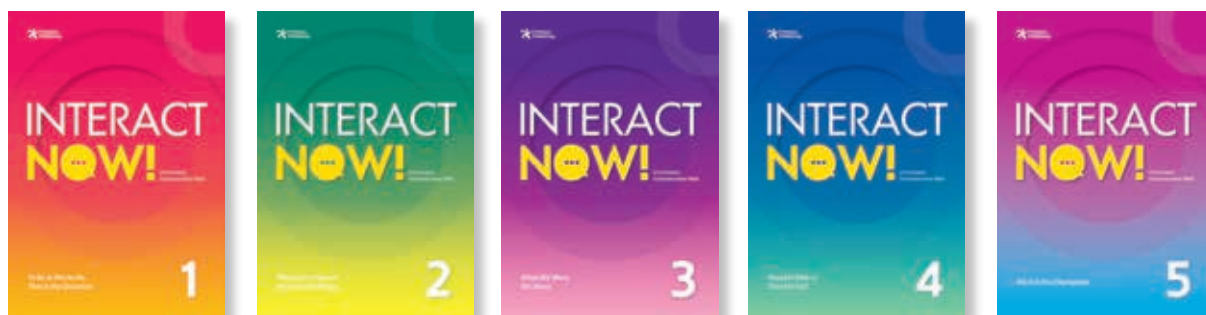


ABOUT INTERACT NOW!



SERIES DESCRIPTION

Interact Now! is a communication-focused course with a global context for 21st-century learners. The series engages learners with relevant content, appealing aesthetics, and meaningful outcomes in every unit. *Interact Now!* is a multi-level communicative language course for beginner (A1) to intermediate (B1) learners of English.

Competency outcomes are attained through the proper balance of listening, speaking, reading, and writing skills. *Interact Now!* has a deliberate emphasis on integrated-skill activities. In addition, the series includes clear language focus through grammar points and supportive vocabulary.

Activities designed to develop communication skills, collaboration competency, creativity, and critical thinking ability are integrated throughout the series. Digital components expand the lessons and help learners develop digital literacy.

FEATURES

- A CEFR-graded five-book series designed to increase the communicative abilities of students of English
- A wide-ranging, communicative course, built around exciting and motivating topics
- Twelve units (four pages per unit for student book and two pages per unit for workbook)
- Stimulating communicative tasks with a clear language focus
- Real-world situations and learning outcomes
- Content and language integrated learning (CLIL) and cultural readings
- Motivates students to use the 21st century skills
- Integrated digital learning materials
- Audio scripts
- Language reference section
- Easy-to-navigate, contemporary design

STUDENT BOOK WALKTHROUGH

UNIT 1

Hello



Introduction

- 1 Work with a partner. Write as many questions as you can for your classmates using the question words below. You have three minutes.

Who's your favourite actor?
 When _____
 Where _____
 Why _____
 What _____
 How _____
 Are/Were _____



NOTE
 Cardinal numbers are used to count.
 Ex. one, two, three, four, five.
 Ordinal numbers show position.
 Ex. first, second, third, fourth, fifth.

Sounding Natural

- 3 Track 01 Listen and repeat the numbers.

13 thirteen	14 fourteen	15 fifteen	16 sixteen	18 eighteen
23 twenty-three	26 twenty-six	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	99 ninety-nine	100 a hundred

- 4 Track 02 Listen and write the numbers in the spaces below.

a fifty
 b _____
 c _____
 d _____
 e _____
 f _____
 g _____
 h _____
 i _____
 j _____

Objective: Introduce themselves using basic personal information and greetings
 Focus: to be verb, personal pronouns, wh- questions, cardinal/ordinal numbers, greetings, personal information

Language Focus

I	am	John Davies.	I'm	John Davies.
He	is	David Bush.	He's	David Bush.
She	is	Kate Black.	She's	Kate Black.

Practice

- 5 Read the conversation below. Change the words in the parentheses to the short form.

David: Excuse me... Mr Brown?
 John: Yes. Call me John, please.
 David: OK. Hello, John. My (name is) name's David.
 Ann Cox is my friend.
 John: Oh, (you are) _____ David Black!
 David: Yes, that's right.
 John: Hi, David. Nice to meet you.
 David: Nice to meet you too, John.
 John: (How is) _____ Ann?
 David: Oh, (she is) _____ fine, thanks.

