

Student Book

# Blueprint



BRITISH ENGLISH

4

**B1**

Intermediate

**BIGBOX** MP3  
Learning App



Peggy Anderson · Thomas Hong

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**B1**

Intermediate

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# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 1: When the Day Is Done Pages 6 to 33	<p><b>A2+</b> Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sport, and music)</p> <p><b>A2+</b> Describe plans, arrangements, and alternatives</p> <p><b>A2+</b> Understand discussions about daily life and be able to request assistance when needed</p> <p><b>A2+</b> Discuss different things to do, places to go, etc.</p> <p><b>B1</b> Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p><b>B1</b> Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events</p> <p><b>B1</b> Give descriptions on a variety of familiar subjects related to your interests</p> <p><b>B1</b> Understand the main points in short newspaper and magazine articles about current and familiar topics</p>	<p>* Unit 1 * <small>p. 8</small> <b>I'm staying in tonight.</b></p> <p>In this first unit, students talk about what they do for fun when they are at home. This includes hosting friends and family, having dinner parties, game nights, and staying in to watch TV or a film.</p>	<ol style="list-style-type: none"> <li>1 What are you up to tonight?</li> <li>2 Dinner with Friends</li> <li>3 Game Night</li> <li>4 TV Choices</li> <li>5 The Book or the Film</li> </ol>	<p>Group activities</p> <p>Dinner plans</p> <p>Game words</p> <p>TV genres and watching TV</p> <p>Books and films</p>
		<p>* Unit 2 * <small>p. 20</small> <b>I'll go out tonight.</b></p> <p>This unit helps students talk about what they do outside of the home for fun. Students will talk about making short holiday plans with friends and family, meeting someone for a date, and going out with friends for a night on the town.</p>	<ol style="list-style-type: none"> <li>1 Visiting Relatives</li> <li>2 Blind Date</li> <li>3 Going to the Cinema</li> <li>4 Nightlife</li> <li>5 Day Trips</li> </ol>	<p>Relationships and family get-togethers</p> <p>Going on a (blind) date</p> <p>Types of films and going to the cinema</p> <p>Going to concerts, cafés, bars, and night clubs</p> <p>Weekend plans</p> <p>Modals, adverbs, verb phrases, and adjective phrases used to make predictions</p>
Module 2: Fitness and Health Pages 34 to 61	<p><b>A2+</b> Understand enough of what people say to be able to meet immediate needs</p> <p><b>A2+</b> Complete a simple questionnaire or standardised report form using short sentences</p> <p><b>A2+</b> Describe past activities, events, and personal experiences (for example, what you did over the weekend)</p> <p><b>B1</b> Make another person understand the points that are most important to you when you explain something</p> <p><b>B1</b> Express yourself reasonably accurately in familiar, predictable situations</p> <p><b>B1</b> Help solve practical