9 WHERE DO YOU WANT TO MEET?

LEARNING GOALS

In this unit, you

- talk about plans
- talk about reasons for being late
- talk about where things are
- read product reviews
- write about your dream home



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of people moving. What do you see?

C Now read Alba's message. What does her message mean?



ALBA PARDO

@AlbaP

It's going to be a busy week—my whole calendar is filled!

LESSON 1 TALK ABOUT PLANS



ALBA PARDO

@AlbaP

Love this quote! "A goal without a plan is just a wish." – Antoine de Saint-Exupéry

1 VOCABULARY Living room furniture and decor

A ▶09-01 Listen. Then listen and repeat.



B ▶09-02 Listen to the conversation. Circle the things that will go in the living room.

a bookcase an end table a couch a TV stand an armchair

C PAIRS Describe your living room using the words from 1A. Say 2–3 sentences.

I have a green couch in my living room. There are two small armchairs.

2 GRAMMAR Future with *will, be going to,* present continuous, and simple present

COACH

Use *will* + the base form of the verb for predictions, offers, and quick decisions made at the moment of speaking.

Predictions	We're all excited about the project. I think tomorrow's meeting **will be** great.
Offers	Those boxes look heavy. We**'ll help** you carry them.
Quick decisions	That's a great price. I**'ll take** it!

Use *be going to* + the base form of the verb for predictions and to talk about specific plans.

Predictions	Bob just got a new apartment, and he**'s going to need** a lot of furniture.
Specific plans	We need a lot of furniture. We**'re going to go** shopping this weekend.

Use the present continuous to talk about specific plans.

Specific plans	I can't wait for the weekend. We**'re having** dinner with my cousins from Lima.

Use the simple present for future events that are on a definite schedule, such as store hours, bus and train schedules, flight times, and movie showings.

Definite schedules	His flight **gets** in at 9:00 on Sunday.

>> FOR PRACTICE, GO TO PAGE 149

3 CONVERSATION



A ▶09-04 Listen or watch. Circle the correct answers.

1. What is happening on Monday afternoon?
   a. Alba and Teo are going to a meeting.
   b. Alba is going to buy furniture.
   c. Teo is meeting Mario.
2. What is happening with Alba's cousin?
   a. She is moving overseas.
   b. She just started a new job.
   c. Her apartment flooded.
3. What furniture does Alba's cousin ***not*** need?
   a. a floor lamp and an armchair
   b. a coffee table and a TV stand
   c. a bookcase and an end table
4. Why does Teo suggest that they meet his friend to look at furniture?
   a. to help Alba out
   b. to save her cousin some money
   c. to help his friend sell some furniture

B ▶09-05 Listen or watch. Complete the conversation.

Alba: I'm _____ furniture shopping with my cousin this weekend.

Teo: Oh yeah? What does she need?

Alba: She needs a couch, a bookcase, and a table.

Teo: My friend _____ some of his furniture. Do you want to take a look?

Alba: That's a great idea!

Teo: I think _____ around this weekend. _____ a call.

Alba: Perfect. Thanks so much.

C ▶09-06 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 about the furniture in your home. Think of something you need or that you'd like to buy for a specific room. Take notes.

B PAIRS Tell your partner about the furniture you're going to buy. Make plans to go shopping.

A: I'm going to buy a floor lamp for my bedroom. The one I have doesn't work anymore.
B: OK. Let's go shopping tomorrow morning. Where should we go?
A: The furniture store is having a sale.
B: Sounds good. I'll meet you there at 10:00.

☐ I CAN TALK ABOUT PLANS.

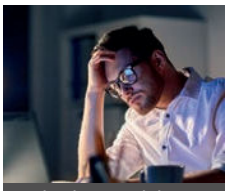
LESSON 2 TALK ABOUT REASONS FOR BEING LATE



ALBA PARDO
@AlbaP
The trouble with being on time is that no one is there to appreciate it. 😂

1 VOCABULARY Reasons for being late

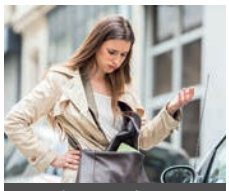
A 09-07 Listen. Then listen and repeat.