NOTE

Full name	Short form
Mr. Smith	Mr
Ms. Jones	Ms
Mr. Black	Mr
Ms. Gray	Ms

NOTE

Personal pronouns are words used instead of nouns to refer to people, things, or ideas.

Person	Full form	Short form
I	I	I
you	you	you
he	he	he
she	she	she
it	it	it
we	we	we
they	they	they

- 6 a Work with a partner. Practise the conversation in the blue box.

Person one: Hi, I'm Ann. What's your name?
Person two: Hi, my name's Mike. David Black is my friend.
Person one: Oh yes, David! How is he?
Person two: He's great, thanks.

- b Work with a different partner. Practise the conversation again. Change the underlined words and use your own names.

Listening and Reading

- 7 a Track 03 Listen and read the conversation below.

Sheri: Hi, Kate. How are you?
 Kate: Fine, thanks, Sheri. And you?
 Sheri: Very well, thanks.

- c Work with a partner. Practise the conversation below. Remember to use your names.

A: Hi, _____. How are you?
 B: Fine, thanks, _____. And you?
 A: Very well, thanks.

Listening and Writing

- 8 a Track 04 Track 05 Listen and complete the conversations with the words in the grey box.

thanks great OK
 fine bad not

Sheri: Hi, Kate. How are you?
 Kate: _____, Sheri. And you?
 Sheri: I'm _____, thanks.

Sheri: Hi, Kate. How are you?
 Kate: _____, thanks, Sheri.
 And you?
 Sheri: _____, thanks.

- c Practise the conversations below. Use your own information.

A: Hi, _____. How are you?
 B: Great, thanks, _____.
 And you?
 A: I'm OK, thanks.

A: Hi, _____. How are you?
 B: Not bad, thanks, _____.
 And you?
 A: Fine, thanks.



- b Track 04 Track 05 Listen again. Practise the conversations in activity 8a.

Practice

- 9 a Write notes about your family.

brothers, age sisters, age

I have _____
 My father has _____
 My mother has _____

- b Work with a partner. Talk about your family.

example I have two brothers and one sister.
 My brothers are 5 years old and 3 years old. My sister is 8 years old.
 My father has one brother.

- c Tell the class about your partner's answers.

example John has two brothers and one sister.
 He has two brothers aged 9 and 10, and a sister who is 14. His father has one brother.

Language Focus

have/don't have		
I		a brother.
You	have	a phone.
We	don't have	a camera.
They		a pet.
has/doesn't have		
He	has	a sister.
She	doesn't have	a laptop.
		a briefcase.

Interact

- 10 a Think about you. Make notes in the table.

questions	example	you	your partner
What is your name?	My name is John.		
How old are you?	I am 11 years old.		
What do you do?	I am a student.		
How many siblings do you have?	I have 1 brother and 1 sister.		
What do you like? / What don't you like?	I really like shopping.		

- b Work with a partner. Ask and answer questions. Write the information in the table above.

example A: How old are you?
 B: I'm 12 years old.
 A: How many siblings do you have?
 B: I don't have any siblings.

- c Tell the class about your partner's answers.

example Ben's a teacher. He is 40 years old. He has 2 brothers.

Introduction is designed to introduce the lesson topic and new vocabulary. Clear visual images help learners to connect with the topic and to contextualize the language in everyday life. Increasing learners' vocabulary assists them in communicating more effectively.

Reading / Listening / Writing presents the target language in a realistic context. The comprehension questions help learners with their reading, listening, and writing skills, essential for advanced communication. Learners discuss their answers with the class.

Language Focus outlines the rules and uses of the target grammar. As well as providing realistic examples of the target language, short comprehension exercises are also sometimes featured. Understanding grammar helps to give learners the confidence necessary for English communication.

Practice exercises are controlled activities that check learners' understanding of the target language and grammar.

Sounding Natural activities give learners the opportunity to improve their pronunciation skills through tasks that practice areas such as elision, weak forms, stress, rhythm and intonation.

Interact empowers learners to say what they want. Learners prepare their own ideas, discuss these ideas in pairs and, finally, present the ideas to the whole class. Learners are encouraged to express and to share their own opinions with each other. As a result, they can develop their discussion and presentation skills. Teachers can develop the conversations based on the interests and abilities of the class and the length of the lesson.

WORKBOOK WALKTHROUGH

The image shows two pages from a workbook. The left page is titled 'UNIT 1 Hello' and contains 'FLUENCY' exercises. The right page contains 'GRAMMAR' and 'FLUENCY' exercises.

