

CAMBRIDGE

interchange

THIRD EDITION

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with Jonathan Hull and Susan Proctor



TEACHER'S EDITION

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Plan of Book 2

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2-7 A time to remember People; childhood; memories	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; <i>used to</i> for habitual actions
UNIT 2 PAGES 8-13 Caught in the rush Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Adverbs of quantity with count and noncount nouns: <i>too many, too much, fewer, less, more, not enough</i> ; indirect questions from Wh-questions
PROGRESS CHECK PAGES 14-15		
UNIT 3 PAGES 16-21 Time for a change! Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: <i>not . . . enough, too, (not) as . . . as</i> ; evaluations and comparisons with nouns: <i>not enough . . . , too much/many . . . , (not) as much/many . . . as; wish</i>
UNIT 4 PAGES 22-27 I've never heard of that! Food; recipes; instructions; cooking methods	Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions	Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i>
PROGRESS CHECK PAGES 28-29		
UNIT 5 PAGES 30-35 Going places Travel; vacations; plans	Describing vacation plans; giving travel advice; planning a vacation	Future with <i>be going to</i> and <i>will</i> ; modals for necessity and suggestion: <i>must, need to, (don't) have to, better, ought to, should (not)</i>
UNIT 6 PAGES 36-41 OK. No problem! Complaints; household chores; requests; excuses; apologies	Making requests; accepting and refusing requests; complaining; apologizing; giving excuses	Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i>
PROGRESS CHECK PAGES 42-43		
UNIT 7 PAGES 44-49 What's this for? Technology; instructions	Describing technology; giving instructions; giving suggestions	Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions
UNIT 8 PAGES 50-55 Let's celebrate! Holidays; festivals; customs; celebrations	Describing holidays, festivals, customs, and special events	Relative clauses of time; adverbial clauses of time: <i>when, after, before</i>
PROGRESS CHECK PAGES 56-57		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Reduced form of *used to*
Listening to people talk about their past
Self-study: Listening to people discuss their favorite childhood memories

Writing a paragraph about your childhood
"Nicole Kidman: New Hollywood Royalty": Reading about an actress's career

"Class profile": Finding out about a classmate's childhood

Syllable stress
Listening to a description of a transportation system
Self-study: Listening to people ask for information

Writing a letter to the editor
"New Ways of Getting Around": Reading about new transportation inventions

"Tourism campaign": Suggesting ways to attract tourists to a city

Unpronounced vowels
Listening to people talk about capsule hotels
Self-study: Listening to people ask and answer questions about apartments for rent

Writing an e-mail describing an apartment
"Break Those Bad Habits": Reading about ways to end bad habits

"Wishful thinking": Finding out about a classmate's wishes

Consonant clusters
Listening to descriptions of foods
Self-study: Listening to people talk about food

Writing a recipe
"Food and Mood": Reading about how food affects the way we feel

"Risky business": Collecting personal information from classmates

Linked sounds with /w/ and /y/
Listening to travel advice
Self-study: Listening to people discuss vacation plans

Writing travel suggestions
"Getting Away From It All": Reading tips from an expert backpacker

"Fun vacations": Deciding on a trip

Stress in two-part verbs
Listening to results of a survey
Self-study: Listening to people make requests

Writing a set of guidelines
"Neighbor vs. Neighbor": Reading about ways to deal with neighbors

"That's no excuse!": Apologizing and making excuses

Syllable stress
Listening to a radio program; listening to people give advice
Self-study: Listening to people discuss computers

Writing a note giving instructions
"A Day in Your Life – In the Year 2020": Reading about life in the future

"Talk radio": Giving advice to classmates

Stress and rhythm
Listening to a description of Carnival
Self-study: Listening to someone talk about Halloween

Writing a travel guide
"Unique Customs": Reading about holidays and unusual customs

"Once in a blue moon": Finding out how classmates celebrate special events

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Titles/Topics

Speaking

Grammar

UNIT 9 PAGES 58-63		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with <i>if</i> clauses
UNIT 10 PAGES 64-69		
I don't like working on weekends! Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with <i>because</i>
PROGRESS CHECK PAGES 70-71		
UNIT 11 PAGES 72-77		
It's really worth seeing! Landmarks and monuments; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)
UNIT 12 PAGES 78-83		
It could happen to you! Information about someone's past; recent past events	Asking about someone's past; describing recent experiences	Past continuous vs. simple past; present perfect continuous
PROGRESS CHECK PAGES 84-85		
UNIT 13 PAGES 86-91		
Good book, terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses
UNIT 14 PAGES 92-97		
So that's what it means! Nonverbal communication; gestures and meanings; signs; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings	Modals and adverbs: <i>might, may, could, must, maybe, perhaps, possibly, probably, definitely</i> ; permission, obligation, and prohibition
PROGRESS CHECK PAGES 98-99		
UNIT 15 PAGES 100-105		
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with <i>if</i> clauses; past modals
UNIT 16 PAGES 106-111		
What's your excuse? Requests; excuses; invitations	Reporting what people say; making requests; making invitations and excuses	Reported speech: requests; reported speech: statements
PROGRESS CHECK PAGES 112-113		
SELF-STUDY		

Pronunciation/Listening**Writing/Reading****Interchange Activity**

Intonation in statements with time phrases
Listening to people talk about changes

Self-study: Listening to people discuss technology

Writing a description of a person
"Are You in Love?": Reading about the signs of being in love

"Consider the consequences": Agreeing and disagreeing with classmates

Unreleased and released /t/ and /d/
Listening to people talk about their job preferences

Self-study: Listening to a student election debate

Writing a cover letter for a job application
"Find the Job That's Right for You!": Reading about how to find the perfect job

"Dream job": Deciding which job to apply for

The letter o
Listening to descriptions of monuments; listening for information about a country

Self-study: Listening for information about the Statue of Liberty

Writing a guidebook introduction
"A Guide to Unusual Museums": Reading about interesting museums

"Who is this by?": Sharing information about famous works

Contrastive stress in responses
Listening to people talk about recent experiences

Self-study: Listening to people talk about events in their careers

Writing a short story
"Child Prodigies": Reading about gifted children

"Life is like a game!": Playing a board game

Emphatic stress
Listening for opinions; listening to a movie review

Self-study: Listening to people talk about a book

Writing a movie review
"The Magic of Potter": Reading about an author's career

"Famous faces": Asking classmates' opinions about movies and TV shows

Pitch
Listening to people talk about the meanings of signs

Self-study: Listening to people discuss street signs

Writing a list of rules
"Pearls of Wisdom": Reading about proverbs

"What's going on?": Interpreting body language

Reduction of *have*
Listening to people talk about predicaments; listening to a radio talk show

Self-study: Listening to people describe situations

Writing a letter to an advice columnist
"Ask Amy": Reading an advice column

"Do the right thing!": Deciding what to do in a difficult situation

Reduction of *had* and *would*
Listening for excuses; listening to voice mail messages

Self-study: Listening to a telephone conversation

Writing a voice mail message
"The Truth About Lying": Reading about "white lies"

"Excuses, excuses": Making up excuses

CLASSROOM LANGUAGE *Working together*





1 A time to remember

1 SNAPSHOT

Getting to Know You

Many people use the Internet to meet people. Here is some typical information found in online personal ads.

Tell us about yourself!

 <p>Ted</p>	<p>Background Born: Dallas Grew up: Los Angeles</p> <p>Professional information Education: college degree Occupation: computer specialist</p> <p>Interests and hobbies I love to be outdoors. I enjoy skiing and swimming. And I'm a good cook.</p>	<p>Background Born: Buenos Aires Grew up: Los Angeles</p> <p>Professional information Education: high school diploma Occupation: college student</p> <p>Interests and hobbies I like to go to the movies and take long walks. And I'm learning to in-line skate!</p>	 <p>Ana</p>
---	--	---	---

Source: <http://personals.yahoo.com>

Do you think Ana and Ted could be friends?
Do people in your country use personal ads? How else can people meet?
Create your own personal profile and compare it with a partner.
How are you the same? different?

2 CONVERSATION Where did you learn to skate?

A Listen and practice.

Ted: Oh, I'm really sorry. Are you OK?
Ana: I'm fine. But I'm not very good at this.
Ted: Neither am I. . . . Say, are you from South America?
Ana: Yes, I am, originally. I was born in Argentina.
Ted: Did you grow up there?
Ana: Yes, I did, but my family moved here ten years ago, when I was in junior high school.
Ted: And where did you learn to skate?
Ana: Here in the park. This is only my third time.
Ted: Well, it's my *first* time. Can you give me some lessons?
Ana: Sure. Just follow me.
Ted: By the way, my name is Ted.
Ana: And I'm Ana. Nice to meet you.

B Listen to the rest of the conversation. What are two more things you learn about Ted?



3 GRAMMAR FOCUS

Past tense

Where **were** you born?
I **was** born in Argentina.

Were you born in Buenos Aires?
Yes, I **was**.
No, I **wasn't**. I **was** born in Córdoba.

When **did** you **move** to Los Angeles?
I **moved** here ten years ago. I **didn't speak** English.

Did you **take** English classes in Argentina?
Yes, I **did**. I **took** classes for a year.
No, I **didn't**. My aunt **taught** me at home.

A Complete these conversations. Then practice with a partner.

- A: Could you tell me a little about yourself?
Where you born?
B: I born in Korea.
A: you grow up there?
B: No, I I up in Canada.
- A: Where you go to high school?
B: I to high school in Ecuador.
A: And when you graduate?
B: I last year. Now I work as a salesperson.
- A: you have a favorite teacher when you a child?
B: Yes, I I an excellent teacher named Mr. Woods.
A: What he teach?
B: He English.



B Pair work Take turns asking the questions in part A. Give your own information when answering.

4 LISTENING *Life as an immigrant*

A Listen to interviews with two immigrants to the United States. Where are they from?

B Listen again and complete the chart.

	Yu Hong	Ajay
1. When did he/she move to the United States?
2. What is difficult about being an immigrant?
3. What does he/she miss the most?

5

SPEAKING Tell me about yourself.

A Pair work Check (✓) six questions below. Then interview a classmate you don't know very well.

- Where did you go to elementary school?
- Were you a good student in elementary school?
- What were your best subjects?
- What subjects didn't you like?
- When did you first study English?
- What other languages can you speak?
- Do you have a big family?
- Did you enjoy your childhood?
- Who was your hero when you were a child?
- Did you ever have a part-time job?

B Group work Tell the group what you learned about your partner. Then answer any questions.

- A: Carlos went to elementary school in Mexico City.
- B: Pam first studied English when she was 10.
- C: Really? Where did she study English?

useful expressions

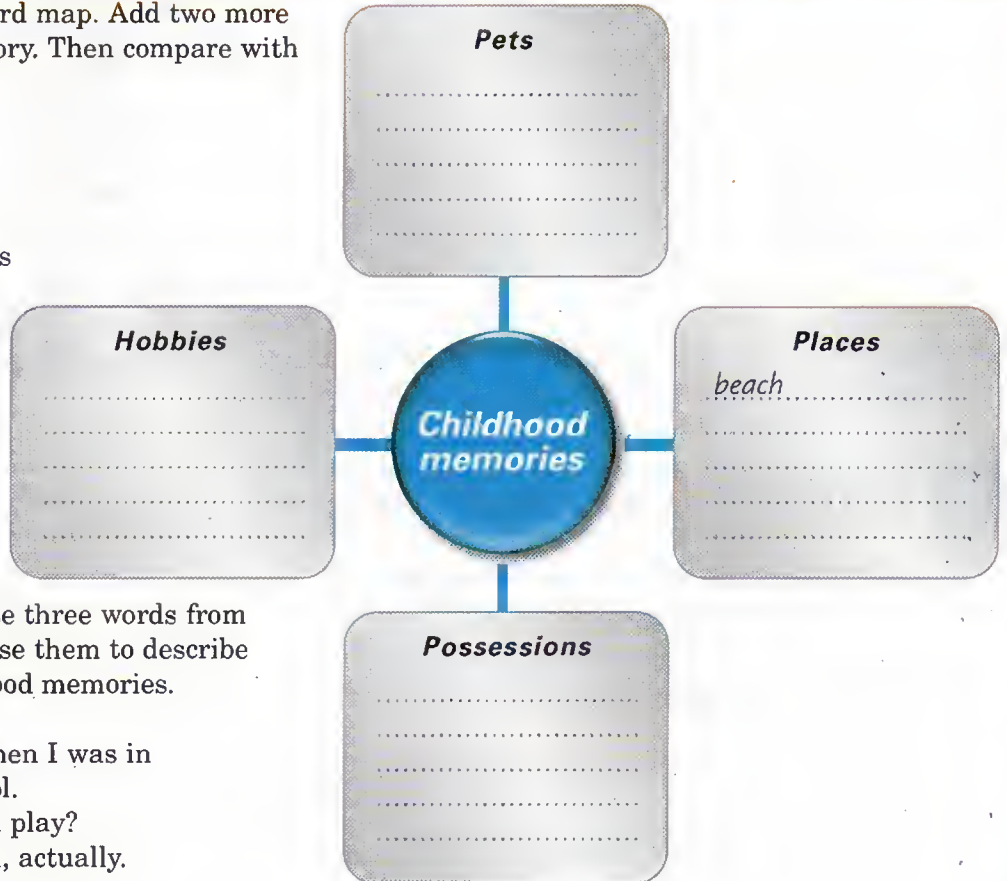
Really? Me, too!
Wow! What was it like?
Can you tell us more?

6

WORD POWER

A Complete the word map. Add two more words to each category. Then compare with a partner.

- ✓ beach
- bicycle
- cat
- collect comic books
- paint
- play chess
- rabbit
- scrapbook
- snake
- soccer ball
- summer camp
- tree house



B Pair work Choose three words from the word map and use them to describe some of your childhood memories.

- A: I played chess when I was in elementary school.
- B: How well did you play?
- A: I was pretty good, actually. I won several competitions.

7 PERSPECTIVES *How have you changed?*

A Listen to these statements about changes. Check (✓) those that are true about you.

- 1. "When I was a kid, I used to be very messy, but now I'm very neat."
- 2. "I used to have a lot of hobbies, but now I don't have any free time."
- 3. "I didn't use to collect anything, but now I do."
- 4. "I used to be really into fashion, but these days I'm not interested anymore."
- 5. "I never used to play sports, but now I like to keep fit."
- 6. "I never used to worry about money, but now I do."
- 7. "I didn't use to follow politics, but now I read the newspaper every day."
- 8. "When I was younger, I used to care a lot about my appearance. Now, I'm too busy to care how I look."



B Pair work Look at the statements again. Which changes are positive? Which are negative?

"I think the first one is a positive change. It's good to be neat."

8 GRAMMAR FOCUS

Used to

Used to refers to something that you regularly did in the past but don't do anymore.

I **used to** be very messy, but now I'm very neat.

Did you **use to** collect things?

Yes, I **used to** collect comic books.

No, I **didn't use to** collect anything, but now I collect art.

What sports did you **use to** play?

I **never used to** play sports, but now I play tennis.



A Complete these sentences. Then compare with a partner.

1. In elementary school, I used to . . .
2. I used to be . . . , but I'm not anymore.
3. When I was a kid, I used to play . . .
4. I didn't use to . . .
5. After school, my best friend and I used to . . .
6. My parents never used to . . .

B Pair work How have you changed these things? Write five more sentences about yourself using *used to*.

your hairstyle the way you dress your hobbies and interests

"I used to wear my hair much longer. Now I wear it short."

9 PRONUNCIATION *Used to*

A Listen and practice. Notice that the pronunciation of **used to** and **use to** is the same.

When I was a child, I **used to** play the trumpet.
I **used to** have a nickname.
I didn't **use to** have a bicycle.
I didn't **use to** study very hard at school.



B Pair work Practice the sentences you wrote in Exercise 8 again. Pay attention to the pronunciation of **used to** and **use to**.

10 SPEAKING *Memories*



A Pair work Add three questions to this list. Then take turns asking and answering the questions.

1. What's your favorite childhood memory?
2. What kinds of sports or games did you use to play when you were younger?
3. Did you use to have a nickname?
4. Where did you use to spend your vacations?
5. How has your taste in music changed?
6.
7.
8.

B Class activity Tell the class two interesting things about your partner.

11 WRITING *About yourself*

A Write a paragraph about things you used to do as a child. Use some of your ideas from Exercise 10. Just for fun, include one false statement.

When I was four years old, my family moved to Australia. We had an old two-story house and a big yard. My older brother and I used to play lots of games together. In the summer, my favorite outdoor game was ...

B Group work Share your paragraphs and answer any questions. Can you find the false statements?

12 INTERCHANGE 1 *Class profile*

Find out more about your classmates. Go to Interchange 1 at the back of the book.

Nicole Kidman: *New Hollywood Royalty*

Scan the article. Where was Nicole Kidman born? Where was she married? When did she win an Academy Award?

Actress Nicole Kidman was born in Honolulu, Hawaii, in 1967. Her father, an Australian, was a student in Hawaii at the time. When she was 4, the family returned to Australia, and Kidman grew up in a suburb of Sydney.

Kidman became interested in acting early on. Her first experience came when she was 6 years old and she played a sheep in her school's Christmas pageant. She trained in drama and dance through her teen years. She got a couple of TV parts before she made her breakthrough: In 1985, the Australian Film Institute named her Actress of the Year for her role in the TV miniseries *Vietnam*. She was only 17.

In 1989, Kidman appeared in the creepy thriller *Dead Calm*. This performance earned her the lead role in her first American movie, *Days of Thunder*. Her costar was Tom Cruise. Following a whirlwind romance, Kidman and Cruise were married in Colorado on Christmas Eve, 1990.

During the marriage, Kidman's career continued to grow. She and Cruise adopted two children,

and they worked hard to balance their careers and family life.

Unfortunately, the marriage didn't last.

Kidman and Cruise divorced in 2001. After the divorce, Kidman threw herself into her work. She

starred in a number of high-profile movies, including the musical *Moulin Rouge*. Then, in 2003, she won both an Academy Award and a Golden Globe for her role as Virginia Woolf in the film *The Hours*.

And what does she think of her fame? "It's a fleeting moment," she has said. "How long will it last? Who knows? But it's here and it's now."



One of the most fascinating actresses of our time

A Read the article. Find the words in *italics* in the article. Then circle the meaning of each word or phrase.

1. When you make a *breakthrough*, you experience a sudden **advance / accident**.
2. When something is *creepy*, it gives you a feeling of **joy and excitement / fear and disgust**.
3. A *whirlwind* describes something that happens **slowly / quickly**.
4. When Kidman *threw herself into* her work, she **worked very hard / stopped working**.
5. When something is *fleeting*, it lasts a **short / long** time.

B Number these sentences from 1 (first event) to 10 (last event).

- | | |
|---|---------------------------------------|
| a. She divorced Tom Cruise. | f. She won her first award. |
| b. She had her first acting experience. | g. She adopted two children. |
| c. She won an Academy Award. | h. She was born in Hawaii. |
| d. She moved to Australia. | i. She studied drama and dance. |
| e. She made her first American movie. | j. She married Tom Cruise. |

C Pair work Who is your favorite actor or actress? What interesting details do you know about his or her life and career?

2 Caught in the rush

1 WORD POWER Compound nouns

A Match the words in columns A and B to make compound nouns.
(More than one answer may be possible.)

subway + station = subway station

A	B
bicycle	garage
bus	jam
news	lane
parking	light
street	space
subway	stand
taxi	station
traffic	stop
train	system



B Pair work Which of these things can you find where you live?

A: There is a bus system here.

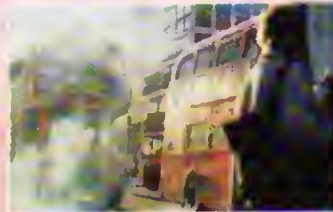
B: Yes. There are also a lot of traffic jams.

2 PERSPECTIVES Transportation services

A Listen to these comments about transportation services.



"I think there are too many cars on the road. All the cars, taxis, and buses make it really dangerous for bicycles. There is too much traffic!"



"What about the buses? They are old, slow, and cause too much pollution. I think there should be less pollution in the city."



"There should be fewer cars, but I think that the biggest problem is parking. There just isn't enough parking."

B Pair work Look at the comments again. Which statements do you agree with?

3 GRAMMAR FOCUS

Adverbs of quantity

With count nouns

- There are **too many** cars.
- There should be **fewer** cars.
- We need **more** subway lines.
- There aren't **enough** buses.

With noncount nouns

- There is **too much** traffic.
- There should be **less** pollution.
- We need **more** public transportation.
- There isn't **enough** parking.

A Complete these statements about transportation problems. Then compare with a partner. (More than one answer may be possible.)

1. There are police officers.
2. There should be cars in the city.
3. There is public transportation.
4. The government needs to build highways.
5. There should be noise.
6. We should have public parking garages.
7. There is air pollution in the city.
8. There are cars parked on the streets.

B Group work Write sentences about the city or town you are living in. Then compare with others.

1. The city should provide more ...
2. We have too many ...
3. There's too much ...
4. There isn't enough ...
5. There should be fewer ...
6. We don't have enough ...
7. There should be less ...
8. We need more ...



4 LISTENING Singapore solves it.

A Listen to someone talk about how Singapore has tried to solve its traffic problems. Check (✓) True or False for each statement.

	True	False
1. Motorists are never allowed to drive into the business district.	<input type="checkbox"/>	<input type="checkbox"/>
2. People need a special certificate to buy a car.	<input type="checkbox"/>	<input type="checkbox"/>
3. Cars cost more than in the United States or Canada.	<input type="checkbox"/>	<input type="checkbox"/>
4. Public transportation still needs to be improved.	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. For the false statements, write the correct information.

C Class activity Could the solutions adopted in Singapore work in your city or town? Why or why not?

5

DISCUSSION *You be the judge!*

A Group work Which of these transportation services are available in your city or town? Discuss what is good and bad about each one.

..... taxi service the subway system facilities for pedestrians
 the bus system the train system parking

B Group work How would you rate the transportation services where you live? Give each item a rating from 1 to 5.

5 = excellent 4 = good 3 = average 2 = needs improvement 1 = terrible

A: I'd give the taxi service a rating of 4. There are enough taxis, but there are too many bad drivers.

B: I think a rating of 4 is too high. There should be more taxi stands and . . .

6

WRITING *A letter to the editor*

A Read this letter to a newspaper editor about traffic problems in the city.

B Use your statements from Exercise 3 and any new ideas to write a letter to your local newspaper.

C Pair work Take turns reading your letters. Give your partner suggestions for revision.

To whom it may concern:

There's too much traffic in this city, and it's getting worse! A few years ago, it took me ten minutes to get downtown. Now it takes more than *thirty* minutes during the rush hour! Here are my suggestions to solve some of our traffic problems. First of all, there should be more subway lines. I think people want to use public transportation, but we need more . . .

7

SNAPSHOT

Common Questions Asked by Visitors to a City

- How much do cabs cost?
- Where can I get a map?
- Where can I rent a cell phone?
- Where can I walk my dog?
- Which hotel is closest to the airport?

- Where is the best place to meet friends?
- What's an inexpensive way to sightsee?
- Where should I go shopping?
- What are some interesting stores?
- What museums should I see?

Sources: www.choosechicago.com; www.orlandoairports.net

Check (✓) the questions you can answer about your city.

What other questions could a visitor ask about your city?

Talk to your classmates. Find answers to the questions you didn't check.

8

CONVERSATION *Could you tell me . . . ?***A** Listen and practice.

- Erica: Excuse me. Could you tell me where the bank is?
 Clerk: There's one upstairs, across from the duty-free shop.
 Erica: Do you know what time it opens?
 Clerk: It should be open now. It opens at 8:00 A.M.
 Erica: Oh, good. And can you tell me how often the buses leave for the city?
 Clerk: You need to check at the transportation counter. It's right down the hall.
 Erica: OK. And just one more thing. Do you know where the rest rooms are?
 Clerk: Right behind you. Do you see where that sign is?
 Erica: Oh. Thanks a lot.

**B** Listen to the rest of the conversation. Check (✓) the information that Erica asks for.

- | | |
|---|--|
| <input type="checkbox"/> the cost of a taxi to the city | <input type="checkbox"/> the cost of a bus to the city |
| <input type="checkbox"/> the location of the taxi stand | <input type="checkbox"/> the location of a restaurant |

9

GRAMMAR FOCUS**Indirect questions from Wh-questions****Wh-questions with be**

- Where is the bank?
 Where are the rest rooms?

Wh-questions with do or did

- How often do the buses leave?
 What time does the bank open?
 When did Flight 566 arrive?

Indirect questions

- Could you tell me **where** the bank is?
 Do you know **where** the rest rooms are?

Indirect questions

- Can you tell me **how often** the buses leave?
 Do you know **what time** the bank opens?
 Do you know **when** Flight 566 arrived?

A Write indirect questions using these Wh-questions. Then compare with a partner.

- | | |
|---------------------------------------|--|
| 1. How much does a newspaper cost? | 5. Where can you get a good meal? |
| 2. Where is the nearest cash machine? | 6. How late do the nightclubs stay open? |
| 3. What time do the banks open? | 7. How early do the trains run? |
| 4. How often do the buses come? | 8. What is the best hotel in the area? |

B Pair work Take turns asking the questions you wrote in part A. Give your own information when answering.

“Do you know how much a newspaper costs?”

10 PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress in these two-syllable words.

subway
traffic

garage
police

B Listen to the stress in these words. Write them in the correct column. Then compare with a partner.

buses
newsstand
hotel
taxi

improve
provide
public
machine

.....
.....
.....
.....

11 SPEAKING What do you know?

A Complete the chart with indirect questions.

	Name:	Name:
1. Where is the tourist information center? "Can you tell me where.....?"		
2. What time do the stores close? ".....?"		
3. Where is the nearest hospital? ".....?"		
4. How much does a taxi to the airport cost? ".....?"		
5. Where can I find a good shopping mall? ".....?"		
6. Where is the nearest drugstore? ".....?"		
7. What is a good place for families with children? ".....?"		

B Group work Use the indirect questions in the chart to interview two classmates about the city or town where you live. Take notes.

A: Can you tell me where the tourist information center is?

B: I'm not really sure, but I think . . .

C Class activity Share your answers with the class. Who knows the most about your city or town?

12 INTERCHANGE 2 Tourism campaign

Discuss ways to attract tourists to a city. Go to Interchange 2 at the back of the book.

NEW WAYS OF *Getting Around*

Look at the pictures and skim the article. Then write the name of the invention below each picture.



Here are some of the best new inventions for getting around on land and sea.

On land

If you love to take risks when you travel, this is for you: the **Wheelman**. The design is simple: two wheels and a motor. You put your feet in the wheels. It's very similar to skateboarding or surfing. You use your weight to steer and control the speed with a ball you hold in your hand.

Why use two wheels when you can use three? The **Trikke Scooter** looks a little silly, but it's serious transportation. The three wheels make it very stable. And because it's made of aluminum, it's very light. It moves by turning back and forth – just like skiing on the street.

On sea

If you're the kind of person who enjoys being out at sea, but suffers from motion sickness, the **OutRider** will interest you. The boat is attached to a strange-looking ski, allowing it to move smoothly over the water, even at high speeds. It's perfect for those who refuse to give up their love of boating over an upset stomach.

Do you ever feel like surfing when the sea is too flat? Then you need the **PowerSki Jetboard**, a board that makes its own waves. This creation brings together the ease of waterskiing and the freedom of surfing. A former pro surfer designed the lightweight engine to be able to stir up even the calmest water.

A Read the article. Where do you think it is from? Check (✓) the correct answer.

- an instruction manual a catalog a newsmagazine an encyclopedia

B Answer these questions.

- Which inventions have motors?
- Where do you put your feet in the Wheelman?
- How do you steer the Wheelman?
- What makes the Trikke Scooter stable?
- How does the Trikke Scooter move?
- What makes the OutRider move smoothly on the water?
- What two sports does the PowerSki Jetboard combine?
- Who designed the engine for the PowerSki Jetboard?

C Pair work Which of the above inventions is the most useful? the least useful? Would you like to try any of them?

Units 1-2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Listen to and understand the past tense and <i>used to</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the past tense and <i>used to</i> (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about city services using adverbs of quantity (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and give information using indirect questions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 LISTENING *Celebrity interview*

A Listen to an interview with Jeri, a fashion model. Answer the questions.

- Where did she grow up?
- What did she want to do when she grew up?
- Did she have a hobby?
- Did she have a favorite game?
- What was her favorite place?

B Pair work Use the questions in part A to interview a partner about his or her childhood. Ask additional questions to get more information.

2 DISCUSSION *How times have changed!*

A Pair work Talk about how life in your country has changed in the last 50 years. Ask questions like these:

- How big were families 50 years ago?
- What kinds of homes did people live in?
- How did people use to dress?
- How were schools different?
- What kinds of jobs did men have? women?
- How much did people use to earn?

B Group work Compare your answers. Do you think life was better in the old days? Why or why not?



3

SURVEY *City planner*

A What do you think about these things in your city or town? Complete the survey.

	Not enough	OK	Too many/Too much
places to go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
places to listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
places to sit and have coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
places to go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
places to meet new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Compare your opinions and suggest ways to make your city or town better. Then agree on three improvements.

A: How would you make the city better?

B: There aren't enough places to go dancing. We need more nightclubs.

C: I disagree. There should be fewer clubs. There's too much noise downtown!

4

ROLE PLAY *Could you tell me . . . ?*

Student A: Imagine you are a visitor in your city or town. Write five indirect questions about these categories. Then ask your questions to the hotel receptionist.

Transportation	Restaurants
Sightseeing	Entertainment
Shopping	

Student B: You are a hotel receptionist. Answer the guest's questions. Start like this:
Can I help you?

Change roles and try the role play again.

useful expressions

Let me think. Oh, yes, . . .

I'm not really sure, but I think . . .

Sorry, I don't know.

**WHAT'S NEXT?**

Look at your Self-assessment again. Do you need to review anything?

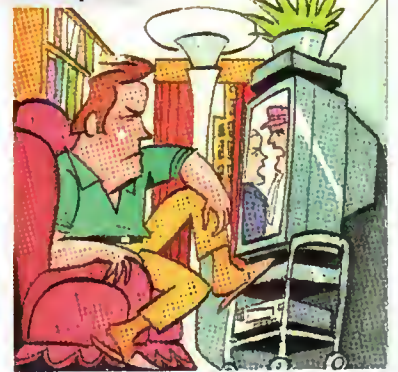
3 Time for a change!

1 WORD POWER Houses and apartments

A These words are used to describe houses and apartments. Which are positive (P)? Which are negative (N)?

bright	.....P.....	dingy	.....	private	.....
comfortable	.....	expensive	.....	quiet	.....
convenient	.....	huge	.....	safe	.....
cramped	.....	inconvenient	.....	shabby	.....
dangerous	.....	modern	.....	small	.....
dark	.....	noisy	.....	spacious	.....

cramped



B Pair work Tell your partner two positive and two negative features about your house or apartment.

“My apartment is very dark and a little cramped. However, it’s in a safe neighborhood and it’s very private.”

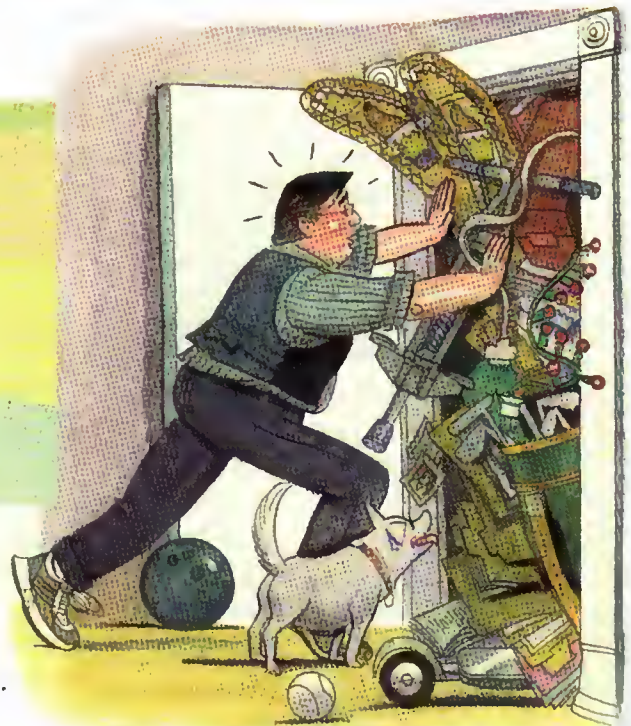
2 PERSPECTIVES Which would you prefer?

