-to-riches story, right? I really enjoy shows where you choose favorites and watch them improve each week. Also, I love when I can vote for a singer – it's fun to help decide who will be the next big star!"
34 likes [Follow](#)

Andrew, USA
Favorite show: *American Idol*
"I usually watch singing competitions because I want to see singers before they are stars. Did you know that singers like Justin Timberlake, Beyoncé, and One Direction were all on TV competitions? Not many of the competitors will become famous – but sometimes, I hear a singer and I just know she's going to be great."
57 likes [Follow](#)

Eduardo, Chile
Favorite show: *Festival Internacional de la Canción de Viña del Mar*
"Everybody likes to sing – that's why these competitions are so popular. All of my friends sing in the shower, in the car, walking down the street. But I wish it wasn't all pop music. How about a hip-hop competition? Or a techno contest with DJs? That would be really cool."
48 likes [Follow](#)

Wiktoria, Poland
Favorite show: *Eurovision*
"I like to watch people sing badly. Seriously, I can hear good singing any time on the radio – it's more fun to hear people who aren't so good. I like to see what happens when people get on stage with a big audience. Will they perform well? Or will they miss a beat? That's really why most of us watch – we like to be the judge."
45 likes [Follow](#)

B Read the article again. Answer the questions.

- 1 Why does Kanda watch singing shows? _____
- 2 What does Andrew want to see? _____
- 3 What does Yandri not like about competitions? _____
- 4 Why does Wiktoria like to see people sing badly? _____

C **GROUP WORK** Do you like to watch singing competitions? Why or why not? Would you enter a competition? What kind of music would you sing? Discuss your ideas.

2 Listening Classical music hour

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

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

- Lang Lang had his first music lessons at age:

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

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

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

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

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



3 Writing A popular musician

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

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

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

My Favorite Singer

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



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

4 Speaking Make a playlist

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

B **PAIR WORK** Create a five-track playlist. Use your notes.

A: I think ... is very important.

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

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

Wrap-up

1 Quick pair review

Lesson A Find out!

What are two types of movies that both you and your partner like? You have two minutes.

A: I like action movies. Do you?

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

Lesson B Do you remember?

Match the questions with the suggestions. You have one minute.

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

Lesson C Brainstorm!

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

Lesson D Guess!

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

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

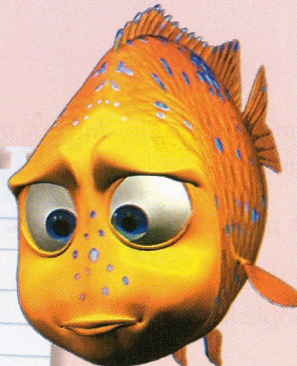
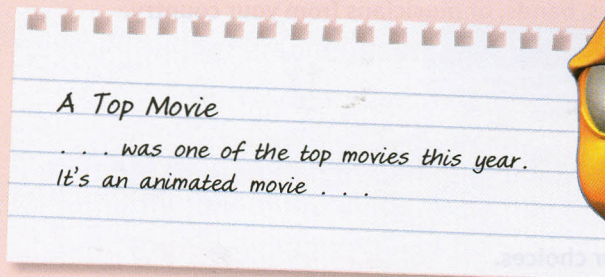
B: BoA?

A: Yes. Her real name is Kwon Bo-ah.

2 In the real world

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

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



12 Time for a change

LESSON A

- Personal goals
- Infinitives of purpose

LESSON B

- Reacting to bad news
- Reacting to good news

LESSON C

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

LESSON D

- Reading: "An Olympic Dream Flies High"
- Writing: A dream come true



Warm-up

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

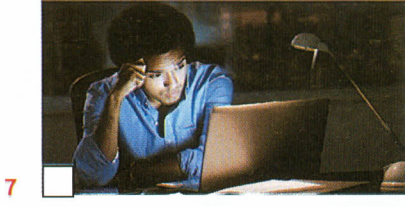
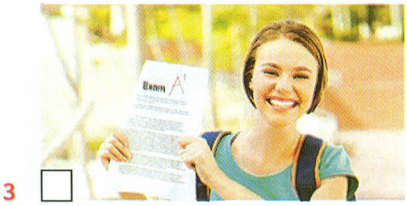
B Would you like to make any of these changes? Which ones?