Page 54 (Left):

FLUENCY (Do the exercises below.)

A. Write sentences with the names below.

- John His name is John.
- Maria _____
- Jane _____
- David _____
- Michael _____

B. Write the words in the correct order.

- what / name? / your / is What is your name?
- name / my / is / Tony. _____
- I / very / am / well, / you, / thank _____
- meet / you, / to / it / very / is / nice _____

C. Fill in the blanks with the words from the box.

you too you thanks this family fine well how it's

David: Hi, Sheri. 1 _____ are you?
 Sheri: Hello, David. I'm very 2 _____, thank 3 _____.
 How are you?
 David: 4 _____, 5 _____ Sheri, 6 _____ is my friend, Michael.
 Sheri: Hi, Michael. Nice to meet 7 _____.
 Michael: Nice to meet you, 8 _____ Sheri. What's your 9 _____ name, Sheri?
 Sheri: 10 _____ Smith, S-M-I-T-H.

Page 55 (Right):

GRAMMAR (Fill in the blanks and say the sentences.)

I	am	I'm	Susie
He	is	She's	John.
She		They're	Kate.
We	are		friends.
They			classmates.

FLUENCY (Do the exercises below.)

A. Write the words in the correct order. Ask and answer.

- name? / your / what's _____ What's your name?
- Bob's / name's / my _____
- he? / old / is / how _____
- 29, / is / he _____
- is / from? / where / she _____
- she / Japan, / from / is _____
- do? / do / you / what _____
- a / I'm / mechanic. _____
- number? / what's / telephone / her _____
- is / 396-2009, / it _____

B. Fill in the blanks with the names in the box.

Aim _____ A: Hello. I'm _____ What's your name?
 Ken _____ B: Hi. My name's _____ Nice to meet you.
 A: Nice to meet you too, _____

Wayne Miller _____ A: Hello. I'm _____ What's your name?
 Ken Orbach _____ B: My name's _____ Nice to meet you.
 A: Nice to meet you too. I'm sorry, what's your family name?
 B: _____
 A: How do you spell that?
 B: _____

Two pages of Vocabulary, Grammar, Fluency, and Reading activities for reviewing the target language

Unit	Title	Objective
1	Hello	Introduce themselves using basic personal information and greetings
2	Meet My Friend	Introduce another person and give simple information about them
3	At School	Understand, follow, and respond to basic classroom instructions
4	My Family & Things	Identify common objects and family members using demonstratives, and possessive pronouns and adjectives
5	Big or Small?	Describe objects using basic adjectives
6	At Home	Describe objects and rooms in their homes using <i>there is / there are</i> and prepositions
7	In My Neighbourhood	Identify and describe places in the neighborhood using basic prepositions
8	About Me	Give personal information such as common jobs using simple question forms
9	Contact Information	Share personal details using numbers and spelling
10	Where and When?	Ask and answer questions about time using prepositions of time
11	People Around Me	Describe people's physical characteristics and clothing using appropriate adjectives
12	My Day	Express preferences of hobbies using connectors

	Focus	Pages	
	<ul style="list-style-type: none"> • <i>to be</i> verb • <i>wh-</i> questions • greetings 	<ul style="list-style-type: none"> • personal pronouns • cardinal/ordinal numbers • personal information 	4-7
	<ul style="list-style-type: none"> • <i>wh-</i> questions • common/proper nouns • countries and nationalities 		8-11
	<ul style="list-style-type: none"> • imperatives • <i>yes/no</i> questions and <i>to be</i> questions • classroom subjects and materials • classroom instructions 		12-15
	<ul style="list-style-type: none"> • <i>this / that</i> • possessive pronouns / 's (genitive) • articles 	<ul style="list-style-type: none"> • question using <i>whose</i> • possessive adjectives • classroom objects 	16-19
	<ul style="list-style-type: none"> • <i>these / those</i> • common adjectives • everyday, personal, and household objects 	<ul style="list-style-type: none"> • basic intensifiers • colors, sizes, and materials 	20-23
	<ul style="list-style-type: none"> • <i>to be</i> verb (questions) • <i>there is / there are</i> • prepositions of place (<i>in, on, under</i>) • furniture and rooms in the house 		24-27
	<ul style="list-style-type: none"> • <i>there is / there are</i> • prepositions (<i>on, in, at</i>) • places in the community 		28-31
	<ul style="list-style-type: none"> • <i>to be</i> verb (negative) • <i>to be</i> verb (questions) • <i>wh-</i> questions 	<ul style="list-style-type: none"> • common jobs • <i>yes/no</i> questions 	32-35
	<ul style="list-style-type: none"> • saying and spelling out names, address, phone numbers, and emails 		36-39
	<ul style="list-style-type: none"> • prepositions of time (<i>in, on, at</i>) • years, months, days • time, parts of the day • daily activities and routines 		40-43
	<ul style="list-style-type: none"> • clothing • physical characteristics 		44-47
	<ul style="list-style-type: none"> • verb <i>-ing</i> (gerund) • hobbies • preference 	<ul style="list-style-type: none"> • connectors (<i>and, because, so</i>) • weather 	48-51