problems by saying what you think and asking others what they think</p> <p><b>B1</b> Make arrangements on the telephone or in person (for example, setting up a medical appointment)</p> <p><b>B1</b> Manage unexpected things that could happen on holiday (for example, needing a dentist)</p>	<p>* Unit 3 * <small>p. 36</small> <b>Sport and Fitness</b></p> <p>Students will talk about sport, fitness, and health. This unit teaches learners to talk about their exercise habits and their favourite physical activities. It also includes discussing spectator sports and sport-related injuries.</p>	<ol style="list-style-type: none"> <li>1 Watching Sport on TV</li> <li>2 We'd better show up early.</li> <li>3 I want to get in shape.</li> <li>4 Fitness Tips</li> <li>5 It's very painful.</li> </ol>	<p>Sport and watching sport</p> <p>Fitness and exercise</p> <p>Joining a gym</p> <p>Body parts</p> <p>Sport-related injuries</p>
		<p>* Unit 4 * <small>p. 48</small> <b>Take care of yourself.</b></p> <p>This unit teaches learners to navigate visits with health care professionals. Students will learn how to interact with professionals such as doctors, dentists, therapists, and chemists.</p>	<ol style="list-style-type: none"> <li>1 Making a Doctor's Appointment</li> <li>2 At the Doctor's Surgery</li> <li>3 How often do you floss?</li> <li>4 A Therapist's Advice</li> <li>5 Are there any side effects?</li> </ol>	<p>Making an appointment and a visit to the doctor</p> <p>Symptoms and illnesses</p> <p>A visit to the dentist</p> <p>Mental health words</p> <p>Getting a prescription at the chemist's</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Present continuous with present and future reference</p> <p><b>Lesson 2</b> Simple present vs. present continuous</p> <p><b>Lesson 3</b> Action verbs and stative verbs</p> <p><b>Lesson 4</b> Expressing preferences with <i>would rather</i></p> <p><b>Lesson 5</b> Expressing preferences and making comparisons with <i>prefer</i> and <i>as... as</i></p>	<p><b>1 &amp; 2:</b> Discussing weekend plans with a friend</p> <p><b>1 &amp; 2:</b> Preparing for a dinner party</p> <p><b>1:</b> Self-introductions</p> <p><b>1 &amp; 2:</b> Explaining a game's rules</p> <p><b>1 &amp; 2:</b> Deciding what to watch on TV</p> <p><b>1:</b> TV genres</p> <p><b>1 &amp; 2:</b> Comparing books and media</p> <p><b>1:</b> Problems living together</p> <p><b>1:</b> A magazine article about living on your own</p>	<p><b>5:</b> Future plans</p> <p><b>W:</b> An event planner for a get-together</p> <p><b>5:</b> Eating preferences</p> <p><b>W &amp; 5:</b> Self-introductions, hobbies, and future plans</p> <p><b>5:</b> Favourite TV shows, films, and books</p> <p><b>W &amp; 5:</b> Personal preferences</p> <p><b>W &amp; 5:</b> Opinions on living alone</p>