A Personal change

1 Vocabulary Personal goals

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

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



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

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

2 Language in context I'm making it happen!

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



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

-Leonardo



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

-Mark



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

-Tina

B Talk about a change you made.

3 Grammar Infinitives of purpose

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

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

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

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

(= because I want to learn the guitar)

(= because I want to lose weight)

(= because she wants to buy a bike)

(= because we want to make more friends)

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

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

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

- I'd like to go to a hair salon because I want to get a new hairstyle.
I'd like to go to a hair salon to get a new hairstyle.
- I listen to songs in English because I want to improve my listening.

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

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



C PAIR WORK Which sentences from Part B are true for you? Tell your partner.

4 Speaking Three changes

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

	Changes	Reasons
1		
2		
3		

B GROUP WORK Discuss your changes. Are any of your changes or reasons the same?

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

5 Keep talking!

Go to page 151 for more practice.

B I'm happy to hear that!

1 Interactions Good and bad news

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

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



Joe Hey, Emily. Long time no see.

Emily Oh, hi, Joe. How are you doing?

Joe Fine. Well, actually, I didn't pass my driving test – again. That's three times now.

Emily **That's too bad.**

Joe Yeah, I wanted to drive to the beach this weekend. So, what's new with you?

Emily Well, I'm playing guitar in a band. I'm really enjoying it.

Joe **That's wonderful!** What kind of music?

Emily Rock. We have a show next week. Do you want to come? I'll email you the information.

Joe Thanks. I'll be there!

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

Reacting to bad news

That's too bad.

That's a shame.

I'm sorry to hear that.

Reacting to good news

That's wonderful!

That's great to hear!

I'm happy to hear that!

D **PAIR WORK** Share the news below and react appropriately.

I'm learning German.

I bought a car.

I failed my math exam.

I have a part-time job.

I broke my foot.

I lost my wallet.

I won two concert tickets.

I'm going to travel to London.

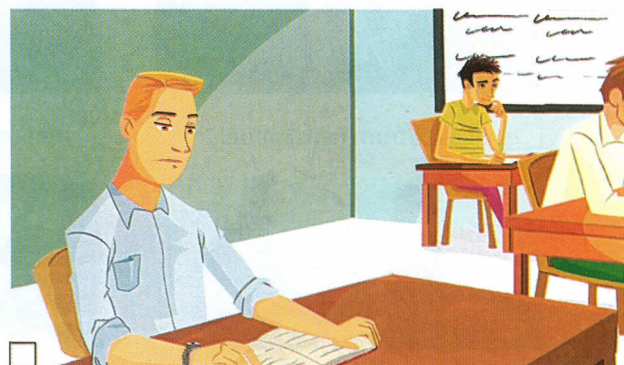
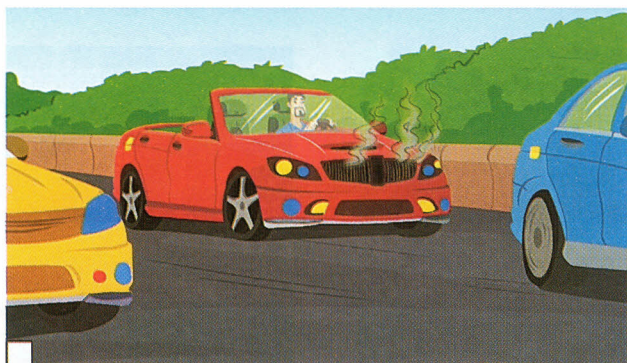
I'm not sleeping well.

I'm planning to get a pet.

2 Listening Sharing news

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

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



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

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

3 Speaking Good news, bad news

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

	Good news		Bad news
1		1	
2		2	

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

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

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

A: That's wonderful!

B: What's new with you?

C **GROUP WORK** Share the most interesting news you heard.

C I think I'll get a job.

1 Vocabulary Milestones

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

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

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

2 Conversation I'll go traveling.

A Listen and practice.