A Listen to these opinions about houses and apartments.

- Apartments are too small for pets.
- Apartments aren’t big enough for families.
- Apartments don’t have as many rooms as houses.
- Apartments have just as many expenses as houses.
- Apartments don’t have enough parking spaces.
- Houses cost too much money.
- Houses aren’t as safe as apartments.
- Houses aren’t as convenient as apartments.
- Houses don’t have enough closet space.
- Houses don’t have as much privacy as apartments.

B Pair work Look at the opinions again. Which statements do you agree with?

- A: I agree that apartments are too small for pets.
- B: And they don’t have enough parking spaces!



Evaluations and comparisons

Evaluations with adjectives

Apartments aren't big enough for families.
Apartments are too small for pets.

Comparisons with adjectives

Houses aren't as convenient as apartments.
Houses are just as convenient as apartments.

Evaluations with nouns

Apartments don't have enough parking spaces.
Houses cost too much money.

Comparisons with nouns

Apartments have just as many rooms as houses.
Apartments don't have as much privacy as houses.

A Imagine you are looking for a house or apartment to rent. Read the two ads. Then rewrite the opinions below using the words in parentheses.

**Spacious, modern house**

3 bedrooms, 1 bathroom; very private;
located in quiet suburb; 2-car garage;
\$950 per month.

**Small, older apartment**

2 bedrooms, 1 bathroom; located
downtown, convenient to the subway;
1 parking space; \$500 per month.

1. There are only a few windows. (not enough)
2. It's not bright enough. (too)
3. It has only one bathroom. (not enough)
4. It's not convenient enough. (too)
5. It's not spacious enough. (too)
6. It's too old. (not enough)
7. It isn't safe enough. (too)
8. There's only one parking space. (not enough)

There aren't enough windows.

B Write comparisons of the house and apartment using these words and *as . . . as*. Then compare with a partner.

noisy	big
bedrooms	expensive
bathrooms	modern
space	convenient
private	parking spaces

The house isn't as noisy as the apartment.

The apartment doesn't have as many bedrooms as the house.

C Group work Which would you prefer to rent, the house or the apartment? Explain your reasons.

A: I'd rent the apartment because the house costs too much.

B: I'd choose the house. The apartment isn't big enough for my dogs!

4 PRONUNCIATION Unpronounced vowels

A Listen and practice. The vowel immediately after a stressed syllable is frequently not pronounced.

average	comfortable
different	interesting
separate	vegetable

B Write four sentences using some of the words in part A. Then practice reading them with a partner. Pay attention to unpronounced vowels.

In my hometown, the average apartment has two bedrooms.

5 LISTENING Capsule hotels

A Listen to Brad describe a "capsule hotel." Check (✓) the words that best describe it.

- | | | |
|--------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> busy | <input type="checkbox"/> convenient | <input type="checkbox"/> dangerous |
| <input type="checkbox"/> comfortable | <input type="checkbox"/> cramped | <input type="checkbox"/> expensive |

B Listen again. In addition to a bed, what else does the hotel provide? Write four things.

.....
.....



C Pair work Would you like to stay in a capsule hotel? Why or why not?

6 WRITING A descriptive e-mail

A Imagine you've just moved to a new apartment. Write an e-mail to a friend comparing your old apartment to your new one.



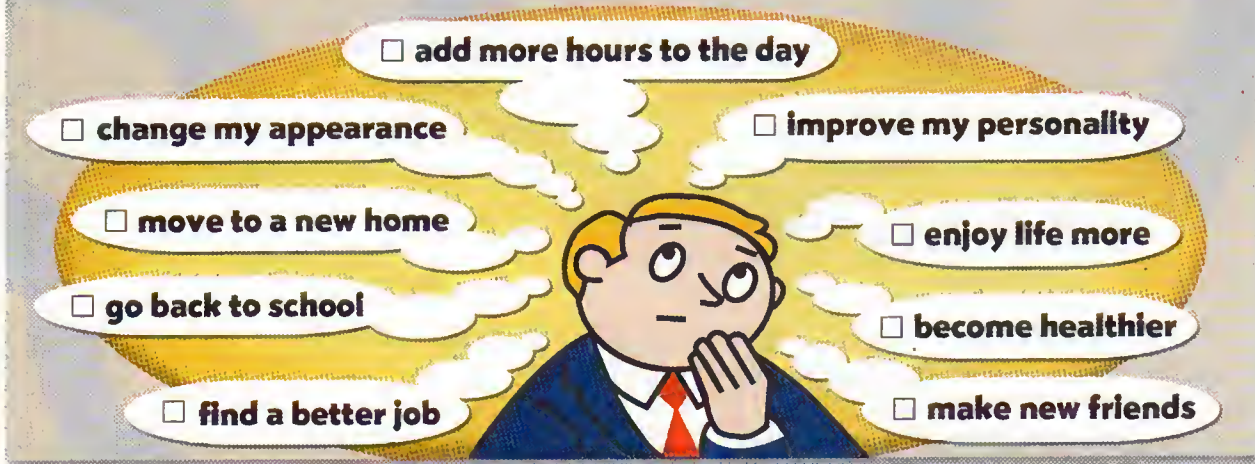
Dear Emma

Dear Emma,

How are things with you? My big news is that Mike and I just moved to a new apartment! Do you remember our old apartment? It didn't have enough bedrooms for us. Well, the new apartment has three bedrooms. Also, the old apartment was too cramped, but the new one . . .

B Pair work Take turns reading each other's e-mails. Is there anything else you'd like to know about your partner's new apartment?

Common Wishes People Have About Their Lives



Based on interviews with adults between the ages of 18 and 50

Which of these wishes would be easy to do? Which would be difficult or impossible? Check (✓) some of the things you would like to do. Then tell a partner why. What other things would you like to change about your life? Why?

CONVERSATION Making changes

A Listen and practice.

Brian: So, are you still living with your parents, Terry?

Terry: I'm afraid so. I wish I had my own apartment.

Brian: Why? Don't you like living at home?

Terry: It's OK, but my parents are always asking me to be home before midnight. I wish they'd stop worrying about me.

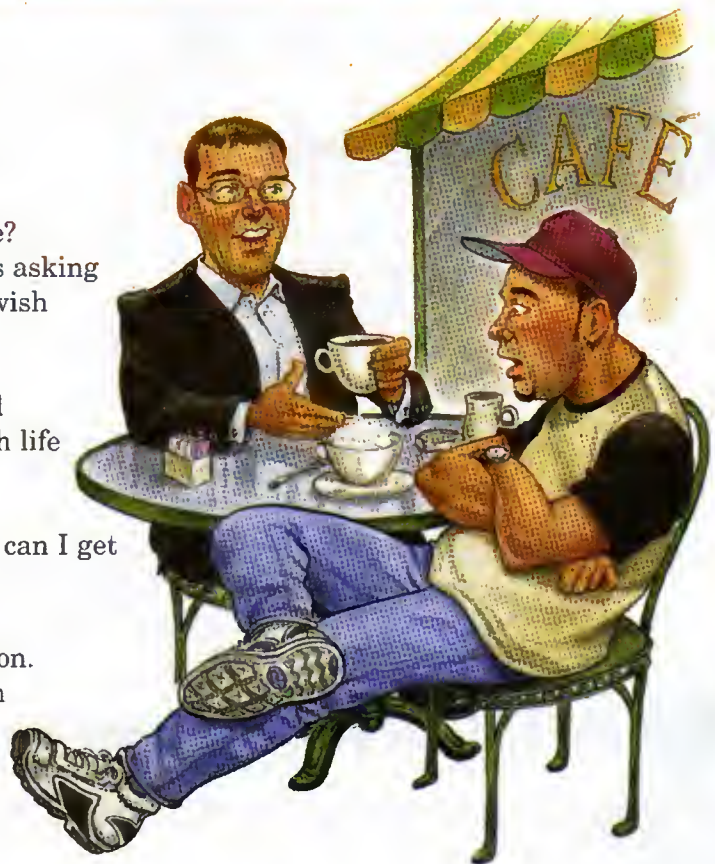
Brian: Yeah, parents are like that!

Terry: And they expect me to help around the house. I hate housework. I wish life weren't so difficult.

Brian: So, why don't you move out?

Terry: Hey, I wish I could, but where else can I get free room and board?

B Listen to the rest of the conversation. What changes would Brian like to make in his life?



9 GRAMMAR FOCUS

Wish

Use wish + past tense to refer to present wishes.

- | | |
|--|---|
| I live with my parents.
I wish I didn't live with my parents.
I wish I had my own apartment. | Life is difficult.
I wish it were * easier.
I wish it weren't so difficult. |
| I can't move out.
I wish I could move out. | My parents won't stop worrying about me.
I wish they would stop worrying about me. |

*After wish, were is used with all pronouns.

A Read these facts about people's lives. Then rewrite the sentences using *wish*. (More than one answer is possible.)

- | | |
|---------------------------------------|--|
| 1. Diane can't wear contact lenses. | <i>She wishes she could wear contact lenses.</i> |
| 2. Beth's class is so boring. | ..... |
| 3. My parents can't afford a new car. | ..... |
| 4. Dan can't fit into his old jeans. | ..... |
| 5. I can't remember my PIN number. | ..... |
| 6. Laura doesn't have any free time. | ..... |

B Pair work Think of five things you wish you could change. Then discuss them with your partner.

- A: What do you wish you could change?
B: Well, I'm not in very good shape. I wish I were more fit.

10 SPEAKING Wish list

A What do you wish were different about these things? Write down your wishes.

- | | | |
|------------------|---------------|----------------|
| my bedroom | my appearance | my possessions |
| my school or job | my family | my skills |

B Group work Compare your wishes. Does anyone have the same wish?

- A: I wish my bedroom were a different color. It's not bright enough.
B: Me, too! I wish I could paint my bedroom bright orange.
C: I like the color of my bedroom, but my bed is too small.



11 INTERCHANGE 3 Wishful thinking

Find out more about your classmates' wishes. Go to Interchange 3.

Break Those **Bad** Habits

Skim the article. What three bad habits does the article mention?

Some people leave work until the last minute, a lot of us can't stop gossiping, and others always arrive to events late. These aren't serious problems, but they are bad habits that can cause trouble. Habits like these waste your time and, in some cases, might even affect your relationships. What can you do about them? Read this advice to end your bad habits for good!



I Can Do It Tomorrow

- 1 **PROBLEM:** Do you leave projects until the very last minute and then stay up all night to finish them?
- 2 **SOLUTION:** People often put things off because they seem overwhelming. Try dividing the project into smaller steps. After you finish each task, reward yourself with a snack or a call to a friend.

Guess What I Just Heard

- 3 **PROBLEM:** Do you try not to talk about other people, but can't help yourself? Do you often feel bad after you've done it?
- 4 **SOLUTION:** First, don't listen to gossip. If someone tells you a secret, just say, "Really? I haven't heard that." Then think of some other news to offer – about yourself.

Never On Time

- 5 **PROBLEM:** Are you always late? Do your friends invite you to events a half hour early?
- 6 **SOLUTION:** Set an alarm clock. For example, if a movie starts at 8:00 and it takes 20 minutes to get to the theater, you have to leave at 7:40. Set the alarm to go off at the time you need to leave.

A Read the article. Then check (✓) the best description of the article.

- 1. The article starts with a description and then gives advice.
- 2. The article starts with a description and then gives facts.
- 3. The article gives the writer's opinion.

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. You can also ask a friend to come to your home before the event.
- b. Ask yourself: "How would I feel if someone told my secrets?"
- c. Do you ever make up excuses to explain your unfinished work?
- d. Are you ever so late that the people you're meeting leave?
- e. You can also ask a friend to call you to ask about your progress.
- f. Are people afraid to tell you things about themselves?

C Pair work Can you think of another way to break each of these bad habits?

4 I've never heard of that!

1 SNAPSHOT

Favorite Ethnic Dishes

KOREA	BRAZIL	SINGAPORE	LATIN AMERICA
			
Bulgogi Beef marinated with soy sauce and other spices	Feijoada A dish made of black beans, garlic, spices, and pork	Fish Head Curry A dish made from a fish head cooked in a rich curry sauce	Ceviche Raw seafood marinated in lime juice and chili peppers

Sources: Fodor's South America; Fodor's Southeast Asia; www.globalgourmet.com

Which dishes are made with meat? with fish or seafood?
Have you ever tried any of these dishes? Which ones would you like to try?
What ethnic foods are popular in your country?

2 CONVERSATION Have you ever . . . ?

A Listen and practice.

Steve: Hey, this sounds strange – snails with garlic. Have you ever eaten snails?

Kathy: Yes, I have. I had them here just last week.

Steve: Did you like them?

Kathy: Yes, I did. They were delicious! Why don't you try some?

Steve: No, I don't think so.

Waiter: Have you decided on an appetizer yet?

Kathy: Yes. I'll have a small order of the snails, please.

Waiter: And you, sir?

Steve: I think I'll have the fried brains.

Kathy: Fried brains? I've never heard of that! It sounds scary.

B Listen to the rest of the conversation. How did Steve like the fried brains? What else did he order?



3 PRONUNCIATION Consonant clusters

A Listen and practice. Notice how the two consonants at the beginning of a word are pronounced together.

/k/	/t/	/m/	/n/	/p/	/r/	/l/
skim	start	smart	snack	spare	brown	blue
scan	step	smile	snow	speak	gray	play

B Pair work Find one more word on page 22 for each consonant cluster in part A. Then practice saying the words.

4 GRAMMAR FOCUS

Simple past vs. present perfect

Use the simple past for completed events at a definite time in the past.

Use the present perfect for events within a time period up to the present.

Have you ever eaten snails?

Yes, I have. I tried them last month.

Did you like them?

Yes, I did. They were delicious.

Have you ever been to a Vietnamese restaurant?

No, I haven't. But I ate at a Thai restaurant last night.

Did you go alone?

No, I went with some friends.

A Complete these conversations. Then practice with a partner.

- A: Have you ever (be) to a picnic at the beach?
B: Yes, I We (cook) hamburgers.
- A: Have you (try) sushi?
B: No, I, but I'd like to.
- A: Did you (have) breakfast today?
B: Yes, I I (eat) a huge breakfast.
- A: Have you ever (eat) Mexican food?
B: Yes, I In fact, I (eat) some just last week.
- A: Did you (drink) coffee this morning?
B: Yes, I I (have) some on my way to work.



B Pair work Ask and answer the questions in part A. Give your own information.

5 LISTENING What are they talking about?

Listen to six people ask questions about food and drink in a restaurant. Check (✓) the item that each person is talking about.

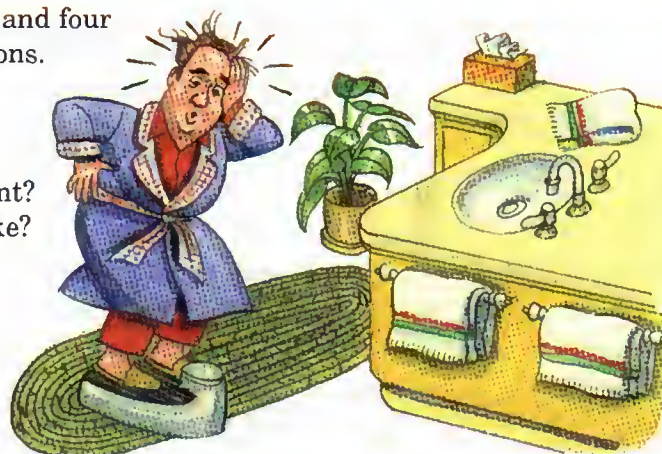
- | | | | | | |
|-----------------------------------|------------------------------------|----------------------------------|------------------------------------|----------------------------------|---------------------------------------|
| 1. <input type="checkbox"/> water | 2. <input type="checkbox"/> a meal | 3. <input type="checkbox"/> soup | 4. <input type="checkbox"/> coffee | 5. <input type="checkbox"/> cake | 6. <input type="checkbox"/> the check |
| <input type="checkbox"/> bread | <input type="checkbox"/> a plate | <input type="checkbox"/> pasta | <input type="checkbox"/> the meat | <input type="checkbox"/> coffee | <input type="checkbox"/> the menu |

6 SPEAKING *Tell me more!*

Pair work Ask your partner these questions and four more of your own. Then ask follow-up questions.

Have you ever been on a diet?
 Have you ever tried ethnic food?
 Have you ever been to a vegetarian restaurant?
 Have you ever eaten something you didn't like?

A: Have you ever been on a diet?
 B: Yes, I have.
 A: Did you lose any weight?
 B: No, I didn't. I actually gained weight!



7 INTERCHANGE 4 *Risky business*

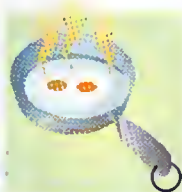
Find out some interesting facts about your classmates.
 Go to Interchange 4.

8 WORD POWER *Cooking methods*

A How do you cook the foods below? Check (✓) the methods that are most common in your country. Then compare with a partner.



bake



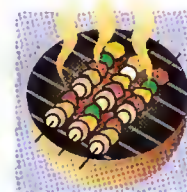
fry



roast



boil



barbecue



steam

Methods	Foods								
	fish	shrimp	eggs	chicken	beef	potatoes	onions	eggplant	bananas
bake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
roast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
boil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
barbecue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
steam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work What's your favorite way to cook or eat the foods in part A?

A: Have you ever steamed fish?
 B: No, I haven't. I prefer to bake it.

9 PERSPECTIVES Family cookbook

A Listen to this recipe for Elvis Presley's favorite peanut butter and banana sandwich.

3 tablespoons peanut butter 2 slices of bread
1 banana, mashed 2 tablespoons butter, melted

First, mix the peanut butter and mashed banana together.
Then lightly toast the slices of bread.
Next, spread the peanut butter and banana mixture on the toast.
After that, close the sandwich and put it in a pan with melted butter.
Finally, fry the bread until it's brown on both sides.



B Pair work Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try Elvis's specialty?



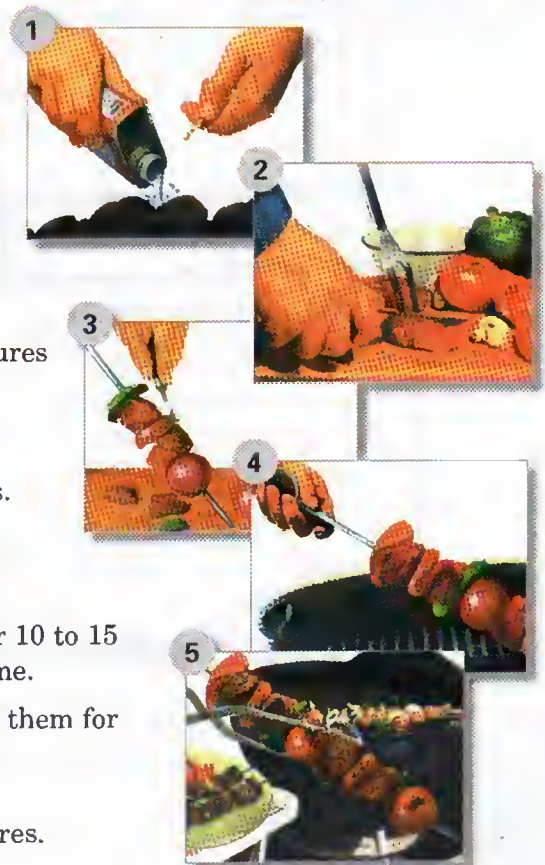
10 GRAMMAR FOCUS

Sequence adverbs

First, mix the peanut butter and banana together.
Then toast the slices of bread.
Next, spread the mixture on the toast.
After that, put the sandwich in a pan with butter.
Finally, fry the sandwich until it's brown on both sides.

A Here's a recipe for barbecued kebabs. Look at the pictures and number the steps from 1 to 5. Then add a sequence adverb to each step.

- put the meat and vegetables on the skewers.
- put charcoal in the barbecue and light it.
- take the kebabs off the barbecue and enjoy!
- put the kebabs on the barbecue and cook for 10 to 15 minutes, turning them over from time to time.
- cut up some meat and vegetables. Marinate them for 20 minutes in your favorite barbecue sauce.



B Pair work Cover the recipe and look only at the pictures. Explain each step of the recipe to your partner.

11 LISTENING Tempting snacks

A Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos from 1 to 4.



toasted bagel



guacamole dip



slice of pizza



popcorn

B Pair work Choose one of the recipes you just heard about. Can you remember how to make it? Tell your partner.

12 SPEAKING My favorite snack

Group work Take turns describing how to make your favorite snack. Then tell the class about the most interesting one.

A: What's your favorite snack?

B: Well, I like to make . . .

C: How do you make it?

B: First, you . . .

13 WRITING A recipe

A Read this recipe for a popular Hawaiian dish. Notice how the information is divided into a list of ingredients and how to make the dish.

Lomi Lomi Salmon

From the kitchen of _____

1/4 cup shredded salmon, uncooked	1 green pepper, diced
1 white onion, chopped	3/4 cup vinegar
2 green onions, sliced	2 tablespoons sugar
2 tomatoes, diced	salt and pepper, to taste

Mix all ingredients together in a bowl. Cover and refrigerate overnight. Eat with rice as a light meal or on crackers as an appetizer.



B Now think of a dish you know how to make. First, write down the ingredients you need. Then describe how to make the dish.

C Group work Read and discuss each recipe. Then choose the most interesting recipe to share with the class.

FOOD and MOOD

Skim the article. Then check (✓) the statement you think will be the main idea.

- Certain foods cause stress and depression.
 Certain foods affect the way we feel.

We often eat to calm down or cheer up when we're feeling stressed or depressed. Now new research suggests there's a reason: Food changes our brain chemistry. These changes powerfully influence our moods. But can certain foods really make us feel better? Nutrition experts say yes. But what should we eat and what should we avoid? Here are the foods that work the best, as well as those that can make a bad day worse.

To Outsmart Stress

What's good? Recent research suggests that foods that are high in carbohydrates, such as bread, rice, and pasta, can help you calm down. Researchers say that carbohydrates cause the brain to release a chemical called serotonin. Serotonin makes you feel better.

What's bad? Many people drink coffee when they feel stress. The heat is soothing and the caffeine in coffee might help you think more clearly. But if you drink too much, you may become even more anxious and irritable.



To Soothe the Blues

What's good? Introduce more lean meat, chicken, seafood, and whole grains into your diet. These foods have a lot of selenium. Selenium is a mineral that helps people feel more relaxed and happy. You can also try eating a Brazil nut every day. One Brazil nut contains a lot of selenium.

What's bad? When they're feeling low, many people turn to comfort foods – or foods that make them feel happy or secure. These often include things like sweet desserts. A chocolate bar may make you feel better at first, but within an hour you may feel worse than you did before.



A Read the article. The sentences below are false. Correct each sentence to make it true.

- We often eat when we feel calm.
- You should drink coffee to relieve stress.
- Foods like chicken and seafood are high in carbohydrates.
- Carbohydrates cause the brain to release selenium.
- Serotonin makes you feel more anxious and irritable.
- People usually eat comfort foods when they're feeling happy.
- You shouldn't eat more than one Brazil nut a day.
- Chocolate will make you feel better.

B Pair work What foods do you eat to feel better? After reading the article, which of the advice will you follow?

Units 3-4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Make evaluations and comparisons using nouns and adjectives (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to, understand, and express wishes (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about food using the simple past and the present perfect (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe recipes using cooking methods and sequence adverbs (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SPEAKING Apartment ads

A Pair work Use the ad and the topics in the box to write an ad for an apartment. Make the apartment sound as good as possible.

Quiet, Private Apartment
 Small, but very comfortable, with many windows;
 located downtown; convenient to stores; 1 bedroom,
 1 bathroom, 1-car garage; \$300 a month!

age	windows	parking
size	bathroom(s)	cost
location	bedroom(s)	noise

B Group work Join another pair. Evaluate and compare the apartments. Which would you prefer to rent? Why?

- A: There aren't enough bedrooms in your apartment.
 B: But it's convenient.
 C: Yes, but our apartment is just as convenient!

2 LISTENING I really need a change!

A Listen to three people talk about things they wish they could change. Check (✓) the topic each person is talking about.

- | | | |
|---|-------------------------------------|-------|
| 1. <input type="checkbox"/> leisure time | <input type="checkbox"/> school | ..... |
| 2. <input type="checkbox"/> skills | <input type="checkbox"/> hobbies | ..... |
| 3. <input type="checkbox"/> opportunities | <input type="checkbox"/> appearance | ..... |

B Listen again. Write one change each person would like to make.

C Group work Use the topics in part A to express some wishes. How can you make the wishes come true? Offer suggestions.

3 SURVEY Food experiences

A Complete the survey with your food opinions and experiences. Then use your information to write questions.

Me	Name
1. I've tried , but I didn't really like it. <i>Have you ever tried ? What did you think of it?</i>
2. One of the best foods I've ever eaten is <i>Is one of the best foods you've ever eaten?</i>
3. One of the worst foods I've ever eaten is
4. I've never tried , but I'd like to.
5. I've made for my friends and family.

B Class activity Go around the class and ask your questions. Find people who have the same opinions and experiences. Write a classmate's name only once.

A: Have you ever tried peanut butter?

B: Yes, I have.

A: What did you think of it?

B: I didn't really like it.



4 ROLE PLAY Iron Chef

Group work Work in groups of four. Two students are the judges. Two students are the chefs.

Judges: Think of a list of three ingredients for the chefs to use. You will decide which chef creates the best recipe.

Chefs: Think of a recipe using the three ingredients the judges give you and other basic ingredients. Name the recipe and describe how to make it.

"My recipe is called To make it, first you Then Next,"

Change roles and try the role play again.

Iron Chef, a TV cooking competition



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

5 Going places

1 **SNAPSHOT**

What do you like to do on vacation?

			
Take an exciting trip	Discover something new	Stay home	Enjoy nature
<input type="checkbox"/> visit a foreign country <input type="checkbox"/> travel through my own country	<input type="checkbox"/> take language or cooking lessons <input type="checkbox"/> visit museums and art galleries	<input type="checkbox"/> catch up on reading <input type="checkbox"/> fix up the house	<input type="checkbox"/> go camping, hiking, or fishing <input type="checkbox"/> relax at the beach

Based on information from *U.S. News and World Report*; *American Demographics*

Which activities do you like to do on vacation? Check (✓) the activities.

Which activities did you do on your last vacation?

Make a list of other activities you like to do on vacation. Then compare with a partner.

2 **CONVERSATION** What are you going to do?

A  Listen and practice.

Julia: I'm so excited! We have two weeks off!
What are you going to do?

Nancy: I'm not sure. I guess I'll just stay home.
Maybe I'll watch a few DVDs. What about you? Any plans?


Julia: Yeah, I'm going to relax at the beach with my cousin for a couple of weeks. We're going to go surfing every day.

Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! I'll bring my surfboard!



B  Listen to the rest of the conversation. Where are they going to stay? How will they get there?

Future with *be going to* and *will*

Use *be going to* + verb for plans you've decided on.

What are you going to do?

I'm going to relax at the beach.

We're going to go surfing every day.

I'm not going to do anything special.

Use *will* + verb for possible plans before you've made a decision.

What are you going to do?

I'm not sure. I guess I'll just stay home.

Maybe I'll watch a few DVDs.

I don't know. I think I'll go camping.

I probably won't go anywhere.

A Complete the conversation with appropriate forms of *be going to* or *will*. Then compare with a partner.

A: Have you made any vacation plans?

B: Well, I've decided on one thing –

I go camping.

A: That's great! For how long?

B: I be away for a week.

I only have five days of vacation.

A: So, when are you leaving?

B: I'm not sure. I probably leave around the end of May.

A: And where you go?

B: I haven't thought about that yet. I guess I go to one of the national parks.

A: That sounds like fun.

B: Yeah. Maybe I go hiking and do some fishing.

A: you rent a camper?

B: I'm not sure. Actually, I probably rent a camper – it's too expensive.

A: you go with anyone?

B: No. I need some time alone.

I travel by myself.



B Have you thought about your next vacation? Write answers to these questions. (If you already have plans, use *be going to*. If you don't have fixed plans, use *will*.)

- How are you going to spend your next vacation?
- Where are you going to go?
- When are you going to take your vacation?
- How long are you going to be on vacation?
- Is anyone going to travel with you?

I'm going to take my next vacation ...

OR

I'm not sure. Maybe I'll ...

C Group work Take turns telling the group about your vacation plans. Use your information from part B.

4 WORD POWER *Travel planning*

A Complete the chart. Then add one more word to each category.

backpack	first-aid kit	overnight bag	shorts	vaccination
cash	hiking boots	passport	suitcase	visa
credit card	medication	plane ticket	traveler's checks	windbreaker

Clothing	Money	Health	Documents	Luggage
.....
.....
.....

B Pair work What are the five most important items you need for these vacations: a trip to a foreign country? a rafting trip? a mountain-climbing expedition?

5 INTERCHANGE 5 *Fun vacations*

Decide between two vacations. Go to the back of the book. Student A find Interchange 5A; Student B find Interchange 5B.

6 PERSPECTIVES *Travel advice*

A Listen to these pieces of advice from experienced travelers.

"You should tell the driver where you're going before you get on. And you have to have exact change for the fare." – Patrick

"You should try some of the local specialties, but you'd better avoid the stalls on the street." – Paul

"You ought to keep a copy of your credit card numbers at the hotel. And you shouldn't carry a lot of cash when you go out." – Luis

"In most countries, you don't have to have an international driver's license, but you must have a license from your own country. You also need to be over 21." – Jackie

"You ought to pack a first-aid kit and any medication you need. You shouldn't drink water from the tap." – Susan

B Pair work Look at the advice again. What topic is each person talking about?

A: Paul is probably talking about food, because he mentions "specialties."

B: And I think Jackie is giving advice about . . .

7 GRAMMAR FOCUS

Modals for necessity and suggestion

Describing necessity

- You **must** have a driver's license.
- You **need to** make a reservation.
- You **have to** get a passport.
- You **don't have to** get a visa.

Giving suggestions

- You'd **better** avoid the stalls on the street.
- You **ought to** pack a first-aid kit.
- You **should** try some local specialties.
- You **shouldn't** carry a lot of cash.

A Choose the best advice for someone who is going on vacation. Then compare with a partner.

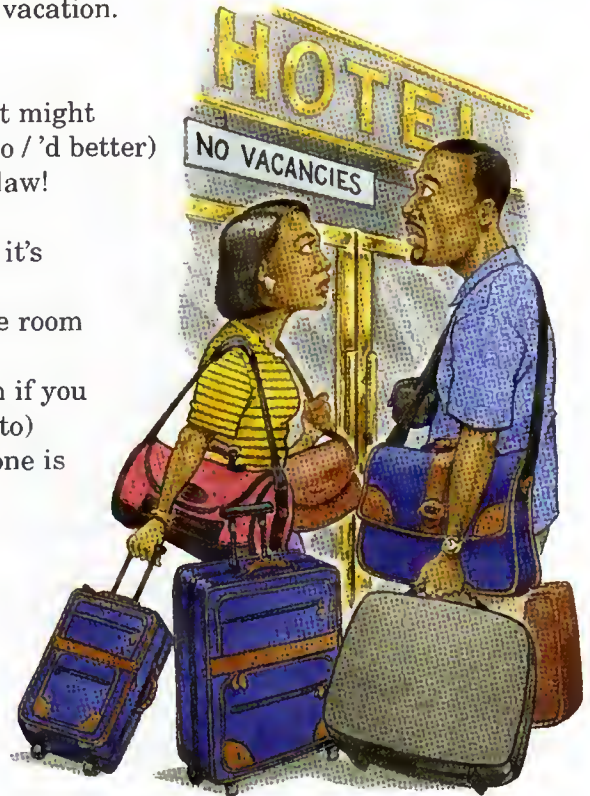
- You make hotel reservations in advance. It might be difficult to find a room after you get there. (have to / 'd better)
- You carry identification with you. It's the law! (must / should)
- You buy a round-trip plane ticket because it's cheaper. (must / should)
- You pack too many clothes. You won't have room to bring back any gifts. (don't have to / shouldn't)
- You check out of most hotel rooms by noon if you don't want to pay for another night. (need to / ought to)
- You buy a new suitcase because your old one is getting shabby. (have to / ought to)

B Pair work Imagine you're going to travel abroad. Take turns giving each other advice.