<p><b>Lesson 1</b> Future tense</p> <p><b>Lesson 2</b> Making predictions and expressing probability with <i>will</i> and <i>be going to</i></p> <p><b>Lesson 3</b> Modals of possibility</p> <p><b>Lesson 4</b> <i>that</i> clauses</p> <p><b>Lesson 5</b> Suggesting activities</p>	<p><b>1 &amp; 2:</b> Visiting family</p> <p><b>1:</b> An email about a family get-together</p> <p><b>1:</b> Online advice column</p> <p><b>1:</b> Dating advice</p> <p><b>1 &amp; 2:</b> Going to the cinema</p> <p><b>1 &amp; 2:</b> A night out</p> <p><b>1 &amp; 2:</b> A day trip</p> <p><b>1:</b> A magazine article about the districts of Berlin</p> <p><b>1 &amp; 2:</b> Plans for next year</p>	<p><b>5:</b> Your family</p> <p><b>W:</b> A family trip</p> <p><b>W:</b> Ideas for a blind date</p> <p><b>5:</b> Dating advice</p> <p><b>5:</b> Film preferences</p> <p><b>W &amp; 5:</b> Predictions about the future</p> <p><b>W &amp; 5:</b> Fun things to do in your city or hometown</p> <p><b>W &amp; 5:</b> An advertisement for a new business</p> <p><b>5:</b> Plans for a weekend trip, including daily schedules</p>
<p><b>Lesson 1</b> Gerunds and infinitives</p> <p><b>Lesson 2</b> Suggestions and advice with gerunds, infinitives, modals, and <i>that</i> clauses</p> <p><b>Lesson 3</b> Future continuous tense</p> <p><b>Lesson 4</b> Empty <i>it</i> and <i>that</i> clauses</p> <p><b>Lesson 5</b> Intensifiers</p>	<p><b>1 &amp; 2:</b> Olympic sports</p> <p><b>1 &amp; 2:</b> Planning to watch a sporting event</p> <p><b>1 &amp; 2:</b> Fitness goals</p> <p><b>1 &amp; 2:</b> Fitness tips</p> <p><b>1 &amp; 2:</b> Sport injuries</p> <p><b>1:</b> A friend's email about extracurricular activities</p>	<p><b>5:</b> Athletic dreams</p> <p><b>W &amp; 5:</b> Favourite athletes and favourite sports to watch</p> <p><b>5:</b> Being punctual</p> <p><b>5:</b> Watching a sporting event together</p> <p><b>W &amp; 5:</b> A fitness plan</p> <p><b>5:</b> Eating habits</p> <p><b>W &amp; 5:</b> Health and fitness questionnaire</p> <p><b>5:</b> Sport and other types of injuries</p> <p><b>W:</b> An email to a friend</p> <p><b>W &amp; 5:</b> Fitness routines and plans for reaching fitness goals</p>
<p><b>Lesson 1</b> Present perfect tense</p> <p><b>Lesson 2</b> Present perfect vs. simple past</p> <p><b>Lesson 3</b> <i>too</i> and <i>enough</i>; <i>want / would like</i> + object + infinitive</p> <p><b>Lesson 4</b> Past continuous tense; <i>when</i> clauses</p> <p><b>Lesson 5</b> Modals of obligation</p>	<p><b>1 &amp; 2:</b> Making a doctor's appointment</p> <p><b>1 &amp; 2:</b> Talking about your illness and symptoms</p> <p><b>1 &amp; 2:</b> At the dentist's</p> <p><b>1 &amp; 2:</b> Discussing problems with a therapist</p> <p><b>1:</b> Analysing your dreams</p> <p><b>1 &amp; 2:</b> Getting a prescription</p> <p><b>1:</b> A doctor's call</p>	<p><b>5:</b> A time when you were sick</p> <p><b>5:</b> "I have never told a lie" game</p> <p><b>W &amp; 5:</b> Role-play: A visit to the doctor</p> <p><b>W &amp; 5:</b> How to treat an illness</p> <p><b>W:</b> Pet allergies</p> <p><b>5:</b> Role-play: A visit to the therapist</p> <p><b>5:</b> "I have never ever" game</p> <p><b>W &amp; 5:</b> Describing pictures</p>