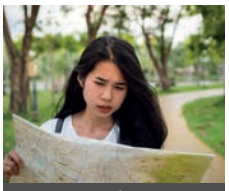

I had to work late.


I got stuck in traffic.


My car broke down.

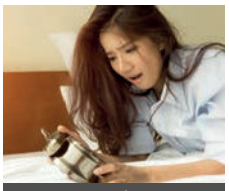

My train was delayed.


I lost my keys.


I got lost.


I got stuck in bad weather.


I had an accident.


I overslept.


I missed the bus.

B 09-08 Listen to the sentences. Write the correct reason for being late from 1A.

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

C PAIRS Brainstorm. Think of three more reasons for being late.

2 GRAMMAR Indirect questions

COACH

Use indirect questions to be polite or if you're not sure the person will know the answer to the question.

Direct *wh-* questions				Indirect questions			
***Wh-* word**	**Auxiliary verb**	**Subject**	**Main verb**		***Wh-* word**	**Subject**	**Verb**
Where	**is**	he?		I wonder	where	he	**is**.
Why	**isn't**	she	**answering**?	I don't know	why	she	**isn't answering**.
When	**did**	you	**plan** to leave?	Can you tell me	when	you	**planned** to leave?

In *yes / no* questions, use *if* or *whether* before the subject.

Direct *yes / no* questions			Indirect questions			
Auxiliary verb	**Subject**	**Main verb**		***If / Whether***	**Subject**	**Verb**
Is	he	**here** yet?	Do you know	**if**	he	**is here** yet?
Were	they	**late**?	Can you tell me	**whether**	they	**were late**?

Notes

- Indirect questions often appear after introductory phrases, such as *I wonder*, *I don't know*, *Can / Could you tell me*, *Do you know*, *I'd like to know*, or *Would you mind explaining*.
- We always use statement word order in indirect questions. The subject always comes before the verb.

>> FOR PRACTICE, GO TO PAGE 150

3 PRONUNCIATION

COACH

A ▶09-10 Listen. Notice the different vowel sounds spelled by the letter *a*. Then listen and repeat.

/eɪ/	/æ/	/ɑ/	/ə/
late	cab	car	address

The letter *a*

In stressed syllables and words with one syllable, the letter *a* usually has the sound /eɪ/ (*late*) or /æ/ (*cab*). When the letter *a* comes before *r*, however, it usually has the sound /ɑ/ (*car*). In unstressed syllables, the letter *a* often has the sound /ə/ (*address*).

B ▶09-11 Write each word in the correct column in 3A. Then listen and check your answers.

sofa traffic train bad armchair
table accident apartment artwork delayed

C PAIRS Add one more word to each column in 3A.

4 CONVERSATION

A ▶09-12 Listen or watch. Circle the correct answers.

1. Mario ***missed the bus*** / ***overslept*** / ***lost his keys***.
2. The cab driver ***got stuck in traffic*** / ***went to the wrong address*** / ***got stuck in bad weather***.
3. Mario couldn't call for help because he ***lost his phone*** / ***forgot his phone*** / ***forgot Alba's number***.



B ▶09-13 Listen or watch. Complete the conversation.

Teo: You look worried. Is everything OK?
Alba: I'm just worried about Mario. I wonder _____ .
Teo: I'm sure he's OK. Maybe he overslept.
Alba: I don't think so. Maybe he got lost, or maybe he is stuck in traffic.
Teo: Could be. Does he know _____ ?
Alba: Yes, he knows where it is. I'm going to call him.

CONVERSATION SKILL
Ask if there is a problem

If you want to ask someone if he or she is having a problem, say: *Is everything OK?, Are you all right?, Is there a problem?, Is something the matter?*, or *What's wrong?* **A:** What's wrong? **B:** My friend is really late! Listen to or watch the conversation in 4A again. Underline the questions that you hear above.

