

TOGETHER

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. What are the women doing?
2. How do you think they know each other?

WARM-UP VIDEO

A In the places below, when do people usually move out* of their parents' homes? Guess with a partner.

Place	Age		
the United States	19	23	26 or older
many Latin American countries	19	23	26 or older
some European countries	19	23	26 or older

*When you **move out**, you leave a house and go to live in another place.

B Watch the video. Circle the correct ages in **A**.

C Watch the video again. Circle **T** for *true* or **F** for *false*. Correct the false sentences.

- | | | |
|--|----------|----------|
| 1. In the US, college students usually live alone. | T | F |
| 2. After college, many students in the US move back in with their parents. | T | F |
| 3. In Latin America, many college students live with their parents. | T | F |
| 4. In Europe, most college students live with roommates. | T | F |
| 5. Many big cities are expensive, so some people need roommates. | T | F |

D Talk about your country. When do people leave their parents' homes? Do they live with someone else?

Visitors in the
Starry Art Museum
in Shanghai, China

GOALS

Lesson A

- / Explain how often you do things
- / Make and respond to apologies

Lesson B

- / Talk about friendship
- / Ask questions about friends

VOCABULARY

- A** Say the chores in the Word Bank with your teacher. Talk about their meanings. Then tell a partner what chores you do at home.
- “ After dinner, I do the dishes.
- B** Read the tips below.
- Tell a partner what it is about.
 - Then do the following:
 - Complete ❶–❸ with verbs from the Word Bank.
 - Complete ❹ with *do* or *make*. Check your answers at the bottom of the page.

WORD BANK

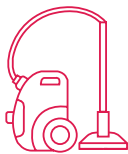
chores
clean (a room)
do the dishes
do the laundry
make breakfast / dinner
make your bed
take out the garbage

Many expressions in English use *do* and *make*. How many are in the tips? Circle them. Do you know any others?

Life with Roommates

Tips for Living Together

- ❶ **Make a list of chores.** Decide when to . . .
- _____ **the dishes.**
 - clean _____ common areas* (like the bathroom).
 - _____ **the garbage.**
- ❷ Keep your own room tidy: _____ **your bed** and _____ **your laundry.**
- ❸ _____ **dinner** and eat together sometimes.
- ❹ Don't _____ **noise** when people are trying to _____ **homework** or sleep.



*In a house, a **common area** is a room everyone uses.

- C** Take turns reading ❶–❹ aloud with a partner.
- Do you think these are good ideas? Why or why not?
 - Add one more idea to the list. Then tell the class.

4. make noise, do homework

LISTENING

- A Activate knowledge.** Look at the photo and read the caption. In your opinion, is it good to live with roommates? Why or why not? Tell a partner.
- B Predict.** Read the outline. Try to guess the answers with a partner.

WORD BANK

loud = making a lot of noise
pay the rent = give money to live in a house

LIVING WITH A ROOMMATE

The good things

- You save _____.
 - You each pay part of the rent.
 - You can go shopping together, too.
- You share the _____.
 - You do _____ and your roommate _____ the garbage.
- It's _____ to have a roommate.
 - You aren't _____. A roommate is like a friend.

The problems

- You and your roommate are different.
 - You _____ often, but your roommate doesn't.
- Sometimes _____ is a problem.
 - Your roommate listens to loud _____ when you are studying or sleeping.

- C** Listen for the good things. Complete items 1, 2, and 3 in **B**. Write a word or phrase. 🎧71
- D** Listen for the problems. Complete items 4 and 5. 🎧72
- E** Answer the questions with a partner.

- Think about your answer in **A**. Is it still the same?
- Look at the problems in **B**. When these bad things happen, what can roommates do?

In expensive cities (like Paris), students and other young people sometimes live with roommates.



SPEAKING

A The men in the photo are roommates. What are they doing? Tell a partner.

B Read and listen to the conversation between another group of roommates. Then answer the questions.

Emilio: Hey, guys.
Adam: Hey, Emilio. What's up? Do you want to join us?
Emilio: Thanks, but not tonight. Actually, I'm trying to sleep and the game is a little loud.
Adam: Oh, sorry about that!
Emilio: No problem. I don't usually go to bed this early, but I have a big test in the morning.
Adam: We'll be quiet.
Emilio: Great. Thanks.