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 3: Healthy Habits Pages 62 to 89	<p><b>A2+</b> Handle everyday situations such as shopping, making appointments, or checking appointment times</p> <p><b>A2+</b> Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information)</p> <p><b>B1</b> Understand the main points of clear, standard speech on familiar, everyday subjects</p> <p><b>B1</b> Help solve practical problems, saying what you think and asking others what they think</p> <p><b>B1</b> Understand the main points in recorded material about familiar topics</p> <p><b>B1</b> Write short, comprehensible connected texts on familiar subjects</p> <p><b>B1+</b> Give practical instructions on how to do something (for example, cooking)</p>	<p><b>* Unit 5 + Eat Right</b> <span style="float: right;">p. 64</span></p> <p>Students will discuss nutrition and hygiene in this unit. They will talk about eating habits, proper nutrition, and how to find and prepare healthy meals.</p>	<ol style="list-style-type: none"> <li>The doctor said...</li> <li>If you want to eat healthily...</li> <li>I'm a vegetarian.</li> <li>What does it say on the label?</li> <li>If you cook them too long...</li> </ol>	<p>Taking care of yourself</p> <p>Eating healthily or unhealthily</p> <p>Nutrition and dietary options</p> <p>Shopping for food</p> <p>Recipes and cooking</p>
	<p><b>B1</b> Understand the main points in recorded material about familiar topics</p> <p><b>B1</b> Write short, comprehensible connected texts on familiar subjects</p> <p><b>B1+</b> Give practical instructions on how to do something (for example, cooking)</p>	<p><b>* Unit 6 + Look Good, Feel Good</b> <span style="float: right;">p. 76</span></p> <p>This unit teaches students to talk about their style and grooming habits. They will learn how to communicate their beauty needs at home, at school, the store, as well as at a salon or spa.</p>	<ol style="list-style-type: none"> <li>Getting Ready in the Morning</li> <li>Choosing the Best Products for You</li> <li>Choosing Your Own Style</li> <li>Basic Nail Care</li> <li>Pamper Yourself</li> </ol>	<p>Everyday hygiene</p> <p>Skin care products</p> <p>Salon and spa visits</p> <p>Hairstyles</p> <p>Nail care</p> <p>Spa visits</p>
Module 4: Out of Town Pages 90 to 117	<p><b>A2+</b> Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)</p> <p><b>B1</b> Understand the main points of discussion on familiar topics in everyday situations</p> <p><b>B1</b> Give a short, prepared presentation on a country, a sport team, a band, etc., and answer questions clearly</p> <p><b>B1</b> Write a short, formal email asking for or giving simple information</p> <p><b>B1</b> Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)</p> <p><b>B1+</b> Understand information in announcements</p> <p><b>B1+</b> Make routine phone calls (for example, making or cancelling an order, booking, or appointment)</p>	<p><b>* Unit 7 + Planning Ahead</b> <span style="float: right;">p. 92</span></p> <p>Students learn to talk about travel plans and social events. They will learn how to book a flight and arrange accommodations or other types of bookings necessary for a short holiday with family or a night out with friends.</p>	<ol style="list-style-type: none"> <li>I'll take the non-stop flight.</li> <li>Luxury or Budget Hotel?</li> <li>Renting vs. Sharing a Car</li> <li>Table for Two</li> <li>A Night at the Cinema</li> </ol>	<p>Booking a flight</p> <p>Booking accommodations</p> <p>Reserving a rental car</p> <p>Deciding on a restaurant</p> <p>Reserving a film ticket (by phone, online, etc.)</p>
		<p><b>* Unit 8 + Shopping Trips</b> <span style="float: right;">p. 104</span></p> <p>Students are free to explore the finest shopping locales. Students will learn to traverse the city and hit busy commercial locations. They will also learn to barter and give safety tips for exploring a new city.</p>	<ol style="list-style-type: none"> <li>The Best Shopping in Town</li> <li>Let's take the subway.