"You must get the necessary vaccinations."

- You ... get the necessary vaccinations.
- You ... take your ATM card with you.
- You ... get the visa required for each country.
- You ... forget to pack your camera.
- You ... have a passport to enter a foreign country.
- You ... change money before you go. You can do it when you arrive.

C Group work What advice would you give someone who is going to study English abroad? Report your best ideas to the class.



8 PRONUNCIATION Linked sounds with /w/ and /y/

Listen and practice. Notice how some words are linked by a /w/ sound, and other words are linked by a /y/ sound.

You should know ^{/w/} about local conditions.

You shouldn't carry ^{/y/} a lot of cash.

You ought to do ^{/w/} it right away.

You must be ^{/y/} over 18 years old.

9

LISTENING *Tourist tips*

A Listen to an interview with a spokeswoman from the New York City Visitor's Center. Check (✓) the four topics she discusses.

planning a trip safety money eating out tours history

B Listen again. For each topic, write one piece of advice she gives.

10 **WRITING** *Travel suggestions*

A Imagine someone is going to visit your town, city, or country. Write a letter giving some suggestions for sightseeing activities.

Dear Rosa,

I'm so glad you're going to visit Prague! As you know, Prague is the capital of the Czech Republic. It's a very beautiful city, so you should bring your camera. Also, you ought to bring some good shoes, because we're going to walk a lot. It will be warm, so you don't have to pack . . .



B Pair work Exchange letters. Is there anything else the visitor needs to know about (food, money, business hours, etc.)?

11

DISCUSSION *Dream vacation*

A Pair work You just won a free 30-day trip around the world. Discuss the following questions.

When will you leave and return?

Which route will you take?

Where will you choose to stop? Why?

How many days will you spend in each place?

B Pair work What do you need to do before you go? Discuss these issues.

visas hotel reservations vaccinations
money what to buy and pack

A: We'd better find out if we need to get any visas.

B: Yes, and I think we ought to buy some guidebooks.

Getting Away From It All

Check (✓) the statements you think are true. Then scan the article to check your answers.

- Wear layers of clothing to go backpacking.
- Put heavy items at the top of your backpack.

Mike O'Brien has been backpacking for over 20 years. He often spends up to 30 days at a time outdoors. In a recent interview with *Outdoor Magazine*, he offered some expert tips for new backpackers.



OM:

MO: Backpacking and camping are my favorite things to do. It can get difficult at times, but I just love getting away from it all.

OM:

MO: The two most important things to know are how to dress comfortably and how to pack your equipment well.

OM:

MO: They need to understand the purpose of outdoor clothing. Clothes need to keep you warm in the cold, block the wind, and keep you dry in the rain. In hot environments, clothes should also protect you from the sun. You don't have control over the weather or the temperature. So you should dress in light layers of clothing. That way, if you are hot, you can take off clothes. And if you are cold, you can add clothes.

OM:

MO: Access and balance are the keys to packing well. First, access: Don't bury things you need – such as extra clothes, food, or water – at the bottom of your backpack. Second, balance: Remember, you're going to wear your backpack. It has to be balanced or you could fall over! Don't make your pack too heavy at the top or bottom. It's best to keep the heaviest items close to your back.

OM:

MO: Yes. Have fun! That's the only reason to do it!

A Read the article. Then write these questions in the appropriate place.

1. What do all beginners need to know?
2. And how should they pack for a trip?
3. Any final words?
4. How should people dress for backpacking?
5. Why do you spend so much time in the wilderness?

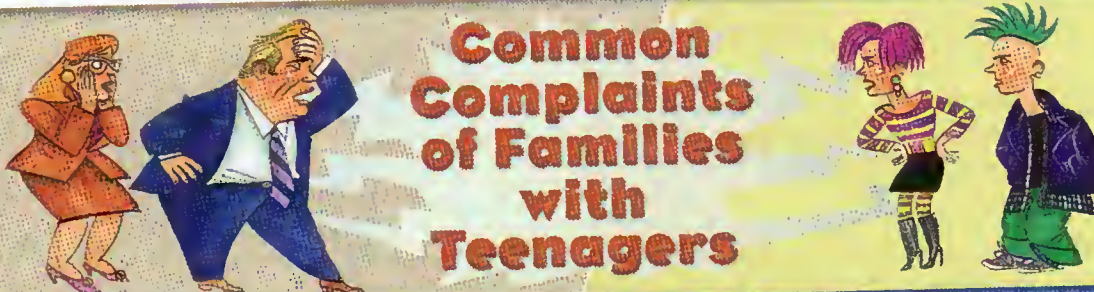
B Complete the summary with information from the article.

Mike O'Brien is an expert For beginners, he says that there are important things to remember: and Because you don't have control over, you should dress in The keys to packing are and Don't at the bottom of your backpack. And don't make your pack

C Group work Choose a sport or activity you know well. What "expert" tips would you offer beginners?

OK. No problem!

1 SNAPSHOT



Common Complaints of Families with Teenagers

Parents about teens:	Teens about parents:
<p style="text-align: center; margin: 0;">My kids</p> <ul style="list-style-type: none"> <input type="checkbox"/> don't help out around the house <input type="checkbox"/> don't listen to our advice <input type="checkbox"/> have strange friends <input type="checkbox"/> dress badly and have ugly hairstyles <input type="checkbox"/> don't study enough 	<p style="text-align: center; margin: 0;">My parents</p> <ul style="list-style-type: none"> <input type="checkbox"/> nag about household chores <input type="checkbox"/> don't like my friends <input type="checkbox"/> criticize my appearance <input type="checkbox"/> bother me about homework <input type="checkbox"/> always tell me what to do

Based on information from America Online's Parent Resource Site

Which complaints seem reasonable? Which ones seem unreasonable? Why?
 Check (✓) a complaint you have about a family member.
 What other complaints do people sometimes have about family members?

2 CONVERSATION Turn down the TV!

A Listen and practice.

Mr. Field: Jason . . . Jason! Turn down the TV, please.
 Jason: Oh, but this is my favorite program!
 Mr. Field: I know. But it's very loud.
 Jason: OK. I'll turn it down.
 Mr. Field: That's better. Thanks.
 Mrs. Field: Lisa, please pick up your things.
 They're all over the floor.
 Lisa: In a minute, Mom. I'm on the phone.
 Mrs. Field: All right. But do it as soon as you hang up.
 Lisa: OK. No problem!
 Mrs. Field: Goodness! Were we like this when
 we were kids?
 Mr. Field: Definitely!



B Listen to the rest of the conversation.
 What complaints do Jason and Lisa have about their parents?

3

GRAMMAR FOCUS

Two-part verbs; will for responding to requests

With nouns

Turn down the TV.
Turn the TV down.
Pick up your things.
Pick your things up.

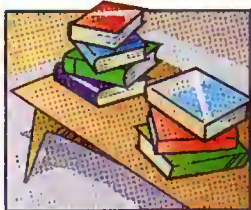
With pronouns

Turn it down.
Pick them up.

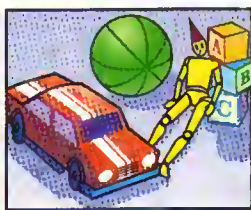
Requests and responses

Please turn down the music.
OK. I'll turn it down.
Pick up your clothes, please.
All right. I'll pick them up.

A Complete the requests with these words. Then compare with a partner.



the books



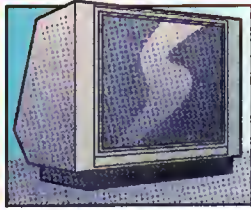
the toys



the radio



your jacket



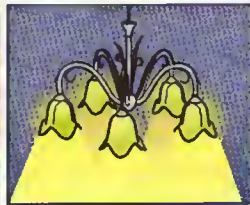
the TV



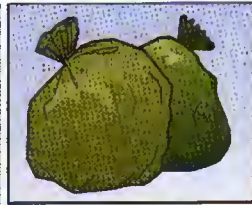
your boots



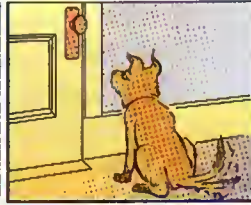
the yard



the lights



the trash



the dog

1. Pick up *the toys* , please.
2. Turn off, please.
3. Clean up, please.
4. Please put away.
5. Please turn down
6. Please take off
7. Hang up, please.
8. Please take out
9. Please let out.
10. Turn on , please.

B Pair work Take turns making the requests above. Respond with pronouns.

A: Pick up the toys, please.

B: No problem. I'll pick them up.

4

PRONUNCIATION Stress in two-part verbs

A Listen and practice. Both words in a two-part verb receive equal stress.

Pick up the toys.
Turn off the light.

Pick the toys up.
Turn the light off.

Pick them up.
Turn it off.

B Write four more requests using the verbs in Exercise 3. Then practice with a partner. Pay attention to stress.

5 WORD POWER Household chores

A Find a phrase that is usually paired with each two-part verb. (Some phrases go with more than one verb.) Then add one more phrase for each verb.

the garbage	the mess	the newspapers	your coat
the groceries	the microwave	the towels	your laptop

clean up	take out
hang up	throw out
pick up	turn off
put away	turn on

B What requests can you make in each of these rooms? Write four requests and four unusual excuses. Use two-part verbs.

the kitchen	the living room
the bathroom	the bedroom

C Pair work Take turns making the requests you wrote in part B. Respond by giving an unusual excuse.

A: Kim, please clean up your mess in the kitchen.
 B: Sorry, I can't clean it up right now. I have to take the cat out for a walk.



6 LISTENING Family life

A Listen to the results of a survey about family life. For each question, write men (M), women (W), boys (B), or girls (G).

Who is the messiest in the house?
 Who does most of the work in the kitchen?
 Who usually takes out the garbage?
 Who worries most about expenses?

B Listen again. According to the survey, what specific chores do men, women, boys, and girls usually do? Take notes.

C Group work Discuss the questions in parts A and B. Who does these things in your family?



7

PERSPECTIVES *Would you mind . . . ?*

A Listen to the requests people make of their neighbors. Have you ever made a similar request? Has anyone ever asked you to do these things?

"Could you please tell me the next time you have a party? I'd like to make sure I'm not at home."

"Can you turn the stereo off, please? The walls are really thin, so the sound goes through to my apartment."

"Would you mind closing the door behind you and making sure it locks? We don't want any strangers to enter the building."

"Would you please tell your guests to use the visitor parking spaces? A lot of cars have been using my space recently."

"Would you mind not putting your garbage in front of your door? It's not very pleasant to see it in the hallway."



B Look at the requests again. Which are reasonable? Which are unreasonable?

8

GRAMMAR FOCUS**Requests with modals and Would you mind . . . ?****Modal + simple form of verb**

Can you **turn** the stereo off?

Could you **close** the door, please?

Would you please **take** your garbage out?

Would you mind . . . + gerund

Would you mind **turning** the stereo down?

Would you mind **closing** the door, please?

Would you mind **not putting** your garbage here?

A Match the requests with the appropriate responses. Then compare with a partner and practice them. (More than one answer may be possible.)

- | | |
|---|---|
| 1. Could you lend me twenty dollars? | a. We're sorry. We'll talk more quietly. |
| 2. Can you get me a sandwich? | b. I'm sorry. I'll do it right away. |
| 3. Can you help me move to my new house? | c. Sorry. I didn't realize this seat was taken. |
| 4. Would you mind not sitting here? | d. Are you kidding? I don't have any cash. |
| 5. Could you move your car from my space? | e. I'm really sorry, but I'm busy. |
| 6. Would you mind not talking so loudly? | f. Sure, no problem. I'd be glad to. |

B Pair work Take turns making the requests in part A. Give your own responses.

C Class activity Think of five unusual requests. Go around the class and make your requests. How many people accept? How many refuse?

- A: Could you lend me your toothbrush?
 B: Oh, I'm sorry. I don't have it with me.

9

SPEAKING Apologies

A Think of three complaints you have about your neighbors. Write three requests you want to make. Choose from these topics or use ideas of your own.

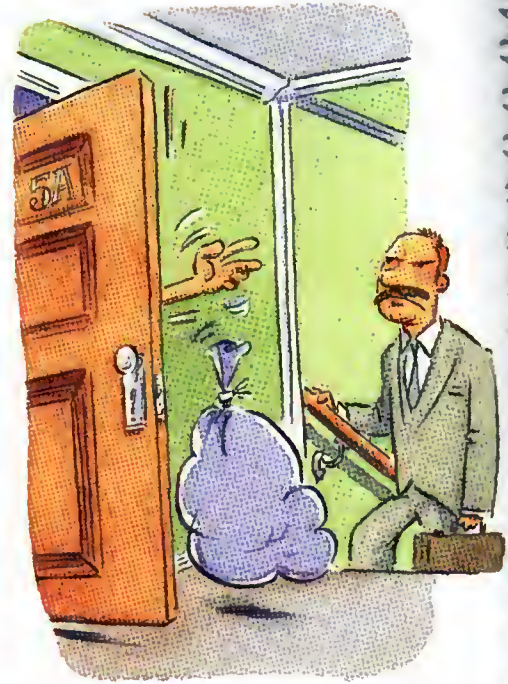
garbage guests noise parking pets security

B Pair work Take turns making your requests. The "neighbor" should apologize by giving an excuse, admitting a mistake, or making an offer or promise.

A: Would you mind not putting your garbage in the hallway?
B: Oh, I'm sorry. I didn't realize it bothered you.

different ways to apologize

give an excuse	"I'm sorry. I didn't realize . . ."
admit a mistake	"I forgot I left it there."
make an offer	"I'll take it out right now."
make a promise	"I promise I'll . . . / I'll make sure to . . ."



10

INTERCHANGE 6 That's no excuse!

How good are you at apologizing? Go to Interchange 6.

11

WRITING A set of guidelines

A Pair work Imagine that you live in a large apartment building. Use complaints from Exercise 9 and your own ideas to write a set of eight guidelines.

The Riverview Apartments

Please read the following tenant association guidelines. Feel free to contact Joseph (#205) or Tina (#634) if you have any questions.

1. The pool summer hours are 8 A.M. to 9 P.M.
Please clear the area by 9 P.M.
2. Can everyone make an effort to keep the laundry room clean? Please pick up after yourself!
3. Would you mind not picking the flowers in the garden?
They're for everyone's enjoyment.

B Group work Take turns reading your guidelines aloud. What is the best new guideline? the worst one?

Neighbor vs. Neighbor

Read the situations in the list below. What would you do in each situation?

- The woman in the apartment upstairs plays her piano after midnight.
- The family across the street never cleans up their yard. The garbage blows into your yard.
- The guy next door always parks his car in front of your driveway.



Believe it or not, your neighbors probably don't mean to irritate you. Often, they don't even know that they're getting on your nerves. So before you take extreme measures to fix the problem, you should discuss it with them first.

When you approach your neighbors, you should talk to them in a friendly manner. Compliment their children or do something else to make them feel good. Then explain the situation. And if you can think of a simple solution, suggest it.

Have things like this ever happened to you? If so, you may ask yourself, "Who are these people? Why are they doing these things to me?"

These days, many people don't know their neighbors. Sometimes we share a friendly wave or say hello, but a lot of people don't even know their neighbors' names! When you don't know someone, it's easy to build up frustration and resentment. You think, "Maybe they like to annoy me," or "Maybe they do it deliberately."

If talking doesn't work, ask another person to help. This person can listen to both sides of the story and help you and your neighbor resolve the situation.

Finally, sometimes it's a good idea to avoid the problem. Depending on the issue, it might be best to just stay out of your neighbor's way.

A Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- | | |
|------------------------------|---|
| 1. <i>resentment</i> | a. a way of behaving |
| 2. <i>deliberately</i> | b. anger that grows over time |
| 3. <i>irritate</i> | c. end a problem or difficulty |
| 4. <i>measure</i> | d. on purpose |
| 5. <i>manner</i> | e. a step taken in order to achieve something |
| 6. <i>resolve</i> | f. bother or annoy |

B Check (✓) the questions that the article answers. Then find sentences in the article that support your answers.

- 1. Why don't many people know their neighbors?
- 2. Why do we become angry at neighbors?
- 3. What are some extreme measures you can take to solve a problem?
- 4. How should you approach a neighbor about a problem?
- 5. What can you do when discussion doesn't work?

C Pair work Have you ever had a problem with a neighbor, classmate, or co-worker? How did you resolve it?

Units 5-6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Listen to and understand plans using <i>be going to</i> and <i>will</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about plans using <i>be going to</i> and <i>will</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give travel advice using modals for necessity and suggestion (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make requests using two-part verbs (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apologize, give excuses, and accept or refuse requests using <i>will</i> (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make requests using modals and <i>Would you mind . . . ?</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 LISTENING Summer plans

A Listen to Judy, Paul, and Brenda describe their summer plans. What is each person going to do?

Summer plans	Reason
1. Judy
2. Paul
3. Brenda

B Listen again. What is the reason for each person's choice?

2 DISCUSSION Planning a vacation

A Group work Imagine you are going to go on vacation. Take turns asking and answering these questions.

A: Where are you going to go on your next vacation?

B: I'm going to go to Hawaii.

C: What are you going to do?

B: I'm going to go camping and hiking. Maybe I'll try rock climbing.

A: Why did you choose that?

B: Well, I really enjoy nature. And I want to do something different!

B Group work What should each person do to prepare for his or her vacation? Give each other advice.



3 **ROLE PLAY** *Excuses, excuses!*

Student A: Your partner was supposed to do some things, but didn't. Look at the pictures, and make a request about each one.



Student B: You were supposed to do some things, but didn't. Listen to your partner's requests. Apologize and either accept the request or give an excuse.

A: You left the towels on the floor. Please hang them up.

B: I'm sorry. I forgot about them. I'll hang them up right now.

Change roles and try the role play again.

4 **GAME** *Could you do me a favor?*

A Write three requests on separate cards. Put an X on the back of two of the cards.

Can you cook dinner tonight?

Could you get me a cup of coffee?

Would you mind closing the window?

B Class activity Shuffle all the cards together. Take three new cards.

Go around the class and take turns making requests with the cards. Hold up each card so your classmate can see the back.

When answering:
X on the back = refuse the request and give an excuse
No X = accept the request



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

7 What's this for?

1 SNAPSHOT

THE INVENTION OF EVERYDAY OBJECTS

microwave oven 1945

telephone answering machine 1949

pocket calculator 1970

video games 1972

VCR 1974

Walkman 1979

cell phone 1979

World Wide Web 1989

Sources: *The People's Almanac Presents the 20th Century*; www.about.com

Circle the things that you use every day or almost every day.
 Which invention do you think is the most important? the least important?
 What are some other things you use every day?

2 PERSPECTIVES Computer usage

A How do you use your computer, or how would you use a computer if you had one? Listen and respond to the statements.

Rate Your Computer Usage

I use/would use a computer	Often	Sometimes	Hardly ever	Never
to send and receive e-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for paying bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to find information on the Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for doing school assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to learn languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for writing letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check the weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to read the news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for downloading music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Compare your answers. Are your answers similar or different?

3 GRAMMAR FOCUS

Infinitives and gerunds for uses and purposes

Infinitives

I use my computer **to send** e-mails.
Computers are often used **to pay** bills.

Gerunds

I use my computer **for sending** e-mails.
Computers are often used **for paying** bills.

A What do you know about this technology? Complete the phrases in column A with information from column B. Then compare with a partner. (More than one answer is possible.)

A

1. Satellites are used . . .
2. Robots are sometimes used . . .
3. You can use a cell phone . . .
4. People use the Internet . . .
5. DNA fingerprinting is used . . .
6. CD-ROMs are used . . .

B

- study the world's weather
- perform dangerous tasks
- read the latest weather report
- transmit telephone calls
- send text messages
- identify criminals
- make travel reservations
- transmit television programs
- store an encyclopedia

Satellites are used to study the world's weather.

Satellites are used for studying the world's weather.

B Group work Think of three more items of technology. Then talk about possible uses for each one.

"You can use DVD players to watch movies and to play CDs."



4 PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress.

● ● ● ●

satellite
Internet
photograph

.....
.....

● ● ● ●

invention
assignment
computer

.....
.....

● ● ● ●

CD-ROM
engineer
entertain

.....
.....

B Where is the stress in these words? Add them to the columns in part A. Then listen and check.

languages understand telephone transmission robotics VCR

5 WORD POWER *The world of computers*

A Complete the chart with words and phrases from the list. Add one more to each category. Then compare with a partner.

- | | | | |
|--------------------|----------------|------------|------------------|
| ✓ browse Web sites | drag and drop | keyboard | scan photographs |
| cut and paste | geek | monitor | surf the net |
| disk drive | hacker | mouse | technophile |
| double-click (on) | highlight text | play games | whiz |

People who are "into" computers	Types of computer hardware	Fun things to do with a computer	Things to do with a mouse
.....	<i>browse Web sites</i>	.....
.....
.....
.....

B Group work Discuss how computers have changed our lives. Ask and answer questions like these:

- How do computers make your life easier?
more difficult?
- How do computers affect the way you spend your free time?
- How do computers influence the kinds of jobs people have?
- What kinds of problems do computers cause?
- Do you know anyone who is a computer whiz?
- Are hackers a problem where you live?



6 LISTENING *Off-line – and proud!*



A Guess the answers to the questions below. Then listen to a radio program about the Internet and check your answers.

What percentage of the population never uses the Internet? What kinds of people don't use the Internet?

B Listen to the rest of the program. Then answer these questions.

- What does the term "net evaders" mean?
- What are "Internet dropouts"?
- Why do some people become Internet dropouts?

7

CONVERSATION *Can I borrow your phone?*

A Listen and practice.

- Jenny: Can I borrow your phone to call my boss?
 Richard: I can't believe you still don't have a cell phone. Here you go.
 Jenny: Thanks. Now, what do I need to do?
 Richard: First of all, be sure to turn it on. And don't forget to dial the area code.
 Jenny: OK, I can see the number, but I can't hear anything.
 Richard: That's because you haven't pressed the "call" button.
 Jenny: Oh, good. It's ringing.
 Richard: Try not to get too excited. You'll probably get his voice mail.
 Jenny: You're right. It's a recording.
 Richard: Make sure to hit the "end" button or else you'll leave our conversation on his voice mail!



B Listen to the rest of the conversation. Who does Jenny want to call next?

8

GRAMMAR FOCUS**Imperatives and infinitives for giving suggestions**

Be sure to turn it on.
 Don't forget to dial the area code.
 Make sure to hit the "end" button.

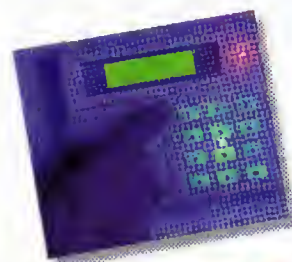
Remember to pay the bill every month.
 Try not to talk for too long.

A Look at these suggestions. Which ones refer to an alarm system (AS)? a cell phone (CP)? a laptop computer (LC)? (More than one answer is sometimes possible.) Then think of another suggestion for each thing.

1. Try to keep it closed to protect the screen.
2. Don't forget to write down your secret code.
3. Remember to turn it off as soon as you come in the door.
4. Try not to get it wet or the keys may get stuck.
5. Make sure to set it each time you leave home.
6. Remember to recharge the batteries before they die.
7. Be sure to turn it off before bed or a call may wake you up.

B Group work Take turns giving suggestions for using the items in part A. Use these phrases.

Make sure to ...	Try to ...	Remember to ...
Be sure not to ...	Try not to ...	Don't forget to ...



9 SPEAKING *Free advice*

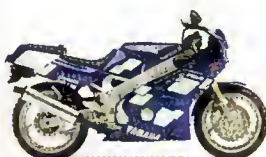
A Listen to people give advice about three of the things below. Write the name of each item in the chart.



CD Walkman



in-line skates



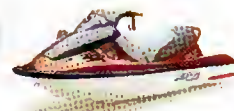
motorbike



ATM card



camcorder



personal watercraft

Item	Advice
1.
2.
3.

B Listen again. Complete the chart. Then compare with a partner.

C Pair work What do you know about the other things in part A? What advice can you give about them?

10 INTERCHANGE 7 *Talk radio*

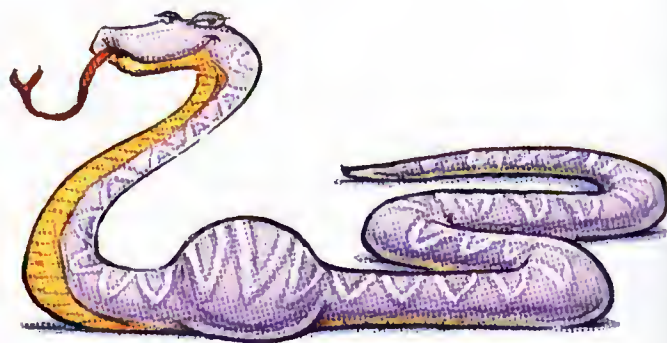
Give callers to a radio program some advice. Go to Interchange 7.

11 WRITING *A note giving instructions*

A Imagine a friend is going to stay in your home while you're on vacation. Think of three unusual things you want him or her to do. Then write a note giving instructions.

Su Jin,

Thanks again for agreeing to house-sit for me. Please remember to do these three things: First, make sure to feed Owen, my pet snake, or else he'll escape and move around the house. Also, don't forget to ...



B Group work Take turns reading your notes aloud. Who gave the most unusual instructions?

A Day in Your Life – In the Year 2020

Scan the article. Then add the correct heading to each paragraph.

Communicating Shopping Relaxing Eating Getting Around Working

People used to know more or less how their children would live. Now things are changing so quickly that we don't even know what our own lives will be like in a few years. What follows is how experts see the future.



You're daydreaming behind the wheel of your car, but that's OK. You have it on automatic pilot, and with its high-tech computers, your car knows how to get you home safely.

After lunch, you go down the hall to your home office. Here you have everything you need to do your work. You never have to commute to work anymore.

You head for the kitchen when you get home. You ordered groceries by computer an hour ago, and they've been delivered. You paid for them before they arrived. The money was automatically deducted from your bank account. Nobody uses cash anymore.

Your information screen says that you've received a message from a co-worker in Brazil. You set your computer to translate Portuguese into English. Your co-worker's face appears on the screen, and the translation appears at the bottom.

What's for lunch? In the old days, you used to stop off to get a hamburger or pizza. Now you use your diagnostic machine to find out which foods your body needs. Your food-preparation machine makes you a salad.

You finish working and go back to your living room. You turn on the television and look through the list of new movies. It's like having a video store in your home. How about a classic tonight? Maybe *Back to the Future*?

A Read the article. Check (✓) True or False for each statement about the future. Then write true information for each false statement.

True False

- 1. You need to pay attention while driving. *Your car has automatic pilot.*
- 2. You pay for your groceries when they arrive.
- 3. People don't use cash anymore.
- 4. You usually buy a hamburger or pizza for lunch.
- 5. You need to go to the office every day.
- 6. You and your co-workers have to speak the same language.
- 7. When you get a message, you can see the sender's face.
- 8. You have to go to a video store to rent movies.

B Pair work Which changes sound the most interesting? the most useful? Are there any changes that you don't like?

8 Let's celebrate!

1 SNAPSHOT

Holidays and Festivals

 <p>Chinese New Year <i>January or February</i></p> <p>Chinese people celebrate with firecrackers and lion dances.</p>	 <p>Valentine's Day <i>February 14</i></p> <p>People in many countries give chocolates, flowers, or jewelry to the people they love.</p>	 <p>Children's Day <i>May 5</i></p> <p>Japanese families put up colored streamers shaped like fish, in honor of their children.</p>	 <p>Day of the Dead <i>November 2</i></p> <p>Mexican families offer food to the dead and then have a meal in a cemetery.</p>
--	--	--	--

Source: Reader's Digest Book of Facts

Which of these holidays celebrate people? Which celebrate events?
 Do you celebrate these or similar holidays in your country?
 What other special days do you have? What's your favorite holiday or festival?

2 WORD POWER

Pair work Complete the word map. Add one more word to each category. Then describe a recent celebration using some of the words.


- anniversary
- cake
- cards
- dancing
- fireworks
- flowers
- fruit punch
- parade
- party
- presents
- roast turkey
- wedding



A: I went to a friend's birthday party recently. There was live music and dancing.
 B: What kind of music did they play?

3

PERSPECTIVES *Special days*

A  Listen to people discuss some special days of the year.



"My favorite holiday is Thanksgiving. It's a day when North Americans celebrate the harvest. Everyone in the family gets together at our house. I cook a large turkey and serve it with cranberry sauce."



"February 14 is the day when people give cards and presents to the ones they love. I'm really looking forward to Valentine's Day this year! I already have the perfect gift for my boyfriend."



"I can't wait until the end of the year! New Year's Eve is a night when I have fun with my friends. We usually have a party at someone's house. We stay up all night and then go out for breakfast in the morning."

B *Pair work* Look at the statements again. Do you like any of the holidays? Which ones?

4

GRAMMAR FOCUS**Relative clauses of time** 

Thanksgiving is a day	when North Americans celebrate the harvest.
February 14 is the day	when people give cards to the ones they love.
New Year's Eve is a night	when I have fun with my friends.

A How much do you know about these days and months? Complete the sentences in column A with information from column B. Then compare with a partner.

A

1. New Year's Day is a day when
2. April Fools' Day is a day when
3. May and June are the months when
4. Valentine's Day is a day when
5. Labor Day is a day when
6. February is the month when

B

- a. Brazilians celebrate Carnival.
- b. people have parties with family and friends.
- c. many young adults choose to get married.
- d. people in many countries honor workers.
- e. people express their love to someone.
- f. people sometimes play tricks on friends.

B Complete these sentences with your own information. Then compare with a partner.

Winter is the season . . .
Birthdays are days . . .
Spring is the time of year . . .

Mother's Day is a day . . .
July and August are the months . . .
A wedding anniversary is a time . . .

5 LISTENING Carnival time



Carnival in Brazil

A Mike has just returned from Brazil. Listen to him talk about Carnival. What did he enjoy most about it?

B Listen again and answer these questions.

- What is Carnival?
- How long does it last?
- When is it?
- What is the samba?

6 SPEAKING Special days

A Pair work Choose your three favorite holidays. Tell your partner why you like each one.

- A: I really like New Year's Day.
B: What do you like about it?
A: Well, it's a day when I make my New Year's resolutions.

B Class activity Take a class vote. What are the most popular holidays in your class?



Day of the Dead in Mexico



Chinese New Year

7 WRITING A travel guide

A Write a paragraph for a travel magazine about a festival or celebration where you live. When is it? How do people celebrate it? What should a visitor be sure to see and do?

The annual fireworks festival in Yenshui, Taiwan, occurs on the last day of the New Year celebration. This is the first full moon of the new lunar year. It's a day when people explode fireworks in the streets, paint their faces, and dress up as ...



B Pair work Read your partner's paragraph. What do you like about it? Can you suggest anything to improve it?

8

CONVERSATION *Wedding day*

A Listen and practice.

Jill: Your wedding pictures are really beautiful, Emiko.

Emiko: Thank you. Those pictures were taken right after the ceremony.

Jill: Where was the ceremony?

Emiko: At a shrine. When people get married in Japan, they sometimes have the ceremony at a shrine.

Jill: That's interesting. Were there a lot of people there?

Emiko: Well, usually only family members and close friends go to the ceremony. But afterward we had a reception with family and friends.

