1 WHAT'S GOING ON WITH YOU?

LEARNING GOALS

In this unit, you

- talk about what you're doing
- talk about your family
- make and respond to invitations
- read about work friendships
- write an email to make plans

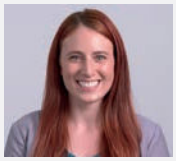


GET STARTED

A Read the unit title and learning goals.

B Look at the photo of colleagues talking. What do you see?

C Now read Sarah's message. What is she doing this week?



SARAH GOLD

@SarahG

I'm at our main office for a week. Looking forward to meeting colleagues from all over the world!

LESSON 1 TALK ABOUT WHAT YOU'RE DOING



SARAH GOLD
@SarahG
Can't wait to see my good friend and co-worker Mario. I wonder what's new with him.

1 VOCABULARY Activities

A ▶01-01 Listen. Then listen and repeat.



B Look at the verbs and activities in 1A. List one more activity for each verb. take piano lessons

C PAIRS Are you familiar with any of the activities in 1A or something similar? Discuss.

2 GRAMMAR Present continuous for temporary situations

COACH

Affirmative statements			Negative statements			
Subject	***Be***	**Verb + *-ing***	**Subject**	***Be***	***Not***	**Verb + *-ing***
I	**am**	**taking** a class.	I	**am**	**not**	**looking** for a job anymore.
He	**is**		He	**is**		
They	**are**		They	**are**		

Use contractions, such as *I'm*, *he's*, *she's*, etc., in spoken English and informal writing.

Yes / No question			Short answers	
Be	**Subject**	**Verb + *-ing***	**Affirmative**	**Negative**
Are	you	still **living** in Quito?	Yes, I **am**.	No, I**'m not**.

Information questions				Answers		
***Wh-* word**	***Be***	**Subject**	**Verb + *-ing***	**Subject**	***Be***	**Verb + *-ing***
What	**is**	Mario	**doing** these days?	He	**is**	**taking** a class.
Where	**are**	they	**studying** now?	They	**are**	**studying** in the office.

Notes

- Use *these days* for a situation that is temporary. *I am traveling a lot* ***these days***.
- Use *still* for a situation that continues to be true. *Mario is* ***still*** *living in Quito.*
- Use *not…anymore* for a situation that is no longer true. *He is* ***not*** *living in Atlanta* ***anymore***.

>> FOR PRACTICE, GO TO PAGE 125

3 PRONUNCIATION

Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The pitch goes up or down on that word. The main stress is often on the last important word in the sentence.

A 01-03 Listen. Notice the main stress. Then listen and repeat.

A: What are you **doing** these days?

B: I'm taking an online **class**. What about **you**?

A: Well, I'm living in New **York** now.

B 01-04 Listen. Underline the word that has the main stress in each sentence. Then listen and repeat.

1. A: What's going on with you?
   B: Well, I'm taking tennis lessons.
2. A: What's your sister doing?B:
   She's working at a bank now.
3. A: Is your brother still living in Madrid?B:
   Yes, but he's moving to Toronto soon.

C PAIRS Practice the conversations in 3B.



4 CONVERSATION

A 01-05 Listen or watch. Circle the correct answers.

1. Mario is looking for a new house because ___ .
   a. his wife is going to have a baby
   b. he's moving to a new city
   c. he's going to school
2. Mario is learning about ___ .
   a. computer software
   b. photography
   c. engineering
3. Sarah is taking ___ in the spring.
   a. a workshop
   b. a class
   c. a vacation

B 01-06 Listen or watch. Complete the conversation.

Sarah: So, what are you doing these days?
Mario: I'm taking an online class.
Sarah: That's _____.
Mario: Yeah, it's pretty interesting. What's going on with you?
Sarah: Well, I'm studying Japanese.
Mario: That's really _____!

C 01-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

studying graphic design
taking guitar lessons

5 TRY IT YOURSELF

A PAIRS Talk about what you're doing these days. Ask your partner questions.

B WALK AROUND Ask your classmates what they're doing these days. Report to the class. Is there someone who is doing the same thing as you?

☐ I CAN TALK ABOUT WHAT I'M DOING.