</li> <li>At the Shopping Centre</li> <li>A New Game</li> <li>Stay Safe</li> </ol>	<p>Shopping in the city</p> <p>Taking public transportation</p> <p>Shopping and trade</p> <p>Buying a game</p> <p>Safety information and emergency procedures</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Reported speech with infinitives; <i>about</i> for topic</p> <p><b>Lesson 2</b> Zero conditional</p> <p><b>Lesson 3</b> Reported speech with <i>that</i> clauses</p> <p><b>Lesson 4</b> Reported speech with simple present tense</p> <p><b>Lesson 5</b> First conditional</p>	<p><b>1 &amp; 2:</b> A doctor's advice</p> <p><b>1:</b> Expert advice on nutrition</p> <p><b>1 &amp; 2:</b> A health blog</p> <p><b>1 &amp; 2:</b> Diets and eating habits</p> <p><b>1 &amp; 2:</b> Nutritional information</p> <p><b>1:</b> Superfoods: kale and acai</p> <p><b>1:</b> A dinner recipe</p> <p><b>1 &amp; 2:</b> Grocery shopping</p> <p><b>1:</b> A nutritionist on cutting down on unhealthy snacks</p>	<p><b>W &amp; S:</b> Dietary restrictions</p> <p><b>W:</b> Good nutrition</p> <p><b>S:</b> Healthy and unhealthy foods</p> <p><b>W &amp; S:</b> Advice about eating in your country</p> <p><b>W &amp; S:</b> Healthy foods</p> <p><b>W &amp; S:</b> Suggesting a nearby restaurant</p> <p><b>S:</b> Special foods</p> <p><b>W &amp; S:</b> How to cook a dish</p> <p><b>W &amp; S:</b> An advertisement for a food or drink</p> <p><b>S:</b> Role-play: Making a shopping list</p>
<p><b>Lesson 1</b> Tag questions</p> <p><b>Lesson 2</b> Negative questions</p> <p><b>Lesson 3</b> Content clauses with <i>if</i> and <i>whether</i></p> <p><b>Lesson 4</b> Content clauses with <i>wh-</i> questions</p> <p><b>Lesson 5</b> Passive voice</p>	<p><b>1 &amp; 2:</b> Getting ready</p> <p><b>1 &amp; 2:</b> Recommending and choosing the best products</p> <p><b>1 &amp; 2:</b> Creativity and style</p> <p><b>1 &amp; 2:</b> A magazine article on basic nail care</p> <p><b>1 &amp; 2:</b> A brochure advertising a spa treatment</p> <p><b>1 &amp; 2:</b> Making a salon appointment</p> <p><b>1:</b> A fashion and style blog</p>	<p><b>S:</b> Morning routine</p> <p><b>W &amp; S:</b> A company survey</p> <p><b>W &amp; S:</b> Toiletries for a one-week trip</p> <p><b>W &amp; S:</b> Create a skin care product</p> <p><b>S:</b> Hair styles</p> <p><b>W &amp; S:</b> Beauty businesses</p> <p><b>W &amp; S:</b> The perfect spa experience</p> <p><b>S:</b> Make an appointment at a beauty salon</p> <p><b>W:</b> A response to a blog post</p>
<p><b>Lesson 1</b> Second conditional</p> <p><b>Lesson 2</b> <i>would</i> and <i>used to</i></p> <p><b>Lesson 3</b> <i>be used to</i> and <i>get used to</i></p> <p><b>Lesson 4</b> Reported speech with <i>I heard</i></p> <p><b>Lesson 5</b> Past perfect tense</p>	<p><b>1 &amp; 2:</b> Booking a flight</p> <p><b>1 &amp; 2:</b> Deciding between a hotel and a motel</p> <p><b>1:</b> The history of motels</p> <p><b>1 &amp; 2:</b> Car rental and car sharing</p> <p><b>1:</b> Advice to international students</p> <p><b>1 &amp; 2:</b> Making dinner plans</p> <p><b>1 &amp; 2:</b> Going to the cinema</p> <p><b>1:</b> A cinema announcement</p> <p><b>1:</b> Flight confirmation details</p>	<p><b>W &amp; S:</b> Flight arrangements</p> <p><b>W &amp; S:</b> Travel accommodations</p> <p><b>S:</b> Role-play: Book a hotel or a motel</p> <p><b>W:</b> Travel to-do list</p> <p><b>W:</b> Tips for international visitors</p> <p><b>W &amp; S:</b> Restaurant reviews</p> <p><b>S:</b> Film recommendations</p> <p><b>1:</b> Text to cancel plans</p> <p><b>W &amp; S:</b> Trip to London</p>
<p><b>Lesson 1</b> Phrasal verbs</p> <p><b>Lesson 2</b> Ways to express conditions</p> <p><b>Lesson 3</b> Present perfect continuous tense</p> <p><b>Lesson 4</b> Causative verbs</p> <p><b>Lesson 5</b> Leaving out articles for brevity</p>	<p><b>1:</b> San Francisco shopping guide</p> <p><b>1 &amp; 2:</b> Taking public transportation</p> <p><b>1 &amp; 2:</b> At the shopping centre</p> <p><b>1 &amp; 2:</b> Buying and pre-ordering video games</p> <p><b>1:</b> A safety poster</p> <p><b>1:</b> Tips for tourists in London</p>	<p><b>S:</b> A shopping experience</p> <p><b>W:</b> An advertisement for a local business</p> <p><b>W &amp; S:</b> Directions on the subway</p> <p><b>S:</b> Propose improvements to public transportation</p> <p><b>S:</b> Everyday technology</p> <p><b>S:</b> Video games</p> <p><b>W:</b> A formal email asking for a refund</p> <p><b>W &amp; S:</b> Safety tips, an emergency poster, and a tourist information poster</p> <p><b>W &amp; S:</b> Role-play: A trip to the shopping centre</p> <p><b>W &amp; S:</b> Planning a trip</p>