- Tim** Hey, Craig. How are you doing?
- Craig** Oh, hi, Tim. I'm fine. What's new with you?
- Tim** Well, I'm graduating from college this summer.
- Craig** That's wonderful! What do you think you'll do in September?
- Tim** I think I'll go traveling with some friends.
- Craig** That sounds fun, but it won't be cheap.
- Tim** Yeah, so I may get a job this summer to pay for the trip.

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



3 Grammar Will for predictions; may, might for possibility

What do you think you'll do?

Predictions

I think I'll go traveling with some friends.

I won't get a roommate.

Do you think you'll get a roommate?

Yes, I'll get one soon.

No, I won't get a roommate this year.

Possibility

I don't really know. I may get a job.

I'm not really sure. I might buy a pet.

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

- A** Do you think you'll buy a house next year?

B No, I don't have enough money. But I'll / I may rent an apartment. I don't know.
- A** What do you think you'll do on your next birthday?

B I'll / I might have a big party, but I'm not sure.
- A** When do you think you'll retire?

B I'll / I may retire at 65. Most other people do.
- A** Do you think you'll buy a car this year?

B No, I won't / I might. I don't have enough money for one.
- A** Do you think you'll get married after college?

B I'm not sure. I'll / I may get married someday.

B PAIR WORK Ask and answer the questions in Part A. Answer with your own information.

4 Pronunciation Contraction of will

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

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

5 Speaking My future

A Write an idea for each of the things below.

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

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

A: Do you think you'll start your career this year?

B: Yes, I think I will. I have an interview this week.



Time expressions

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

6 Keep talking!

Go to page 152 for more practice.

D Dreams and aspirations

1 Reading

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

“The important thing in life is not to win but to try.”

–Pierre de Coubertin, founder of the modern Olympic games

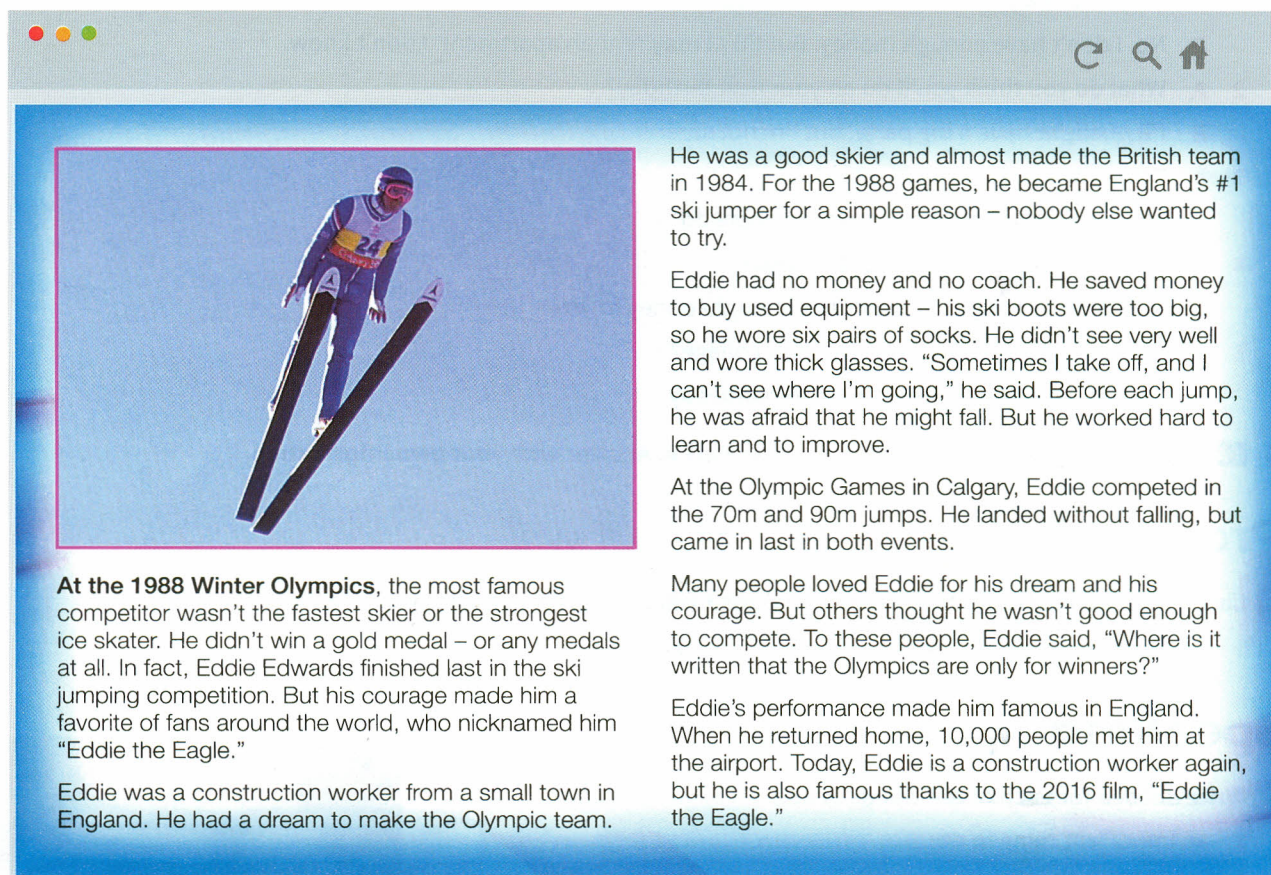
B Read the article. Check (✓) the best title.