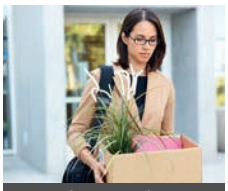
LESSON 2 TALK ABOUT YOUR FAMILY

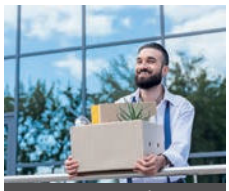


SARAH GOLD
@SarahG
Having a great time at the conference. I'm learning so much about my co-workers.

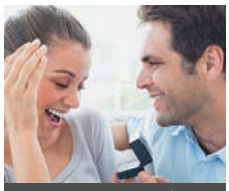
1 VOCABULARY Life events

A 01-08 Listen. Then listen and repeat.


lose a job


quit a job


start a business


get engaged


graduate from college


apply to graduate school


change careers


adopt a pet


have a baby


get a certificate

B Look at the life events in 1A. Put the events into the groups below.

School	Career	Personal
	lose a job	

C PAIRS Tell your partner about three things from 1A that you or a family member has done.

2 GRAMMAR Simple past + *when*, *before*, and *after*

COACH

Use *when*, *before*, and *after* to introduce a time clause. Use *when* or *after* to introduce the action that happened first. Use *before* to introduce the action that happened second.

Affirmative statements	
Main clause	**Past time clause**
They **moved** to a new house	**when** they **had** a baby. *(They had a baby first.)*
He **took** some classes	**before** he **opened** the café. *(He opened the café second.)*
She **went** to Kyoto	**after** she **visited** Tokyo. *(She visited Tokyo first.)*

Yes / No question		Short answers	
Main clause	**Past time clause**	**Affirmative**	**Negative**
Did he **take** classes	**before** he **opened** the café?	Yes, he **did**.	No, he **didn't**.

Information question		Answer	
Main clause	**Past time clause**	**Subject**	**Verb**
What did he **do**	**after** he lost his job?	He	**started** a business.

Note: The time clause comes after a main clause or at the beginning of the sentence. The meaning does not change. When it is at the beginning of the sentence, put a comma at the end of the clause. ***Before*** *he opened the café,* *he took some classes.*

>> FOR PRACTICE, GO TO PAGE 126

3 PRONUNCIATION

COACH

A ▶01-10 Listen. Notice how we divide the sentences into thought groups. Then listen and repeat.

He took some classes / before he opened the café.

He started his own business / after he lost his job / a few months ago.

Thought groups

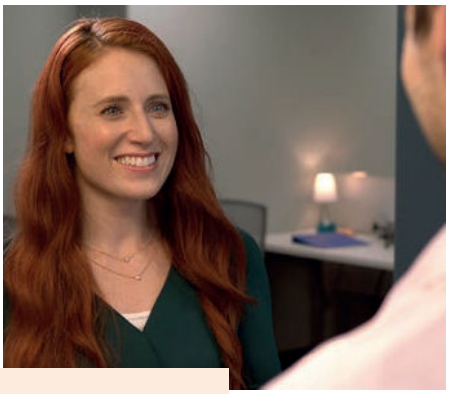
We break long sentences into thought groups. Each thought group has a main stress. We often pause (stop) a little between each group.

B ▶01-11 Write a line (/) after each thought group. Then listen and check your answers.

1. I was really upset when I heard the news.
2. Did you learn Korean before you moved to Seoul?
3. I applied to graduate school after I quit my job.
4. She studied Italian for a year before she went to Italy.
5. We moved to a house in the country after we had the baby.

C PAIRS Practice saying the sentences in 3B. Underline the main stress in each thought group.

4 CONVERSATION



A ▶01-12 Listen or watch. Put a checkmark (✓) next to the correct name.

	Living with parents	Started a business	Lost his job	Quit his job	Took business classes
Eddie					
Mark					

B ▶01-13 Listen or watch. Complete the conversation.

Sarah: How's your brother?

Mario: OK. He quit his job _____ his office moved.

Sarah: Oh. That's too bad.

Mario: Yeah. He's doing all right. How's your husband?

Sarah: He's great. He started his own business _____ he took some classes.

Mario: Wow! Good for him.