Jill: So, what are receptions like in Japan?

Emiko: There's a big dinner, and after the food is served, the guests give speeches or sing songs.

Jill: It sounds like fun.

Emiko: It really is. And then, before the guests leave, the bride and groom give them presents.

Jill: The guests get presents?

Emiko: Yes, and the guests give money to the bride and groom.



B Listen to the rest of the conversation. What did the bride and groom give each guest?

9

PRONUNCIATION *Stress and rhythm*

A Listen and practice. Notice how stressed words and syllables occur with a regular rhythm.

When people get married in Japan, they sometimes have the ceremony at a shrine.

B Listen to the stress and rhythm in these sentences. Then practice them.

After the ceremony, there's a reception with family and friends.

Before the guests leave, the bride and groom give them presents.

The guests usually give money to the bride and groom.

10 GRAMMAR FOCUS

Adverbial clauses of time

When people get married in Japan, they sometimes have the ceremony at a shrine.
After the food is served, the guests give speeches or sing songs.
Before the guests leave, the bride and groom give them presents.

A What do you know about wedding customs in North America?
Match these phrases with the information below.

1. Before a man and woman get married, they usually
 2. When a couple gets engaged, the man often
 3. Right after a couple gets engaged, they usually
 4. When a woman gets married, her family usually
 5. When people are invited to a wedding, they almost always
 6. Right after a couple gets married, they usually
- a. pays for the wedding and reception. d. gives the woman a diamond ring.
b. go on a short trip called a "honeymoon." e. begin to plan the wedding.
c. give the bride and groom a gift or some money. f. "date" each other for about a year.

B Pair work What happens when people get married in your country?
Complete the statements in part A with your own information.
Pay attention to stress and rhythm.

11 INTERCHANGE 8 Once in a blue moon

How do your classmates celebrate special events?
Go to Interchange 8.

12 SPEAKING That's an interesting custom.

A Group work Do you know any interesting customs related to the topics below? Explain a custom and discuss it with your classmates.

births marriages courtship seasons good luck

A: I know a custom from the Philippines. When a boy courts a girl, he stands outside her house and sings to her.

B: What kinds of songs does he sing?

C: Romantic songs, of course!

B Class activity Tell the class the most interesting custom you talked about in your group.



Unique **CUSTOMS**

Look at the photos. What do you think is happening in each picture?

1 January 17 is **St. Anthony's Day** in Mexico. It's a day when people ask for protection for their animals by bringing them to church. But before the animals go into the church, the people usually dress them up in flowers and ribbons.



2 On August 15 of the lunar calendar, Koreans celebrate **Chusok**, also known as Korean Thanksgiving. It's a day when people give thanks for the harvest. Korean families honor their ancestors by going to their graves to take them rice and fruit and clean the gravesites.



3 Long ago in India, a princess who needed help sent her silk bracelet to an emperor. Although he did not arrive in time to help her, he kept the bracelet as a sign of the bond between them. Today in India, during the festival of **Rakhi**, men promise to be loyal to their women. In exchange, the women give them a bracelet of silk, cotton, or gold thread.

4 One of the biggest celebrations in Argentina is **New Year's Eve**. On the evening of December 31, families get together and have a big meal. At midnight, fireworks explode everywhere and continue throughout the night. This is a day when friends and families meet for parties, which last until the next morning.



5 On the evening of February 3, people in Japan celebrate the end of winter and the beginning of spring. This is known as **Setsubun**. Family members throw dried beans around their homes, shouting, "Good luck in! Evil spirits out!" After they throw the beans, they pick them up and eat one bean for each year of their age.

A Read the article. Then answer these questions.

1. How do people in Mexico dress their animals on St. Anthony's Day?
2. Why do Koreans celebrate Chusok?
3. Why do Indian women give men a bracelet for the festival of Rakhi?
4. What do families in Argentina do on New Year's Eve?
5. What do Japanese families do during Setsubun?

B What do these words refer to? Write the correct word(s).

- | | |
|---------------------------------|--------------------------------|
| 1. them (par. 1, line 2) | 4. them (par. 3, line 5) |
| 2. It (par. 2, line 2) | 5. This (par. 4, line 4) |
| 3. their (par. 2, line 4) | 6. them (par. 5, line 5) |

C Pair work Do you know of a celebration or custom that is similar to those in the article? Describe it.

Units 7-8 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Describe uses and purposes using infinitives and gerunds (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give instructions and advice using imperatives and infinitives (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe special days using relative clauses of time (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand information using adverbial clauses of time (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using adverbial clauses of time (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 GAME What is it?

A Pair work Think of five familiar objects. Write a short description of each object's use and purpose. Don't write the name of the objects.

It's electronic. You connect it to your TV. It's used for playing movies. You can also use it to record TV shows.



B Group work Take turns reading your descriptions and guessing the objects. Keep score. The pair with the most correct answers wins.

2 ROLE PLAY Stressful situations

Student A: Choose one situation below. Decide on the details and answer Student B's questions. Then get some advice.
Start like this: *I'm really nervous. I'm . . .*

going on a job interview

What's the job?

What are the responsibilities?

Who is interviewing you?

going on a first date

Who is it with?

Where are you going?

When are you going?

giving a speech

What is it about?

Where is it?

How many people will be there?

Student B: Student A is telling you about a situation. Ask the appropriate questions above. Then offer two pieces of advice.

Change roles and try the role play again.

useful expressions

Try to . . .

Remember to . . .

Don't forget to . . .

Try not to . . .

Be sure to . . .

Make sure to . . .

3 SPEAKING My own holiday

A Pair work Choose one of these imaginary holidays or create your own. Then write a description of the holiday. Answer the questions below.



What is the name of the holiday? When is it? How do you celebrate it?

World Smile Day is a day when you have to smile at everyone. It's on June 15, the last day of school. People have parties, and sometimes there's a parade!

B Group work Read your description to the group. Then vote on the best holiday.

4 LISTENING Marriage customs

A Listen to some information about unusual marriage customs. Check (✓) True or False for each statement.

	True	False
1. When two women of a tribe in Paraguay want to marry the same man, they have a boxing match.	<input type="checkbox"/>	<input type="checkbox"/>
2. When people get married in Malaysia, they have to eat cooked rice.	<input type="checkbox"/>	<input type="checkbox"/>
3. In Italy, before a couple gets married, a friend or relative releases two white doves.	<input type="checkbox"/>	<input type="checkbox"/>
4. In some parts of India, when people get married, water is poured over them.	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Correct the statements that you marked false.

5 DISCUSSION In your country . . .

Group work Talk about marriage in your country. Ask these questions and others of your own.

- How old are people when they get married?
- What happens after a couple gets engaged?
- What happens during the ceremony?
- What do the bride and groom wear?
- What kind of food is served at the reception?
- What kinds of gifts do people usually give?



a Korean wedding

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

9 Back to the future

1 SNAPSHOT

PAST, PRESENT, AND FUTURE			
	Past	Present	Future
Transportation	railroads and ocean liners	cars and jet airplanes	flying cars and commercial space flights?
Communications	the telephone and the postal system	cell phones and e-mail	video phones and audio letters?
Entertainment	radio and movies	television and computer games	3-D television and virtual reality games?

Sources: New York Public Library Book of Chronologies; New York Public Library Desk Reference

Which of these past and present developments are the most important? Why?
 Do you think any of the future developments could happen in your lifetime?
 How will clothing and music be different in the future? Suggest two differences.

2 CONVERSATION This neighborhood has changed!

A Listen and practice.

Tanya: This neighborhood sure has changed!

Matt: I know. A few years ago, not many people lived here. But the population is growing so fast these days.

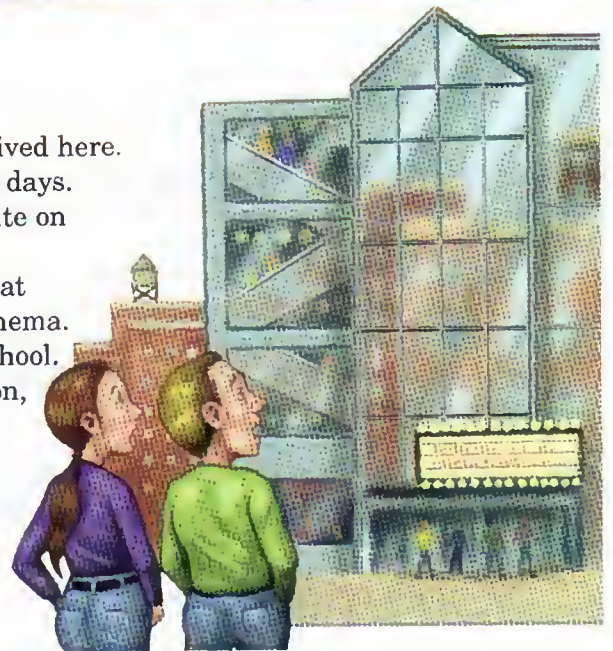
Tanya: Yeah. It seems like there's a construction site on every corner.

Matt: Remember how we used to buy candy at that little grocery store? Now it's a multiplex cinema.

Tanya: Yeah, and they're tearing down our high school. They're going to build a shopping mall. Soon, there will be just malls and parking lots.

Matt: That's because everyone has a car! Fifty years ago, people walked everywhere. Nowadays, they drive.

B Listen to the rest of the conversation. What else has changed in their neighborhood?



3 GRAMMAR FOCUS

Time contrasts

Past

A few years ago, not many people lived here.

People **used to shop** at grocery stores.

Fifty years ago, people **walked** everywhere.

Present

These days, the population **is growing** so fast.

Today, people **shop** at supermarkets.

Nowadays, people **drive** their cars instead.

Future

Soon, there **will be** a lot of shopping malls.

In twenty years, people **might buy** groceries by computer.

In the future, people **are going to use** cars even more.

A Match the phrases in column A with the appropriate information from column B. Then compare with a partner.

A

1. Before the automobile, . . .
2. Before there were supermarkets, . . .
3. About five hundred years ago, . . .
4. In most offices today, . . .
5. In many cities nowadays, . . .
6. Soon, . . .
7. In the next hundred years, . . .
8. Sometime in the future, . . .

B

- a. people used to shop at small stores.
- b. pollution is becoming a serious problem.
- c. most people are going to work at home.
- d. people didn't travel as much from city to city.
- e. there will probably be cities in space.
- f. people work more than 40 hours a week.
- g. people played the first game of golf.
- h. doctors might find a cure for the common cold.

B Complete the phrases in part A with your own information. Then compare with a partner.

4 PRONUNCIATION Intonation in statements with time phrases

A Listen and practice. Notice the intonation in these statements beginning with a time phrase.

In the past, very few people used computers.

Today, people use computers all the time.

In the future, there will be a computer in every home.

B Pair work Complete these statements with your own information. Then read your statements to a partner. Pay attention to intonation.

As a child, I used to . . .

Five years ago, I . . .

Nowadays, I . . .

Next year, I'm going to . . .

In five years, I'll . . .

In ten years, I might . . .



5 LISTENING For better or for worse

A Listen to people discuss changes. Check (✓) the topic each person talks about.

Topic	Change	Better or worse?	
1. <input type="checkbox"/> population	<input type="checkbox"/> environment	<input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/> transportation	<input type="checkbox"/> cities	<input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/> families	<input type="checkbox"/> shopping	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Write down the change and if things are better or worse now.

6 SPEAKING Changing times

Group work How have things changed? How will things be different in the future? Choose two of these topics. Then discuss the questions below.

education fashion housing shopping technology
 entertainment food medicine sports transportation

What was it like in the past?
 What is it like today?
 What will it be like in the future?

A: In the past, a lot of people made their own clothes.
 B: Nowadays, they often order things online.
 C: In the future, . . .



7 WRITING A description of a person



A Pair work Interview your partner about his or her past, present, and hopes for the future.

B Write a paragraph describing how your partner has changed. Make some predictions about the future. Don't write your partner's name.

She used to be the quietest girl in the class. Now, she's in the drama club and loves to watch soap operas. One day, she'll be a successful actress. She'll be famous, and will star in movies and on TV. I think she'll . . .

C Class activity Read your paragraph to the class. Can they guess who it is about?

8 PERSPECTIVES Who wants to make money?

A Listen to some possible consequences of getting a high-paying job. Check (✓) the statements you agree with.

If you get a high-paying job,

- you won't have to work as hard
- you'll be able to travel first class
- you might have to pay higher taxes
- you'll be able to donate more to charities
- more people may want to be your friend
- you'll be able to buy things you want
- you might be on TV or in the newspapers
- people will ask you for a loan
- you'll have a lot more free time
- you'll be able to buy your parents a new car

B Pair work Look at the statements again. Which are advantages of getting a high-paying job? Which are disadvantages?

"I think the first one is an advantage. I don't like to work very hard."

9 GRAMMAR FOCUS

Conditional sentences with if clauses

Possible situation + simple present

- If you get a high-paying job,
- If you don't have to work as hard,
- If you have a lot more free time,
- If you get bored,

Consequence + future with will, may, or might

- you won't have to work as hard.
- you'll have a lot more free time.
- you might get bored.
- you may have to look for another job.

A Match the clauses in column A with the appropriate information from column B. Then compare with a partner.

- | | |
|---|---|
| A | B |
| 1. If you eat less sugar, | a. you may feel more relaxed. |
| 2. If you walk to work every day, | b. you might feel healthier. |
| 3. If you don't get enough sleep, | c. you'll stay in shape without joining a gym. |
| 4. If you own a pet, | d. you'll have more money to spend on yourself. |
| 5. If you don't get married, | e. you won't be able to stay awake in class. |

B Add your own information to the clauses in column A. Then practice with a partner.

"If you eat less sugar, you'll lose weight."

10 WORD POWER Consequences

A Pair work Can you find two consequences for each possible event? Complete the chart with information from the list.

be able to buy expensive clothes
 feel better about yourself
 feel hungry a lot
 feel jealous sometimes
 feel safer in your home
 have to give up your favorite snack
 get requests for loans from friends
 have to learn a new language
 have to take it out for walks
 lose touch with old friends



Possible event	Consequences
buy a large dog
fall in love
go on a diet
inherit a lot of money
move to a foreign country

B Group work Share your answers with the group. Can you think of one more consequence for each event?

11 SPEAKING Unexpected consequences

A Group work Choose three possible events from Exercise 10. One student completes an event with a consequence. The next student adds a consequence. Suggest at least five consequences.

- A: If you buy a large dog, you'll have to take it out for walks every day.
 B: If you take it out for walks every day, you might have an accident.
 C: If you have an accident, you may have to go to the hospital.
 D: If you go to the hospital, you won't be able to take care of your dog.
 A: If you aren't able to take care of your dog, you'll probably have to give it away.

B Class activity Who has the most interesting consequences for each event?

12 INTERCHANGE 9 Consider the consequences

Give your opinion about some issues. Go to Interchange 9 at the back of the book.

Are you in love?

What is the difference between "having a crush" on someone and falling in love?

You think you're falling in love. You're really attracted to a certain person. But this has happened before, and it was just a "crush." How can you tell if it's real this time? Here's what our readers said:

If you're falling in love, . . .

- ♥ you'll find yourself talking to or telephoning the person for no reason. (You might pretend there's a reason, but often there's not.)
- ♥ you'll find yourself bringing this person into every conversation. ("When I was in Mexico - , " a friend begins. You interrupt with, "My boyfriend made a great Mexican dinner last week.")
- ♥ you might suddenly be interested in things you used to avoid. ("When a woman asks me to tell her all about football, I know she's fallen in love," said a TV sports announcer.)



OK, so you've fallen in love. But falling in love is one thing, and staying in love is another. How can you tell, as time passes, that you're still in love? If you stay in love, your relationship

will change. You might not talk as much about the person you are in love with. You might not call him or her so often. But this person will nevertheless become more and more important in your life.

You'll find that you can be yourself with this person. When you first fell in love, you were probably afraid to admit certain things about yourself. But now you can be totally honest. You can trust him or her to accept you just as you are. Falling in love is great - staying in love is even better!

A Read the article. Where do you think it is from? Check (✓) the correct answer.

- a newspaper a magazine an advice column an advertisement

B What things happen when you're falling in love compared to staying in love? Complete the chart.

Falling in love	Staying in love
1.	1.
2.	2.
3.	3.

C Pair work Which is more difficult - falling in love or staying in love? Can you think of other signs of being in love?

10 I don't like working on weekends!

1 **SNAPSHOT**

EIGHT IMPORTANT JOB SKILLS

Here are some skills that employers look for.

- | | | | |
|--------------------------|---|--------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Can you solve problems? | <input type="checkbox"/> | 5. Are you good at math and science? |
| <input type="checkbox"/> | 2. Do you work well with people? | <input type="checkbox"/> | 6. Can you manage money well? |
| <input type="checkbox"/> | 3. Can you use a computer? | <input type="checkbox"/> | 7. Do you speak other languages? |
| <input type="checkbox"/> | 4. Can you teach others how to do things? | <input type="checkbox"/> | 8. Can you manage other people? |

Source: U.S. Department of Labor

Which of these skills do you think are most important? Why?

Check (✓) the skills that you think you have.

Look at the skills you checked. What jobs do you think you might be good at?

2 **CONVERSATION** *I need a job!*

A Listen and practice.

- Dan: I'm so broke. I really need to find a job!
- Brad: So do I. Do you see anything good listed on the Internet?
- Dan: How about this? A door-to-door salesperson to sell baby products.
- Brad: Like diapers and things? No, thanks. And anyway, I'm not good at selling.
- Dan: Well, I am! I might check that one out. Oh, here's one for you. An assistant entertainment director on a cruise ship.
- Brad: That sounds like fun. I like traveling, and I've never been on a cruise ship.
- Dan: It says here you have to work every day while the ship is at sea.
- Brad: That's OK. I don't mind working long hours if the pay is good. What's the phone number?
- Dan: It's 555-3455.

B Listen to Brad call about the job. What else does the job require?



3

GRAMMAR FOCUS

Gerunds; short responses

Affirmative statements with gerunds

I like traveling.

I hate working on weekends.

I'm good at using a computer.

Negative statements with gerunds

I don't mind working long hours.

I'm not good at selling.

I can't stand making mistakes.

Agree

So do I.

So do I.

So am I.

Neither do I.

Neither am I.

Neither can I.

Disagree

Oh, I don't.

Really? I like it.

Gee, I'm not.

Well, I do.

I am!

Oh, I don't mind.

Other verbs or phrases followed by gerunds

love

enjoy

be interested in

A Pair work Match the phrases in columns A and B to make statements about yourself. Then take turns reading your sentences and giving short responses.

A

1. I don't like
2. I'm not very good at
3. I'm good at
4. I hate
5. I can't stand
6. I'm interested in
7. I don't mind
8. I enjoy

B

- a. talking on a cell phone.
- b. working with a group or team.
- c. solving other people's problems.
- d. sitting in long meetings.
- e. commuting by bicycle.
- f. eating lunch out every day.
- g. managing my time.
- h. learning foreign languages.

A: I don't like commuting by bicycle.

B: Neither do I.

B Group work Complete the phrases in column A with your own information. Then take turns reading your statements. Ask questions to get more information.



4

PRONUNCIATION Unreleased and released /t/ and /d/

A Listen and practice. Notice when the sound /t/ or /d/ at the end of a word is followed by a consonant, it is unreleased. When it is followed by a vowel sound, it is released.

Unreleased

She's not good at math and science.

I hate working on Sundays.

You need to manage money well.

Released

He's not a good artist.

They really hate it!

I need a cup of coffee.

B Pair work Write three sentences starting with *I'm not very good at* and *I don't mind*. Then practice the sentences. Pay attention to the unreleased and released sounds /t/ and /d/.

5 LISTENING Job hunting

A Listen to people talk about the kind of work they are looking for. Check (✓) the job that would be best for each person.

- | | | |
|---|-------------------------------------|---|
| 1. Bill | 2. Shannon | 3. Ben |
| <input type="checkbox"/> flight attendant | <input type="checkbox"/> lawyer | <input type="checkbox"/> marine biologist |
| <input type="checkbox"/> teacher | <input type="checkbox"/> bookkeeper | <input type="checkbox"/> model |
| <input type="checkbox"/> songwriter | <input type="checkbox"/> doctor | <input type="checkbox"/> architect |

B Listen again. Answer these questions.

1. What is Bill's attitude toward making money?
2. What does most of Shannon's family do for a living?
3. What has Ben done to break into movies?

6 SPEAKING Chores

A Pair work Interview your partner about these chores. Check (✓) his or her answers.

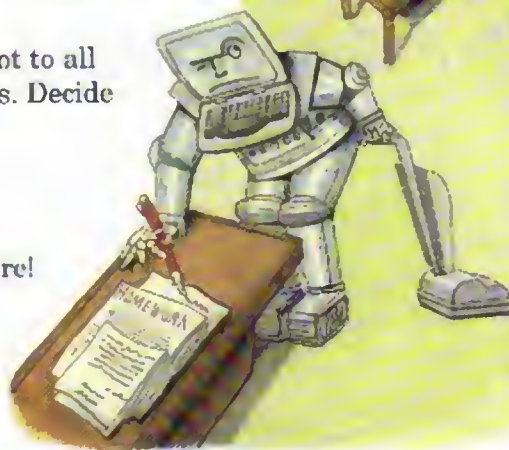
How do you feel about ... ?	I enjoy it.	I don't mind it.	I hate it.
doing your homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
washing the dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cleaning your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making phone calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
washing your clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organizing your desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
typing your school reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buying groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ironing your clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
commuting to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B Pair work Imagine the government is offering a robot to all students. Each robot can do four chores for two students. Decide which chores you want your robot to do.

- A: I want the robot to do my homework for me.
I can't stand doing my homework.
- B: Neither can I. But I hate cleaning my room even more!

C Group work There is a shortage of robots. Each robot can only do two chores for four students. Discuss the things you want your robot to do.



7 INTERCHANGE 10 Dream job

Decide which job to apply for. Go to Interchange 10 at the back of the book.

8

WORD POWER Personality traits

A Which of these adjectives are positive (P)? Which are negative (N)?

bad-tempered	N	hardworking	
creative		impatient	
critical		level-headed	
disorganized		moody	
efficient		punctual	
forgetful		reliable	
generous		strict	



bad-tempered



disorganized

B Pair work Tell your partner about people you know with these personality traits.

"My neighbor is bad-tempered. Sometimes she . . ."

C Listen to four conversations. Then check (✓) the adjective that best describes each person.

1. a boss

- creative
 forgetful
 serious

2. a co-worker

- unfriendly
 generous
 strange

3. a teacher

- moody
 patient
 hardworking

4. a relative

- bad-tempered
 disorganized
 reliable

9

PERSPECTIVES Job profiles

A Listen to these people answer the question, "What kind of work would you like to do?" What job does each person talk about?



"Well, I think I'd make a good journalist because I'm good at writing. When I was in college, I worked as a reporter for the school newspaper. I really enjoyed writing different kinds of articles."



"I know what I *don't* want to do! A lot of my friends work in the stock market, but I could never be a stockbroker because I can't make decisions quickly. I don't mind working hard, but I'm terrible under pressure!"



"I'm still in school. My parents want me to be a teacher, but I'm not sure yet. I guess I could be a teacher because I'm very creative. I'm also very impatient, so maybe I shouldn't work with kids."

B Pair work Look at the interviews again. Which job would you choose?

10 GRAMMAR FOCUS

Clauses with because

The word **because** introduces a cause or reason.

I'd make a good journalist **because** I'm good at writing.

I could be a teacher **because** I'm very creative.

I wouldn't want to be a teacher **because** I'm very impatient.

I could never be a stockbroker **because** I can't make decisions quickly.

A Complete the sentences in column A with appropriate information from column B. Then compare with a partner.

A

1. I wouldn't want to be a nurse
2. I'd like to be a novelist
3. I could never be an accountant
4. I would make a bad waiter
5. I could be a flight attendant

B

- a. because I don't like hospitals.
- b. because I really enjoy traveling.
- c. because I have a terrible memory.
- d. because I'm terrible with numbers.
- e. because I love creative writing.

B Group work Think about your personal qualities and skills. Then complete these statements. Take turns discussing them with your group.

I could never be a ... because ...

I wouldn't mind working as a ... because ...

I'd make a good ... because ...

C Class activity Choose some statements made by members of your group. Share them with the rest of the class.



"I have a terrible memory."

11 WRITING A cover letter for a job application

A Imagine you can apply for one of the jobs in this unit. Write a short cover letter for a job application.

Attention: Mr. Yoshioka, Personnel Director, Executive Air Lines

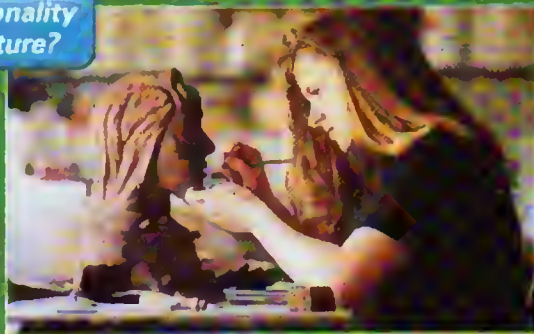
Dear Mr. Yoshioka,

I am responding to your recent advertisement in *The Post* for a bilingual international flight attendant. I think I'd make a good flight attendant for Executive Air Lines because I'm a very friendly person and I really love travelling. I also enjoy meeting people. As you can see from my résumé, I've had a lot of experience working with tourists. I worked at ...

B Pair work Exchange papers. If you received this letter, would you invite the applicant for a job interview? Why or why not?

Find the Job That's Right for You!

Look at the photo and skim the list below. What personality type do you think best describes the person in the picture?



1 Nearly 50% of all workers in the United States have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through the classified ads in the newspaper. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?

2 According to psychologist John Holland, there are six types of personalities. Nobody is just one personality type, but most people are mainly one type. For each type, there are certain jobs that might be right and others that are probably wrong.

3 Considering your personality type can help you make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counselor or a lawyer. She took counseling and law courses – and hated them. After talking to a career counselor, she realized the problem was that she's an Artistic type. Liz studied film, and she now produces children's TV shows – and loves it.

The **Realistic** type is practical and likes working with machines and tools.

The **Investigative** type is curious and likes to learn, analyze situations, and solve problems.

The **Artistic** type is imaginative and likes to express himself or herself by creating art.

The **Social** type is friendly and likes helping or training other people.

The **Enterprising** type is outgoing and likes to persuade or lead other people.

The **Conventional** type is careful and likes to follow routines and keep track of details.

A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

	Main idea	Supporting idea
1. Nearly 50% of all workers . . . they aren't happy with. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
2. According to psychologist . . . types of personalities. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
3. For each type, there are . . . that are probably wrong. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
4. Considering your personality . . . the right job decision. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>
5. After talking to a career counselor, . . . an Artistic type. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>

B For each personality type, write two examples of appropriate jobs. Then explain your answers to a partner.

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
.....
.....

C Group work What personality type do you think you are? Does your group agree?

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...	Very well	OK	A little
Ask and answer questions about changes using time contrasts (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe possibilities using conditional sentences with <i>if</i> clauses (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of abilities and personality traits (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about job preferences and skills using gerunds (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give reasons using clauses with <i>because</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SPEAKING Past, present, and future

A Pair work Think of one more question for each category. Then interview a partner.

- Appearance What did you use to look like? Can you describe yourself now?
 What do you think you'll look like in the future?
- Free time Did you have a hobby as a child? What do you like to do these days?
 How are you going to spend your free time next year?

B Group work Share one interesting thing about your partner.

2 GAME Truth and consequences

A Add one event and one consequence to the lists below.

Event	Consequence
<input type="checkbox"/> you move to a foreign country	<input type="checkbox"/> buy you a gift
<input type="checkbox"/> it's sunny tomorrow	<input type="checkbox"/> feel jealous sometimes
<input type="checkbox"/> it's cold tomorrow	<input type="checkbox"/> have to learn a new language
<input type="checkbox"/> you give me \$10	<input type="checkbox"/> go to the beach
<input type="checkbox"/> you don't call me later	<input type="checkbox"/> get really angry
<input type="checkbox"/> you go on a diet	<input type="checkbox"/> feel hungry a lot
<input type="checkbox"/> you fall in love	<input type="checkbox"/> stay home
<input type="checkbox"/>	<input type="checkbox"/>

B Class activity Go around the class and make sentences. Check (✓) each *if* clause after you use it. The student who uses the most clauses correctly wins.

3 LISTENING *Good or bad?*

A Listen to Louisa and Tim discuss four jobs. Write down the jobs and check (✓) if they would be good or bad at them.

Job	Good	Bad	Reason
1. Louisa	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
2. Tim	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

B Listen again. What reasons do they give?

4 DISCUSSION *Job profile*

A Prepare a personal job profile. Write your name, skills, and job preferences. Think about the questions below. Then compare with a partner.



Are you good at . . . ?
 communicating with people
 solving problems
 making decisions quickly
 speaking foreign languages



Do you . . . ?
 have any special skills
 have any experience
 have a good memory
 manage money well



Do you like . . . ?
 traveling
 working with a team
 wearing a uniform
 working long hours

A: Are you good at communicating with people?

B: Sure. I enjoy talking to people.

A: So do I. I like meeting new people and . . .

B Group work Make suggestions for possible jobs based on your classmates' job profiles. What do you think of their suggestions for you?

A: Hmm. Juan could be an executive because he likes solving problems and making decisions quickly.

B: No way! I could never be an executive. I'm too disorganized!

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

11 It's really worth seeing!

1 SNAPSHOT

FAMOUS LANDMARKS



The Great Wall of China was begun in 214 B.C. It is the largest structure ever built.



The Colosseum in Rome was opened in 80 A.D. It was sometimes filled with water for ship battles.



Machu Picchu in Peru was constructed around 1400 A.D. It was probably a home for the Inca royal family.



The Statue of Liberty in New York was opened in 1886. It was a gift to the United States from the people of France.



The Eiffel Tower in Paris was completed in 1889. It was built for the 100th anniversary of the French Revolution.

Source: World Book Encyclopedia

Which landmark did people live in? Which was a gift? Which was used for events?
What else do you know about these places?
What are the three most famous landmarks in your country?

2 PERSPECTIVES The Empire State Building

A How much do you know about the Empire State Building?
Check (✓) the statements you think are true.

- 1. The Empire State Building was designed by an American architect.
- 2. It was officially opened by the president of the United States in 1931.
- 3. It is located in New York City.
- 4. The construction of the building took five years.
- 5. It cost \$2 million to build.
- 6. There are 102 floors in the building.
- 7. It is the tallest building in the world.
- 8. It was featured in the movie *King Kong*.

B Now listen and check your answers. What information is the most surprising?



3

GRAMMAR FOCUS

Passive with by (simple past) ▶

The passive changes the focus of a sentence.

For the simple past, use the past of be + past participle.

Active

The president **opened** the building in 1931.

An American architect **designed** the building.

Passive

It **was opened** by the president in 1931.

It **was designed** by an American architect.

A Do you know who created these popular works? Match the phrases in column A with the appropriate information from column B. Then compare with a partner.

**A**

1. *The Kiss*
2. The song "Yesterday"
3. The film *Schindler's List*
4. The novel *Pride and Prejudice*
5. The opera *Carmen*

B

- a. was composed by Georges Bizet.
- b. was painted by Gustav Klimt.
- c. was written by Jane Austen.
- d. was directed by Steven Spielberg.
- e. was recorded by the Beatles.

B Pair work Change these sentences into passive sentences with *by*. Then take turns reading them aloud.

1. Frédéric Bartholdi designed the Statue of Liberty in 1884.
2. Marie Curie discovered radium in 1898.
3. Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1971.
4. Woo Paik produced the first digital HDTV (high-definition television) in 1991.
5. Salma Hayek played Frida Kahlo in the movie *Frida* in 2002.

4

INTERCHANGE 11 Who is this by?

Who created these well-known works? Go to Interchange 11.

5 PRONUNCIATION *The letter o*

A Listen and practice. Notice how the letter *o* is pronounced in the following words.