C ▶09-14 Listen and repeat. Then practice with a partner.

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

his car broke down
lost his keys
stuck in bad weather

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a time you were late. When did it happen? What happened and why? What did you do? Take notes.

B PAIRS Tell your partner about the time you were late. Ask questions.

A: I was late for my first day at work.
B: Oh, no. What happened?
A: I lost my keys and I didn't know where they were. So I...

☐ I CAN TALK ABOUT REASONS FOR BEING LATE.

LESSON 3 TALK ABOUT WHERE THINGS ARE

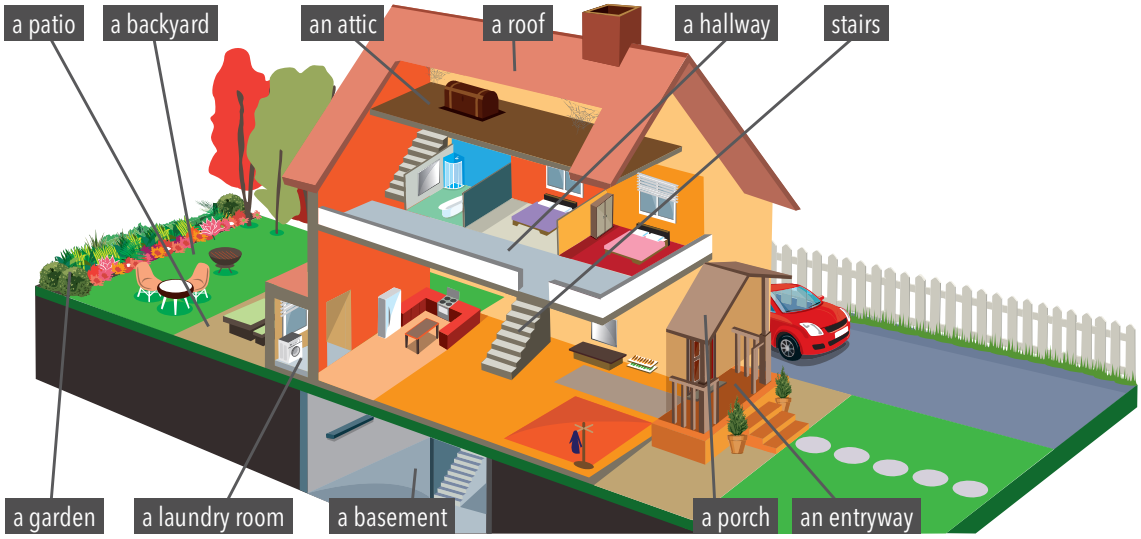


ALBA PARDO
@AlbaP

I'm always losing things in my house! I'd lose my head if it weren't attached to my body.

1 VOCABULARY Places in and around the house

A ▶09-15 Listen. Then listen and repeat.



B Draw a diagram of your house or a house you know. Label the places in and around the house using the words from 1A.

C PAIRS Student A, describe the house from 1B. Student B, draw a diagram of your partner's house. Then check your partner's diagram.

A: There's a laundry room in the basement.
B: OK. And what's on the main floor?

2 GRAMMAR Adverbs and adverbial phrases of place

COACH

Adverbs and adverbial phrases of place tell us *where* something happens. They usually go at the end of a sentence.

	Adverb		Adverbial phrase
Let's eat	**outside**.	There's a table	**on the patio**.
The cat is	**upstairs**.	It's sleeping	**in my room**.
The kids are playing	**nearby**.	They're	**at the neighbor's house**.