C ▶01-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

lost his job

changed careers

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about what your family's been doing. Complete the chart.

	when	
	after	
	before	

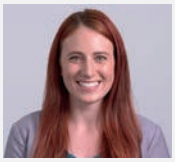
B PAIRS Talk about your family. Ask questions to get more information.

A: My sister got engaged after she graduated from college.

B: That's great. When is she getting married?

☐ I CAN TALK ABOUT MY FAMILY.

LESSON 3 MAKE AND RESPOND TO INVITATIONS

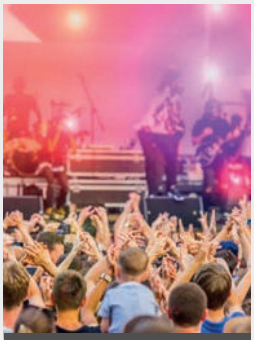


SARAH GOLD
@SarahG
The weekend is finally here. Excited to see my favorite city!

1 VOCABULARY Tourist activities

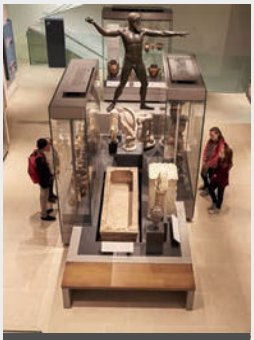
A 01-15 Listen. Then listen and repeat.

TRAVEL
BOOK
CONTACT


go to a concert


go to a play


go to a restaurant


go to a museum


go sightseeing


go souvenir shopping


go on a tour

B Write one activity from 1A under each picture. Some pictures can have more than one activity.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C PAIRS Imagine you're going on vacation to Vienna, Shanghai, or another major city. Look at the activities in 1A. Which activity would you want to do most? Why?

I'd want to go souvenir shopping because...

2 GRAMMAR Suggestions with *Let's* and *Why don't*

COACH

Let's	*Not*	Base form of verb	*Why don't*	Subject	Base form of verb
Let's		**go** sightseeing.	Why don't	you	**try** a bus tour?
	not	**spend** too much money.		we	**meet** by the elevator?

>> FOR PRACTICE, GO TO PAGE 127

3 CONVERSATION

A ▶01-17 Listen or watch. Circle the correct answers.

1. What is Sarah doing on Friday?
   a. She's meeting a friend.
   b. She's going home.
   c. She's going souvenir shopping.
2. When do Sarah and Mario plan to go on a tour?
   a. before souvenir shopping
   b. after dinner
   c. before the conference
3. Who does Sarah need to shop for?
   a. herself
   b. her friends
   c. her family
4. What's the problem with their dinner plans?
   a. They can't agree on a restaurant.
   b. The restaurant is booked.
   c. The restaurant is closed.

CONVERSATION SKILL
Respond to a suggestion

To respond to a suggestion, say: *Sure., Sounds good., OK. That sounds great., Hmm. I'm not sure., No. Let's not., I'd rather not.*, or *I don't feel like it.*
A: Let's go to a play.
B: Sure. Sounds good.
Listen to or watch the conversation in 3A again. Underline the words that you hear above.



B ▶01-18 Listen or watch. Complete the conversation.

Mario: Do you want to go sightseeing tonight?
Sarah: Sorry, I have plans. _____ we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: _____ go on a tour.
Mario: OK. That sounds great.

C ▶01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of something fun to do in your city. Complete the chart.

What to do	Details

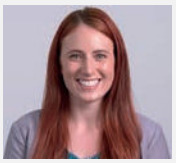
B PAIRS Invite your partner. Make a suggestion about what to do. Ask questions to get more information.

A: Let's go to the free concert on Friday.
B: Sure. Where is the concert?
A: It's downtown. Why don't we take the bus together?
B: OK. That sounds great.

C CLASS Report to the class. What places or activities did you talk about?

☐ I CAN MAKE AND RESPOND TO INVITATIONS.

LESSON 4 READ ABOUT WORK FRIENDSHIPS



SARAH GOLD

@SarahG

How important is it to have friends at work? Check out this article. You might be surprised!

1 BEFORE YOU READ

A PAIRS Do you or did you have friends at work? Were they important to you? Talk about them.