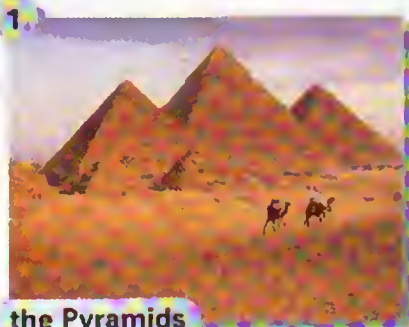
/o/	/ou/	/u:/	/ʌ/
not	no	do	one
top	don't	food	love
.....
.....

B How is the letter *o* pronounced in these words? Write them in the correct column in part A. Then listen and check your answers.

come done lock own shot soon who wrote

6 LISTENING *Ancient monuments*

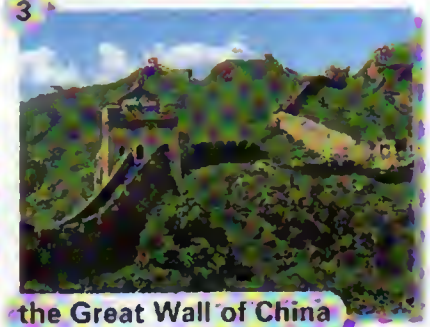
Listen to three tour guides describe some very old monuments. Take notes to answer the questions below. Then compare with a partner.



Who built them?
Why were they built?



How big is the city?
When was it discovered?



Why was it built?
How long is it?

7 WORD POWER *Where is it from?*

A Complete the chart. Then add one more word to each category.

cars microchips
cattle oysters
chickens rice
✓ coffee sheep
corn shrimp
✓ lobsters televisions

Farmed	Grown	Manufactured	Raised
lobsters	coffee		
.....
.....
.....

B Group work Talk about things that are found in your country.

"We grow coffee. We also manufacture cars."

8

CONVERSATION *I need some information.*

A Listen and practice.

Kelly: Hello?

John: Oh, hello. I need some information. What currency is used in the European Union?

Kelly: Where?

John: The European Union.

Kelly: I think the euro is used in most of the EU.

John: Oh, right. And is English spoken much there?

Kelly: I really have no idea.

John: Huh? Well, what about credit cards? Are they accepted everywhere?

Kelly: How would I know?

John: Well, you're a travel agent, aren't you?

Kelly: What? This is a hair salon. You have the wrong number!



B Pair work Use information about a country you know to act out the conversation.

9

GRAMMAR FOCUS**Passive without by (simple present)**

For the simple present, use the present of be + past participle.

Active

They **use** the euro in most of the European Union.

They **speak** English in many European countries.

They **manufacture** a lot of cars in Europe.

Passive

The euro **is used** in most of the EU.

English **is spoken** in many European countries.

A lot of cars **are manufactured** in Europe.

A Complete this passage using the simple present passive form.

Many crops (grow) in Taiwan. Some crops (consume) locally, but others (export). Tea (grow) in cooler parts of the island and rice (cultivate) in warmer parts. Fishing is also an important industry. A wide variety of seafood (catch). Many people (employ) in the electronics and textile industries.

B Complete the sentences. Use the passive of these verbs.

grow make up manufacture raise speak use

1. French and English in Canada.

2. A lot of rice in Vietnam.

3. The U.S. of 50 states.

4. A lot of sheep in New Zealand.

5. Cars and computers in Korea.

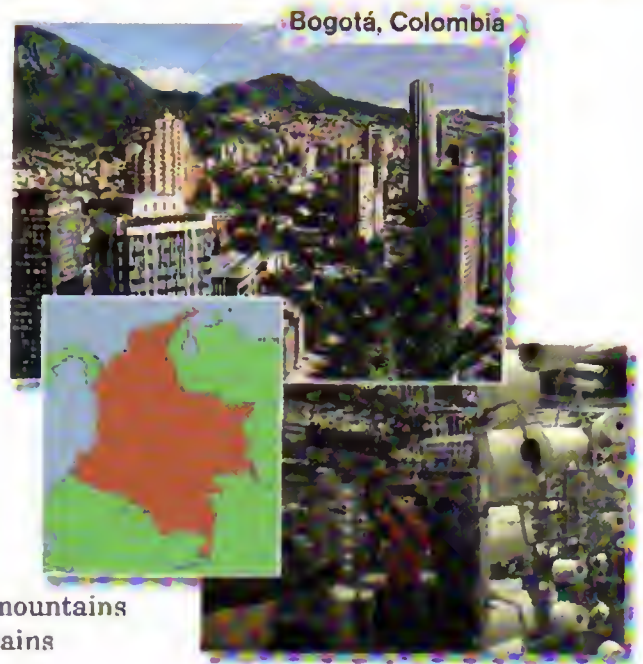
6. The U.S. dollar in Ecuador.

C Pair work Use the passive of the verbs in part B to talk about your country and other countries you know.

10 LISTENING Colombia

A Listen to a short talk about Colombia. Complete the chart.

Facts about Colombia	
Location	.....
Population	.....
Language	.....
Industries	.....
Agricultural products	.....



B Listen again. Check (✓) the things the speaker mentions about Colombia.

- | | | |
|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> beaches | <input type="checkbox"/> volcanoes | <input type="checkbox"/> snow-capped mountains |
| <input type="checkbox"/> rivers | <input type="checkbox"/> lakes | <input type="checkbox"/> hot lowland plains |

11 SPEAKING True or false?

A Pair work Choose a country. Then answer these questions. Include one false statement.

- | | |
|------------------------------|--|
| Where is it located? | What currency is used? |
| What cities are found there? | What famous tourist attraction is found there? |
| What languages are spoken? | What products are exported? |

B Class activity Give a short talk like the one in Exercise 10 about the country you chose. Can the class identify the false statement?

12 WRITING A guidebook introduction

A Make an information chart like the one in Exercise 10 about a country you know. Then write an introduction for a guidebook about the country.

<i>Vietnam is located in Southeast Asia. It has a population of over 80 million people. Vietnamese is the official language.</i>
<i>The country has many beautiful beaches, high mountains, and busy cities. Rice is grown in . . .</i>

B Group work Exchange papers. Is any important information missing? Do you want to visit the country?



A Guide To Unusual Museums

Look at the pictures and scan the article. Where do you think you can see very old objects? a working factory? historic cooking tools?

- 1 Do you like museums? Have you been to the Louvre in Paris, the Museum of Anthropology in Mexico City, or any of those other "must see" museums? Well, now it's time to go off the beaten path.



The Kimchi Museum
Seoul, Korea

- 2 If you don't know about kimchi, a trip to the Kimchi Museum is an eye-opening experience. The museum was founded in 1986 to highlight Korea's rich kimchi culture. The exhibit includes displays of cooking utensils and materials related to making, storing, and eating the famous pickled vegetables. The museum also provides details about the history and nutritional benefits of Korea's most beloved side dish. Finally, stop by the souvenir shop to try various types of kimchi.



The Museum of Gold
Bogotá, Colombia

- 3 If you want to see beautiful objects, the Museum of Gold is *the* place. It holds one of South America's most stunning collections. Because the exhibits sparkle so brightly, you can actually take photographs without using a flash on your camera! Not everything is made of gold, though. Among the exhibits are ancient pre-Columbian items. Many of them are made from a mixture of gold and copper, known as *tumbaga*.



The Chocolate Museum
Cologne, Germany

- 4 The Chocolate Museum will teach you everything about chocolate – from cocoa bean to candy bars. You'll learn about chocolate's 3,000-year history and discover how it was once used as money in South America. A real chocolate factory shows you how chocolate is made. After you've finished the tour, you can sample a complimentary drink of rich, gooey pure chocolate – perfect for those with a sweet tooth.

A Read the article. Find the words in *italics* in the article. Then circle the meaning of each word or phrase.

1. When you go *off the beaten path*, you do something unusual / go somewhere far away.
2. When something is *founded*, it is started / discovered.
3. When something is *stunning*, it is extremely attractive / large.
4. When something is *ancient*, it is very old / common.
5. When something is *complimentary*, it is free of charge / very expensive.
6. When something is *gooey*, it is light and refreshing / thick and sticky.

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. Don't forget to buy your favorite kind to bring home for dinner!
- b. Did you know that it wasn't popular in Europe until the nineteenth century?
- c. The museum also features coins, jewelry, and pieces of rare art.
- d. There are some museums that try to be a little different.

C *Pair work* Which of these museums would you most like to visit? Why?

12 It could happen to you!

1 **SNAPSHOT**

Success Stories

	<p>Michael Jeffrey Jordan</p> <p>Born: February 17, 1963, in Brooklyn, New York</p> <p>Education: B.A. from the University of North Carolina</p>		<p>Madonna Louise Veronica Ciccone</p> <p>Born: August 16, 1958, in Bay City, Michigan</p> <p>Education: Two years at the University of Michigan</p>		<p>William Henry Gates III</p> <p>Born: October 28, 1955, in Seattle, Washington</p> <p>Education: Harvard University dropout</p>
<p>Accomplishments:</p> <ul style="list-style-type: none"> • Generally considered the greatest basketball player of all time • Star of three films and author of two books 		<p>Accomplishments:</p> <ul style="list-style-type: none"> • One of the most successful artists in the history of pop music • Won a Golden Globe award for her role in <i>Evita</i> 		<p>Accomplishments:</p> <ul style="list-style-type: none"> • At 19, founded Microsoft Corporation, the world's leading software company • At 31, became the world's youngest billionaire 	

Sources: www.biography.com, www.people.com

What else do you know about these people?

Which is the most impressive accomplishment of each person?

Name three successful people from your country. What have they accomplished?

2 **PERSPECTIVES** *It happened to me!*

A Listen to what happened to these people. Check (✓) the things that have happened to you.

- "I was watching a really good movie, but I fell asleep before the end."
- "I was working at a boring job when someone offered me a much better one."
- "While I was shopping one day, a celebrity walked into the store."
- "I was traveling in another country when I met an old school friend."
- "While I was waiting in line, a TV reporter asked to interview me for the news!"
- "I was getting off a bus when I slipped and fell in some mud."
- "While I was walking down the street, I found a wallet full of money."

B Look at the statements again. Which events are lucky? Which are unlucky?

"I hate to fall asleep during a good movie. That's definitely unlucky!"

Past continuous vs. simple past

Use the past continuous for an action in progress in the past.

Use the simple past for a completed action.

I was watching a good movie,

I was working at a boring job

While I was shopping one day,

but I fell asleep before the end.

when someone offered me a much better one.

a celebrity walked into the store.

A Complete these sentences. Then compare with a partner.

1. My brother (snowboard) when he (break) his leg in several places.
2. Several years ago, I (have) problems with math, so I (find) a tutor to help me.
3. The couple (have) their first child when they (live) in a tiny apartment.
4. While I (drive) in Ireland a few years ago, I (realize) I was on the wrong side of the road!
5. Ulrike (read) a good book, but someone (tell) her the ending.
6. While my mother (cook) dinner last night, the phone (ring) three times and then (stop).
7. Tracy and Eric (meet) when they (work) at the same restaurant in Vancouver.

B Complete these statements with interesting information about yourself. Use the simple past or the past continuous.

1. During my childhood, ...
2. When I was going to elementary school, ...
3. I met my best friend while ...
4. Two years ago, ...
5. Last month, ...

C Pair work Take turns reading your sentences from part B. Then ask and answer follow-up questions.

A: During my childhood, my family was living in Chile.

B: Oh, really? That's interesting. What were they doing there?

A: My father was working for a mining company.



4 LISTENING Lucky breaks

A Listen to these stories about lucky breaks. What were the people doing before they got their lucky breaks? What was their lucky break?

	What they were doing	Lucky break
1. Yang Zhifa	he was looking for water	he found terracotta warriors
2. Gwyneth Paltrow	she was waiting in line	Steve Spielberg asked her to play a role in his movie



B Listen again. How did the events change their lives?

5 WORD POWER Storytelling

A Some adverbs are often used in storytelling to emphasize that something interesting is about to happen. Which of these adverbs are positive (P)? Which are negative (N)? Which are neutral (E)?

coincidentally	.....	strangely	.....
fortunately	.....	suddenly	.....
luckily	.....	surprisingly	.....
miraculously	.....	unexpectedly	.....
sadly	.....	unfortunately	.....



B Pair work Complete these statements with adverbs from part A to make up creative sentences.

I was walking down the street when, . . .
 It started out as a normal day, but, . . .
 We were on our way to the party when, . . .

A: I was walking down the street when, unexpectedly, it started to rain.

B: Or, I was walking down the street when, suddenly, I found twenty dollars!

6 WRITING A short story

A Write a short story about something that happened to you recently. Try to include some of the adverbs from Exercise 5.

I was visiting the coast last year when, unexpectedly, I got a chance to go kayaking. Fortunately, it was a perfect day and I was having a great time. The water was calm and I was beginning to feel a little tired when, suddenly, . . .

B Group work Take turns reading your stories. Answer any questions from the group.

7

CONVERSATION *What have you been doing?*

A Listen and practice.

- Pete: Hey, Gina! I haven't seen you in ages.
What have you been doing lately?
Gina: Nothing exciting. I've been working
two jobs for the last six months.
Pete: How come?
Gina: I'm saving up money for a trip to Morocco.
Pete: Well, that's exciting.
Gina: Yeah, it is. What about you?
Pete: Well, I've only been *spending* money. I'm
pursuing a full-time modeling career.
Gina: Really? How long have you been modeling?
Pete: Since I graduated. But I haven't been getting any
work. I need a job soon. I'm almost out of money!



B Listen to two other people at the party. What has happened since they last saw each other?

8

GRAMMAR FOCUS**Present perfect continuous**

Use the present perfect continuous for actions that start in the past and continue into the present.

- | | |
|----------------------------------|---|
| What have you been doing lately? | I've been working two jobs for the last six months. |
| How long have you been modeling? | I've been modeling since I graduated. |
| Have you been saving money? | No, I haven't been saving any money. I've been spending it! |

A Complete the conversations with the present perfect continuous. Then practice with a partner.

- A: What you (do) lately?
B: Well, I (spend) my free time at the beach.
- A: you (work) part time this year?
B: Yes, I have. I (make) drinks at Coffee Time for the past few months.
- A: How you (feel) recently?
B: Great! I (get) a lot of sleep. And I (not eat) as much since I started my diet.
- A: you (get) enough exercise lately?
B: No, I haven't. I (study) a lot for a big exam.

B Pair work Take turns asking the questions in part A. Give your own information.



9

PRONUNCIATION *Contrastive stress in responses*

A Listen and practice. Notice how the stress changes to emphasize a contrast.

A: Has your brother been studying German? A: Have you been teaching French?

B: No, I've been studying German. B: No, I've been studying French.

B Mark the stress changes in these conversations. Listen and check. Then practice the conversations.

A: Have you been studying for ten years? A: Have you been studying at school?

B: No, I've been studying for two years. B: No, I've been studying at home.

10

SPEAKING *Tell me about it.*

Group work Add four questions to this list. Then take turns asking and answering the questions. Remember to ask for further information.

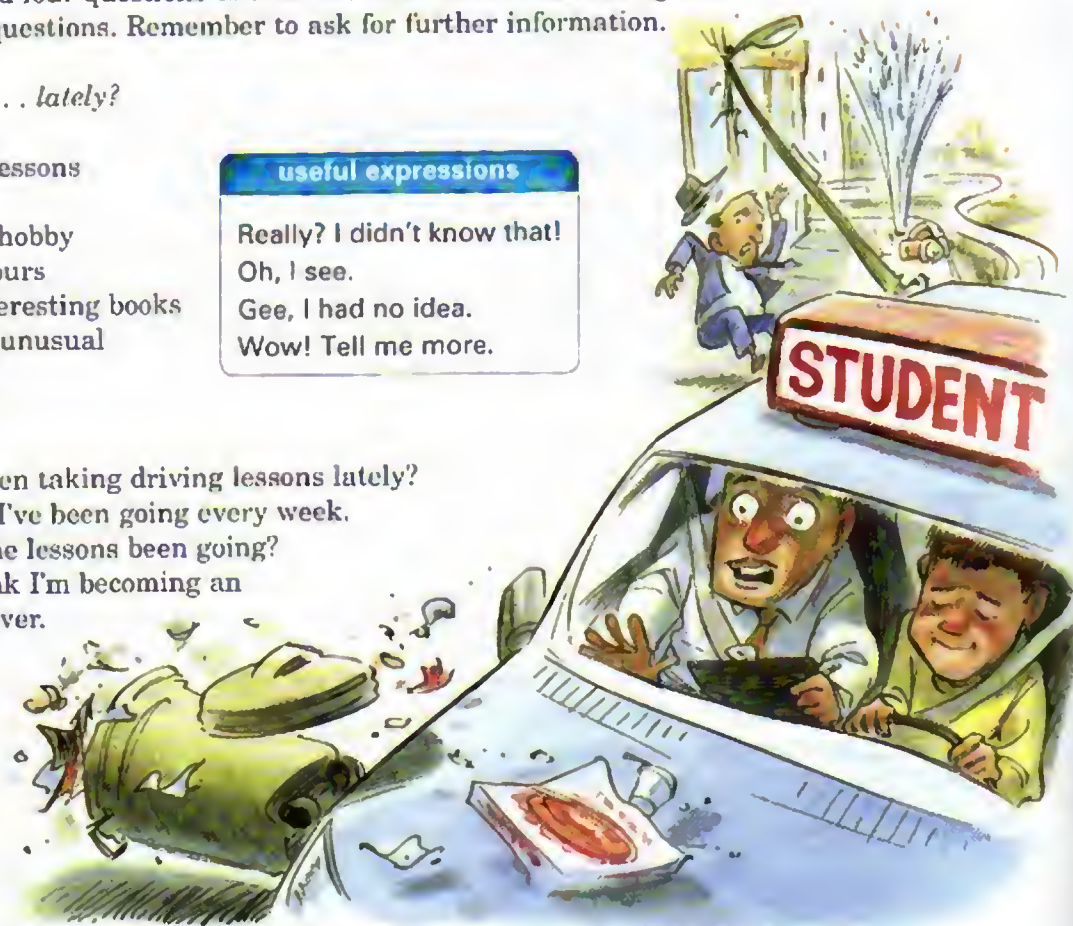
Have you been . . . lately?

taking driving lessons
working out
learning a new hobby
working long hours
reading any interesting books
doing anything unusual
traveling
dating anyone

useful expressions

Really? I didn't know that!
Oh, I see.
Gee, I had no idea.
Wow! Tell me more.

A: Have you been taking driving lessons lately?
B: Yes, I have. I've been going every week.
C: How have the lessons been going?
B: Great! I think I'm becoming an excellent driver.



11

INTERCHANGE 12 *Life is like a game!*

Play a board game. Go to Interchange 12.

CHILD Prodigies

Look at the pictures and skim the article. Which child do you think is an artist? a musician? a college graduate?



Other musicians have described Sarah Chang as “the most wonderful, perfect violinist” they’ve ever heard. What makes this praise especially surprising is Sarah’s age. She’s only in her twenties, and people have been describing her this way since she was a child. On Sarah’s fourth birthday, her father gave her a violin. By age 5, she was accepted at the famous Juilliard School of Music in New York City. By 8, she was performing as a violin soloist with major orchestras. Since then, Sarah has performed around the world and recorded many albums.



Before Michael Kearney was born, the doctors warned his parents that he might have learning difficulties. He’s been proving them wrong ever since! By the time he was 4 months old, Michael could say full sentences like, “What’s for dinner, Mom?” By 10 months, he could read words. Studying at home with his parents, Michael completed four grade levels each year. At 10, he graduated from college with honors. And at 14, he received a Master’s degree. Now in his late teens, he is teaching and working on his Ph.D.



When Alexandra Nechita was 2, her parents gave her some crayons and coloring books. Alexandra was soon working in inks, watercolors, and by the time she was 7, oil paints. At 8, Alexandra had her first art exhibit. Now a young adult, Alexandra is one of the most recognized artists in the world. Her paintings are often compared to those of Picasso and other great artists. They have sold for as much as \$80,000. She has been on TV many times, and several books of her paintings have been published.

A Read the article. Then answer these questions.

1. How do other musicians describe Sarah?
2. Who gave Sarah her first violin?
3. Where did Sarah go to school?
4. What did doctors tell Michael’s parents?
5. What is Michael doing now?
6. What materials has Alexandra worked with?
7. What happened to Alexandra when she was 8?
8. Whose work has Alexandra’s been compared to?

B Pair work Which of the three prodigies do you think is the most amazing? If you were a prodigy, what would you like to be really good at? Why?

Units 11–12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...	Very well	OK	A little
Describe accomplishments using the passive with <i>by</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand facts using the passive with and without <i>by</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe situations using the passive without <i>by</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the past continuous and the simple past (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the past perfect continuous (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SPEAKING *Right or wrong?*

A List six novels, movies, songs, albums, or other popular works. Then write one *who* question for each thing.

<i>The Matrix movies</i>
<i>Who played Neo in the Matrix movies?</i>



B *Pair work* Take turns asking your questions. Use the passive with *by* to answer.

- A: Who played Neo in the *Matrix* movies?
 B: I think Neo was played by Keanu Reeves.

2 LISTENING *Facts about Spain*

A Listen to people on a game show answer questions about Spain. What are the answers? Complete the chart.

1. Currency	.....	4. A popular sport	.....
2. Bordering countries	.....	5. Two main crops	.....
3. Capital	.....	6. Two industries	.....

B Listen again. Keep score. How much money does each contestant have?

3 GAME Sentence-making competition

Group work Use the passive to write results for these situations. Then compare with the class. Which group wrote the most sentences?

Your roommate cleaned the apartment.

There was a big storm yesterday.

Someone broke into your house last night.

The dishes were done.

The airport was closed.

The window was broken.

4 ROLE PLAY Alibis

A famous painting has been stolen from a local museum. It disappeared sometime last Sunday afternoon between 12 P.M. and 4 P.M.

Student A: Student B suspects you stole the painting. Make up an alibi. Take notes on what you were doing that day. Then answer Student B's questions.

Student B: You are a police detective. You think Student A stole the painting. Add two questions to the notebook. Then ask Student A the questions.

Change roles and try the role play again.

Where were you last Sunday?

Did you eat lunch? Who was with you?

What were you wearing that day?

What were you doing between 12 P.M. and 4 P.M.?

Was anyone with you?

5 DISCUSSION Really? How interesting.

A Group work What interesting things can you find out about your classmates? Ask these questions and others of your own.

Have you been doing anything exciting recently?

Are you studying anything right now?

How long have you been studying it?

Have you met anyone interesting lately?

Who is your best friend? How did you meet?

Where were you living ten years ago? Did you

like it there? What do you remember about it?

useful expressions

Really? I didn't know that!

Oh, I see.

Gee, I had no idea.

Wow! Tell me more.


B Class activity Tell the class the most interesting thing you learned.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

13 Good book, terrible movie!

1 SNAPSHOT



Movie Mania

Successful movies in their categories:

Movie Type	Film Title
Drama	<input type="checkbox"/> <i>Titanic</i>
Science Fiction	<input type="checkbox"/> <i>Star Wars</i>
Horror	<input type="checkbox"/> <i>Jurassic Park</i>
Fantasy	<input type="checkbox"/> <i>The Lord of the Rings: The Two Towers</i>
War	<input type="checkbox"/> <i>Saving Private Ryan</i>
Comedy	<input type="checkbox"/> <i>Home Alone</i>
Animated	<input type="checkbox"/> <i>The Lion King</i>
Action	<input type="checkbox"/> <i>Spider-Man</i>



Source: www.the-movie-times.com

Check (✓) the movies you have seen. Did you enjoy them?

Which type of movie is your favorite? Why?

What are the three best movies you've seen in the past few years?

2 CONVERSATION What's playing?

A Listen and practice.

Roger: Do you want to see a movie tonight?

Carol: Hmm. Maybe. What's playing?

Roger: How about the new James Bond film? I hear it's really exciting.

Carol: Actually, the last one was boring.

Roger: What about the movie based on Stephen King's new novel?

Carol: I don't know. His books are usually fascinating, but I don't like horror movies.

Roger: Well, what do you want to see?

Carol: I'm interested in the new Halle Berry movie. It looks good.

Roger: That's fine with me. She's a wonderful actress.

B Listen to the rest of the conversation. What happens next? What do they decide to do?



Halle Berry

3

GRAMMAR FOCUS

Participles as adjectives

Present participles

Stephen King's books are **fascinating**.
 The last James Bond film was **boring**.
 The new Halle Berry movie sounds **interesting**.

Past participles

I'm **fascinated** by Stephen King's books.
 I was **bored** by the last James Bond film.
 I'm **interested** in the new Halle Berry movie.

A Complete these sentences. Then compare with a partner.

1. Johnny Depp is a very actor. (amaze)
2. I find animated films (amuse)
3. I'm not in science fiction movies. (interest)
4. I'm by watching television. (bore)
5. I thought *Jurassic Park* was an book. (excite)
6. I'm by J.R.R. Tolkien's novels. (fascinate)
7. It's that horror movies are so popular. (surprise)

Johnny Depp



B Pair work Complete the description below with the correct form of these words.

amaze annoy confuse disgust embarrass shock

I had a terrible time at the movies. First, my ticket cost \$10. I was really by the price. By mistake, I gave the cashier a \$5 bill instead of a ten. I was a little Then there was trash all over the theater. The mess was The people behind me talked during the movie, which was The story was hard to follow. I always find thrillers too I liked the special effects, though. They were

4

WORD POWER Opinions

A Complete the chart with synonyms from the list.

absurd dumb marvelous silly
 bizarre fabulous odd terrible
 disgusting fantastic outstanding unusual
 dreadful horrible ridiculous weird

Awful	Wonderful	Stupid	Strange
.....
.....
.....

B Write six sentences like the ones in part A of Exercise 3 about movies, actors, or novels. Then compare with a partner.

5 LISTENING How did you like it?

A Listen to people talk about books and movies. Do you think each person would recommend the book or movie?

B Listen again. Check (✓) the adjective that best describes what they say about each one.

- | | | | |
|---|---------------------------------------|------------------------------------|--|
| 1. <input type="checkbox"/> fascinating | 2. <input type="checkbox"/> wonderful | 3. <input type="checkbox"/> boring | 4. <input type="checkbox"/> ridiculous |
| <input type="checkbox"/> silly | <input type="checkbox"/> odd | <input type="checkbox"/> terrific | <input type="checkbox"/> interesting |
| <input type="checkbox"/> strange | <input type="checkbox"/> boring | <input type="checkbox"/> dreadful | <input type="checkbox"/> exciting |

6 PRONUNCIATION Emphatic stress

A Listen and practice. Notice how stress and a higher pitch are used to express strong opinions.

That's fascinating!

He was amazing!

Oh, that's terrible!

B Pair work Write four statements using these words. Then take turns reading them. Pay attention to emphatic stress.

dreadful fantastic horrible ridiculous

7 DISCUSSION Let's go to the movies!

A Pair work Take turns asking and answering these questions and others of your own.

What kinds of movies are you interested in? Why?
 What kinds of movies do you find boring?
 Who are your favorite actors and actresses? Why?
 Are there actors or actresses you don't like?
 What's the worst movie you have ever seen?
 What are your three favorite movies in English? Why?
 Are there any outstanding movies playing now?

A: What kinds of movies are you interested in?
 B: I love action movies.
 A: Really? Why is that?
 B: They're exciting! What about you?
 A: I think action movies are kind of silly. I prefer ...

B Group work Compare your information. Whose taste in movies is most like yours?



8 PERSPECTIVES *It's about . . .*

A Listen to these people talk about some of their Hollywood favorites. Can you guess what movie or actor each person is describing?

"I can't believe I saw it nine times! It's a movie that stars Kate Winslet. It's about an ocean liner which hits an iceberg and sinks."

"He's the actor who won an Academy Award two years in a row. He got the first Oscar for *Philadelphia*, and then he won again the very next year for *Forrest Gump*."

"I love this movie! It's a comedy about a boy that gets left behind when his family goes on vacation. And there are some burglars who try to break into the house. It's hilarious!"

B Now listen and check your answers.

9 GRAMMAR FOCUS

Relative clauses

Use *who* or *that* for people.

He's an actor. He won two Oscars.

He's an actor **who/that** won two Oscars.

Use *which* or *that* for things.

It's a movie. It stars Kate Winslet.

It's a movie **which/that** stars Kate Winslet.

A Rewrite B's answers using relative clauses. Then practice with a partner.

- A: Who is Ang Lee?
B: He's a movie director. He made the film *Hulk*.
- A: Have you heard of *Pirates of the Caribbean*?
B: Yes, it's an action movie. It stars Johnny Depp.
- A: What's *Chicago*?
B: It's a musical about a girl. She becomes a celebrity.
- A: Did you enjoy John Grisham's latest novel?
B: Yes! It was a great book. It was hard to put down.

B Pair work Complete these sentences with relative clauses. Then compare your information around the class.

- Brad Pitt is an actor . . .
- Gladiator* is a movie . . .
- Sting is a musician . . .
- The Simpsons* is a TV show . . .

C Group work Choose an actor, movie, musician, or TV show you *don't* like. Others agree or disagree.



10 INTERCHANGE 13 *Famous faces*

What do you know about movies and TV shows? Go to Interchange 13.

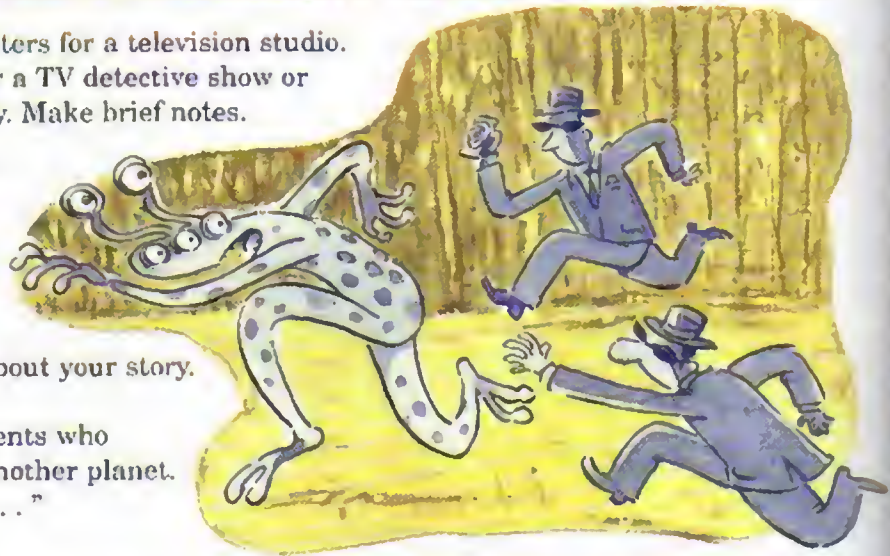
11 SPEAKING Scriptwriters

A Group work You are scriptwriters for a television studio. You have to write a new script for a TV detective show or mystery. Plan an interesting story. Make brief notes.

Where does the story take place?
Who are the main characters?
What are the main events?
How does the story end?

B Class activity Tell the class about your story.

"Our story is about two secret agents who are chasing after an alien from another planet. There are two main characters. . . ."



12 LISTENING A night at the movies

A Listen to two critics talk about a new movie. What do they like or not like about it? Rate each item in the chart from 1 to 3.

	Acting	Story	Photography	Special effects
Pauline
Colin

Ratings

- 1 = didn't like it
- 2 = OK
- 3 = liked it very much

B Look at the chart in part A. Guess how many stars each critic gave the movie. Then listen to the critics give their ratings.

★ poor ★★ fair ★★★ very good ★★★★★ excellent

13 WRITING A movie review

A Pair work Choose a movie you both have seen recently and discuss it. Then write a review of it.

What was the movie about?
What did you like about it?
What did you *not* like about it?
How was the acting?
How would you rate it?

B Class activity Read your review to the class. Who else has seen the movie? Do they agree with your review?



We recently saw the movie *Chocolat*. It's a comedy about a mysterious woman who moves to a small French village. She opens up a shop that sells delicious chocolates. The acting is very good. The town mayor is an especially funny character who . . .

The Magic of

Potter

Scan the article. Where was author J.K. Rowling when she got the idea for Harry Potter?