# When the Day Is Done

## Module 1 Goals

Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sport, and music)

Describe plans, arrangements, and alternatives

Understand discussions about daily life and be able to request assistance when needed

Discuss different things to do, places to go, etc.

Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest

Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events

Understand the main points in short newspaper and magazine articles about current and familiar topics



## Preview

Look at pages 8 to 33. What pages are these things on?

- a band playing live \_\_\_\_\_
- a nature programme with a lion \_\_\_\_\_
- a creepy girl \_\_\_\_\_
- a crystal ball \_\_\_\_\_

## Discuss

Talk about the questions with a partner.

1. Which of your friends are good cooks?
2. What are some hobbies that you can do alone?
3. What hobbies can you only do with other people?
4. Where are some fun places to go in your city?
5. What do you like to do on rainy days?

## Write

Choose one of the questions from above. Write a couple of sentences to answer it.

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Unit 1



Unit 2

Scan the QR code to watch a preview video.



Lesson 1

What are you up to tonight?



**A Model Conversation**

Read the conversation. Then listen. Track 02

**Nancy:** Hey, how's it going, Ted?

**Ted:** I'm doing all right. How are you?

**Nancy:** I'm great. What are you up to tonight? Do you have any plans?

**Ted:** Well, I plan to stay in tonight. Why?

**Nancy:** Charlie's band is playing at the jazz club at 8.00. My friends and I are planning to watch them. Then we're going to a nightclub. Would you like to join us?

**Ted:** That sounds like a lot of fun, but I'm sorry, I can't go out tonight.

**Nancy:** Really? How come?

**Ted:** My brother's in town for the weekend, and we're having a get-together with some friends. Tonight, we're cooking grilled salmon and watching football.

**Nancy:** Okay. I understand. Maybe we can go out Sunday. You can invite your brother.

**Ted:** Sure. Thanks!

**B Vocabulary**

Fill in the gaps with the correct words from the boxes to complete the summary.



football



grilled salmon



jazz



nightclub



band

plans

staying in

get-together

join

invite

Ted has **a** \_\_\_\_\_ tonight. He's **b** \_\_\_\_\_ with his brother and watching **c** \_\_\_\_\_. They are having a **d** \_\_\_\_\_ with some friends, and they are cooking **e** \_\_\_\_\_. Nancy and her friends want to go out. They will go to a **f** \_\_\_\_\_ club to watch Charlie's **g** \_\_\_\_\_ play. Then they will go to a **h** \_\_\_\_\_. Nancy asks Ted if he would like to **i** \_\_\_\_\_ them, but he can't. So Nancy asks Ted to go out on Sunday instead, and she tells him he can **j** \_\_\_\_\_ his brother.

**C In Your World**

Ask a partner "What are you up to..." questions. Write his or her responses. Then tell the class.

- ...tonight?

\_\_\_\_\_

- ...this weekend?

\_\_\_\_\_

- ...this summer?

\_\_\_\_\_

## D Grammar

### Present continuous with present and future reference

present continuous: subject + be + verb- <i>ing</i>		
statement	negative	question
They are playing.	They are not / aren't playing.	Are they playing?
about the present		about the future
The present continuous is usually about actions happening right now. Time expressions such as ( <i>right</i> ) now or at the moment can be used.		The present continuous can also be used for definite future plans. Future time expressions such as <i>tonight</i> can be used.
She's <b>talking</b> on the phone (now). We're <b>watching</b> football (at the moment).		I'm <b>staying</b> in (tonight). The band is <b>playing</b> at the jazz club (on Thursday).

## E Grammar Practice

### Put the words in order to make sentences.

1. are / what / doing / on / Saturday / you

\_\_\_\_\_?

2. tonight / are / planning / to / football / watch / you / the / match

\_\_\_\_\_?

3. right / jazz song / is / playing / the / now / band / a

\_\_\_\_\_.

4. tomorrow / is / cooking / dinner / who

\_\_\_\_\_?

5. my / I / get-together / and / roommate / planning / weekend / a / this / are

\_\_\_\_\_.