Here are some common adverbial phrases.

in	the middle, the front, the back, the world, the city, the country, the house, the backyard, the kitchen, the building
on	the street, the ground, the floor, the patio, the table, the shelf
at	home, work, the office, school, the library

Note: It's possible to use more than one adverb or adverbial phrase in a sentence.
*John is **outside in the garden**. I left my books **somewhere at school**.*

>> FOR PRACTICE, GO TO PAGE 151

3 PRONUNCIATION

COACH

A ▶09-17 Listen. Notice the stress in the compounds. Then listen and repeat.

bookcase, living room: There's a bookcase in the living room.

everything: Is everything OK?

inside: Let's go inside.

B ▶09-18 Underline the two compounds in each sentence. Put a dot over the stressed syllable in each compound. Then listen and check your answers.

1. Do you want to get ice cream or something to eat?
2. Does your apartment building have a laundry room?
3. Did you look upstairs in the bedrooms?
4. I did. But I can't find my cell phone anywhere.
5. Yeah, there's one downstairs, near the entryway.
6. Sure. There's a good coffee shop nearby.

C PAIRS Match the sentences in 3B to make three conversations.

Stress in compounds

A compound is a word made by putting two words together. We write some compounds as one word and some as two words. When the compound word is a noun, we usually stress the first part: ***living*** *room*. We also stress the first part in compounds with ***any, every,*** and ***some***: ***every****thing*. When the compound word is an adverb of position, we usually stress the second part: *out****side***.



4 LISTENING

A ▶09-19 Read the Listening Skill. Then listen to the first part of the story. What do you think the story is going to be about? Predict what you think will happen.

B ▶09-20 Listen to the entire story. Were your predictions correct?

C ▶09-20 Listen again. Circle the correct answers.

1. The man and his wife ***moved to a new house*** / ***got a new cat*** / ***bought new furniture***.
2. They were ***worried*** / ***angry*** / ***excited*** about the change.
3. They looked for Tiger ***in the attic*** / ***downstairs*** / ***in the basement*** first.
4. They also searched the ***closets and bedrooms*** / ***bedrooms and attic*** / ***attic and roof***.
5. The cat was probably ***in the attic*** / ***in the moving van*** / ***outside*** before he returned to the kitchen.

D PAIRS What do you think Tiger was doing when he disappeared?

LISTENING SKILL Predicting

When you're listening to a story or narration, you can understand it better if you make predictions about what you're going to hear or about the things that you think will happen. To practice the skill, listen to a short part of a passage, then stop to list the vocabulary, actions, or emotions that you hear. Then listen to the entire passage and check your predictions.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a time when you lost something. What happened? Where did you look for it? Where did you find it? Take notes.

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: When I was visiting my grandparents, I lost a ring my boyfriend gave me.
B: Oh, wow. What happened?
A: I looked for it everywhere—in the bedroom...

☐ I CAN TALK ABOUT WHERE THINGS ARE.

LESSON 4 READ PRODUCT REVIEWS



ALBA PARDO
@AlbaP
I just used this app to buy a new kitchen table. It was a great deal!

1 BEFORE YOU READ

A PAIRS Have you ever used an app to buy something for your home? How did it work? If not, what kind of app do you think could be useful?

I used an app to buy...

B VOCABULARY 09-21 Listen. Then listen and repeat.

goods: things which are made and sold
used: something that is not new and has already had an owner
directly: with no other person or thing involved
a dropdown menu: a list of choices that appears on a screen when you click on a menu
browse: to look for information on the Internet or on a website
a search engine: a computer program that helps you find information on the Internet

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Look at the title and scan the reviews. What do you think they are about?

B 09-22 Listen. Read the online reviews.

Howl Reviews



Used NeighborGoods to get my furniture

Marina V. Has anyone used the NeighborGoods App to buy used stuff? If so, what did you think of it? I'd love to know how it works.

Carlos B. Marina, I use NeighborGoods all the time—it's great. When I first heard about it, I had never used an app to buy things directly from people. But I did a search and the online reviews were positive, so I decided to check it out.