1 There was a time when no one knew the name Harry Potter. Now the adventures of this extraordinary student at Hogwarts School of Witchcraft and Wizardry are read in over 45 languages, including Russian, Thai, and even ancient Greek. No one can explain the Harry Potter phenomenon – not even J.K. Rowling, his creator.

2 J.K. Rowling was born in England in 1965. From a young age, she knew she wanted to be a writer. When she was 6, she wrote her first story – about a rabbit that gets sick. At school, she used to make up stories to tell her friends.

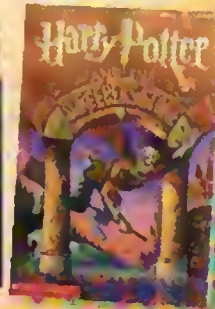
3 After graduating from college, she worked as a secretary. But she didn't give up her dream. She spent her lunch hour writing stories, mainly for adults. Then in 1990, on a train trip to London, she got the idea for the boy wizard. She says he just appeared in her head. She soon created a whole cast of unique characters to help Harry battle the forces of darkness.

4 She kept working on the story while she was teaching English in Portugal, where she married,

had her first child, and divorced a year later. When she returned to England, she brought back a suitcase of Harry Potter stories.

5 After returning home, she was broke and living in a small, cramped apartment. She continued writing, and in 1995, finished the first book in the series, *Harry Potter and the Sorcerer's Stone*. It was published in 1997 and became an unexpected bestseller.

6 Rowling's life has changed dramatically. She has become internationally famous and now earns around \$40 million a year. She remarried, had a second child, and currently lives in Scotland.



A Read the article. Then number these sentences from 1 (first event) to 10 (last event).

- | | |
|--|---|
| a. She completed her first book. | f. She moved to Portugal. |
| b. She finished school. | g. She had no money. |
| c. She worked as a secretary. | h. She made up her first story. |
| d. Her second child was born. | i. The first Harry Potter book was published. |
| e. She got married for the first time. | j. She got the idea for Harry Potter. |

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. She hated going to school, but always loved to read.
- b. When asked about this popularity, she has said, "I really wrote it for myself."
- c. There were times when she couldn't even afford to eat.
- d. Despite her fame and fortune, she's been able to keep her private life.
- e. She didn't have a pen or paper with her, so she had to memorize it.
- f. It was filled with ten versions of the first chapter of the book!

C Pair work Have you ever read a Harry Potter book? What else do you know about this famous character?

14 So that's what it means!

1 SNAPSHOT

BODY Language



Leave me alone!



That's finished.



I'm thinking.



I don't know.



I'm bored.

Source: Bodytalk

Do people in your country use these gestures? Do you?
 What other gestures can you use to communicate these meanings?
 What are three other gestures you sometimes use? What do they mean?

2 WORD POWER Feelings and gestures

A What is this man doing in each picture? Match each expression with a picture. Then compare with a partner.

1. He's biting his nails.
2. He's rolling his eyes.
3. He's scratching his head.
4. He's tapping his foot.
5. He's twirling his hair.
6. He's wrinkling his nose.



B Group work Use the pictures in part A and these adjectives to describe how the man is feeling.

annoyed confused embarrassed frustrated irritated
 bored disgusted exhausted impatient nervous

"In the first picture, he's twirling his hair. He looks nervous."



3

CONVERSATION *Have you met Raj?*

A Listen and practice.

Ron: Have you met Raj, the student from India?
 Emily: No, I haven't.
 Ron: Well, he seems really nice, but there's one thing I noticed. He moves his head from side to side when you talk to him. You know, like this.
 Emily: Maybe it means he doesn't understand you.
 Ron: No, I don't think so.
 Emily: Or it could mean he doesn't agree with you.
 Peter: Actually, people from India sometimes move their heads from side to side when they agree with you.
 Ron: Oh, so that's what it means!



B Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?

4

GRAMMAR FOCUS

Modals and adverbs

Modals

It **might/may** mean he doesn't understand you.
 It **could** mean he doesn't agree with you.
 That **must** mean he agrees with you.

Adverbs

Maybe/Perhaps it means he doesn't understand you.
 It **possibly/probably** means he doesn't agree with you.
 That **definitely** means he agrees with you.

Pair work What do these gestures mean? Take turns making statements about each gesture using the meanings in the box.



possible meanings

- Good luck!
- Be quiet.
- Peace.
- That sounds crazy!
- I can't hear you.
- Come here.

A: What do you think the first gesture means?
 B: It probably means . . . , or it might mean . . .

5 SPEAKING What does it mean?

A Imagine you are in a foreign country and you don't speak the language. Think of gestures to communicate these meanings.

Go away.	I don't understand.
Help!	It's delicious.
Please repeat.	How much does this cost?
I'm lost.	Someone stole my wallet.
I'm hungry.	Where's the bathroom?

B Pair work Take turns acting out your gestures. Can your partner guess what you are trying to say?

C Group work What else could your gestures mean? For each gesture you acted out in part B, think of one more possible meaning.

A: This probably means "go away," but it might also mean you don't like something.
 B: It could also mean . . .



6 PRONUNCIATION Pitch

A Listen and practice. Notice how pitch is used to express certainty or doubt.

Resolved

Unresolved



A: Do you think her gesture means "go away"?

B: Definitely.

B: Probably.

A: Do you understand what her gesture means?

B: Absolutely.

B: Maybe.









B Pair work Take turns asking yes/no questions. Respond by using *absolutely*, *definitely*, *maybe*, *probably*, and your own information. Pay attention to pitch.

7 INTERCHANGE 14 What's going on?

Interpret people's body language. Go to Interchange 14.

PERSPECTIVES Signs

A What do you think these international signs mean? Listen and match each sign with the correct meaning.

							
a. You can recycle this item.	b. You aren't allowed to take photographs here.	c. You have to fasten your seat belts.	d. You can camp here.	e. You have to wear a hard hat to enter this area.	f. You can't drink the water here. It's not safe.	g. You have to have your dog on a leash here.	h. You've got to take off your shoes here.

B Pair work Where might you see the signs in part A? Give two suggestions for each one.

"You might see this one at a national park or . . ."

GRAMMAR FOCUS

Permission, obligation, and prohibition

Permission

- You can camp here.
- You're allowed to take off your shoes.

Obligation

- You have to camp here.
- You've got to take off your shoes.

Prohibition

- You can't camp here.
- You aren't allowed to take off your shoes.

A Match these school rules with the correct sign. Then compare with a partner.

- Lock your bikes in the bike rack.
- No eating or drinking in the classroom.
- No playing ball in the hallway.
- Keep the classroom door closed.
- No pets allowed on campus.
- Throw all trash in the wastepaper basket.
- Don't open the windows.
- Turn out the lights when leaving.



B Pair work Use the language in the grammar box to take turns talking about each sign.

- A: This first sign means you aren't allowed to eat or drink in the classroom.
 B: Yes, I think you're right. And the second one means you have to . . .

10 DISCUSSION Rules and regulations

A Pair work How many rules can you think of for each of these places?

on an airplane in an art museum at a zoo
in a library in a movie theater at work

"On an airplane, you have to wear your seat belt when the plane is taking off and landing."

useful expressions

You can/can't . . .
You are/aren't allowed to . . .
You have to . . .

B Group work Share your ideas. Why do you think these rules exist? Have you ever broken any of them? What happened?

11 LISTENING What's in a sign?

A Listen to three conversations about driving. Check (✓) True or False for each statement.

	True	False
1. The man hasn't had a parking ticket lately. Parking isn't allowed there during working hours. The fine for parking is \$16.	<input type="checkbox"/>	<input type="checkbox"/>
2. The woman is driving faster than the speed limit. There are other cars in her lane. The lane is reserved for buses and taxis.	<input type="checkbox"/>	<input type="checkbox"/>
3. The other drivers are flashing their lights. He's driving with his lights on. The other drivers are giving him a warning.	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. Which drivers did something wrong?

12 WRITING A list of rules

A Write a list of rules and regulations for your school or classroom.

B Group work Share your lists. Then choose the ten best rules. Work together to write brief explanations of why each is necessary.

You aren't allowed to
chew gum in class.

1. You aren't allowed to chew gum in class because it may bother other students.
2. You can keep a library book for only two weeks because someone else might want to check it out.
3. You have to leave the building to use your cell phone because . . .

Pearls of Wisdom

Look at these proverbs and the pictures below. Then match each proverb with a picture.

*A bird in the hand is worth two in the bush.
One person's meat is another one's poison.*

*Don't count your chickens before they hatch.
Money doesn't grow on trees.*

1 Why do people use proverbs? Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands it.

2 Where do proverbs come from? Proverbs come from two main places – ordinary people and famous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.

And something said or written down by a well-known person has often been borrowed by the common man. For example, "Bad news travels fast" probably comes from the experience of housewives. However, "All's well that ends well" was written by William Shakespeare.

3 What do proverbs tell us? Proverbs are used everywhere in the world. If you can understand a culture's proverbs, you can better understand the culture itself. There are many different ways that we use proverbs in daily life. Here are some examples. Proverbs can:



Give advice
Meaning: Something you have is better than something you might get.

Give a warning
Meaning: Don't plan on a successful outcome until it actually happens.



Teach a lesson
Meaning: It's not easy to get money.

Express a common truth
Meaning: What one person loves, another person may hate.



A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

	Main idea	Supporting idea
1. Many people love proverbs for their wisdom. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
2. But proverbs are most . . . just a few words. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
3. Proverbs come from . . . and famous people. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
4. If you can understand . . . the culture itself. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>
5. There are many . . . proverbs in daily life. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>

B Class activity Can you think of an interesting proverb from your country? What does it mean? Tell it to the class in English.

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask for and give opinions using participles as adjectives (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe people and things using relative clauses (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand interpretations using modals and adverbs (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain gestures and meanings using modals and adverbs (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about laws using terms of permission, obligation, and prohibition (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SURVEY Entertainment opinions

A Complete the first column of the survey with your opinions.

	Me	My classmate
A confusing movie
A boring TV show
A shocking news story
A fascinating book
An interesting celebrity
A singer you are amazed by
A song you are annoyed by

B Class activity Go around the class and find someone who has the same opinions. Write a classmate's name only once.

2 ROLE PLAY Movie recommendations

Student A: Invite Student B to a movie. Suggest two films. Then answer your partner's questions. Start like this: *Do you want to see a movie?*

Student B: Student A invites you to a movie. Find out more about the two movies. Then accept or refuse the invitation.

Change roles and try the role play again.

3 LISTENING *That's how I feel!*

A Listen to some people talking. Write what each person is talking about.

1. 2. 3. 4.

B Listen again. What does each person mean? Check (✓) the best answer.

- | | |
|---|---|
| 1. <input type="checkbox"/> He is confused. | 3. <input type="checkbox"/> He didn't understand it. |
| <input type="checkbox"/> He is nervous. | <input type="checkbox"/> He thought it was interesting. |
| 2. <input type="checkbox"/> She enjoyed it. | 4. <input type="checkbox"/> She is frustrated. |
| <input type="checkbox"/> She hated it. | <input type="checkbox"/> She is bored. |

4 GAME *Charades*

A Think of two emotions or ideas you can communicate with gestures. Write them on separate cards.

I'm tired of waiting.

B Group work Shuffle your cards together. Then take turns picking cards and acting out the meanings with gestures. The student who guesses correctly goes next.

- A: That probably means you're bored.
B: No.
C: It could mean you're impatient.
B: You're getting closer



5 DISCUSSION *What's the law?*

Group work Read these laws from the United States. What do you think about them? Are they the same or different in your country?

- You're allowed to vote when you turn 18.
- In some states, you can get married when you're 16.
- You have to wear a seat belt in the front seat of a car.
- Young men don't have to serve in the military.
- You aren't allowed to keep certain wild animals as pets.
- In some states, you can't drive faster than 65 miles an hour.
- You have to have a passport to enter the country.

- A: In the U.S., you're allowed to vote when you turn 18.
B: That's surprising! In my country, we *have* to vote when we're 18.
C: And in my country, we *can't* vote until we're 20.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

15 What would you do?

1 SNAPSHOT

STORIES OF HONESTY

**BUSINESSMAN
RETURNS
\$750,000
TO OWNER**

and is thanked
with a brief
phone call.

**Fan Returns
Soccer
Star's Lucky
T-shirt:**

Player meets him
to personally give
\$1,000 reward.

**Student Uses
Detective Work**

to find owner of
gold jewelry.
"I thought it
might have
personal value,"
he told reporters.

**Athlete
Admits to
Cheating**

"I'm so sorry.
I just wanted to
win," he recently
confessed. "I feel
so ashamed."

Source: *The Los Angeles Times*

Do you know any other stories like these?

Have you ever found anything valuable? What did you do?

Do you think that people who return lost things should get a reward?

2 CONVERSATION If I found \$750,000 . . .

A Listen and practice.

Phil: Look at this. Some guy found \$750,000!
He returned it and the owner simply
thanked him with a phone call.

Pat: You're kidding! If I found \$750,000,
I wouldn't return it so fast.

Phil: Why? What would you do?

Pat: Well, I'd go straight to the mall and spend
it. I could buy lots of nice clothes and jewelry.

Phil: Someone might also find out about it.
And then you could go to jail.

Pat: Hmm. You've got a point there.

B Listen to the rest of the conversation.
What would Phil do if he found \$750,000?



3

GRAMMAR FOCUS

Unreal conditional sentences with if clauses

Unreal conditional sentences describe imaginary situations with simple past forms and consequences in the present.

What would you do if you found \$750,000?

- If I found \$750,000, I would/I'd go straight to the mall.
I could buy lots of nice clothes and jewelry.
I might go to the police.
I wouldn't return it so fast.

A Complete these conversations. Then compare with a partner.

- A: If you (have) three months to travel, where you (go)?
B: Oh, that's easy! I (fly) to Antarctica. I've always wanted to go there.
- A: If your doctor (tell) you to get more exercise, which sport you (choose)?
B: I'm not sure, but I (go) jogging two or three times a week.
- A: What you (do) if your car (break down)?
B: If I couldn't afford to fix it, I (have to) walk everywhere.
- A: you (break) into your house if you (lock) yourself out?
B: If I (not have) another key, I (ask) a neighbor for help.

B Pair work Take turns asking and answering questions.

What would you do if...?

- you saw a burglar in your home
- you found a diamond ring
- you saw someone shoplifting
- you won a million dollars in a lottery
- your teacher gave you an A on a test by mistake
- your friend wanted to marry someone you didn't trust



4

LISTENING Tough predicaments

A Listen to three people talk about predicaments. Number them in the order they are discussed.

Predicament	Suggestions
<input type="checkbox"/> Two people were fighting in the street.
<input type="checkbox"/> A friend lost all her money while traveling.
<input type="checkbox"/> A friend has a serious shopping problem.

B Listen again. What suggestions do the people give for each predicament? Take notes. Which is the best suggestion?

5 INTERCHANGE 15 Do the right thing!

What would you do in some difficult situations? Go to Interchange 15.

6 WORD POWER Antonyms

A Find nine pairs of opposites in this list. Complete the chart. Then compare with a partner.

- | | | | | | |
|----------|----------|---------|--------|----------|----------|
| ✓ accept | borrow | dislike | find | lose | remember |
| admit | deny | divorce | forget | marry | save |
| agree | disagree | enjoy | lend | ✓ refuse | spend |

accept	=	refuse	=	.....	=	.....
.....	=	=	=
.....	=	=	=

B Pair work Choose four pairs of opposites. Write sentences using each pair.

I can never save money because I spend it all on clothes.

7 PERSPECTIVES I felt terrible.

A Listen to people talk about recent predicaments. Then check (✓) the best suggestion for each one.

“What a disaster! I spilled juice on my parents’ new couch. They weren’t home, so I just turned the cushions over. What should I have done?”

- You should have told them about it.
- You should have cleaned it immediately.
- You should have offered to buy them a new couch.

“I forgot my best friend’s birthday. I felt terrible, so I sent him an e-mail to apologize. What would you have done?”

- I would have called him right away.
- I would have sent him a nice birthday present.
- I would have invited him out for a meal.



B Pair work Compare with a partner. Do you agree with each other?

Past modals ▶

Use **would have** or **should have** + **past participle** to give opinions or suggestions about actions in the past.

- | | |
|---------------------------|-------------------------------------|
| What should I have done? | You should have told them about it. |
| | You shouldn't have hidden it. |
| What would you have done? | I would have called him. |
| | I wouldn't have sent him an e-mail. |

A Complete these conversations. Then practice with a partner.

- A: The cashier gave me too much change. What should I have (do)?
B: You should have (say) something. You shouldn't have (take) the money.
- A: I ignored an e-mail from someone I don't like. What would you have (do)?
B: I would have (reply) to the person. It just takes a minute!
- A: I was watching a good movie when the phone rang. What should I have (do)?
B: You should have (take) the call and (tell) the person you'd call later.
- A: We left all our trash at the campsite. What would you have (do)?
B: I would have (take) it with me and (throw) it away later.

B Read the situations below. What would have been the best thing to do? Choose suggestions. Then compare with a partner.

Situations

- The teacher borrowed my favorite book and spilled coffee all over it.
- I saw a classmate cheating on an exam. So I wrote her a letter about it.
- A friend of mine always has messy hair. So I gave him a comb for his birthday.
- I hit someone's car when I was leaving a parking lot. Luckily, no one saw me.
- My aunt gave me a wool sweater. I can't wear wool, so I gave it back.

Suggestions

- You should have spoken to him about it.
- I would have spoken to the teacher about it.
- I would have waited for the owner to return.
- I wouldn't have said anything.
- You should have warned her not to do it again.
- You should have left a note for the owner.
- I would have told her that I'd prefer something else.
- You should have exchanged it for something else.

C Group work Make another suggestion for each situation in part B.

PRONUNCIATION Reduction of have

A ▶ Listen and practice. Notice how **have** is reduced in these sentences.

What would you ^{/əv/} have done? I would ^{/əv/} have told the truth.

B Pair work Practice the conversations in part A of Exercise 8 again. Use the reduced form of **have**.

10 LISTENING I'm calling about . . .

A Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

Problem	What the caller did
Caller 1	
Caller 2	
Caller 3	



B Listen again. According to Dr. Hilda, what should each caller have done?

C Group work Do you agree with Dr. Hilda? What would you have done?

11 SPEAKING I shouldn't have . . .

A Look at the five situations below. Think about the past month and write down an example for each situation.

1. something you shouldn't have bought
2. something you should have done
3. someone you should have called
4. something you shouldn't have said
5. someone you should have e-mailed or written

B Group work Talk about each situation in part A.

A: I bought a lamp at a garage sale. I shouldn't have bought it because I don't really like it.

B: I did something similar recently. I shouldn't have bought . . .



12 WRITING A letter to an advice columnist

Write a letter to an advice columnist about a real or imaginary problem. Put your letters on a bulletin board and choose one to write a reply to.

Dear Dr. Hilda,

I let a friend borrow my laptop and now it doesn't work. I took it to a repair shop, and they said it would be expensive to fix. When I asked my friend to help me pay the bill, she refused.

Now she won't even speak to me! What did I do wrong? What should I have done?

Can't Do Anything Right

Ask Amy



Scan the three letters to Amy. What problems do the writers ask for help with?

Dear Amy,
Someone told me that my brother's girlfriend was dating another guy. I felt I should let my brother know, and after I did, he decided to confront her with the story. They had a terrible argument and, although she denied the rumor, they broke up. Now it turns out that the rumor wasn't true, and my brother isn't speaking to me.

Distraught Sister

Dear . . . ,
You're making it too easy for him to stay where he is. Be firm and tell him he has two months to find a job and get his own place. He's old enough to take care of himself – but you have to be willing to let him go.

Amy

Dear Amy,
My son is 23 years old. He finished college last year, but he can't seem to find a job he likes. He still lives at home, and I'm worried that he's not trying hard enough to get a job and support himself. Meanwhile, I've been cooking his meals and doing his laundry.

Tired Mom

Dear . . . ,
I would suggest you keep quiet. Let them work things out for themselves. If you say something, you could damage your friendship with both of them.

Amy

Dear Amy,
I went to the movies with my best friend and her younger brother. She wasn't feeling well, so afterward, he drove me home. While we were driving, he told me he had skipped school that day, taken his mother's car, and gone to the beach! My dilemma is: Should I tell my friend about this?

Confused Friend

Dear . . . ,
You should have thought more carefully before you acted. It wasn't necessary to get angry. Next time, speak to the child immediately and warn him not to do it again.

Amy

Dear . . . ,
Well, you learned a lesson. You shouldn't have listened to gossip. And you shouldn't have passed it on. Now you have to repair the damage. Apologize sincerely and hope he will forgive and forget.

Amy

A Read the article. Then match the letters with the replies. (There is one extra reply.)

B Find the words in *italics* in the article. Then match each word or phrase with its meaning.

- | | |
|------------------------------------|-------------------------------|
| 1. <i>confront</i> | a. make a fresh start |
| 2. <i>distraught</i> | b. find a solution |
| 3. <i>dilemma</i> | c. challenge in a direct way |
| 4. <i>firm</i> | d. strong and determined |
| 5. <i>work (things) out</i> | e. a difficult problem |
| 6. <i>forgive and forget</i> | f. extremely worried or upset |


C Pair work Do you agree with Amy's advice? What advice would you give? Think of a problem you are having. Ask your partner for advice.

16 What's your excuse?

1 SNAPSHOT

EXCUSES, EXCUSES

Situation	Excuse
Being late	My watch stopped. My class got out late.
Forgetting to meet someone	I wrote down the wrong date. I forgot to check my calendar.
Not doing homework	My sister was using the computer. I thought it was due tomorrow.
Getting home late	I couldn't get a ride. I missed the bus.
Not accepting a date	I'm not allowed to date. I have a boyfriend/girlfriend.



"I'm sorry I'm late. My watch stopped."

Have you ever heard any of these excuses? Have you ever used any of them?
Which are good excuses? Which are bad excuses?
What other excuses can you make for not accepting an invitation?

2 PERSPECTIVES Who said it?

A Who do you think made these requests? Listen and match each request with a person.

1. He asked me to play my music more quietly.
2. She told me not to come home after midnight.
3. She said to drink at least six glasses of water a day.
4. He said not to be late for practice again.
5. She asked me to pick up the kids after school.
6. He told me to bring a dictionary tomorrow.
7. He asked me not to tell anyone about his new girlfriend.

- a. my doctor
- b. my coach
- c. my friend
- d. my neighbor
- e. my mother
- f. my wife
- g. my teacher

B Pair work Can you think of another request each person might make?

- A: A doctor might also tell a patient to get more exercise.
B: . . . or to avoid eating greasy foods.

3 GRAMMAR FOCUS

Reported speech: requests

Original request

- Can you play your music more quietly?
- Don't come home after midnight.

Reported request

- He asked me to play my music more quietly.
- She told me not to come home after midnight.
- She said not to come home after midnight.

A Amanda is having a surprise party for Albert. Look at what she told the guests. Write each request using *ask*, *tell*, or *say*. Then compare with a partner.

- Meet at Albert's apartment at 7:30.
- Can you bring your favorite CDs?
- Don't bring any food.
- Can you bring a small gift for Albert?
- Don't spend more than \$10 on the gift.
- Be careful not to say anything to him.

Amanda told them to meet at Albert's apartment at 7:30.

B Group work Imagine you're planning a class party. Write four requests. Then take turns reading your requests and changing them into reported requests.

Juan: Bring something good to eat to the party!
 Sonia: Juan told us to bring something good to eat.

Noriko: Can you help me clean up after the party?
 Jin Sook: Noriko asked us to help her clean up.

4 SPEAKING What a request!

A Think of requests that people have made recently. Write two things people asked you to do and two things people asked you *not* to do.

Person	Request
<i>my mom</i>	<i>get a haircut</i>
.....
.....
.....

B Group work Compare with others. Who has the most interesting or unusual requests? Who did what was asked?

A: My mom asked me to get a haircut.
 B: What did you tell her?



5 WORD POWER Verb and noun pairs

A Find three words or phrases in the list that are usually paired with each verb. Then compare with a partner.

anger	a compliment	a criticism	a joke	your regrets
an apology	a concern	an excuse	a lie	sympathy
a complaint	your congratulations	an invitation	a reason	the truth

express	.....	.....	.....
give	.....	.....	.....
make	.....	.....	.....
offer	.....	.....	.....
tell	.....	.....	.....

B Pair work In what situations do you do the things in part A? Write five sentences about things you *never*, *sometimes*, or *always* do. Then take turns reading your sentences and asking questions.

A: I never tell a lie.

B: Are you sure? What if someone asks how much you weigh?

6 CONVERSATION Are you doing anything on Saturday?

A Listen and practice.

Albert: Hi, Daniel. This is Albert.

Daniel: Oh, hi. How are things?

Albert: Just fine, thanks. Uh, are you doing anything on Saturday night?

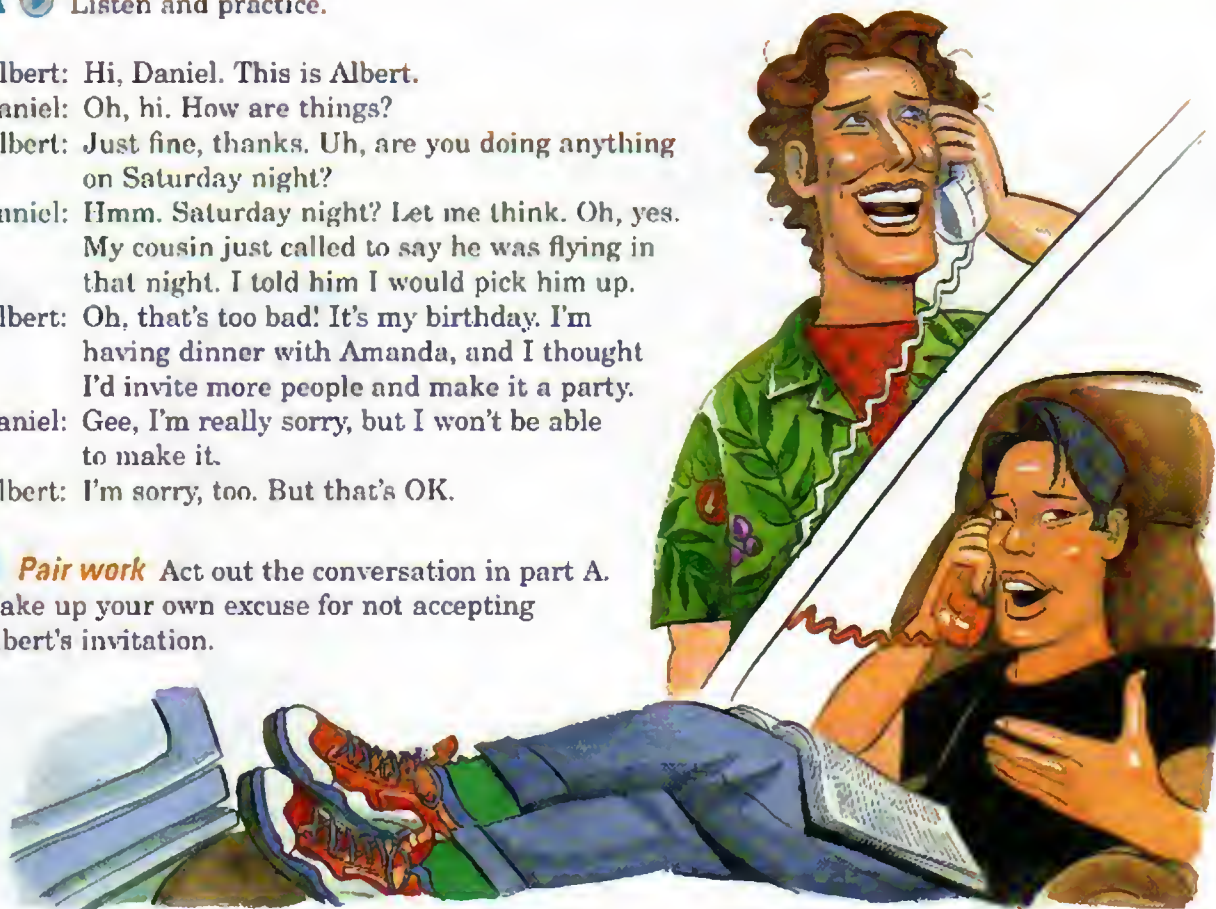
Daniel: Hmm. Saturday night? Let me think. Oh, yes. My cousin just called to say he was flying in that night. I told him I would pick him up.

Albert: Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party.

Daniel: Gee, I'm really sorry, but I won't be able to make it.

Albert: I'm sorry, too. But that's OK.

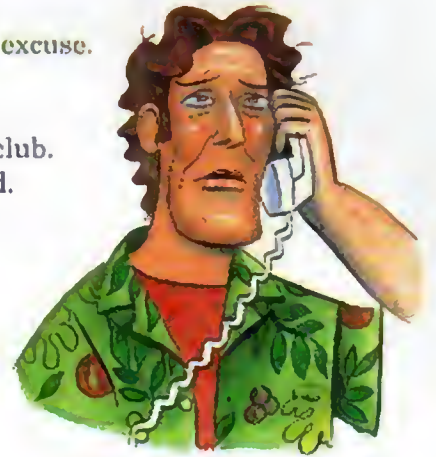
B Pair work Act out the conversation in part A. Make up your own excuse for not accepting Albert's invitation.



7 LISTENING *He said, she said*

A Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming? Match the person to the excuse.

- | | |
|-----------|--|
| 1. Scott | a. She said that she wasn't feeling well. |
| 2. Fumiko | b. He said he was taking his mother to a dance club. |
| 3. Manuel | c. She said she had houseguests for the weekend. |
| 4. Regina | d. He said that he would be out of town. |
| | e. She said she might go out with friends. |
| | f. He said he was going away with his family. |



B Listen. What happens on the night of Albert's birthday?

8 GRAMMAR FOCUS

Reported speech: statements

Direct statement

- I'm not feeling well.
- I have houseguests for the weekend.
- I made a tennis date with Kim.
- I have planned an exciting trip.
- We can't come tomorrow.
- We will be out of town.
- We may go out with friends.

Reported statement

- | | |
|---------------------|--------------------------------------|
| She said (that) | she wasn't feeling well. |
| | she had houseguests for the weekend. |
| | she had made a tennis date with Kim. |
| | she had planned an exciting trip. |
| They told me (that) | they couldn't come tomorrow. |
| | they would be out of town. |
| | they might go out with friends. |

A Sandra is having a party at her house on Saturday. Look at these excuses. Change them into reported speech. Then compare with a partner.

1. Donna: "I have to baby-sit my nephew that night."
2. William and Brigitte: "We're going out of town for the weekend."
3. Mary: "I've been invited to a wedding on Saturday."
4. James: "I promised to help Dennis move."
5. Anita: "I can't come because I have the flu."
6. Mark: "I'll be studying for a test all weekend."
7. Eva and Randall: "We have to pick someone up at the airport that evening."
8. David: "I may have to work late on Saturday night."

Donna said she had to baby-sit her nephew that night.

Donna told her she had to baby-sit her nephew that night.

B Group work Imagine you don't want to go to Sandra's party. Take turns making excuses and changing them into reported speech.

- A: I'm sorry I can't go. I have tickets to a concert that night.
 B: Lucky guy! He said he had tickets to a concert that night.

9 PRONUNCIATION Reduction of had and would

A Listen and practice. Notice how **had** and **would** are reduced in the following sentences.

She said she'd made the bed. (She said she **had made** the bed.)
She said she'd make the bed. (She said she **would make** the bed.)

B Listen to four sentences. Check (✓) if you hear the reduced form of **had** or **would**.

1. had 2. had 3. had 4. had
 would would would would

10 SPEAKING Good intentions

A Group work What are some things you would like to do in the near future? Think of three intentions.

A: I'm going to learn how to sail.
B: That sounds fun. Are you going to take lessons?

B Class activity Report the best intentions you heard. Then predict which ones will happen.

"Tatyana said she was going to learn how to sail, but she doesn't want to take lessons."