Unit	Title	Objective
1	Routine	Describe routines
2	At the Restaurant	Order food and drink
3	My Schedule	Describe activities in time, and ask and answer questions about them
4	Free Time Fun	Talk about free-time activities
5	What Can You Do?	Express ability in everyday situations
6	Can I...?	Ask for and give permission and talk about rules
7	What Are They Like?	Describe people and basic characteristics
8	What Are They Doing?	Describe what people are doing now
9	What's The Weather Like?	Describe weather and climate in everyday contexts
10	Good, Better, Best	Compare people, places, and things
11	The Best Place	Ask for and give directions in their community
12	My World	Participate in everyday exchanges and describe their world using integrated language

	Focus	Pages
	<ul style="list-style-type: none"> • present simple • subject-verb agreement • moments of the day • daily routine 	4-7
	<ul style="list-style-type: none"> • <i>would like</i> • food and drink • price and quantity • cardinal and ordinal numbers 	8-11
	<ul style="list-style-type: none"> • present simple (negative) • <i>do/does</i> questions • sequences • adverbs of frequency • days of the week 	12-15
	<ul style="list-style-type: none"> • hobbies and free time activities • questions and short answers 	16-19
	<ul style="list-style-type: none"> • <i>can/can't</i> for ability • <i>can</i> questions • common abilities 	20-23
	<ul style="list-style-type: none"> • <i>can/can't</i> for permission • school and home rules • school and home activities and routines 	24-27
	<ul style="list-style-type: none"> • <i>to be</i> verb (review) • possessive adjectives • spelling names and common words • <i>have / has</i> • physical appearances and clothing 	28-31
	<ul style="list-style-type: none"> • present continuous 	32-35
	<ul style="list-style-type: none"> • weather, seasons, and clothing in certain weather • weather & clothing 	36-39
	<ul style="list-style-type: none"> • comparatives • 1-2 syllable adjectives • preferences and choices 	40-43
	<ul style="list-style-type: none"> • imperatives • prepositions of movement (<i>into, across, next to</i>) • places in a city and transportation • giving directions • <i>there is / there are</i> (review) 	44-47
	<ul style="list-style-type: none"> • <i>how much / how many</i> • countable/uncountable nouns • present simple (review) 	48-51

Unit	Title	Objective
1	My Week	Talk about experiences and routines using past simple
2	When I Was...	Describe past actions and ask and answer questions about past activities
3	My Easy Life	Describe things done for you
4	My Experience	Describe experiences and say who they did activities with
5	Places I Know	Describe familiar places and their locations
6	Asking for Something	Talk about what people can and can't do
7	Daily Habits	Describe routines and how often they happen
8	What Do You Prefer?	Compare habits and express preferences
9	Rules	Talk about responsibilities and obligations
10	It Must Be...	Understand deduction
11	Can You Help Me?	Give and follow instructions
12	My Story	Describe past events in sequence

	Focus	Pages	
	<ul style="list-style-type: none"> • past simple • time expressions • daily activities • school and home routines 	4-7	
	<ul style="list-style-type: none"> • past simple (questions) 	8-11	
	<ul style="list-style-type: none"> • present perfect • personal experience 	12-15	
	<ul style="list-style-type: none"> • present perfect • personal anecdotes 	16-19	
	<ul style="list-style-type: none"> • <i>there is / there are</i> • prepositions of place (<i>between, next to, in front of, behind</i>) • public places 	20-23	
	<ul style="list-style-type: none"> • <i>can</i> for possibility 	24-27	
	<ul style="list-style-type: none"> • frequency adverbs • daily activities and routines 	28-31	
	<ul style="list-style-type: none"> • comparatives • <i>like</i> + noun/<i>-ing</i> verb • recommendations 	<ul style="list-style-type: none"> • superlatives • food, music, and sports 	32-35
	<ul style="list-style-type: none"> • <i>have to / don't have to</i> • household chores • classroom rules 	36-39	
	<ul style="list-style-type: none"> • <i>must / mustn't</i> 	40-43	
	<ul style="list-style-type: none"> • imperatives • sequence connectors • directions 	44-47	
	<ul style="list-style-type: none"> • present perfect and past simple • modal verbs • narrative connectors 	48-51	