I had a few friends at my last job. My friend Amy was...

B VOCABULARY ▶01-20 Listen. Then listen and repeat.



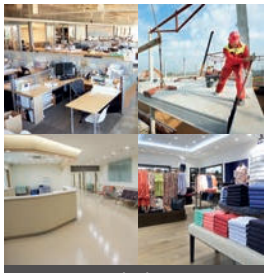
friendship



research



employees



workplace



encourage

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A Read the Reading Skill. Look at the title. Which answer best describes the topic?

a. how to find a job
b. making new friends
c. friendships at work

READING SKILL Find the topic

The *topic* is what an article is about. When you know the topic before you begin reading, it is easier to understand the article. One way to find the topic is to think about the title.

B ▶01-21 Listen. Read the article.

DO FRIENDSHIPS WORK AT WORK?

Many people around the world spend a lot of time at work. In fact, they spend more time with co-workers than with friends and family. With all the time we spend at our jobs, does it make a difference to us or to our employers if we become friends with our co-workers?

Research shows that employees are 50 percent happier with their jobs when they have friends at work. And for that reason, they're more likely to work harder and be loyal to their companies. A recent article in the *Harvard Business Review* highlights the importance of friendships in the workplace. According to the article, "Friendships at Work," these friendships help to create "a common sense of purpose and the mentality that we are in it together."

Many companies are starting to see the value of friendships in the workplace and have thought of some interesting ways to help build these friendships. For example, Zappos, the online shoe company, has a very special way to make sure its employees think about friendship. Every time employees log on to their computers, they see a picture of another employee. Then they are asked some questions. *How well do you know this person? Do you just say hello? Do you spend time together after work? Are you really good friends?* In this way, Zappos asks employees to think about the other people in the office. "My hope," says Zappos owner Tony Hsieh, "is that we can have more employees who plan to be close friends." The company also encourages everything from cookouts to bowling parties. They believe that people who know each other better will work together better.



Other companies also work hard to help their employees make friends. Google is famous for encouraging friendships at work. The company has game rooms, a rock climbing wall, a gym, and a swimming pool. They even have restaurants with free food so that employees can spend time together. Employee Camille James moved from Tokyo to California to work for Google. She belongs to a bowling team and a salsa dance group at the company. She says that they help "break down the walls" that can happen in a large organization.

Research shows that people stay longer at companies and are better employees when they have friends at work. So, when you're looking for your next job, look for a company that encourages people to have friends at work. You will probably like your job more, and you'll be a better employee!

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the article mainly about?

a. how all tech companies are helping employees to be better workers
b. the importance of friendships at work and what some companies are doing
c. which companies are the best to work for if you're looking to make new friends

B Read the article again. Circle the correct answers.

1. People are more loyal to their companies when they have ___ at work.
   a. friends b. free food c. more vacations
2. Research about friendships at work shows that people ___ .
   a. aren't interested in having friends at work
   b. feel more involved when they have friends at work
   c. don't work hard when they have too many friends at work
3. Zappos asks its employees if they know each other so that ___ .
   a. they think about who they know at work
   b. the company can learn more about their employees
   c. managers know about friendships at the company
4. Camille James joined the bowling team to ___ .
   a. get more exercise b. get to know people c. learn a new sport
5. Zappos and Google encourage friendships at work by ___ .
   a. giving away free food
   b. providing a gym where people can meet
   c. planning fun events for employees

C FOCUS ON LANGUAGE Reread lines 34–43 in the article. Think about the phrases *famous for* and *break down the walls*. Circle the correct answers.

1. The expression *famous for* means ___ .
   a. well-known for
   b. loved for
   c. not known for
2. The expression *break down the walls* means to ___ .
   a. change offices to make them more open
   b. help people get to know each other
   c. help people find new jobs at other companies

D PAIRS What was the article about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

Find other companies that encourage friendships at work.

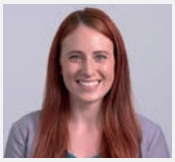
A Think about your friends. Where did you meet them? Was it at school, at a job, or somewhere else? How did you meet? Complete the chart.