11 WRITING A voice mail message

A Dan is out of town for the weekend. Listen to four voice mails he received. His roommate has written down the first message. Write down the three other messages.

Dan- Friday, 9 P.M.
Bill called. He said he would meet you in front of Pizza House at 6:30 P.M. on Monday.



B Pair work Compare your messages. Is any important information missing?

12 INTERCHANGE 16 Excuses, excuses

Make some plans. Student A find Interchange 16A; Student B find Interchange 16B.

The Truth About Lying

Is it ever better to tell a lie rather than the truth? If so, when?

Most of us are taught to believe that lying is wrong. But it seems that everybody tells lies – not big lies, but what we call “white lies.” If we believe that lying is wrong, why do we do it? Most of the time, people have very good reasons for lying. For example, they might want to protect a friendship or someone’s feelings. So, when do we lie and who do we lie to? A recent study found that the average person lies about seven times a day. Here are some ways and reasons why.

#1 Lying to hide something: People often lie because they want to hide something from someone. For example, a son doesn’t tell his parents that

he’s dating a girl because he doesn’t think they will like her. Instead, he says he’s going out with the guys.

#2 Lying to make an excuse: Sometimes people lie because they don’t want to do something. For example, someone invites you to a party. You think it will be boring, so you say you’re busy.

#3 Lying to make someone feel good: Often we stretch the truth to make someone feel good. For example, your friend cooks dinner for you, but it tastes terrible. Do you say so? No. You probably say, “Mmm, this is delicious!”



#4 Lying to avoid sharing bad news: Sometimes we don’t want to tell someone bad news. For example, you have just had a very bad day at work, but you don’t feel like talking about it. So if someone asks you about your day, you just say that everything was fine.

A Read the article. Then complete the summary with information from the article.

It isn’t necessarily _____ to lie. It’s probably OK to lie if you want to protect _____ or _____. The main reasons for lying are to _____, to _____, to _____, or to _____.

B Look at these situations. For each example, write the number of the appropriate reason.

- 1. Your friend gives you an ugly shirt for your birthday. You say, “Oh, it’s great!”
- 2. You lost your job and are having trouble finding a new one. When an old friend calls to find out how you are, you say you’re doing well.
- 3. Someone you don’t like invites you to a movie, so you say, “I’ve already seen it.”
- 4. You’re planning a surprise party for a friend. To get him to come over at the right time, you ask him to stop by to see your new motorcycle.

C Group work Can you think of other reasons people tell white lies? What white lies have you told recently?

Units 15–16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Speculate about imaginary events using unreal conditional sentences (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about events in the past using past modals (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and give opinions or suggestions using past modals (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand requests (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe what people say and request using reported speech (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 DISCUSSION Interesting situations

A What would you do in these situations? Complete the statements.

- If I found a valuable piece of jewelry in the park,
- If a friend gave me a present I didn't like,
- If I wasn't invited to a party I wanted to attend,
- If a classmate wanted to copy my homework,
- If someone took my clothes while I was swimming,

B Group work Compare your suggestions. For each situation, choose one to tell the class.

A: What would you do if you found some jewelry in the park?

B: I'd probably keep it. You'd never be able to find the owner.

2 SPEAKING Dilemmas

A Make up two situations like the one below. Think about experiences you have had or heard about at work, home, or school.

"A friend visited me recently. We had a great time at first, but she became annoying. She borrowed my clothes and refused to pay for things. After two weeks, I told her she had to leave because my parents were coming."

B Pair work Take turns sharing your situations. Ask for advice and suggestions.

A: What would you have done?

B: Well, I would have told her to leave after three days.



3 LISTENING Take a message.

A Listen to the conversations. Who would make these requests?
Match conversations 1 to 6 to the correct person.

- a. boss c. neighbor e. classmate
..... b. doctor d. parent f. teacher

B Listen again. Complete the requests.

1. Please 4. Can ?
2. Can ? 5. Please
3. Don't 6. Please don't

C Pair work Work with a partner. Imagine these requests were for you.
Take turns reporting the requests to your partner.

4 GAME Tell the truth.

A Think of situations when you *expressed anger*, *gave an excuse*, or *made a complaint*. Write a brief statement about each situation.

I once complained about the food in a restaurant.

B Class activity Play a game. Choose three students to be contestants.

Step 1: The contestants compare their statements and choose one. This statement should be true about only one student. The other two students should pretend they had the experience.

Step 2: The contestants stand in front of the class. Each contestant reads the same statement. The rest of the class must ask questions to find out who isn't telling the truth.

Contestant A, what restaurant were you in?

Contestant B, what was wrong with the food?

Contestant C, what did the waiter do?

Step 3: Who isn't telling the truth? What did he or she say to make you think that?

"I don't think Contestant A is telling the truth. He said he couldn't remember the name of the restaurant!"

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Interchange activities

interchange 1

Learning objectives: speak more fluently about the past with classmates; review questions with the past tense and used to

A Class activity

- Focus Ss' attention on the title of this activity. Have Ss look at the information in the chart. Ask: "What do you think the word *profile* means?" (Answer: a description of the most important or interesting facts about someone)
- Explain that the things Ss learn about one another in this activity will help them form a profile of their classmates' personalities and past experiences.
- Read the instructions and go over the chart. Elicit questions 5–8.

Answers

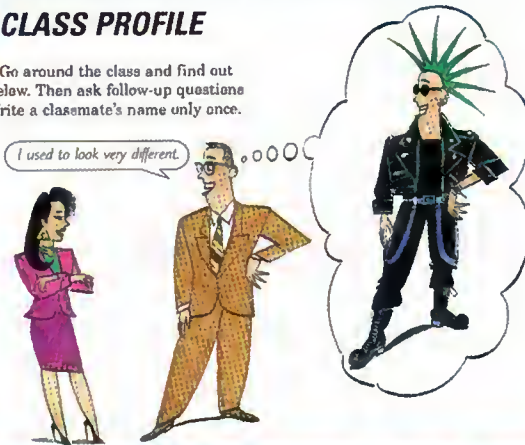
- Did you change schools when you were a child?
- Did you use to fight a lot with your brothers and sisters?
- Did you get in trouble a lot as a child?
- Did you have a pet when you were little?

- Model the task with a S.
T: Did you use to look very different?
S: Yes. I used to have longer hair.
T: Did you use to wear glasses?
S: Yes. Now I wear contact lenses.
- Write the S's name in the Name column and the information in the Notes column. Explain that if a classmate says "no," they should ask another S the same question.
- Ask two Ss to model the task. Check that the class understands the instructions by asking questions like these: "When someone says 'yes,' what do you

Interchange activities

interchange 1 CLASS PROFILE

A Class activity Go around the class and find out the information below. Then ask follow-up questions and take notes. Write a classmate's name only once.



Find someone who	Name	Notes
1. used to look very different "Did you use to look very different?"		
2. always listened to his or her teachers "Did you always listen to your teachers?"		
3. wanted to be a movie star when he or she was younger "Did you want to be a movie star when you were younger?"		
4. used to have a favorite toy "Did you use to have a favorite toy?"		
5. changed schools when he or she was a child		?"
6. used to fight a lot with his or her brothers and sisters		?"
7. got in trouble a lot as a child		?"
8. had a pet when he or she was little		?"

B Group work Tell the group the most interesting thing you learned about your classmates.

Interchange 1

do? Do you write the person's name or the word 'yes' in the Name column?" (Answer: the person's name)

- Set a time limit of about ten minutes. Remind Ss to write down the name of any classmate who answers "yes" to a question in the chart and ask follow-up questions to get more information.
- Encourage Ss to get up and move around the classroom while asking

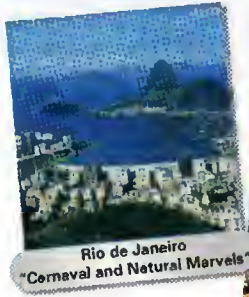
and responding to one another's questions. Go around the class and take note of any problems that Ss may be having. Go over any errors at the end of the activity.

B Group work

- In small groups, Ss take turns sharing the most interesting information they learned about their classmates.

Interchange 2 TOURISM CAMPAIGN

A Pair work Look at the photos and slogans below. What do you think the theme of each tourism campaign is?



possibly themes		
art	food	nature
culture	history	shopping
entertainment	music	sports



B Group work Imagine you are planning a campaign to attract more tourists to one of the cities above or to a city of your choice. Use the ideas below or your own ideas to discuss the campaign.

best time to visit
famous historical attractions
special events or festivals
nicest area to stay
interesting places to see

A: Do you know when the best time to visit Rio is?
B: Probably in February or March because...

C Group work What will be the theme of your campaign? What slogan will you use?

Interchange 2

- Focus Ss' attention on the first photo and slogan. Ask: "What does this slogan mean? According to its slogan, what is special about Rio? art? culture? food? nature?"
- Ss discuss each slogan and theme in pairs. Then have each pair join another pair to compare answers.

Possible answers

Rio - culture (music and entertainment) and nature
Hong Kong - food
Cairo - culture and history
Salzburg - music

B Group work

- Read the instructions, list of ideas, and example conversation. Explain the task. Ss work in groups to choose a city and discuss how it is special. Encourage Ss to be as creative as possible.
- Ss choose a city and discuss each idea on the list. Go around the class and give help as needed.

TIP To make group work more effective, assign each student in the group a role (e.g., a secretary, a language monitor, a leader, and a person who will report back to the class).

C Group work

- Explain the task. Ss work in the same groups from part B to discuss possible themes and slogans.
- Groups take turns sharing their ideas with the rest of the class.
- Option:** To turn this activity into a project, have Ss research a city and prepare a poster with photos and maps. Display Ss' work on a wall or bulletin board in the classroom, in a school magazine, or on the Web.

interchange 2

Learning objectives: discuss slogans and ways to attract tourists to a city; plan a tourism campaign for a city

- Option:** Bring some English-language travel brochures to class. Have Ss discuss the ads in pairs or small groups. Then ask Ss to share the most interesting ads/brochures with the rest of the class.
- Books closed. Ask Ss if they know the slogan for their city or another city (e.g., *Quito, Ecuador, is called The City of Eternal Spring; New York City is called The Big Apple.*).
- Explain that to attract more tourists to a city, a tourism board uses a theme to build a campaign,

or a series of actions intended to achieve a specific goal. This theme usually involves something special about the city. In this activity, Ss plan a campaign to attract tourists to a city.

A Pair work

- Books open. Present the slogans for each city listed and explain any new vocabulary. Be careful not to give away the theme of each campaign.

Vocabulary

marvels: wonders
diner: a person who likes to eat well
paradise: an ideal location
banquet: feast (here, a large offering of high-quality music)

interchange 3 WISHFUL THINKING

A Complete this questionnaire with information about yourself.

WISH LIST

1. What kind of vacation do you wish you could take?
I wish I
2. What sport do you wish you could play?
3. Which country do you wish you could live in?
4. What kind of home do you wish you could have?
5. What kind of pet do you wish you could have?
6. What languages do you wish you could speak?
7. Which musical instrument do you wish you could play?
8. What kind of car do you wish you could buy?
9. What famous people do you wish you could meet?
10. What are two things you wish you could change about yourself?

interchange 3

Learning objective: speak more fluently about how people would like to change their lives

A

- Focus Ss' attention on the title of this activity. Explain that it refers to the false belief that something will happen just because you want it to. When people say, "That's wishful thinking!" they mean that it probably won't happen.
- Explain the task and read the ten questions in the chart. Ss repeat for correct pronunciation, stress, and intonation. Tell Ss to write a complete sentence beginning with *I wish (that) I could . . .* to answer each question. Go around the class and give help as needed. Tell Ss they can write either realistic or unrealistic wishes.
- **Option:** Ss can complete the chart in class or for homework.

B Pair work

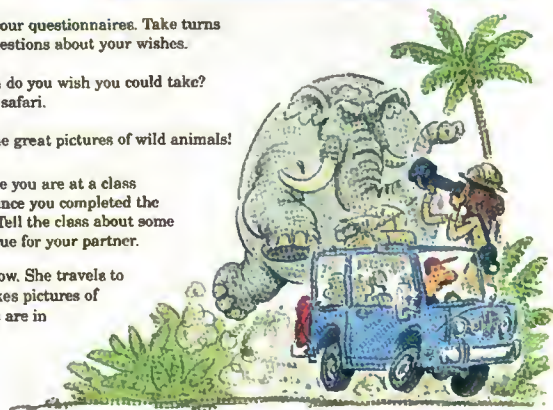
- Explain the task and model the example conversation with Ss. Demonstrate how to keep the conversation going, like this:
T: And how about you? What kind of vacation do you wish you could take?
S: Me? I really wish I could go on a cruise.
T: Really? Why?
S: Well, I could visit many different tropical islands, and I'd have time to relax and read a lot of books.
- Tell Ss to take notes while interviewing their partners to use later in part C.
- Ss form pairs and take turns asking and answering the questions in part A. Encourage Ss

B Pair work Compare your questionnaires. Take turns asking and answering questions about your wishes.

A: What kind of vacation do you wish you could take?
B: I wish I could go on a safari.
A: Really? Why?
B: Well, I could take some great pictures of wild animals!

C Class activity Imagine you are at a class reunion. It is ten years since you completed the questionnaire in part A. Tell the class about some wishes that have come true for your partner.

"Sue is a photographer now. She travels to Africa every year and takes pictures of wild animals. Her photos are in many magazines."



Interchange 3

to extend their conversations by asking for additional information. Go around the class and give help as needed.

C Class activity

- Read the instructions and explain that a class reunion is a meeting of former classmates. Read the description of Sue, who is now a professional photographer.
- Model the activity by asking Ss about their partners. Write the information on the board and demonstrate how to use it to make an interesting description:
Wish List - #3: Terry wishes he could live in the U.S. He wishes

he could live near the beach so he could swim and windsurf every day.

Ten-Year Reunion Statement: Terry moved to California five years ago. His dream has finally come true. He goes swimming and windsurfing every day!

- Give Ss a few minutes to go over their notes from part B. Then encourage them to make up one or two interesting or amusing sentences to describe their partner ten years from now. Go around the class and give help as needed.
- Ss take turns reading their descriptions to the class.

Interchange 4 RISKY BUSINESS

A How much do you really know about your classmates? Look at the survey and add two more situations to items 1 and 2.

	Name	Notes
1. Find someone who has a. cried during a movie b. had food poisoning c. been on TV d. studied all night for an exam e. lied about his or her age f. g.

2. Find someone who has never a. driven a car b. used a recipe to cook c. had a cup of coffee d. played a video game e. eaten pizza f. g.

B Class activity Go around the class and ask the questions in the survey. Write down the names of classmates who answer "yes" for item 1 and "no" for item 2. Then ask follow-up questions and take notes.

- A: Have you ever cried during a movie?
B: Yes, I've cried during a lot of movies.
A: What kinds of movies?
B: Well, sad ones like *Casablanca* and
- A: Have you ever driven a car?
C: No, I haven't.
A: Why not?
C: Well, I'm too young. I don't have a driver's license.

C Group work Compare the information in your surveys.



Interchange 4

States and Canada don't usually ask casual acquaintances about (e.g., age, religion, politics, salary, cost of expensive or personal items).

- Ss work individually to add four more situations. Go around the class and give help, especially on situations concerning cultural appropriateness.

B Class activity

- Explain the task and model the activity by reading the example conversations with Ss. Demonstrate when and how to write down classmates' names in the survey. If necessary, use the board to show how to take notes on additional information.
- **Option:** For lower-level classes, elicit the questions for each item from the class.
- Set a time limit of about ten minutes. Ss stand up and move around the class to ask and answer each other's questions. Go around the class and give help as needed. Encourage Ss to change partners frequently.
- When time is up, see if Ss have filled in most of the chart. If not, give them a few more minutes to complete the task.

C Group work

- Ss compare their information in groups. Help them get started by writing these questions on the board:
I found out that . . . (name) has
Did you know that . . . (name) has never . . . ?
Did anyone find someone who has/had never . . . ?
When/Why/How did that happen?

interchange 4

Learning objective: speak more fluently about experiences

A

- Focus Ss' attention on the title. Explain that it is used to describe a situation or an action that could be dangerous in some way. In this activity, the phrase suggests that Ss might be taking a chance by telling about themselves and learning about their classmates.
- Read the question and instructions. Explain that a survey is a set of

questions that you ask a large number of people to learn about their opinions or behavior. Ss will use this survey to discover what kinds of interesting experiences their classmates have had.

- Go over the situations listed in the chart. Elicit or explain any new vocabulary.
- Encourage Ss to be creative when they add two more situations to each item. Point out that this should be fun. The situations shouldn't embarrass or upset anyone.
- **Option:** Give some examples of things that people in the United

interchange 5A/B

Learning objective: speak more fluently about vacation activities and plans

- Books closed. Ask: "Has anyone ever taken a ski trip or a surfing trip?" If so, have the other Ss ask questions about the trip.
- Divide the class into pairs, preferably with Ss who didn't work together in Exercise 10. Then assign each S an A or B part.
- Books open. Tell Student A to look at page Interchange 5A and Student B to look at page Interchange 5B. Remind them not to look at each other's pages.
- Answer any questions about the instructions for the role play, the information in their brochures, or new vocabulary.

Vocabulary

Interchange 5A

Green Mountains: a range of the Appalachian Mountains in Vermont (a state in the northeastern region of the United States)

resorts: places where people can go for a vacation, with hotels, swimming pools, etc.

country inns: small hotels – often in large old houses – in areas outside cities

atmosphere: the feeling that an event, a situation, or a place gives you

luxurious: very comfortable, beautiful, and expensive

Jacuzzi: the trademark name for a hot tub, or a heated type of large bathtub that several people can sit in

lift tickets: tickets that show skiers have paid to ride up the mountain

candlelit dinners: dining in a room that has lighted candles on each table, considered romantic

antique: a piece of furniture, jewelry, etc., that is old and usually valuable

cross-country skiing: skiing through fields and woods on long, thin skis

sledding: using a vehicle that slides over snow, often used by children

interchange 5A FUN VACATIONS

Student A

A Pair work You and your partner are going to take a trip. You have a brochure for a ski trip, and your partner has a brochure for a surfing trip.

First, find out about the surfing trip. Ask your partner questions about these things.

the cost of the trip	what the price includes	the accommodations
surfing lessons	entertainment options	the nightlife

B Pair work Now use the information in this brochure to answer your partner's questions about the ski trip.

Winter Wonderland USA
15-Day Ski Tour in the Green Mountains

Visit these ski resorts in Vermont:

- Killington
- Okemo
- Stowe
- Stratton
- Sugarbush

Accommodations: Country inns, with relaxing atmosphere and fine dining; luxurious rooms feature Jacuzzis and fireplaces

Price includes: All ski equipment, lift tickets, and daily 2-hour lessons

Nightlife activities: Candlelit dinners in the inn's restaurants, classical music concerts

Additional activities: Antique shopping, cross-country skiing, sledding, ice-skating, horse-drawn sleigh rides

Tour cost: Single room: \$2,500
Double room: \$3,200

C Pair work Decide which trip you are going to take. Then explain your choice to the class.

Interchange 5A

sleigh rides: trips in a vehicle used for traveling on snow, pulled by horses

single: a hotel room for one person
double: a hotel room for two people

Interchange 5B

Southern California: the lower third of the western U.S. state of California

single/double rooms: (See definitions in Interchange 5A.)

Universal Studios: a movie theme park located in Hollywood

Disneyland: an amusement park in Southern California

Beverly Hills: a famous section of Los Angeles where many movie stars live

- If necessary, separate the two groups. Go over page Interchange 5A with Student As. When they

understand what to do, they prepare their questions and roles. Then do the same with Student Bs and the information on page Interchange 5B.

A Pair work

- Model the role play with a Student B. Demonstrate how to start the activity by making up questions to ask about the surfing trip: "How much does the trip cost? What does the price include? What are the accommodations like? Are surfing lessons available? Will there be any entertainment/nightlife?"
- If Student B needs help answering the questions, elicit answers from other Student Bs.

interchange 5B FUN VACATIONS

Student B

A Pair work You and your partner are going to take a trip. You have a brochure for a surfing trip, and your partner has a brochure for a ski trip.

First, use the information in this brochure to answer your partner's questions about the surfing trip.

B Pair work Now find out about the ski trip. Ask your partner questions about these things.

the cost of the trip what the price includes the accommodations
ski lessons entertainment options the nightlife

C Pair work Decide which trip you are going to take. Then explain your choice to the class.

Interchange 5B

- Set a time limit of five minutes for part A of the role play. Student As start by asking questions about the surfing trip. Student Bs answer by using the information on their page and making up information. Go around the class and take note of any common errors.
- When time is up, go over any errors you observed with the whole class.

B Pair work

- Student Bs ask questions about the ski trip. Set a time limit of five

minutes. Go around the class and give help as needed. Remind Student As that they can make up additional information if they wish.

C Pair work

- Go over the instructions. Tell Ss to discuss what they would like to do and *not do* on their trips. Encourage Ss to ask follow-up questions and suggest additional information.
- Pairs take turns telling the class which trip they are going to take and why.

interchange 6 **THAT'S NO EXCUSE!**

A Pair work Look at these situations and act out conversations. Apologize and then give an excuse, admit a mistake, or make an offer or promise.

useful expressions

I'm sorry. / I didn't realize. / I forgot.
You're right. / I was wrong.
I'll ... right away.
I'll make sure to ... / I promise I'll ...

interchange 6

Learning objective: speak more fluently when complaining and apologizing in this role play

A Pair work

- Divide the class into pairs and assign each S an A or B part.
- Explain the task. Point out that this activity is a series of four different role plays. Ss should use their own language, expressions, and vocabulary. Tell pairs to look at each picture while they perform that particular role play.
- Give the class a few minutes to look at the four situations and cues. Point out that Student A and Student B will each get two chances to make a complaint and two chances to apologize.
- Answer any questions that Ss may have about the situations or vocabulary they might want to use.
- Option:** For each picture, brainstorm words and write Ss' suggestions on the board. If necessary, add some of these words to the board:

Picture 1

hair salon, customer, hairstylist, shocked, upset, dye, pink, comb, spray bottle, fix

Picture 2

studying, backpack, strap, puppy, chew, bite, surprised

Picture 3

car accident, minor, head-on collision, one-way street, damaged, fender, fault, driving the wrong way, no-left-turn sign

Picture 4

supermarket, checkout line, cashier, grocery cart, bags, groceries, purse, no money/cash, embarrassed, upset, impatient, customers, waiting in line

- Model the first example conversation with a S to show how

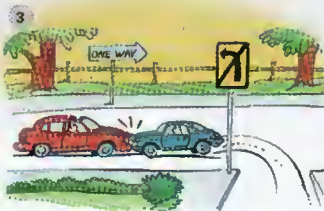


Student A: You're the customer.
Student B: You're the hairstylist.

A: My hair! You ruined my hair!
B: Oh, I'm so sorry. I ...



Student A: You own the puppy.
Student B: You own the backpack.



Student A: You're driving the red car.
Student B: You're driving the blue car.



Student A: You're the customer.
Student B: You're the cashier.

B Group work Have you ever experienced situations like these? What happened? What did you do? Share your stories.

Interchange 6

Student A could begin and how Student B might reply. Try to keep the conversation going for at least a minute. Encourage Ss to have fun by using appropriate gestures and facial expressions.

S: My hair! You ruined my hair!
T: Oh, I'm so sorry. I'll try to wash it out. But first, how about a nice cup of coffee or tea?

S: Coffee! Tea! I want you to do something right now about this horrible hair color!

T: All right. Uh, may I dye it again for you?

S: Are you kidding?

T: No, I admit that I made a terrible mistake and I'm very sorry. Please let me try to improve it.

S: Well, can you make my hair blond ... or red instead?

T: I think so. Let's look at the colors on this chart and then I'll fix it for you. I promise.

- Have Ss practice each situation. Encourage Ss to stand up or move around.

B Group work

- Tell Ss to join another pair. Ss discuss experiences they have had that were similar to the situations in part A. Ss can also talk about other similar situations.
- Option:** Call on one S from each group to share one of the stories from the group with the whole class. Ss can also write down their story for homework.

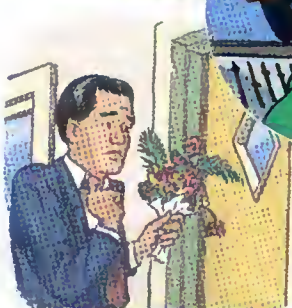
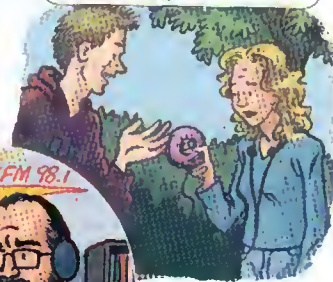
Interchange 7 TALK RADIO

A Group work Look at the four problems that people called a radio program about. What advice would you give each caller? Discuss possible suggestions, and then choose the best one.

Caller 1: My family and I are going away on vacation and our house will be empty. How can we make our home safe from burglars?



Caller 2: One of my classmates wants to borrow my new CD player to take with him on vacation. I don't want to lend it to him. What can I say?



Caller 3: I'm going to meet my girlfriend's parents tomorrow for the first time. How can I make a good impression?



Caller 4: Our neighbor's dog barks all night and keeps everybody in the neighborhood awake. What can we do?



B Pair work Take turns "calling" a radio station and explaining your problems. Use the situations above or create new ones. Your partner should give you advice.

A: My family and I are going away on vacation and our house will be empty. How can we make our home safe from burglars?

B: Well, don't forget to lock all the windows. Oh, and make sure to...

Interchange 7

- Ss form small groups and brainstorm advice for each caller. Remind them that *advice* is a noncount noun. To make it plural, we say "pieces of advice." Then give Ss a time limit.

TIP To keep Ss on task, remind them of the time throughout the activity (e.g., "You have two minutes left.").

- When time is up, have each group choose their best piece of advice for each situation.

B Pair work

- Explain that this activity gives each S four chances to ask for suggestions or give advice. Model the first caller's problem with a S. Sit back-to-back and pretend to hold a telephone in your hand. Read the example conversation with the S. Then elicit additional suggestions.
- Divide the class into pairs and give them time to brainstorm other problems to ask on a radio program. If Ss need help, brainstorm with the whole class and write ideas on the board. It may be helpful for Ss to think of broad categories (e.g., *health, dating and relationships, car problems, money and finance*).
- Set a time limit of eight minutes, or about two minutes for each situation. Remind "the host" to give at least four suggestions for each situation. Encourage Ss to be creative, improvise, and have fun.
- In pairs, Ss take turns calling about their problems. The "caller" starts first. Go around the class and listen. If Ss are having problems, stop the activity, go over the difficulties, and suggest solutions. If necessary, model one of the situations again.
- Continue the activity until Ss discuss all four situations and situations of their own.
- **Option:** Have Ss perform one or two situations for the class.

interchange 7

Learning objective: speak more fluently when giving advice in this role play

A Group work

- Books closed. To introduce the activity, ask Ss if they ever listen to radio programs where people call in with their problems. What do Ss think about them? Is the advice usually good? Why are they so popular?
- Books open. Explain the situation. Four people called a radio program with these problems. Have Ss look at the problems.
- Elicit or explain any new words and expressions (e.g., *burglars,*

lend, make a good impression, bark) or have Ss check their dictionaries.

- Explain the task. Ss think of possible advice for each caller. Elicit Ss' suggestions for the first caller. Write some of their ideas on the board.
 - *Make sure to tell your neighbors.*
 - *Don't forget to lock the windows.*
 - *Get an automatic light switch so your house lights will go on and off each day.*
 - *Ask the post office to keep your mail until you return.*
 - *Stop daily newspaper delivery while you're gone.*
 - *Ask a friend or neighbor to check the house regularly*

interchange 8 ONCE IN A BLUE MOON

A Class activity How do your classmates celebrate special days and times? Go around the class and ask the questions below. If someone answers "yes," write down his or her name. Ask for more information and take notes.

Name	Notes
1. Does your family have big get-togethers?	
2. Do you ever buy flowers for someone special?	
3. Do you like to watch street parades?	
4. Do you wear your national dress at least once a year?	
5. Has someone given you money recently as a gift?	
6. Have you ever given someone a surprise birthday party?	
7. Do you like to celebrate your birthday with a party?	
8. Do you ever send birthday cards?	
9. Do you ever give friends birthday presents?	
10. Is New Year's your favorite time of the year?	
11. Do you ever celebrate a holiday with fireworks?	

A: Does your family have big get-togethers?
 B: Yes, we do.
 A: What do you do when you get together?
 B: Well, we have a big meal. After we eat, we watch old home movies.



B Pair work Compare your information with a partner.

Interchange 8

interchange 8

Learning objectives: speak more fluently about celebrations; practice asking follow-up questions, giving extra information, and showing interest

A Class activity

- Read the instructions. Then ask Ss to read the questions in the chart for unknown words. Explain any new vocabulary.

Vocabulary

get-together: a friendly, informal party
national dress: a costume or outfit that is typical (or historical) in a particular country

- Call on Ss to read the questions aloud, and check for correct pronunciation, stress, and rhythm. If necessary, model the correct pronunciation.
- Explain the task. Ss stand up and go around the room, asking classmates questions. If the classmate answers "yes," they write the classmate's name in the column and ask some follow-up questions. Then they write some notes before talking to another classmate. Remind them to talk to as many Ss as possible.
- Point out the need to ask follow-up questions and to give extra information when answering. Elicit some expressions to show interest (e.g., *That sounds like fun! That's interesting. Really? Tell me more! Wow!*).
- To practice asking follow-up questions, model the first two or three questions and elicit Ss' suggestions.
 - How many people usually come to your big get-togethers? Where

- does everyone meet? What do you usually do there? What kinds of food do you eat?
- Who do you buy flowers for? What kind? Why do you buy them?
- How often do you watch parades? What's the best parade you've ever seen? Why was it good?

- Ss complete the activity. Set a time limit of about ten minutes. Go around the class and give help, particularly if there are communication problems.

B Pair work

- Ss form pairs and compare their information. With a S, model how they should begin their discussion.

T: Let's start with the first question. Who has big family get-togethers?
 S: Madhu's family has big get-togethers about once a month. They usually go over to his grandmother's on a Sunday afternoon. All of his sisters and aunts make special dishes, and the men are in charge of barbecuing the meat.
 T: That's interesting. I found out that Sara also has big family get-togethers every summer. They usually meet at . . .

- Option:** Ask pairs to tell the class some interesting things they learned about their classmates.

interchange 9

CONSIDER THE CONSEQUENCES

A Read over this questionnaire. Check (✓) the column that states your opinion.

	I agree...	I don't agree...	It depends
1. If people watch less TV, they'll talk more with their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If children watch a lot of violent programs on TV, they'll become violent themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If people work only four days a week, their lives will improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If people have smaller families, they'll have better lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If a woman works outside the home, her children won't be happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If a woman becomes the leader of a country, a lot of things will change for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If cities provide free public transportation, there will be fewer cars on the road and less pollution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If there is a heavy fine for littering, our streets will be much cleaner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If teachers put all their lessons on the Internet, students will learn more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If teachers don't give tests, students won't study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Compare your opinions. Be prepared to give reasons for your opinions.

A: I think if people watch less TV, they'll talk more with their families.

B: I don't really agree.

C: Why not?

B: Well, if they don't watch TV, they'll do something else. They may read or spend all day on the computer.

C: I agree. Or they might go out and spend less time at home with their families.

I think that if they...



I agree with you.



I don't agree, because...



Interchange 9

interchange 9

Learning objective: speak more fluently about consequences in an informal debate

A

- Explain that the term *opinionated* means to have strong opinions. Ask: "Do you have strong opinions about issues like: violence on TV, the leader of the country, littering, or what teachers should do?" Explain that they are going to have a chance to give their views about these and other things.
- Tell Ss to read the instructions and go over the ten statements

in the questionnaire. If Ss have questions about any words or phrases in the questionnaire, tell them to check their dictionaries. If necessary, explain any new words or phrases.