- Adam: Sure. Good luck with the test tomorrow.
- Adam apologizes (says he is sorry) to Emilio. Why? Underline his apology.
 - How does Emilio respond to the apology?



C Practice the conversation with a partner.

D Choose a situation and role-play it. Use the conversation in B and the expressions in the Speaking Strategy to help you.

Situation 1

Student A: You want to do your laundry, but your roommate's clothes are in the washing machine.

Student B: You forgot about your clothes. You'll get them now.

Situation 2

Student A: Your parents plan to visit this afternoon. A lot of your roommate's dishes are in the sink, and the house is very messy.

Student B: It's your turn to clean today. You'll do it now.

SPEAKING STRATEGY
Apologizing

Making an apology (I'm) sorry. (I'm) sorry about that. I'm really sorry. [stronger]
Responding to an apology No problem. That's OK / all right. Don't worry about it.

E Perform your role play for another pair. Don't read your conversation.

F Repeat D and E. Switch roles and do the other situation.

GRAMMAR

A Read about Emilio. Then circle the correct word in sentences 1–3.
Emilio is **never** late.
Emilio **always** pays his rent on time.
Emilio doesn't **usually** go to bed early.

- Frequency adverbs come **before** / **after** the verb *be*.
- Most frequency adverbs come **before** / **after** other main verbs.
- Most frequency adverbs come **before** / **after** *not*.

Frequency Adverbs	
always	100% ↑ ↓ 0%
usually	
often	
sometimes	
hardly ever	
never	0%

B Read the Unit 9, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

C **PRONUNCIATION: Frequency adverbs** Listen and write the adverbs in 1–3. Then say the sentences with a partner.

- My roommate is _____ home. He's _____ working.
- We _____ do the chores together.
- _____ we play video games. My roommate _____ wins.

D Linda and Amy are roommates. They're having problems these days. In your notebook, write each sentence with the frequency adverb given.

Linda says:	Amy says:
1. Amy takes out the trash. (hardly ever)	1. Linda is watching TV in the main room. I can't do my homework there. (always)
2. Her dirty dishes are in the sink. (always)	2. She leaves her clothes in the washing machine. (usually)
3. She makes noise at night. (often)	3. She's quiet in the morning. (never)
4. She doesn't pay her rent on time. (sometimes)	4. She goes out, but she doesn't lock the front door. (sometimes)

E Work with a partner. Use the sentences in D. One person is Linda; the other is Amy. Talk about your problems. Can you make things better?

“ Amy, you hardly ever take out the trash, and your dirty dishes are . . . I'm sorry about that, Linda. I'm busy studying for exams. ”



A Imagine you are looking for a roommate to share your apartment. Read the questions below. In your answers, use frequency adverbs.

ROOMMATE QUESTIONNAIRE				
QUESTIONS	My answer	Partner 1:	Partner 2:	Partner 3:
1. Do you clean your room often? How about common areas?				
2. After you cook, do you do the dishes?				
3. Do you study in your own room?				
4. When do you wake up? When do you go to bed?				
5. What do you do on the weekend? Do you ever have parties?				
6. Do you have a job? Do you pay rent on time?				
7. You forgot to take out the trash. What do you say to your roommate?				
8. Your question:				

B Use the questions in **A** to interview three classmates.

“ Do you clean your room often?

Yeah, I usually clean my room and make my bed every day. I also clean the apartment once a week. How about you? ”

WORD BANK

Once a week means **one time a week**.

C Think about your three interviews. Who is the best roommate for you? Why? Tell a partner.

“ Maria is the best roommate for me. We’re very similar. For example, . . .

9A GOALS

Now I can . . .

Explain how often I do things ____

Make and respond to apologies ____

- 1. Yes, I can.
- 2. Mostly, yes.
- 3. Not yet.

9B FRIENDS

VOCABULARY

A Read the information about teenagers in the US, paying special attention to the words in **blue**. How do you think they feel about friendship? Circle a number to complete the sentences.