You're going to like how easy it is to use. First, you choose your city from a list in a dropdown menu. Then you can look for items by browsing through categories or by typing in exactly what you want in the site's search engine. The app connects you to items that people are giving away or selling within five miles of your address. Now, I know what you're thinking: How can you trust someone you've never met? Well, the app checks everyone's personal information when they join, so I think it's safe to use.

Here's what I like about it. It's great if you're looking for interesting or inexpensive furniture, clothes, or even children's toys. There are a lot of great items. And because it only searches locally, you don't have to waste time or money traveling too far away.

Dan M. I love this app! I used it to find furniture for my apartment. I recently moved, and I needed a lot of things—everything really. Plus, I didn't have much money.

I browsed through the furniture section, and there was a lot to choose from. I realized that a lot of the furniture I liked was from one seller. It was a couple who lived right around the corner. I bought a bed, two end tables, and a bookcase, and it only cost me $100. It was such a great deal!

NeighborGoods is a smart way to find lots of inexpensive stuff. But my favorite thing about using the app was getting to meet my neighbors! The couple that I met was really nice and friendly. They told me everything I needed to know about the neighborhood. You should definitely give NeighborGoods a try!

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the reviews?

a. NeighborGoods is the best way to learn about your neighborhood.
b. NeighborGoods is a good way to find used items.
c. NeighborGoods is the best app available.

B Read the reviews again. Circle the correct answers. There is more than one correct answer.

1. Why does Carlos like NeighborGoods?
   a. It helps him make friends.
   b. It is a good way to find interesting stuff.
   c. It helps him find things nearby.
   d. It is safe to use.
2. How did Carlos find and learn about the app?
   a. A good friend told him about it.
   b. He found it through a search engine.
   c. He read online reviews about it.
   d. He saw an online ad.
3. Why did Dan decide to use the app?
   a. He needed furniture.
   b. He had just moved to the area.
   c. He needed children's toys.
   d. He wanted to make new friends.
4. What do they both like about the app?
   a. It has inexpensive stuff.
   b. It's a great way to meet people.
   c. It has a lot of items to choose from.
   d. It only has really nice stuff.

C FOCUS ON LANGUAGE Reread lines 3–8 in the reviews. Think about the phrases *check it out* and *within five miles*. Circle the correct answers.

1. When Carlos *checked out* the website, he ___ .
   a. paid to be able to use it
   b. researched it to learn more about it
   c. paid for items online
2. The phrase *within five miles* means ___ .
   a. five miles or less b. more than five miles c. exactly five miles

READING SKILL Identify fact vs. opinion

When you are reading something, it is important to notice the difference between facts and opinions. A fact is a piece of information that is true. An opinion is someone's preference or idea. An opinion will vary from person to person.

D Read the Reading Skill. Read the statements and write *fact* or *opinion*.

_____ 1. NeighborGoods finds you items within five miles of your address.
_____ 2. $100 for a bed, two end tables, and a bookcase is a great deal!
_____ 3. NeighborGoods has positive online reviews.
_____ 4. NeighborGoods is a smart way to find inexpensive stuff.
_____ 5. The best thing about NeighborGoods is meeting new people.

E PAIRS What are the reviews about? Retell the most important ideas. Use your own words.

The reviews talk about an online app and how...

Find out about other similar apps and how they work.

4 MAKE IT PERSONAL

A Think about the reviews. What are some of your favorite apps? Complete the chart.

App	What does it do?	Why do you like it?

B PAIRS Tell your partner about your favorite app. Discuss.

My favorite app is...

☐ I CAN READ PRODUCT REVIEWS.

LESSON 5 WRITE ABOUT YOUR DREAM HOME



ALBA PARDO

@AlbaP

I just wrote a blog post about the home of my dreams. Now I just need some money to build it. 😀

1 BEFORE YOU WRITE

A What is the nicest home you've ever seen? What did it look like?

B Alba wrote a blog post about her dream home. Where does she want to build it?

Blog | About | Destinations | Contact

Search

My Dream Home

I'm going to build my dream home in the mountains in Costa Rica. I love the beautiful views and the amazing plants and animals in these mountains.