Friend's name	Where did you meet?	How did you meet?

B PAIRS Compare your charts. Did you meet your friends at the same kinds of places?

☐ I CAN READ ABOUT WORK FRIENDSHIPS.

LESSON 5 WRITE AN EMAIL TO MAKE PLANS



SARAH GOLD
@SarahG
My friend is visiting Toronto next month. Any ideas for things we could do?

1 BEFORE YOU WRITE

A Think about a time when a friend visited you for a few days. What did you see and do?

B Read Sarah's email. How does Sarah feel about Maria's visit?

Re: plans for your visit

From: Sarah Gold

To: Maria

Hi, Maria!
I'm excited to see you next month!
What do you want to do when you get here on Friday? I'm working that day, so I'm busy in the afternoon. But my sister Ana is free, and she's looking forward to seeing you again. Why don't you two meet at the Royal Ontario Museum? I can meet you both there after work. Then we can have dinner. There's a great Korean restaurant near the museum. I can make a reservation. On Saturday, let's go on a tour of the city. We ca
sightseeing in the morning and later do some souvenir shopping, too. I'm sure you'd like to buy some gifts for your family. Afterward, I'd love to see a play. Would you? I can try to get tickets for Saturday night.
On Sunday, why don't we take a walk by the river before you leave? We can get some brunch, too.
Let me know what you'd like to do. I can't wait to see you!
Sarah



C Read the email again. What do you think of Sarah's suggestions? What things would you or wouldn't you like to do? Complete the chart.

Things I like	Things I don't like

2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL Use transition words for time

Transition words for time can show *when* something happened. Use these words to make your writing clearer. Then the reader will know the order events happened.

Transition words for time include: *while, after, when, during, next, then, so far, later, soon, sometimes, afterward, following, whenever, etc.*

Look at this example: *I went to the store. Then I had some lunch. Later, I went to the library. While I was at the library, I saw José.*

B Reread Sarah's email. Underline all the transition words for time.

C Read the email again. Complete the chart. Write the activities from the email in the order they will happen.

Friday	Saturday	Sunday
Arrive in Ontario		

3 PLAN YOUR WRITING

A Your friend wants to visit you for the weekend. Where will you go? What will you do? Write the activities in order.

Friday	Saturday	Sunday

B PAIRS Tell your partner about your plans.

On Saturday morning, we will go to a nice restaurant and have breakfast. Then we will go for a walk in the park.

4 WRITE

Write an email to your friend using your plans from 3A. Remember to use transition words for time. Use the email in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's email.

1. Underline all the transition words for time.
2. Did your partner explain the plans in order?
3. Did your partner include information for all three days?

B PAIRS Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE AN EMAIL TO MAKE PLANS.

PUT IT TOGETHER

1 MEDIA PROJECT



A 01-22 Listen or watch. What is Yu talking about?

B 01-22 Listen or watch again. Answer the questions.

1. What is Yu doing these days? _____
2. Where is Yu living these days? _____
3. What does Yu do on the weekends?

C Show your own photos.

Step 1 Think about what you've been doing lately. Choose 3–4 photos that show what activities you are doing or no longer doing.

Step 2 Show your photos to the class. Talk about the activities.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

LEARN GRAMMAR IN PHRASES AND SENTENCES

Choose a grammar point that you want to learn. Practice the grammar point in phrases and sentences to help you speak more fluently. Write phrases and sentences using this grammar in your notebook. Read them aloud to memorize them.

Find grammar phrases in the unit that help listeners understand connections between ideas. For example, *these days* helps listeners know that you're talking about what you've been doing lately. Write a sentence with each phrase to practice. Read the sentences aloud when you study.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about what you're doing
- ☐ Talk about your family
- ☐ Make and respond to invitations

Vocabulary
- ☐ Activities
- ☐ Life events
- ☐ Tourist activities

Pronunciation
- ☐ Main stress
- ☐ Thought groups

Grammar
- ☐ Present continuous for temporary situations
- ☐ Simple past + *when*, *before*, and *after*
- ☐ Suggestions with *Let's* and *Why don't*

Reading
- ☐ Find the topic

Writing
- ☐ Use transition words for time

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