## F Use the Language

### Event planner

With a partner, choose and plan a special event such as a dinner party, watching a sporting event on TV, or just a get-together for fun. Discuss all the details, including a place, a date and starting time, activities, food, and people to invite. When you are done, report the details of your event to the class.

Type of event	___ Dinner party	___ Sporting event	___ Other get-together
Date and time			
Place			
People to invite			
Food			
Activities			

## Brief note

The phrases "help yourself" and "dig in" are often used at the start of a meal. *Help yourself.* = Please take some (food). *Dig in.* = You're welcome to start eating.



## A Model Conversation

Read the conversation. Then listen. Track 03

- Ian: Debbie? Can I set the table?  
 Debbie: Yeah. But don't take out the turkey. Let's wait for Carla to get here.  
 Ian: But I'm starving! Why is she always late?  
 Debbie: Because she's working hard on a research project.  
 Ian: You're right. Sorry. I didn't mean to whinge. Oh, good—here she is!  
 Carla: Hi, guys! Sorry I'm late. Wow! Everything smells so delicious!  
 Debbie: We made your favourite dish, too—vegetable pasta.  
 Carla: Yum! It looks tasty. Did you prepare all of this?  
 Debbie: Ian cooked all day!  
 Carla: Really? Well, everything looks fantastic! Thank you so much.  
 Ian: It was no problem. **Help yourself**, and **dig in!**

## B Vocabulary

Fill in the gaps with the correct words from the box. Change the form if necessary.

set the table  
favourite

take out  
vegetable

wait  
tasty

starving  
prepare

delicious  
turkey



- I'm cooking. What's your \_\_\_\_\_ dish?
- The \_\_\_\_\_ looks great! Who \_\_\_\_\_ it?
- Are tomatoes a fruit or a \_\_\_\_\_?
- Could you please \_\_\_\_\_? Dinner's ready.
- A: Can we eat soon? I'm \_\_\_\_\_.  
B: Just \_\_\_\_\_. The food will be done soon.
- Thank you for the \_\_\_\_\_ meal. Everything was so \_\_\_\_\_.
- Don't \_\_\_\_\_ the pizza! It's not done yet.

## C In Your World

Tell a partner your answers to the following questions.

- What's your favourite food?
- How often do you eat it?
- Can you prepare it?
- Why do you like it?

Then listen to your partner's answers. Share your partner's answers with the class.

## D Grammar

### Brief note

Temporary means for a certain period of time; not forever.

## Simple present vs. present continuous

simple present vs. present continuous			
simple present		present continuous	
routine actions	He <b>runs</b> every day. I <b>practise</b> the piano on weekends.	actions now	He's <b>running</b> right now. I'm <b>practising</b> the piano now.
general facts	Students <b>study</b> . She <b>lives</b> in Canada.	temporary facts	I'm <b>studying</b> biology this year. She's <b>living</b> in a dorm.
		future plans	We're <b>going</b> out tonight.

## E Grammar Practice

Fill in the gaps with the correct form of the verb in brackets (simple present or present continuous). Then circle the correct usage.

- I'm \_\_\_\_\_ (stay in) tonight.  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan
- Chickens sometimes \_\_\_\_\_ (eat) corn.  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan
- Over one hundred people \_\_\_\_\_ (come) to my colleague's wedding next week.  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan
- I always \_\_\_\_\_ (sleep) late on Saturday mornings.  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan
- I can't hear you. My father \_\_\_\_\_ (watch) basketball on TV, and it's very loud!  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan
- Sophia \_\_\_\_\_ (work) at a café for a few months, but in the fall she'll go back to school.  
a. routine action    b. general fact    c. action now    d. temporary fact    e. future plan

## F Listen to Speak

Listen to Marissa introduce herself. Put a tick (✓) next to the details that are true. 

- Marissa is studying music. \_\_\_\_\_
- She lives in a flat. \_\_\_\_\_
- She has a job. \_\_\_\_\_
- She is eating dinner right now. \_\_\_\_\_

Now describe yourself to a partner. Include the following information:

- Your course/favourite subject
- Where you live
- What you do on weekends
- What you're doing later today