Friendship in the US

51% of teenagers say they **get along** well with others. What else do they say about **friendship**? Read below to find out!

Number of close friends

20% / 98% say they have one or more **close friends**. **20% / 98%** say they have six or more.

Good friends: Close or far away?

35% / 87% say they have a **good friend** at school. **35% / 87%** have a good friend who lives far away.

Meeting friends online or in person

- 15% of teens **make friends** with new people online.
- Friends like to **keep in touch** online. **24% / 60%** say they spend time with their friends online every day.
- Friends **hang out** in person, too. **24% / 60%** say they meet their friends in person every day.

WORD BANK

A **child** is 0–12 years old.

A **teenager** is 13–19 years old.

WORD BANK

friend
best ~, close ~, good ~, old ~

B Check your answers on page 217. Are any of the answers surprising? Discuss with a partner.

C What about you? Check (✓) the statements that are true for you. Share your answers with a partner.

- ☐ I have three or more close friends.
- ☐ I like to hang out with my friends in person more than online.
- ☐ I have a good friend at school.
- ☐ I meet my friends in person every day.
- ☐ I keep in touch with my friends online.

Friends hang out at a skate park.



THE WONDERFUL GIFT OF FRIENDSHIP

We all need friends. Friendships start and sometimes they change. How does that happen? Let's take a closer look.

How do friendships start?
Many important friendships start when we're young. Sometimes we're children. Other times, we're in high school or college. Two people meet and become best friends. The friendship lasts a long time.

Very often, it's easy to make new friends when we're younger. There are some reasons for this. For one, we often make new friends at work or at school, or we live in the same neighborhood as our friends. We spend a lot of time near¹ each other, and it's easy to get together².

Also, we have more free time when we're young. We have many chances to hang out with our

friends and have fun. When we do activities together, we become close friends.

How do friendships change?
When we're older, some friendships change. How does this happen? We now have a job. Some of us have a family. Our lives are very busy. We don't have a lot of time to hang out with friends.

Also, some of us move away from our friends. We don't live near our friends anymore, and it's hard to keep in touch. We don't do things together, and over time, this changes the friendship.

And finally, we change as we get older. Our personalities³ are different. We want to do different things. We spend time with different—and new—friends.

¹If you live **near** something, you live close to it.
²When you **get together** with someone, you meet up with them.
³A person's **personality** is how they are.

Sometimes we make friends at work. These park rangers work in Yosemite National Park.

- A** Look at the photo and read the caption. Then answer the question below. Check (✓) your answer and share it with a partner.
- What is the best age for making friends?
- ☐ as a child
 - ☐ as a teenager
 - ☐ in your twenties
 - ☐ in your thirties or older
- B** Use headings to predict. Read the questions in bold in the article. Think of one or more answers to each question. Tell a partner.
- C** Read the article. Are any of your ideas from **B** mentioned? If yes, underline them.
- D** Read the article again. Which reason is *not* mentioned in the article? Cross out one answer to each question.
- How do friendships start?
 - Two people meet each other online.
 - People meet at work or at school.
 - People live near each other and spend time together.
 - How do friendships change?
 - Friends don't live near each other and it's hard to meet.
 - Friends have a big fight and stop talking to each other.
 - Friends are busy and don't have time to meet.
- E** Which things in **D** sometimes happen to you and your friends? Tell a partner.
- F** Tell a partner about one of your friends in as much detail as you can.

“My friend Cam and I are busy, but we still hang out a lot together. We're on the same soccer team.”




Finding Fukue (foo-koo-ay) is a short film about two childhood friends, Fukue and Jessica.


LISTENING

A Do you remember your friends from childhood? Are you still friends with any of them?

WORD BANK
remember ↔ forget

B Listen to the first part of a story about Jessica Stuart and her friend. Complete the sentences. 

- 1. Jessica is _____ years old. She’s from _____. Her family goes to Japan. She goes to school there.
- 2. Fukue is a _____, too. She goes to the same school. She _____ Jessica.
- 3. They meet at _____. They start a friendship.

