8 WHAT ARE YOU DOING TONIGHT?

LEARNING GOALS

In this unit, you

- talk about music
- talk about evening plans
- describe habits and routines
- read about the power of music
- write suggestions for meeting people



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a concert. What do you see?

C Now read Lucas's message. What does his message mean?



LUCAS MORALES

@LucasM

Traveling this week for work. Hope to get out for some fun.

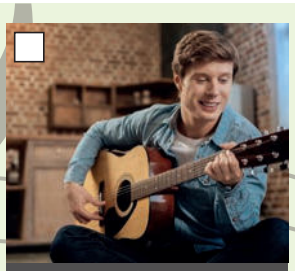
LESSON 1 TALK ABOUT MUSIC

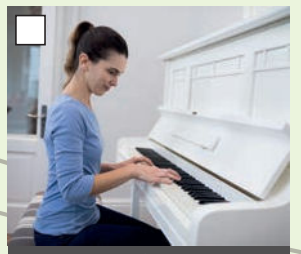


LUCAS MORALES
@LucasM
I love listening to music! I have a song for every part of my day.

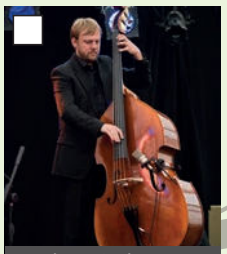
1 VOCABULARY Instruments and musicians

A ▶08-01 Listen. Then listen and repeat.

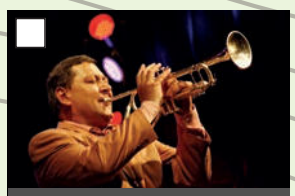

a guitar / a guitarist

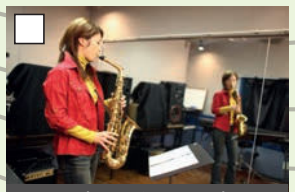

a piano / a pianist

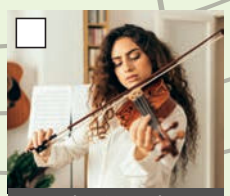

drums / a drummer


a bass / a bassist


a keyboard / a keyboardist


a trumpet / a trumpeter


a saxophone / a saxophonist


a violin / a violinist

B ▶08-02 Listen. What do you hear? Who is playing the instrument? Number the images in 1A.

C PAIRS Cover the words in 1A. Test your partner. Student A, say an instrument. Student B, say the word for the musician. Keep score.

A: a trumpet
B: a trumpeter

2 GRAMMAR Questions about the subject and object

COACH

In questions about the subject, the *wh-* word is the subject of the verb. The answer tells us the subject.

Questions about the subject			Answers
***Wh-* word**	**Main verb**	**Object**	
Who	is	the guitarist?	**Joe** is the guitarist.
What	happened	this weekend?	**A band** performed at the park.
Which band	sings	this song?	**Talking Hearts** sings this song.

In questions about the object, the *wh-* word is the object of the verb. The answer tells us the object.

Questions about the object				Answers
***Wh-* word**	**Auxiliary verb**	**Subject**	**Main verb**	
Who	are	you	listening to?	I'm listening to **Talking Hearts.**
What	is	she	playing?	She's playing **the piano**.

Note: Most questions about the subject use *who* or *what*. There is no auxiliary verb.
For questions about the object, an auxiliary verb comes before the subject.

>> FOR PRACTICE, GO TO PAGE 146

3 PRONUNCIATION

COACH

A ▶08-04 Listen. Notice the different intonations. Then listen and repeat.

Wonderful! You're kidding! That's great!
Wonderful! You're kidding! That's great!

B ▶08-05 Listen to the intonation in speaker B's response. Which sentence do you think speaker A said? Circle the correct answers. Then listen and check your answers.

1. a. I got the job. b. The computers are all down.
2. a. I got free tickets to see Lady Gaga. b. Our flight was canceled.
3. a. Sam and I are getting married. b. We're going to miss the train.
4. a. I'm going to France next year. b. It's raining again.

C PAIRS Use the responses in 3A. Create two dialogs, one showing enthusiasm and the other showing a lack of enthusiasm.

Intonation: Showing enthusiasm

When someone is showing enthusiasm or strong interest, their intonation often goes up very high and then goes down. If your intonation is too low or too flat, it can sound like you're not interested or you mean the opposite of what you're saying.

4 CONVERSATION

A ▶08-06 Listen or watch. Circle the correct answers.