Unit	Title	Objective
1	It Was...	Describe past experiences
2	What Happened Next?	Tell a story in a clear sequence
3	We Are Different	Compare people, places, and things
4	Generalization	Talk about generalization
5	Time Management	Describe habits and routines in home, school, and community contexts
6	Giving Advice	Give advice about everyday problems
7	What Should I Do?	Give and follow instructions and advice using imperatives in everyday situations
8	My Plans	Talk about future plans and intentions
9	Our Future	Describe future decisions and goals and explain reasons
10	Let's Talk	Start, maintain, and end conversations politely
11	An Important Person	Describe past events and people in detail
12	In a Hurry	Tell real or imagined experiences in a structured paragraph

	Focus	Pages
	<ul style="list-style-type: none"> • past simple • sequence connectors • time adverbs • everyday experiences 	4-7
	<ul style="list-style-type: none"> • narrator connectors • personal anecdotes • place expressions • comparatives 	8-11
	<ul style="list-style-type: none"> • superlatives 	12-15
	<ul style="list-style-type: none"> • connectors (<i>because, and, so, but</i>) 	16-19
	<ul style="list-style-type: none"> • time organization • weekly routine and habits 	20-23
	<ul style="list-style-type: none"> • <i>should / shouldn't</i> • everyday problems 	24-27
	<ul style="list-style-type: none"> • imperatives • advice 	28-31
	<ul style="list-style-type: none"> • <i>be going to</i> • personal plans 	32-35
	<ul style="list-style-type: none"> • <i>will</i> • plans and goals 	36-39
	<ul style="list-style-type: none"> • polite expressions • small talk questions 	40-43
	<ul style="list-style-type: none"> • past simple • past continuous • emotions 	44-47
	<ul style="list-style-type: none"> • time and place adverbs • experiences (real or imagined) • paragraph structure 	48-51

Unit	Title	Objective
1	Making Arrangements	Make arrangements on a phone call
2	What Do They Do?	Describe what people do in different jobs and where they work
3	Your Preference	Talk about preferences
4	About the Place	Discuss a place you know
5	When I Am Stressed...	Talk about a topic using technical vocabulary
6	Work of Art	Talk about art using the passive voice
7	What Do You Think?	Express opinions and make suggestions
8	Big Issues	Discuss social topics and explain causes and effects
9	Despite...	Understand and locate key information in different text types
10	If I Were...	Write functional texts using appropriate register
11	What If...?	Participate in structured discussions and express opinions clearly
12	Turning Point	Present ideas clearly

	Focus	Pages
	<ul style="list-style-type: none"> • present simple • present continuous 	4-7
	<ul style="list-style-type: none"> • jobs and tasks 	8-11
	<ul style="list-style-type: none"> • <i>want to, plan to, would like to</i> 	12-15
	<ul style="list-style-type: none"> • present perfect 	16-19
	<ul style="list-style-type: none"> • technical vocabulary 	20-23
	<ul style="list-style-type: none"> • passive voice 	24-27
	<ul style="list-style-type: none"> • <i>should, could, might</i> 	28-31
	<ul style="list-style-type: none"> • cause and effect 	32-35
	<ul style="list-style-type: none"> • skimming and scanning 	36-39
	<ul style="list-style-type: none"> • formal vs. informal register 	40-43
	<ul style="list-style-type: none"> • structured discussion 	44-47
	<ul style="list-style-type: none"> • past simple • past continuous 	48-51

Hello



AUDIO

Introduction

- 1 Work with a partner. Write as many questions as you can for your classmates using the question words below.

You have three minutes.

Who's your favourite actor? _____

When _____

Where _____

Why _____

What _____

How _____

Are/Were _____

- 2 Change partners.
Ask and answer each other's questions.