C **Listen and sequence.** Read the sentences. Listen. What happens in the story? Number the parts from 1–7. 

- a. Jessica goes to Japan to find Fukue. ____

b. Jessica and Fukue hang out together. ____

c. Jessica’s family moves to Japan. 1

d. Jessica’s family returns to Canada. ____
- e. Jessica meets Fukue. ____

f. Jessica finds Fukue. ____

g. Jessica and Fukue don’t keep in touch. ____

D Listen again. Circle **T** for *true* or **F** for *false*. 

1. The girls are in elementary school.

T

F
2. Jessica learns English from Fukue.

T

F
3. Jessica is a musician.

T

F
4. First, Jessica finds Fukue’s brother.

T

F
5. Jessica remembers Fukue, but Fukue doesn’t remember Jessica.

T

F

E Can Fukue and Jessica be friends now? Can they keep in touch easily?

GRAMMAR

A Read the Unit 9, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

REVIEW OF QUESTION FORMS: <i>BE</i>				ANSWERS
Wh- word	be	Noun / Pronoun		
Who	's / is	Jessica?		She's Fukue's friend.
Where	's / is	Fukue?		She's in Japan.
	Are	they	old friends?	Yes, they are. <i>No, they aren't. / No, they're not.</i>

REVIEW OF QUESTION FORMS: OTHER VERBS					ANSWERS
Wh- word	do	Noun / Pronoun	Verb		
When	do	you	hang out	with friends?	After school.
How long	does	she	study?		For about an hour.
	Do	you	make	friends easily?	Yes, I do. / <i>No, I don't.</i>

B Read each question and answer. Circle the letter of the incorrect part.

1. Is she your friend?

A B C

No, she not.

D
2. Are you and Jon good friends?

A B C

Yes, they are.

D
3. Is Paolo have a lot of friends?

A B

Yes, he does.

C D
4. Does Amy goes to school every day?

A B

Yes, she does.

C D

C Use the words in the box to complete the questions. You will use some words more than once.

are do how is what when where

1. When do you meet your friends?

2. _____ you a good listener?

3. _____ many friends _____ you have?

4. _____ you go with your friends?

5. _____ you keep in touch with your old friends?

6. _____ you usually do with your friends?

7. _____ your friends the same age as you?

8. _____ a good place to meet new friends?

9. _____ you have a best friend?

10. _____ you keep in touch with your friends?

D Ask and answer the questions in **C** with a partner.



Two good friends meet at their favorite cafe.

ACTIVE ENGLISH Try it out!

- A** Read the sentence about friendship. Do you agree with it? Discuss with a partner.
A good friend is hard to find.
- B** Unscramble the words to make questions.
- 1. are / sentences / what / about / these _____
 - 2. mean / does / sentence / this / what _____
 - 3. with / ideas / you / these / do / agree _____
 - 4. which / favorite / is / one / your _____
- C** Work with a partner. Take turns asking and answering the questions in **B** about these sentences.
- 1. It's hard to keep in touch with old friends.
 - 2. Good friends are good listeners.
 - 3. Your friends are the same as your family.
 - 4. Be slow to start and slow to end a friendship.
- D** **WRITING** Choose an idea from **C**. Copy the sentence and write about your own experience.
*It's hard to keep in touch with old friends. I know Mia from junior high school. We're the same age. Sometimes we text, but I don't see her anymore. She lives far away. I miss her.**
- *I miss her means I feel sad because I can't see her anymore.*

9B

GOALS

Now I can . . .

Talk about friendship _____

Ask questions about friends _____

1. Yes, I can.

2. Mostly, yes.

3. Not yet.

GLOBAL VOICES

- A** Read about Jackson and David. Then complete the sentences with the words in the box.
- classmates