1. Mandy is surprised Lucas knows Talking Hearts because they're ***not well known*** / ***from Canada*** / ***a new band***.
2. Talking Hearts have just ***made an album*** / ***finished touring*** / ***visited Vancouver***.
3. The Clouds are from ***Canada*** / ***the U.K.*** / ***South America***.
4. Emma Taylor plays the ***guitar and drums*** / ***bass and trumpet*** / ***drums and piano.***

B ▶08-07 Listen or watch. Complete the conversation.

Lucas: _____ you listening to?
Mandy: A band called Talking Hearts. Here. Listen.
Lucas: Cool. I like this song. I love the guitar solo.
Mandy: Yeah. Me, too. It's amazing.
Lucas: _____ the guitarist?
Mandy: His name is Joe Ramos.



C ▶08-08 Listen and repeat. Then practice with a partner.

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

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a popular song. Think about the members of the band or artist and the instruments they play. Take notes.

B GAME Student A, sing a few lines of the song in 5A. Student B, ask questions about the song and the band. Try to guess the song.

B: Who sings this song?
A: The band is called Maná.

☐ I CAN TALK ABOUT MUSIC.

LESSON 2 TALK ABOUT EVENING PLANS



LUCAS MORALES

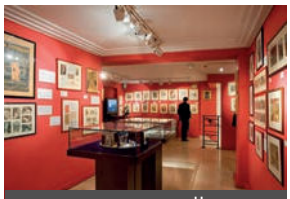
@LucasM

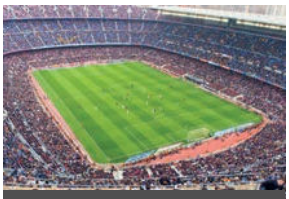
I just learned my favorite band is on tour. I'd really love to see a show!

1 VOCABULARY Evening events

A 08-09 Listen. Then listen and repeat.

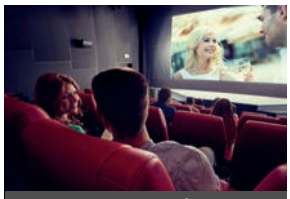

see a show

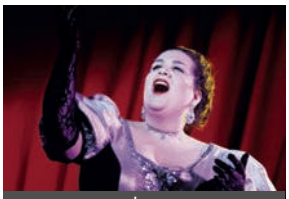

go to an art gallery


go to a game


see a musical


go to a comedy club


see a movie


go to the opera


go to the ballet

B 08-10 Listen to the sentences. Write the correct activity from 1A.

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

C PAIRS Take turns describing an activity from 1A that you like to do.

I like to go to comedy clubs. I love to laugh.

2 GRAMMAR *So / Because (of)* to show cause and effect

COACH

Use *so* to introduce an effect, or a result of something.

Cause / Reason	*So*	Effect / Result
It isn't a famous band,	***so***	I'm sure we can still get tickets.
My boyfriend loves them,	***so***	he'll probably want to come with us.

Note: *So* goes between two independent clauses. A comma usually comes immediately before *so*.

Use *because* and *because of* to introduce the cause of a cause-and-effect relationship.

Because / Because of	Cause / Reason	Effect / Result
Because	it's near the club,	let's eat at Pasha Café.
Because of	the traffic,	we're going to be late.

Notes

- *Because* or *because of* can go at the beginning or the middle of the sentence.
  Because *I'm meeting some friends, I can't go. I can't go* ***because*** *I'm meeting some friends.*
- *Because* is followed by a subject and a verb. *Because of* is followed by a noun or noun phrase.
- When *because* or *because of* comes first in the sentence, the phrase or clause is followed by a comma. When the main clause comes first, there is no comma.

>> FOR PRACTICE, GO TO PAGE 147

3 PRONUNCIATION

COACH

A 08-12 Listen. Notice the way speaker B uses main stress to emphasize a different word for contrast in each conversation. Then listen and repeat.

1. A: Are you free on Thursday at 10?
   B: No, how about Friday at 10?
2. A: Are you free on Friday at 8?
   B: No, how about Friday at 10?

Main stress to emphasize a contrast

The main stress in a sentence is often on the last important word. However, when we want to emphasize a contrast, the main stress moves to highlight the new or different information.

B 08-13 The main stress is underlined for Speaker A. Underline the word that should have the main stress in Speaker B's response. Then listen and check your answers.