NOTE

Cardinal numbers are used to count.
Ex. one, two, three, four, five ...
Ordinal numbers show position.
Ex. first, second, third, fourth, fifth ...

Sounding Natural

- 3 Track 01 Listen and repeat the numbers.

13 thirteen	14 fourteen	15 fifteen	16 sixteen	18 eighteen
23 twenty-three	26 twenty-six	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	99 ninety-nine	100 a hundred

- 4 Track 02 Listen and write the numbers in the spaces below.

- a fifty
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____

Objective: Introduce themselves using basic personal information and greetings

Focus: *to be verb, personal pronouns, wh- questions, cardinal/ordinal numbers, greetings, personal information*

Language Focus

I **am** John Davies.
He **is** David Bush.
She **is** Kate Black.

I'm John Davies.
He's David Bush.
She's Kate Black.

Practice

5 Read the conversation below. Change the words in the parentheses to the short form.

David: Excuse me... Mr Brown?

John: Yes. Call me John, please.

David: OK. Hello, John. My (**name is**) name's David.
Ann Cox is my friend.

John: Oh, (**you are**) _____ David Black!

David: Yes, that's right.

John: Hi, David. Nice to meet you.

David: Nice to meet you too, John.

John: (**How is**) _____ Ann?

David: Oh, (**she is**) _____ fine, thanks.



NOTE

subject	be verb
I	am
you	are
he, she, it	is
we, they	are



NOTE

Personal pronouns are words used instead of nouns to refer to people, things, or ideas.

subject pronoun	object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

6 a Work with a partner. Practise the conversation in the blue box.

Person one: Hi, I'm Ann. What's your name?

Person two: Hi, my name's Mike. David Black is my friend.

Person one: Oh yes, David! How is he?


Person two: He's great, thanks.

b Work with a different partner.

Practise the conversation again.

Change the underlined words and use your own names.

Listening and Reading

- 7 a  Track 03 Listen and read the conversation below.

Sheri: Hi, Kate. How are you?

Kate: Fine, thanks, Sheri. And you?

Sheri: Very well, thanks.

- b  Track 03 Listen again.

Practise the conversation in **activity 7a**.

- c Work with a partner.

Practise the conversation below.



Remember to use your names.

A: Hi, _____. How are you?

B: Fine, thanks, _____. And you?

A: Very well, thanks.

Listening and Writing

- 8 a  Track 04  Track 05 Listen and complete the conversations with the words in the grey box.

thanks	great	OK
fine	bad	not

Sheri: Hi, Kate. How are you?

Kate: _____, _____, Sheri. And you?

Sheri: I'm _____, thanks.

Sheri: Hi, Kate. How are you?

Kate: _____, _____, thanks, Sheri.
And you?

Sheri: _____, thanks.

- b  Track 04  Track 05 Listen again.

Practise the conversations in **activity 8a**.

- c Practise the conversations below.

Use your own information.

A: Hi, _____. How are you?

B: Great, thanks, _____.
And you?

A: I'm OK, thanks.

A: Hi, _____. How are you?

B: Not bad, thanks, _____.
And you?

A: Fine, thanks.



Practice

9 a Write notes about your family.

	brothers, age	sisters, age
I have	_____	_____
My father has	_____	_____
My mother has	_____	_____

b Work with a partner. Talk about your family.

example I have two brothers and one sister.
My brothers are 5 years old and 3 years old. My sister is 8 years old.
My father has one brother.

c Tell the class about your partner's answers.

example John has two brothers and one sister.
He has two brothers aged 9 and 10, and a sister who is 14. His father has one brother.

Language Focus

have/don't have

I		a brother.
You	have	a phone.
We	don't have	a camera.
They		a pet.

has/doesn't have

He	has	a sister.
She	doesn't have	a laptop.
		a briefcase.

Interact

10 a Think about you.

Make notes in the table.

questions	example	you	your partner
What is your name?	My name is John.		
How old are you?	I am 11 years old.		
What do you do?	I am a student.		
How many siblings do you have?	I have 1 brother and 1 sister.		
What do you like? / What don't you like?	I really like shopping.		

b Work with a partner. Ask and answer questions. Write the information in the table above.

example A: How old are you?
B: I'm 12 years old.
A: How many siblings do you have?
B: I don't have any siblings.

c Tell the class about your partner's answers.

example Ben's a teacher. He is 40 years old. He has 2 brothers.

Hello

FLUENCY (Do the exercises below.