close

fight

same

spend
- WORD BANK**
friend ↔ enemy
- 1. Jackson and David are _____.
 - 2. They're friends, but not _____ friends.
 - 3. They _____ time together sometimes.
 - 4. They _____ sometimes, too.
 - 5. They're “frenemies”: both friends and enemies at the _____ time.
- B** Watch the video. Complete the questions.
- 1. _____ do you like him?
 - 2. _____ do you usually do with your friends?
 - 3. _____ you sometimes fight with your friends?
 - 4. _____ you have any “frenemies”?
 Why are you friends with these people?
 - 5. _____ often do you talk to your friends?
 - 6. _____ it easy for you to make friends?
- C** Read the sentences about Alex. Watch the video again. Circle the correct words.
- 1. Mike is his **old** / **new** friend.
 - 2. They both like **movies** / **sports** and dancing.
 - 3. Alex hangs out with his friends, and they **talk** / **go out**.
 - 4. They also play **soccer** / **basketball** together.
 - 5. Alex **has** / **doesn't have** frenemies.
 - 6. He **video chats** / **doesn't video chat** with his friends.
 - 7. He says it's **easy** / **hard** to make good friends.
 - 8. He meets new people at work and at **parties** / **school**.
- D** Reread the sentences in **C**. Complete the task.
- 1. Make the sentences in **C** about yourself.
 he / his → I / my they → we
 Alex → I Mike → your friend's name
 - 2. Are you the same as Alex? Tell a partner.
- “** I hang out with my friends, and we talk. Alex and I are similar. **”**



Are these two men friends or “frenemies”?




At this summer music festival in California, US, a 36-foot-tall (almost 11 meters) astronaut moves across the grounds.

A Answer the questions. Then share your answers with a partner.

1. How often do you attend festivals?
- ☐ often ☐ hardly ever
- ☐ sometimes ☐ never

2. What kind of festivals or outdoor* events do you go to?

B Read the information about a festival. Guess the missing words. Then listen and write the missing words. What do you think of the festival? 

SUMMER FESTIVAL: OUTDOORS IN THE CITY!

Do you live and work in the city? Do you also like to spend time outdoors? Well, we have an exciting festival for you!

- For 10 days in _____, our outdoor festival has many free _____ at different places around the city.
- Many people attend the festival with their friends and family. Other people come alone and make new _____. Everyone gets along at the festival!
- Our festival is _____ very popular, so get your tickets online soon!

*outdoor = not inside

C Unscramble the questions. Then, with a partner, ask and answer the questions about the festival in **B**.

Student A: Ask questions 1, 3, 5, and 7.

Student B: Ask questions 2, 4, 6, and 8.

- | | |
|---|--|
| 1. season / in / what / it / does / happen | 5. it / anything / cost / to attend / does |
| 2. who / the / is / festival / for | 6. the / place / events / one / are / in |
| 3. festival / how / is / long / the | 7. with / do / people / go / who / usually |
| 4. take / does / in / it / what / place / month | 8. a / event / it / friendly / is |

D Read about the outdoor event ideas. Rank them from 1 (most fun) to 6 (least fun). Share your ideas with a partner.

Event ideas

- _____ Rooftop yoga class: *Practice yoga with beautiful city views.*
- _____ Beach cleanup: *Pick up garbage on the beach.*
- _____ Learn to read a map: *Prepare for your next trip.*
- _____ Go to a concert: *Listen to great music under the stars.*
- _____ See a movie: *Go for a picnic and stay for an outdoor movie.*
- _____ Go for a nighttime run in the park: *Use a headlamp to see.*

E You are planning your own summer outdoor festival. Think of three fun events. Choose ideas from **D** or use your own ideas. In your notebook, write this information about your three events: event name, location, day, and time.

F Work with a partner. Complete the task and then switch roles.

Student A: Tell your partner about your three events in **E**.

Student B: Listen. Then ask a follow-up question about each event.

i Follow-up questions

How long is the event?
Do I need to bring anything?
It's my first time. Is that OK?

G **You Choose** Choose an option to tell others about your event(s).

Option 1: Make a chart with the schedule for your three events. Present the information to a partner. Talk about each event.

Option 2: Choose one of your events. Write a social media post about it. Give the basic information and one or two interesting details.

Option 3: Choose one of your events. Write a script and record a radio ad for the event.

“ My first event is a movie night at Baker Park. It's on Saturday at 8:45.

It sounds fun. How much does it cost? ”

H Read about or listen to your partner's event(s). Do you want to attend? Why or why not?