1. A: I think the show starts at 8:30.
   B: No, actually, it starts at 9:30.
2. A: Let's meet at the restaurant at 7.
   B: Could we make that 7:15?
3. A: The drummer is British, right?
   B: No, the guitarist is British.
4. A: Should I buy a ticket for you?
   B: Thanks, but I already have a ticket.

C PAIRS Practice the short conversations in 3B. Then make similar conversations.

4 CONVERSATION



A 08-14 Listen or watch. Circle the correct answers.

1. Lucas is in town until ***Thursday*** / ***Friday*** / ***Saturday***.
2. The tickets should be ***easy to get*** / ***expensive*** / ***cheap***.
3. Lucas asks Mandy to ***lend him money*** / ***buy the tickets*** / ***get him some cash***.
4. On Friday, Lucas is going to ***an art gallery*** / ***a game*** / ***a show.***

B 08-15 Listen or watch. Complete the conversation.

Mandy: Do you want to see a show on Wednesday?

Lucas: I'd love to, but I can't _____ I'm meeting some friends.

Mandy: Oh, OK. There's another one on Thursday night. Are you free?

Lucas: Yes, I am.

Mandy: Great. They just added this show, _____ I'm sure we can still get tickets.

Lucas: Sounds good. I'm in.

CONVERSATION SKILL
Turn down an invitation politely

To turn down an invitation politely, say: *Sorry, I can't., I wish I could, but…, I'd love to, but…, I'm afraid I'm busy., Sorry, I'm not free this morning/afternoon/evening.*

A: Do you want to go to a show tonight?
B: I'd love to, but I can't.

Listen to or watch the conversation in 4A again. Underline the expressions that you hear above.

C 08-16 Listen and repeat. Then practice with a partner.

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

see a movie
showtime

5 TRY IT YOURSELF

ROLE PLAY Make plans with your partner for an evening activity. Decline the invitation, and make another suggestion.

A: Do you want to get together on Friday night?
B: I'm sorry, but I can't because I have plans. How about Saturday evening?

☐ I CAN TALK ABOUT EVENING PLANS.

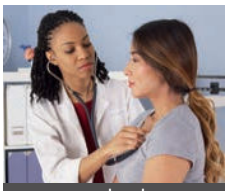
LESSON 3 DESCRIBE HABITS AND ROUTINES

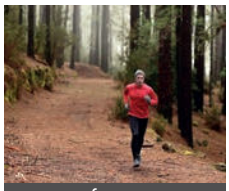


LUCAS MORALES
@LucasM
If you've been looking for an easy way to get healthy, you're in luck—sleeping counts!

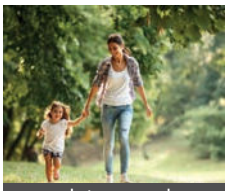
1 VOCABULARY Healthy habits

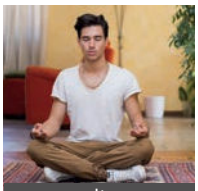
A 08-17 Listen. Then listen and repeat.

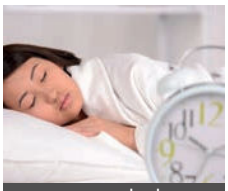

get a check-up


go for a run


go to the gym


spend time outdoors


meditate


get enough sleep


cut down on sugar


follow a balanced diet


put down your device


drink water

B Look at the healthy habits in 1A. Put them into the groups.

Rest	Exercise	Diet	Other

C PAIRS Talk about a habit from 1A that you don't do but would like to do. How can you make it happen?

I'd like to drink more water. I can fill up a large bottle with water in the morning.

2 GRAMMAR Time expressions

COACH

Use time expressions with the simple present tense to talk about things that happen often, regularly, or all the time.

I go swimming	**every day**.	I use my device	**once an hour**.
I meditate	**every morning**.	I go to the gym	**twice a week**.
I go for a run	**on Mondays**.	I go for a hike	**three times a month**.
I spend time outdoors	**on weekends**.	I get a check-up	**a few times a year**.

Notes

- Time expressions made up of two or more words can go either at the beginning or the end of a sentence. When a time expression comes at the beginning of the sentence, it is sometimes followed by a comma.
  Leah goes to the gym ***every Monday***. ***Every Monday,*** *Leah goes to the gym*.
- Add *-ly* to words like *day* and *night* to show something happens every day or every night.
  Maya exercises every night. = Maya exercises ***nightly***.
  Her blog comes out every day. = Her blog comes out ***daily***.
  Other common examples include *hourly, weekly, monthly, quarterly,* and *yearly*.