A. Write sentences with the names below.

1. John _____ *His name is John.*
2. Maria _____
3. Jane _____
4. David _____
5. Michael _____

B. Write the words in the correct order.

1. what / name? / your / is _____ *What is your name?*
2. name / my / is / Tony. _____
3. I / very / am / well, / you. / thank _____
4. meet / you. / to / it / very / is / nice _____

C. Fill in the blanks with the words from the box.

you too you thanks this family fine well how it's

David: Hi, Sheri. 1 _____ are you?

Sheri: Hello, David. I'm very 2 _____, thank 3 _____.

How are you?

David: 4 _____, 5 _____. Sheri, 6 _____ is my friend, Michael.

Sheri: Hi, Michael. Nice to meet 7 _____.

Michael: Nice to meet you, 8 _____, Sheri. What's your

9 _____ name, Sheri?

Sheri: 10 _____ Smith, S-M-I-T-H.

GRAMMAR (Fill in the blanks and say the sentences.

I	+	am	>	I'm	Susie.
He		is			John.
She				She's	Kate.
We		are			friends.
They				They're	classmates.

FLUENCY (Do the exercises below.

A. Write the words in the correct order. Ask and answer.

1. name? / your / what's What's your name? _____
2. Bob. / name's / my _____
3. he? / old / is / how _____
4. 29. / is / he _____
5. is / from? / where / she _____
6. she / Japan. / from / is _____
7. do? / do / you / what _____
8. a / I'm / mechanic. _____
9. number? / what's / telephone / her _____
10. is / 396-2009. / it _____

B. Fill in the blanks with the names in the box.

<p>Ann Ken</p>	<p>A: Hello. I'm _____. What's your name? B: Hi. My name's _____. Nice to meet you. A: Nice to meet you too, _____.</p>
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<p>Wayne Miller Ken Orbach</p>	<p>A: Hello. I'm _____. What's your name? B: My name's _____. Nice to meet you. A: Nice to meet you too. I'm sorry, what's your family name? B: _____. A: How do you spell that? B: _____.</p>
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My Week



AUDIO



Introduction

1 Write the time expressions in the correct order.

last year

yesterday

~~ten minutes ago~~

last Monday

five years ago

two weeks ago

in 1999

last month

a

b

c

d

e

f

g

h

ten
minutes
ago

now

2 Work with a partner. Discuss the questions below.

- a What kinds of problems do people have when they go on holiday?
- b Have you ever had any problems on holiday?
- c What happened?
- d How did you fix the problems?

3 Tell the class about your partner's answers.

Objective: Talk about experiences and routines using past simple

Focus: *past simple, time expressions, daily activities, school and home routines*

Reading

4 Last year Justin and Julia went on holiday. Where did they go?



5 Justin and Julia had a lot of problems on holiday.

Look at the pictures. What problems do you think they had?



6 Work with a partner.

Read Justin's and Julia's problems below. Match them with the pictures. Write the letters in the boxes.

a They didn't find their luggage at the airport.

b Justin was ill. He stayed two nights in the hospital.

c At the airport, Justin and Julia couldn't find their tickets and passports.

d A taxi hit Justin and broke his leg.

e Their bed was very uncomfortable, so they didn't sleep well.

f The weather was very hot, and they got sunburn.

g They stayed in a very old hotel.

h During the flight, the weather was very bad.

Language Focus

We can talk about the past with the past simple form of verbs.

We add **-ed** to the base form of regular verbs to make the past simple form.

stay > stayed

He **stayed** two nights in the hospital.

Irregular verbs have different past simple forms.

break > **broke** A taxi hit Justin and **broke** his leg.

go > **went** I **went** to India.

To make past simple verbs negative, we use **didn't (did not) + base form** of the verb.

They **didn't find** their luggage at the airport.

To make questions in the past simple, we use **did + subject + base form** of the verb.

Did you play tennis yesterday? Yes, I did.

What **did you do** last year? We went to India.

We often use the past simple with a time expression.

Last year we went to India.

On Friday I saw a film.

I met my friend three days **ago**.

I graduated **in** 2020.


Practice

7 Complete the sentences using the past simple form of the verbs in the parentheses.

See the **Irregular Verbs** section on **page 81** for a list of irregular verbs.