Skater Loses Olympics but Wins Fans

The Worst Olympian Ever

An Olympic Dream Flies High

Ski Jumper – or Ski Dropper?



He was a good skier and almost made the British team in 1984. For the 1988 games, he became England's #1 ski jumper for a simple reason – nobody else wanted to try.

Eddie had no money and no coach. He saved money to buy used equipment – his ski boots were too big, so he wore six pairs of socks. He didn't see very well and wore thick glasses. “Sometimes I take off, and I can't see where I'm going,” he said. Before each jump, he was afraid that he might fall. But he worked hard to learn and to improve.

At the Olympic Games in Calgary, Eddie competed in the 70m and 90m jumps. He landed without falling, but came in last in both events.

Many people loved Eddie for his dream and his courage. But others thought he wasn't good enough to compete. To these people, Eddie said, “Where is it written that the Olympics are only for winners?”

Eddie's performance made him famous in England. When he returned home, 10,000 people met him at the airport. Today, Eddie is a construction worker again, but he is also famous thanks to the 2016 film, “Eddie the Eagle.”

At the 1988 Winter Olympics, the most famous competitor wasn't the fastest skier or the strongest ice skater. He didn't win a gold medal – or any medals at all. In fact, Eddie Edwards finished last in the ski jumping competition. But his courage made him a favorite of fans around the world, who nicknamed him “Eddie the Eagle.”

Eddie was a construction worker from a small town in England. He had a dream to make the Olympic team.

C Read the article again. Answer the questions.

- 1 What was Eddie's dream? _____
- 2 What was Eddie afraid of? _____
- 3 Why did the crowd like Eddie? _____
- 4 Why did many people like Eddie? _____

D **GROUP WORK** Do you think it's more important to win or to try? Should the Olympic Games be open to athletes like Eddie, or only the best athletes?

2 Listening An interview with an athlete

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

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

B 🎧 Listen again. Circle the correct answers.

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



3 Writing A dream come true

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

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

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

My Dream

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

C **GROUP WORK** Share your writing. Ask and answer questions for more information.

4 Speaking Dream planner

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

My Dream	How I'll make it happen
	1
	2
	3

B **GROUP WORK** Tell your group about your dream and how you'll achieve it.

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

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

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

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

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

Lesson B **Do you remember?**

Write B for ways to react to bad news. Write G for ways to react to good news. You have one minute.

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

Lesson C **Find out!**

What are two things both you and your partner think you will do in the future? Take turns. You and your partner have two minutes.

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

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

Lesson D **Guess!**

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

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

B: Did you want to swim in the Olympics?

A: Yes, I did.

2 In the real world

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

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

Bill Gates

Bill Gates wants to improve people's health.

I think he'll achieve this goal . . .