>> FOR PRACTICE, GO TO PAGE 148

3 LISTENING



A ▶08-19 Listen to the podcast. What is the woman talking about?

a. new ways of using technology to get healthy
b. problems from using technology too much
c. how many hours a week people use their devices

B ▶08-19 Read the Listening Skill. Listen again for example phrases. Circle the answers that are mentioned in the audio. Each question has two correct answers.

1. People aren't getting enough sleep.
   a. People go to bed with their devices.
   b. The light from our devices keeps us awake.
   c. People wake up early to use their devices.
2. Too much screen time can change a part of the brain.
   a. Kids may not learn how to have good relationships with people.
   b. Adults may forget how to have relationships.
   c. Adults may have friends online, but not in real life.
3. Instead of picking up your device, try something new.
   a. Start a new hobby. b. Play a new game online. c. Take a class.
4. Spend time with family and friends.
   a. Have dinner together.
   b. Catch up with each other.
   c. Socialize by chatting online.
5. Do something for yourself.
   a. Do some online shopping.
   b. Find some quiet time.
   c. Focus on yourself for part of the day.

LISTENING SKILL Listen for examples and supporting statements

Speakers use certain phrases to introduce examples and supporting statements. These help to support speakers' ideas so that listeners understand them better. Some common phrases are: *such as*, *like*, *for example / for instance*, *for one thing / for another thing*, *in fact*, *in general*, *in particular / in detail*, and *let me explain*.

C ▶08-19 Listen again. Complete the sentences.

The Effects of Too Much Screen Time	
Problems	**Solutions**
People aren't getting enough sleep.	Stop using your device at least (1) _____ before bed-time so you can start to (2) _____ .
Too much screen time can change a part of the brain that helps people (3) _____ and build relationships.	Parents should (4) _____ their own screen time, as well as their kids'.

D PAIRS Compare your answers in 3C. Did you get the same answers?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your weekly routine. What are your good and bad habits? What bad habits would you like to change? Take notes.

B PAIRS Discuss your habits. Ask questions to get more information.

A: I go to school five days a week. It's hard to find time to exercise.
B: What do you do on the weekends?
A: I like to spend time outdoors.
B: Maybe you could try...

☐ I CAN DESCRIBE HABITS AND ROUTINES.

LESSON 4 READ ABOUT THE POWER OF MUSIC



LUCAS MORALES

@LucasM

Ever wonder why loud music makes you feel good? Scientists have the answer.

1 BEFORE YOU READ

A PAIRS Discuss. What kind of music do you like? Say why.

I really love...

B VOCABULARY 08-20 Listen. Then listen and repeat.

a mood: the way a person feels at a certain time
stress: a feeling of worry that stops a person from being able to relax
a rhythm: a regular, repeated pattern of sounds
beat: to make a regular movement or sound
translate: to change something into another form
heart rate: the number of times the heart beats in a minute
a piece: something that someone has made, written, or drawn
a hormone: something the body makes that helps you to grow and change
release: to let something go into the body, air, water, soil, etc.

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A Read the Reading Skill.

B 08-21 Listen. Read the article. As you read, stop and ask yourself these questions. *Do I understand what I just read? Do I need to reread anything? Do I need to look up any words?*

READING SKILL

Ask and answer questions

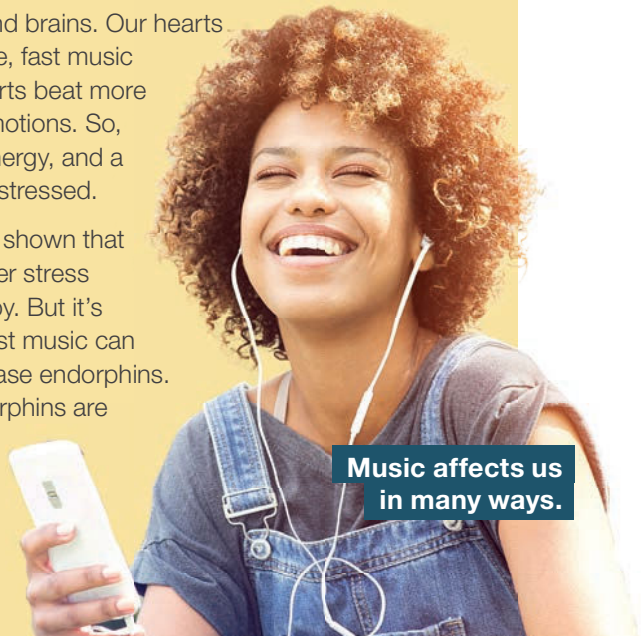
Asking questions while you read helps you understand the text. As you read, stop and ask questions about the text. Do you understand what you are reading? Do you need to look up any words?