- a (buy)** I bought a new car on Friday.
- b (fall, break)** Last Saturday I _____ off my bike and _____ my arm.
- c (play)** When I was at school, I _____ tennis every day.
- d (eat)** I _____ pizza two days ago.
- e (watch)** Bob _____ four DVDs on Sunday.
- f (do, do)** A: What _____ you _____ last Friday?
B: I _____ dinner for my friends.
- g (cook)** B: I _____ dinner for my friends.
- h (do, go)** A: Where _____ you _____ last week?
- i (go)** B: I _____ to New York with my friend.
- j (get)** We _____ married 13 years ago.


Sounding Natural

8  Track 01 Read the words below. Listen and copy the pronunciation.

pit / bit
pull / bull
to / do
ten / den

9 Read the sentences below.

- a Den dared Tim to dial ten two ten, but Tim didn't do it; he dialled two ten two.
- b Bill patted the pit bull on the back, but the pit bull pulled at Bill's bag, and bit Bill back.

10  Track 02 Listen and copy the pronunciation.

Interact

11 a Write down ten things you did last week.

b Work with a partner. Ask each other questions about last week.

Use the question words below.

• *Where* • *What* • *Why* • *When* • *Who* • *How long*

example A: What did you do last week?

B: I saw a film on Tuesday.

A: Did you like it?

B: Yes, I did./No, I didn't.

c Tell the class about your partner's answers.



NOTE

Here are some other everyday activities you can use to talk about your week.

At home:

- Get up
- Wash face
- Go home
- Do homework
- Read a book
- Go to bed
- Brush teeth
- Have breakfast/lunch/dinner
- Have a shower
- Watch TV
- Clean my room

At school:

- Go to school
- Take notes
- Play sport
- Have class
- Work in groups

My Week

VOCABULARY Use the past simple form of the verbs below to complete the sentences.

break buy do ~~eat~~ give leave make write

1. Bill ate six hamburgers for lunch!
2. I _____ home at 7.30 this morning.
3. I think I _____ a terrible mistake!
4. Geoff _____ his arm playing rugby.
5. I _____ an email this morning.
6. Dan _____ his homework on Sunday.
7. We _____ our house nine years ago.
8. They _____ their mother an expensive present.

FLUENCY Do the exercises below.

A. Match the questions with the answers.

- | | | |
|------------------------------------|---|---|
| 1. Did you go out on Saturday? | • | • a. For two years. |
| 2. What did you do yesterday? | • | • b. He fell off his bicycle and broke his leg. |
| 3. Why did he go to hospital? | • | • c. No, I stayed at home all day. |
| 4. Where did she go? | • | • d. Yes, I had a great time. |
| 5. What did she do? | • | • e. To the shops. |
| 6. How long did you live in Spain? | • | • f. I think it was seven years ago. |
| 7. Did you enjoy your holiday? | • | • g. I visited my friend, Jim. |
| 8. When did you two first meet? | • | • h. She went shopping. |

B. Complete the sentences with the correct form of the verbs.

get break be hit ~~stay~~ sleep find

1. Justin was ill. He stayed two nights in the hospital.
2. At the airport, Justin and Julia couldn't _____ their tickets and passports.
3. Their bed was very uncomfortable, so they didn't _____ well.
4. The weather was very hot and they _____ sunburn.
5. A taxi hit Justin and _____ his leg.
6. During the flight, the weather _____ very bad.

VOCABULARY

Use the past simple form of the verbs below to complete the sentences.

go cook hear speak be spend ~~meet~~

- I first met your father 12 years ago.
- I last _____ to her four years ago.
- I _____ my first holiday abroad in France, 26 years ago.
- The first person to buy me a CD _____ my mother.
- I last _____ to the doctor's six months ago.
- The first time I _____ that song was in 1999.
- The first meal I _____ was scrambled eggs.

GRAMMAR

Do the exercises below.

A. Read the sentences below and write yes/no questions with *did*.

- I ate breakfast this morning. Did you eat breakfast this morning?
- I got up early today. _____
- I had a nice weekend. _____
- I left work late. _____
- I went shopping last weekend. _____

B. Use the prompts below. Write questions in the past tense.

- when / he / get married? When did he get married?
- where / they / grow up? _____
- what / university / you / go to? _____
- how much / she / pay for / her watch? _____
- who / you / go to / the party / with? _____

C. Use the prompts below. Write about what you did last weekend.

- go / shopping I went shopping. OR I didn't go shopping.
- watch / a film _____
- meet / friends _____
- play / tennis _____
- eat / out _____
- buy / clothes _____