The house will have a long, wide porch across the front, lots of windows, and a big garden. I will sit on the porch every evening in a comfortable chair and watch the sun set.

The living room will be at the front of the house. It will have tall windows so the morning sun can come in. The kitchen and laundry room will be at the back of the house. There will be a door from the kitchen out to a stone patio with an extra dining area. The upstairs will have three bedrooms, each with a big closet. There will be a garden in the backyard. I'm going to grow fresh vegetables and fruits. I will also raise goats so we can have fresh goat's milk and make cheese.

I'm going to invite all my friends and family to visit. I hope my dream comes true someday!

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Enter your comment here...

C Read the blog post again. What kinds of details does Alba include about her home? Complete the chart.

Locations	Places	Details
Location of home	in the mountains in Costa Rica	beautiful views, amazing plants and animals
Outside areas	porch	
Inside rooms		

2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at three incorrect sentences from Alba's first draft of her blog post. Underline the parts that are not parallel.

1. The house will have a long, wide porch across the front, lots of windows, and a big gardening.
2. I will sit on the porch every evening in a comfortable chair and watching the sun set.
3. I will also raise goats so we can have fresh goat's milk and making cheese.

C Look at the sentences in 2B again. Underline the corrected parts of the sentences in the model in 1B.

WRITING SKILL Use parallel structure

Use the same pattern of words to show that two or more ideas have the same level of importance. These ideas can be words, phrases, or clauses. They are usually joined by conjunctions, such as *and* or *or*.

Incorrect: *Wei passed the class because he studied for exams, turned in all his homework, and his love of the subject.*

Correct: *Wei passed the class because he studied for exams, turned in all his homework, and loved the subject.*

3 PLAN YOUR WRITING

A Think about your dream home. What would it look like? Complete the chart.

Locations	Places	Details
Location of home		
Outside areas		
Inside rooms		

B PAIRS Discuss your ideas.

My dream home will have...

4 WRITE

Write a blog post about the dream home you described in 3A. Remember to make all the phrases and clauses in your sentences parallel. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner describe his or her dream home and provide details about it?
2. Did your partner make the words, phrases, and clauses parallel?

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 ABOUT MY DREAM HOME.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶09-23 Listen or watch. What does Boris want to do?

B ▶09-23 Listen or watch again. Answer the questions.

1. What furniture is Boris going to buy?
2. Where is he going to put the furniture?
3. Why does he want to buy each piece of furniture?

C Make your own video.

Step 1 Think about a room or area of your home that you would like to redecorate. Think about what furniture you will need to buy.

Step 2 Make a 30-second video. Show the room or area in your home. Say what furniture you need, where you will put it, and why you want it.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

PRACTICE WORD STRESS FOR PRONUNCIATION

When you study new vocabulary, put a dot over the stressed syllable. You can do this in your book or on flashcards. Use a dictionary to help you. For example, a dictionary shows the stress for *bookcase* like this /ˈbʊk-keɪs/. The symbol ˈ at the beginning of the word shows that the first syllable is stressed. So, in this example, you would put a dot over the first syllable of *bookcase*.

bookcase: noun, a piece of furniture with shelves to hold books

Find words in the unit that are difficult to pronounce. Put a dot over the stressed syllable. Use a dictionary to help you. Then practice saying the words aloud. Pay attention to the word stress.

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 plans
- ☐ Talk about reasons for being late
- ☐ Talk about where things are

Vocabulary
- ☐ Living room furniture and decor
- ☐ Reasons for being late
- ☐ Places in and around the house

Pronunciation
- ☐ The letter *a*
- ☐ Stress in compounds

Grammar
- ☐ Future with *will*, *be going to*, present continuous, and simple present
- ☐ Indirect questions
- ☐ Adverbs and adverbial phrases of place

Reading
- ☐ Identify fact vs. opinion

Writing
- ☐ Use parallel structure

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.