The **Power** of Music

We all know that music affects our moods. It can make us feel great joy or make us think of our saddest moments. Soft music can calm an upset baby. And singing along to loud music can help someone get rid of stress or anger. But why? Why does music have this powerful effect?

Scientists have learned that music affects both our bodies and brains. Our hearts beat at the same speed as the rhythms we hear. For example, fast music makes our hearts beat faster and slow music makes our hearts beat more slowly. Our brains translate these different heart rates into emotions. So, a loud, fast rock song can make us feel like we have more energy, and a slow, classical violin piece can make us feel calmer and less stressed.

Music also affects the hormones in our bodies. Studies have shown that when we listen to slow, quiet music, our bodies produce fewer stress hormones and more of the hormones that make us feel happy. But it's not only calm, quiet music that makes us feel good. Loud, fast music can move a small part of the ear which then tells the brain to release endorphins. Endorphins can make us feel positive and happy. More endorphins are released at higher volume levels. The louder the music, the higher the level of endorphins.



Music affects us in many ways.

Other studies have shown that listening to almost any kind of music can help people who suffer from short-term pain, such as a large cut or burn, or from a long-term illness, such as heart disease. Music can help in two ways: It can trigger the release of endorphins which, in addition to making us feel happy, can also reduce our pain levels. And, more simply, it can help us to think about something other than the pain we are feeling. However, scientists do believe that we have to like the music in order for it to have a positive effect.

So, the next time you're sad and you want to feel happy, or you're in pain and you want to feel better, listen to your favorite song. Music really *can* help you feel better. Now *that's* music to your ears!

3 CHECK YOUR UNDERSTANDING

A **Which statement best describes the main idea of the article?**

a. Music can have a powerful effect on our bodies and minds.
b. The best way to relax and have a good time is to listen to music.
c. Slow, quiet music is the only kind of music that can help people who are upset.

B **Read the article again. Circle the correct answers.**

1. Our hearts beat ___ the sounds we hear.
   a. faster than b. slower than c. at the same speed as
2. The brain produces ___ when we listen to slow music.
   a. fewer stress hormones b. more stress hormones c. fewer positive hormones
3. ___ music moves a part of the ear which tells the brain to release endorphins.
   a. Loud and slow b. Loud and fast c. Soft and slow
4. Someone who is in pain should listen to ___ .
   a. their favorite song b. any kind of music c. nothing at all

C FOCUS ON LANGUAGE **Reread lines 20–25 in the article. Think about the words *trigger* and *that's music to your ears*. Then circle the correct answers.**

1. In this sentence, the word *trigger* means ___ .
   a. part of a gun b. to make something happen c. to move something with a finger
2. The expression *that's music to your ears* means ___ .
   a. that's a great song b. that's good news c. that's terrible news

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

The article is about how music...

Find out about other ways music affects people.

4 MAKE IT PERSONAL

A **Think about the article you just read. Answer the questions.**

1. Do you agree or disagree with the author of the article?

_____

_____

2. Did you learn something new? What did you learn?

_____

_____

B PAIRS **Discuss your answers in 4A.**

I agree with the author. I think...

☐ I CAN READ ABOUT THE POWER OF MUSIC.

LESSON 5 WRITE SUGGESTIONS FOR MEETING PEOPLE



LUCAS MORALES

@LucasM

You know who makes new friends the easiest? Pet owners. Everyone stops to talk to you when you have a dog. 😀

1 BEFORE YOU WRITE

A What do you like to do after work or on weekends? Is it a good way to meet new people?

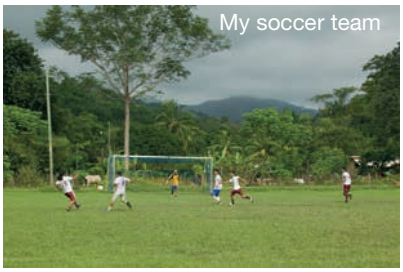
B Charlie posted a question on a discussion board. Lucas replied with some suggestions. Read the posts. What question does Charlie ask?

Discussion Thread Home | Discussion Board | Logout

Home
Moving home
schools
work
health
community
social

Just moved here. Looking for a fun, cool way to meet new people. Any ideas?

Hey Charlie! Lots to do here! Happy to help.



Do you like sports? We have lots of local sports teams you could join. I'm on a soccer team, and we usually have games every weekend during the season. I love it because it's great to spend time outdoors and hang out with new friends at the same time.

Or do you like other kinds of outdoor activities? Hiking? Rafting? I know there are some groups that get together to do these kinds of activities once a month. And they're free! Or don't cost too much.

Do you like art? There are social clubs where you can meet people to paint or draw, or to visit galleries or museums. The museums here are cheap, so you can usually get a pretty good deal!

Good luck and have fun!

Leave a reply

Enter your comment here…

Do you like this answer? ☺ (22) ☹ (3)

C Read the posts again. What does Lucas suggest to Charlie? Take notes in the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL Write informally

Informal writing is similar to spoken conversation, and it follows fewer grammar rules than formal writing. We often use incomplete sentences in informal writing. Contractions (*I'm*, *doesn't*, *couldn't*, *it's*) and abbreviations (*TV, photos*) are also used.

Formal writing: *It was a pleasure to meet you yesterday. I hope we can see each other again very soon.*

Informal writing: *Great to meet you! Hope to see you again soon.*

B Reread the discussion board posts. Underline the incomplete sentences.

3 PLAN YOUR WRITING

A Think about Charlie's question. How could someone meet new people in your town? Complete the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

B PAIRS Describe your suggestions to your partner.

I think someone who wants to meet new people could...

4 WRITE

Imagine you are answering Charlie's question. What things would you suggest he do to meet new people in your town? Use your suggestions from 3A. Remember to use informal writing. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did you partner include suggestions in his or her post?
2. Did your partner use informal writing in his or her post?

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

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE SUGGESTIONS FOR MEETING PEOPLE.

PUT IT TOGETHER

1 MEDIA PROJECT



A 08-22 Listen or watch. What does Rina talk about?

B 08-22 Listen or watch again. Answer the questions.

1. What are Rina's healthy habits?
2. How often does she do these activities? _____
3. Why does she do these activities? Write one reason.

_____

C Share your own photos.

Step 1 Think about your healthy habits, or things you do to stay healthy, happy, or relaxed. Think about how often you do these activities and why you do them.

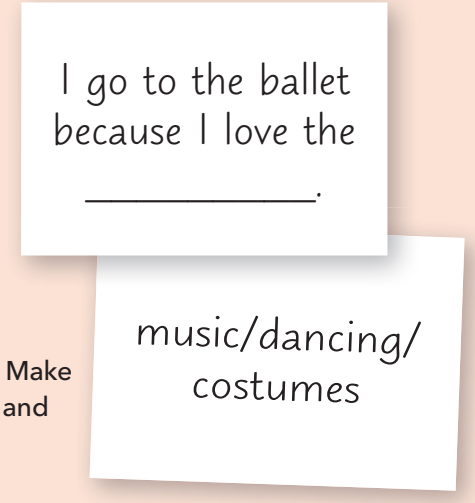
Step 2 Show your photos to the class. Talk about your healthy habits. Say why you do these activities and how often you do them.

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

2 LEARNING STRATEGY

CREATE CONNECTIONS

Connect new words with ones you already know. Make flashcards of sentences using the new words with blanks for words you already know. Write words for the blanks on the back of the card. For example, *I go to the ballet because I love the _____*, can be completed with *music*, *dancing*, or *costumes*.



Review the vocabulary in the unit. What words do you need to learn? Make five flashcards with the words. Be sure to have sentences with blanks and connected words for each flashcard. Review the cards twice a week.

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 music
- ☐ Talk about evening plans
- ☐ Describe habits and routines

Vocabulary
- ☐ Instruments and musicians
- ☐ Evening events
- ☐ Healthy habits

Pronunciation
- ☐ Intonation: Showing enthusiasm
- ☐ Main stress to emphasize a contrast

Grammar
- ☐ Questions about the subject and object
- ☐ *So* / *Because* (*of*) to show cause and effect
- ☐ Time expressions

Reading
- ☐ Ask and answer questions

Writing
- ☐ Write informally

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.