Vocabulary

It depends.: I can't decide. I would have different answers in different circumstances.

will become violent themselves: will be influenced by the violence they see and start doing things that hurt other people

heavy fine: a large amount of money that people pay the police or government for doing something wrong

littering: throwing trash on the ground

- Model the task. Read the first statement and ask Ss to raise their hands if they agree. Then tell those Ss to check (✓) the first column. Ask the rest of the class: "How many of you don't agree? How many think it depends?"
- Ss work independently to complete the questionnaire. Go around the class and give help as needed.

B Group work

- Explain the task. Focus Ss' attention on the picture. Then model the example conversation with several Ss.
- Give Ss a few minutes to look back at the choices they made in part A. Tell Ss to make a few notes (e.g., *examples, details, extra information*) to explain the reasons for their opinions.
- Ss compare opinions in small groups. Go around the class and listen. Don't interrupt the discussions if Ss are communicating freely and easily with one another.

For more practice debating, try TV Debate on page T-158.

interchange 10

Learning objective: speak more fluently about job skills in an interview situation

A

- Explain the activity. Ss choose from three jobs and role-play an interview. They take turns asking questions and describing why they would be good for the job. Finally, they decide whether or not to hire their partner for the job.
- Give Ss a few minutes to read the job descriptions.
- Explain any new vocabulary.

Vocabulary

marketing manager: an employee who decides how to advertise a product, what price to charge for it, which brands are popular, etc.

responsibility: a task you must do

business degree: the qualification given to someone who has successfully completed a university/college course of study in business

experience: knowledge or skill that you gain from doing a job or an activity

available: free; not busy

flexible hours: all different hours

take orders: do what you are told without complaining

maintain the calendar: look after the timetable

celebrity/a star: a famous person

cruise ship: a large luxury ocean liner that functions as a resort; a boat that people ride for travel and entertainment

"people person": someone who is sociable and outgoing

excursion: a trip

- Tell Ss to choose a job they would like to apply for. They should also think about why they want that job and why they think they would be good at it.

B Pair work

- Present the useful questions box. Then model how to start the role play with a S.

T: Well, let's start with work experience. What kind of work experience do you have?

S: Uh, I worked for three years as a marketing assistant.

T: Oh? That sounds good. Where did you work?

interchange 10 DREAM JOB

A Look at the following job descriptions. Choose one that you'd like to apply for.

Marketing Manager

Requirements:

- Must have a business degree or marketing experience
- Must be available to travel and work long hours
- Must enjoy sports and fitness activities

Responsibilities:

- Interviewing people about their sports preferences, writing reports, and working with famous athletes

Personal Assistant

Requirements:

- Must have excellent telephone skills
- Must be willing to work flexible hours
- Must be able to take orders and make important decisions

Responsibilities:

- Maintaining the calendar of a busy celebrity, scheduling meetings, and preparing the star for public appearances

Activities Director

Requirements:

- Must have experience working with tourists
- Must be a "people person"
- Must be outgoing and creative

Responsibilities:

- Organizing all leisure activities on a popular cruise ship, including planning daily excursions, special menus, and nightly entertainment



B Pair work Take turns interviewing each other for the job you each want. Give as much information as you can to show that you are the right person for the job.

C Pair work Would you hire your partner for the job? Why or why not?

Useful questions

- What kind of degree do you have?
- What work experience do you have?
- What hours can you work?
- Do you mind working . . . ?
- Are you interested in working with . . . ?
- Why should I hire you for the job?

Interchange 10

S: At MBA Sports.

T: That's a good company. What kind of degree do you have?

S: Actually, I don't have a college degree, but I learn fast. . . .

- Ss form pairs and decide who will interview first and for which job. Set a time limit of about five minutes. Encourage Ss to have fun and to be creative during their discussion. Go around the class and take note of things that pairs are doing well or that could be improved.
- When time is up, go over your observations with the class.
- Ss exchange roles and try the interview again. Encourage Ss to use their imaginations and to have

fun. Go around the class and give help as needed.

C Pair work

- Tell Ss that their final task is to decide whether or not to hire their partner for the job. Remind them to explain their reasons.
- Option:** Ss interview another S who wants the same job.
- Option:** You may want to share some cultural information about hiring practices in North America. For example, by law, an employer is not allowed to discriminate against a person because of race, religion, age, gender, or marital status. To avoid this, employers cannot ask personal questions.

interchange 11 WHO IS THIS BY?

A List one movie, one song, and one CD.

B Group work Take turns making a statement about each item. Does everyone agree with each statement?

- A: The *Lord of the Rings* movies were filmed in New Zealand.
- B: Are you sure? Weren't they filmed in Australia?
- C: I'm pretty sure it was New Zealand.

C Now think of other famous creatinns and creators. Complete the chart. Make some of them true and some of them false.

1.	invention	was invented by invent	inventor
2.	painting	paint	Vincent Van Gogh painter
3.	Romeo and Juliet play	write	playwright
4.	song	sing	singer
5.	novel	write	novelist
6.	movie	direct	director

D Group work Make a statement about each item to your group members. Ask them to decide which statements are true and which are false.

- A: The telephone was invented by Alexander Graham Bell.
- B: I think that's false.
- C: Really? I'm pretty sure it's true.

Interchange 11

making their statements. The others in the group listen and agree or disagree.

- Model the example conversation with Ss. Point out some ways to disagree politely with someone (e.g., *Are you sure?/I'm not sure. I think.../Wasn't it...?/I don't agree.*). Then Ss begin the discussion.
- **Option:** If a group disagrees about a statement but doesn't know the answer, tell them to check the answer before the next class.
- **Option:** Have Ss share some new and interesting facts they learned with the class.

C

- Ask Ss to read the instructions silently and to look at the chart. Elicit or explain any new vocabulary.
- Point out the first example (... *was invented by* ...). Elicit inventions and inventors from the class. Then give Ss time to complete the statements. Remind them to include some false statements.
- **Option:** Ss may do this part for homework.

D Group work

- Explain the task. Ask three Ss to read the example conversation.
- Ss form groups. Tell them to take turns reading the statements aloud and deciding which are true. If a statement is false or if Ss don't agree, they should discuss possible answers. Set a time limit of about five minutes. Go around the class and give help as needed.
- When time is up, Ss share their statements with the class.
- **Option:** Groups can compete against each other by reading their statements aloud. Other groups say which are true and get one point for each correct answer. After all groups have read their statements, total the points. The group with the most points wins.

interchange 11

Learning objective: speak more fluently about works of art using the passive with and without by

A

- Explain that Ss are going to make up statements about movies, books, songs, inventions, and works of art. First, Ss write down the name of a movie, a song, and a CD. Set a time limit.

B Group work

- Explain that Ss have to make one statement about each item they listed. Point out the first line of the example conversation (*The Lord of*

the Rings movies were filmed in New Zealand.) as an example.

- To help Ss, draw the following chart on the board:

The movie	was	written	in	(date)
The song		directed		
The CD		produced	by	(name)
		sung		
		filmed		
		recorded		
(name)	won	an Oscar a Grammy an award	in for	(movie)
(name)	played	the role of the guitar/ drums	(name) on	(CD)

- When Ss have written one sentence about each item, explain the task. In groups, Ss take turns

interchange 12 LIFE IS LIKE A GAME!

interchange 12

Learning objective: speak more fluently about your life experiences in this board game

A Group work

- Divide the class into groups of four or five Ss each. Then go over the instructions to make sure the class understands how to play.
- Give Ss a few minutes to make small markers with their own initials on them. Tell Ss that the markers must be small enough to fit on the squares of the board game. Then make sure that each group has a coin to toss. Go around the class and help the Ss decide which side of the coin is *face up* and which side is *face down*.
- Model the example conversation with Ss. Then start again with a new sentence (e.g., *It's been a year since I've been teaching this class.*) and have Ss ask you follow-up questions.
- Set a time limit of about 20 minutes for the game. Ss take turns tossing the coins and moving their markers forward around the board. Go around the class and give help as needed. Remind groups to ask at least two follow-up questions after each S makes a statement.
- If more than one group finishes early, have them change players to form new groups and play again giving different answers.
- **Option:** Ss earn one point for each follow-up question they ask. Ss keep track of their own score.

A Group work Play the board game. Follow these instructions.

1. Use small pieces of paper with your initials on them as markers.
2. Take turns by tossing a coin:
If the coin lands face up, move two spaces.
If the coin lands face down, move one space.
3. Complete the sentence in the space you land on. Others ask two follow-up questions to get more information.

A: It's been a year since I started working.
B: Oh, really? Do you like your job?
A: Well, the job's just OK, but the money is great!
C: What do you do?
A: I'm a . . .



B Class activity Tell the class an interesting fact that you learned about someone in your group.

"Last year at this time, Daniel was hiking in the Swiss Alps!"

Interchange 12

- Stop the activity when time is up or, if the Ss are enjoying the game, let them continue playing until one S in each group finishes.

B Class activity

- Read the example sentence to model the activity. Then ask groups or individual Ss to share something interesting they learned about their classmates.

interchange 13 FAMOUS FACES

A Complete this questionnaire.

<p>What is the name of a TV or movie star . . . ?</p> <p>1. that reminds you of someone in your family</p> <p>2. that has beautiful eyes</p> <p>3. who does things to help society</p> <p>4. who has a beautiful speaking voice</p> <p>5. who isn't good-looking but who is very talented</p>
<p>What is the name of a TV show or movie . . . ?</p> <p>6. that made you feel sad</p> <p>7. that made you laugh a lot</p> <p>8. which scared you</p> <p>9. which had great music</p> <p>10. that was about a ridiculous story</p>

B Pair work Compare your questionnaires. Ask follow-up questions of your own.

A: What is the name of a TV or movie star that reminds you of someone in your family?

B: Tom Cruise.

A: Who does he remind you of?

B: My brother, Todd.

A: Really? Why?

B: Because he looks like my brother. They have the same smile.



Interchange 13

interchange 13

Learning objective: speak more fluently about TV and movie stars, TV programs, and movies

A

- Write these topics on the board: TV stars, movie stars, TV programs, and movies.
- Ss form pairs and brainstorm names associated with one of the topics. Give Ss a time limit of one or two minutes.

- Read the question and phrases in the questionnaire aloud. Explain any new vocabulary or have Ss check their dictionaries.
- Option:** Model each of the ten questions in the chart (e.g., *What is the name of a TV or movie star that reminds you of someone in your family?*). Have Ss repeat to practice good pronunciation, intonation, and word stress.
- Ss complete the task individually. Go around the class and give help as needed.

B Pair work

- Explain the task. Have two Ss read the example conversation. Elicit more follow-up questions and write the suggestions on the board.
- Ss compare the information in their questionnaires in pairs. Encourage them to ask follow-up questions to get more details and information from their partners. Go around the class and take note of problems and successes.
- Share your observations and possible solutions with the class. Be sure to praise examples of good communication and fluent speech.

interchange 14

Learning objective: speak more fluently about the events in a picture

A Pair work

- Pre-teach some useful language by writing these expressions on the board:
 1. She has her arms folded. His hands are open.
 2. He is winking and pointing at his chest.
 3. She is resting her chin on one hand.
 4. He has his hands on his hips.
 5. She is shaking her finger.
- Ask Ss to match the body language with situations in the scene. Then go over answers. (Answers: 1. 1 2. 4 3. 3 4. 2 5. 5)
- Explain the task and give Ss a few minutes to look at the situations again.
- Model the example conversation with a S.
- Ss discuss the situations in pairs. Go around the class and give help as needed.

B Group work

- Each pair joins another pair. Tell groups to compare their ideas about what is happening in each situation. Explain that they should give reasons why they agree or disagree with one another.
- Set a time limit of about five minutes for groups to compare opinions. Go around the class and take note of how Ss are doing. If Ss have problems expressing their ideas, let them check their dictionaries.
- When time is up, elicit Ss' interpretations for each situation. Remind them that there are no right or wrong answers.

Possible answers

1. The woman is upset. Her arms are folded and she's turned away from the man. She's slumped in the chair with her arms and legs crossed. Her body language

interchange 14 WHAT'S GOING ON?

A Pair work Look at this scene of a crowded restaurant. What do you think is happening in each of the five situations? Look at people's body language for clues.

A: Why do you think the woman in situation 1 looks upset?

B: Well, she might be having a fight with . . .

A: What do you think the man's gesture in situation 2 means?

B: Maybe it means he . . .



B Group work Compare your interpretations. Do you agree or disagree?

Interchange 14

shows that she is angry. The man looks like he's trying to explain something. His hands and arms are raised in a shrug, which makes him look like he might be apologizing for something.

2. The chef and the waiter are arguing. The chef looks angry. He's pointing a spoon at the waiter, which may mean the waiter has done something wrong. However, the waiter's body language – with his hands on his hips – shows that he probably doesn't agree with the chef.
3. One woman is pointing at the menu and asking the waitress about it. She looks irritated or annoyed by something. The waitress looks confused. The other woman at the table has her chin resting on her hand.

This may mean that she's bored, impatient, or disgusted.

4. The man is trying to influence the host who seats people. He's handing him money while probably trying to explain that he is very important and should get a table right away. The man is also winking at the host, which means he's trying to be friendly. The host is rolling his eyes, which might mean that he's not impressed.
5. The two teenagers are arguing and teasing each other. The father doesn't seem to notice or care what they are doing. He might be hungry or bored, because he's eating a large piece of bread and not paying attention to the others. The mother looks annoyed with the children. She's shaking her finger at them.

interchange 15 DO THE RIGHT THING!

A What would you do in each of these situations? Circle a, b, or c. If you think you would do something else, write your suggestion next to d.

"What Would You Do?"

- If an artist friend gave me a large original painting that was ugly, I would
 a. say something nice and put it in a closet later
 b. say that I didn't like it
 c. say thank you and hang it on the wall
 d.
- If I saw a parent spanking a child for no reason, I would
 a. do nothing
 b. yell at the parent
 c. call the police
 d.
- If I saw a student cheating on an exam, I would
 a. do nothing
 b. tell the teacher
 c. talk to the student about it after the exam
 d.
- If I saw my friend's boyfriend or girlfriend with someone other than my friend, I would
 a. do nothing
 b. talk to my friend
 c. talk to my friend's boyfriend or girlfriend
 d.
- If I saw someone standing on a highway next to a car with a flat tire, I would
 a. do nothing
 b. stop and help
 c. find the nearest telephone and call the police
 d.



B Group work Compare your choices for each situation in part A.

A: What would you do if an artist friend gave you an ugly painting?
 B: Well, I would probably say that I didn't like it.
 C: Really? I would

C Class activity Take a class survey. Find out which choice was most popular for each situation. Talk about any other suggestions people added for d.

Interchange 15

interchange 15

Learning objective: speak more fluently about difficult situations

- A**
- Explain the task. Briefly go over the five situations and choices to make sure that Ss understand any new words or phrases.

Vocabulary

spank: hit (often on the bottom) with your open hand
yell: shout or say something very loudly because you are angry, excited, or frightened

- Give Ss a few minutes to complete the task individually. Remind them to write their own idea next to **d** if they don't choose **a**, **b**, or **c**. Go around the class and give help as needed, particularly with the Ss' own suggestions for **d**.

B Group work

- Divide the class into groups. Use the example conversation to model how Ss should compare choices and extend the discussion.
- Set a time limit of about ten minutes. Encourage groups to ask one another follow-up questions

during their discussions. Go around the class and give help as needed.

C Class activity

- Read the first situation and choices. Ask Ss to raise their hands to show which answer they chose. Continue with the other situations, writing the numbers on the board to keep track of the Ss' choices. Are Ss surprised at the choices that were most popular? If so, ask some follow-up questions to discover why.
- For each situation, elicit suggestions for **d**. Encourage the rest of the class to give their comments and opinions.

Student A

A Pair work You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

A: Do you want to go out on the second?
 B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?
 A: Well, I...

interchange 16A/B

Learning objective: speak more fluently about schedules and free time

- To introduce the topic of giving excuses and telling white lies, have Ss look at the reading on page 111. Ask: "What do you think a *white lie* is?" (Answer: an untruth that is not very important, especially one that is told to avoid hurting someone's feelings)
- Divide the class into pairs. Then assign each S an A or B part. Tell Student As to look at page Interchange 16A and Student Bs to look at page Interchange 16B.

A Pair work

- Read the situation to the class. Then give pairs a few minutes to look over their calendars and to think of interesting excuses for the days they don't want to meet. Remind Ss not to look at their partner's page. Answer any questions about the instructions or the information in the calendars.
- Model the example conversation with a S to demonstrate how to ask questions and make excuses.
- Tell Ss to write the excuses that their partners give on their calendars. Ss will need these notes for the pair work in part B.
- Encourage Ss to have fun and not to give up until they agree on a date. Go around the class and give help as needed.
- Stop the activity when time is up or when all the pairs have agreed on a date.

JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 dinner with Lynn	2
3	4 class	5	6	7	8 movie with Tom	9
			You want to keep these dates free. Make up excuses!			
10	11	12	13 jazz club with Mike	14 theater with Jane	15	18
	You hope a friend calls. Make up excuses!					
17 dinner with office friends	18 class	19	20 study for exam tomorrow	21	22	23
				You know your old friend will probably be in town. Make up excuses!		
24	25	26	27	28 dinner for Dad's birthday	29 go dancing with Ted & Sarah	30 You might have a date with an old school friend. Make up an excuse.
		You want to keep these dates free. Make up excuses!				
	31					

B Pair work Now work with another Student A. Discuss the excuses Student B gave you. Decide which excuses were probably true and which ones were probably not true.

A: Anna said that on the ninth she had to stay home and reorganize her clothes closet. That was probably not true.
 B: I agree. I think...

Interchange 16A

B Pair work

- Divide the class into new pairs. Ask Student As to work together and Student Bs to work together.
- Explain the task. Ss use reported speech to tell their new partner about what their partner from part A said.
- Tell Ss to look at the excuses they wrote on their calendars in part A. Explain that they should use these notes to make statements with reported speech. Model the example conversation with a S. Then elicit

- a few additional examples from Ss and write them on the board.
- Pairs report the excuses they heard in part A and discuss whether the excuses were real or just "white lies." Go around the class and give help as needed.
- As a wrap-up, find out which day most pairs chose in part A. Why was that date the most popular? If pairs followed the information on their calendars closely, July 31 should have been the only date possible for them to get together.

Interchange 16B *EXCUSES, EXCUSES*

Student B

A Pair work You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

A: Do you want to go out on the second?
 B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?
 A: Well, I...

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 Sue's wedding
3	4	5 movie with Bob	6	7	8	9
You want to keep these dates free. Make up excuses!			You don't want to make plans in case you want to get away for a few days. Make up excuses!			
10 visit Mom and Dad	11 office party	12	13 photography workshop at school	14	15	16 Maybe an old friend will call. Make up excuses!
17 visit Grandma	18	19 museum with Craig	20	21	22 party at Amy's	23 baseball game with Jim
24 family get-together	25 You need a break. Make up an excuse!	26 book group meeting	27	28 need to work late tonight	29	30
31						


B Pair work Now work with another Student B. Discuss the excuses Student A gave you. Decide which excuses were probably true and which ones were probably not true.

A: Joe said that on the sixth he had to stay home and reorganize his clothes closet. That was probably not true.
 B: I agree. I think...

Interchange 16B

Units 1-16 Self-study

1 CHILDHOOD SUMMERS


A  Listen to Kim and Jeff talk about their childhood summers. What three things do they have in common?

.....

B  Listen again. What were their summers like? Complete the chart.

	Their pets	Their favorite places	Their hobbies
1. Kim
2. Jeff

2 TOURIST INFORMATION

A  Listen to some tourists ask for information at their hotel. Write what each person needs to do.

Needs	Responses
1. <i>exchange some money</i>	<input type="checkbox"/> a. There's one right across the street from here. <input type="checkbox"/> b. It's past 10:00. They should be open now.
2.	<input type="checkbox"/> a. It stays open until 6 P.M. <input type="checkbox"/> b. It opens at 9 A.M.
3.	<input type="checkbox"/> a. Only once a day. We really need more trains! <input type="checkbox"/> b. You can follow this street all the way there.
4.	<input type="checkbox"/> a. It's eight blocks away. There aren't enough taxi stands in this area. <input type="checkbox"/> b. Walk down to Grand Street. You can catch the subway there.
5.	<input type="checkbox"/> a. It costs twenty dollars a day. <input type="checkbox"/> b. You can buy a special pass to go anywhere in the city.
6.	<input type="checkbox"/> a. Try the café on the corner. I think it's open until midnight. <input type="checkbox"/> b. We need more vegetarian restaurants. The only one is on Ninth Avenue.

B  Listen again. Check (✓) the correct response.

3 APARTMENT FOR RENT

- A** Listen to two people call about apartment advertisements.
 Do you think the woman is going to rent the apartment? Yes No
 Do you think the man is going to rent the apartment? Yes No

- B** Listen again. Which adjectives best describe each apartment?
 Write 1 for the first apartment or 2 for the second apartment.

..... bright	..... dark	..... noisy	..... quiet	..... safe
..... dangerous	..... expensive	..... old	..... reasonable	..... spacious

4 HAVE YOU TRIED IT?

- A** Listen to two people shop for food. What foods have they tried?
 Write **H** for Heidi or **P** for Peter.

..... ceviche red chili peppers Thai fried noodles coconut curry

- B** Listen again. How do you make ceviche? Number the pictures from 1 to 5.



5 VACATION PLANS

- A** Listen to Cynthia discuss her vacation plans with Paul.
 Check (✓) the things she talks about doing.

<input type="checkbox"/> fishing	<input type="checkbox"/> going abroad	<input type="checkbox"/> seeing another city
<input type="checkbox"/> camping	<input type="checkbox"/> staying home	<input type="checkbox"/> taking cooking lessons
<input type="checkbox"/> shopping	<input type="checkbox"/> going to the beach	<input type="checkbox"/> going to the mountains

- B** Listen again. For each activity you checked, write Paul's advice.

1. 4.
 2. 5.
 3.

6 SIMPLE REQUESTS

A Listen to people make requests. Check (✓) the thing each person talks about.

- | | | |
|---------------------------------------|--|---------------------------------------|
| 1. <input type="checkbox"/> the radio | <input type="checkbox"/> the window | <input type="checkbox"/> the dog |
| 2. <input type="checkbox"/> the coat | <input type="checkbox"/> the shoes | <input type="checkbox"/> the magazine |
| 3. <input type="checkbox"/> the baby | <input type="checkbox"/> the grandfather | <input type="checkbox"/> the dog |
| 4. <input type="checkbox"/> the yard | <input type="checkbox"/> the TV | <input type="checkbox"/> the window |
| 5. <input type="checkbox"/> the TV | <input type="checkbox"/> the coat | <input type="checkbox"/> the lamp |
| 6. <input type="checkbox"/> the toys | <input type="checkbox"/> the books | <input type="checkbox"/> the dishes |

B Listen again. Write the words that helped you choose each answer.

- | | | |
|---------|---------|---------|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

7 COMPUTER SUPPORT

A Listen to Janet call a computer support center for help.
What is Janet's problem?

- | | |
|---|--|
| <input type="checkbox"/> She used the wrong keyboard. | <input type="checkbox"/> She downloaded a virus. |
| <input type="checkbox"/> She didn't know the screen saver was on. | |

B Listen again. Check (✓) the correct answer(s).

1. What does Janet use her laptop for?

- | | | |
|--|--|--|
| <input type="checkbox"/> writing short stories | <input type="checkbox"/> writing e-mails | <input type="checkbox"/> playing DVDs |
| <input type="checkbox"/> surfing the Internet | <input type="checkbox"/> playing games | <input type="checkbox"/> downloading music |

2. How can Janet protect her monitor?

- | | | |
|---|---|--|
| <input type="checkbox"/> close her laptop | <input type="checkbox"/> turn on the screen saver | <input type="checkbox"/> leave her computer on all day |
|---|---|--|

8 TRICK OR TREAT!

A Listen to someone talk about Halloween. Check (✓) True or False for each statement.

	True	False
1. October 31 is the day when people wear costumes.	<input type="checkbox"/>	<input type="checkbox"/>
2. During the 400s, people dressed up on October 31 to scare away the dead.	<input type="checkbox"/>	<input type="checkbox"/>
3. People believed that Halloween marked the end of spring.	<input type="checkbox"/>	<input type="checkbox"/>
4. In the U.S., Halloween is the time when adults "trick or treat."	<input type="checkbox"/>	<input type="checkbox"/>
5. On Halloween, children go to their neighbors' houses to ask for money.	<input type="checkbox"/>	<input type="checkbox"/>
6. These days, Halloween is a night when adults go to parties or parades.	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. For the statements you marked false, write the correct information.

9 TOO MUCH TECHNOLOGY?

A Listen to Jimmy and his grandfather talk about technology. Check (✓) the things his grandfather has used.



an album



a CD



the Internet



an MP3 player



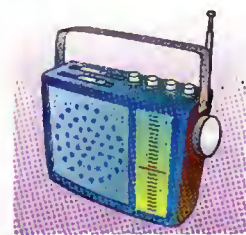
a cassette



a cell phone



a laptop



a radio

B Listen again and answer these questions.

1. What does Jimmy think might happen to technology in the future?
2. What is one advantage of future technology?
3. What is one disadvantage of future technology?

10 ELECTION DEBATE

A Listen to an election debate. Write **A** for André or **J** for Jeri beside the adjective that best describes each person.

..... creative hardworking moody
 critical impatient organized
 efficient level-headed reliable

B Listen again and complete the chart.

	André			Jeri		
How good is each candidate at ... ?	good	OK	so-so	good	OK	so-so
1. working with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How does each candidate like ... ?	likes	doesn't mind	hates	likes	doesn't mind	hates
3. helping people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. making mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 THE STATUE OF LIBERTY

A Listen to two tourists on a boat tour of New York Harbor. Why doesn't the man want to go inside the Statue of Liberty?

- It's closed to visitors. There's no elevator. There isn't enough time.

B Listen again. Correct the seven mistakes in the text.

The Statue of Liberty is located in New York Harbor. The people of ~~Canada~~ ^{France} gave the statue to the United States. The statue was designed by a French sculptor. Hundreds of people from all over the world visit the Statue of Liberty every year. There are 54 steps to the top of the crown. The statue was manufactured in the United States and shipped to New York. In 1986, it was assembled on Liberty Island, which took nine months. Visitors may climb the stairs to the top of the statue.



12 WHAT A LUCKY BREAK!

A Listen to Stacy and Richard talk about their careers. Who had a lucky break? Stacy Richard

B Listen again. Number the events for each person from 1 to 5.

Stacy	Richard
.... She moved to Los Angeles.	.... He sent his novel to publishers.
.... She was offered a position on a new show.	.... He tried to make a living as a writer.
.... She got a job as an assistant at a TV station.	.... He got a job at a hardware store.
.... She graduated from drama school.	.... He majored in English literature in college.
.... The regular announcer got sick.	.... His work was rejected eight times.

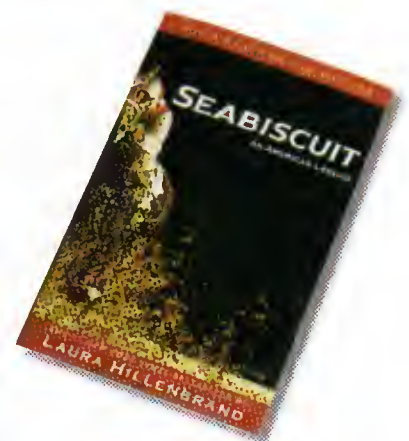
13 THIS BOOK LOOKS INTERESTING.

A Listen to people talk about a book. Match each character with two descriptions.

- | | | | |
|---------------|----------------|----------|------------------|
| ..... | 1. the owner | ..... | 3. the jockey |
| ..... | 2. the trainer | ..... | 4. the horse |
| a. half blind | c. millionaire | e. small | g. outspoken |
| b. cowboy | d. odd-looking | f. quiet | h. well-educated |

B Listen again. Complete these sentences with relative clauses from the conversation.

- | | |
|------------------------------|-------------------------------|
| 1. The owner was a man ... | 3. The jockey was a man ... |
| 2. The trainer was a man ... | 4. Seabiscuit was a horse ... |



14 POLICE PATROL

A Listen to four conversations. Number the pictures from 1 to 4.



B Listen again. Write each rule under the correct picture.

1. You can't park here.
2. You've got to put your dog on a leash.
3. Cars aren't allowed on this street.
4. You have to fasten your seat belt.

15 UNFORTUNATE SITUATIONS

A Listen to people describe situations. Check (✓) the correct response.

1. He should have locked the car.
 He shouldn't have left money in the car.
2. She should have spent the money.
 She shouldn't have gone shopping.
3. He should have written it down.
 He shouldn't have remembered the dinner.
4. She should have borrowed a friend's car.
 She shouldn't have lent her car to a friend.

B Listen again. Write your own response for each situation.

16 DON'T TELL ANYONE...

A Listen to a telephone conversation. What excuse did Susan give Bill?

- She had dinner plans. She was going to the movies. She wasn't feeling well.

B Listen again. Read the voice mail Grace left another friend. Then correct the six errors in her message.

Hi, it's Grace. I just talked to Bill, and you won't believe what happened! Bill said that Jack saw Susan and her father having lunch together last week. Bill and Susan were supposed to go shopping together, but Susan called the day before to say she couldn't make it. Well, Bill said he understood, and told her to stay home and get something to eat. But instead of staying home, she went out! Oh, by the way, don't say anything, OK? I promised Bill I wouldn't tell anyone.

Question bank

Unit 1 A time to remember

- Where were you born? Were you born in [city/country]?
- Where did you grow up? When did you move to [city/country]?
- Did you take English classes in [city/country]? When did you first study English?
What other languages can you speak?
- Where did you go to elementary/high school? Were you a good student? What were your best/worst subjects?
- Did you enjoy your childhood? Did you use to collect things? What sports or games did you use to play? Did you use to have a nickname? Where did you use to spend your vacations?
- What's your favorite childhood memory?
- Ask me to tell you about myself. *or* Ask [classmate] to tell you about him/herself.

Unit 2 Caught in the rush

- What's your city or town like? What transportation services are available?
- What kinds of transportation problems are there? (*Elicit count/noncount nouns and adverbs of quantity.*)
- Could you tell me where the nearest hotel/restaurant/drugstore/hospital is?
- Do you know where the restrooms/elevators/stairs are?
- Can you tell me where the nearest cash machine is?
- Do you know what time the banks/stores usually open/close?
- Do you know where I can get a good meal/haircut/city map around here?
- What would you tell a visitor about your city or town?
- Ask me about my hometown. *or* Ask [classmate] about his/her hometown or the city or town where you live.

Unit 3 Time for a change!

- Do you live in a house or an apartment? What's it like?
- Is your house or apartment [adjective] enough for you? Is it too [adjective]? Does it have enough [noun]? Does it have as many/much [noun] as your old house or apartment?
- What's your neighborhood like? Is it [adjective]? Is it as [adjective] as this neighborhood?
- What do you wish you could change about your home/school or job/appearance/skills? Why?
- Ask me what I would like to change about my life. *or* Ask [classmate] what he/she would like to change about his/her life.

Unit 4 I've never heard of that!

- Have you ever been to a [type of restaurant]? (*Elicit Yes.*) What was it like?
- Have you ever eaten [dish]? (*Elicit Yes.*) Did you enjoy it/them?
- Have you ever tried ethnic food? What did you think of it?
- Have you ever eaten something you didn't like? What was it?
- Have you ever been on a diet? What did you eat? What did you stop eating? Did you lose any weight?
- What's your favorite way to cook or eat [food]?
- How do you cook [dish]?
- How do you make [snack]?

Unit 5 Going places

What do you like to do on vacation? Where do you like to go?

What did you do on your last vacation?

Have you made any vacation plans for this year? (*Elicit Yes.*) What are you going to do?

Where are you going to go? When are you leaving? How long will you be away? Are you going to go with anyone?

What do you need to do before traveling abroad? (*Elicit modals for describing necessity.*)

What are some things you should have before taking a trip? (*Elicit modals for giving suggestions.*)

Ask [classmate] about his/her last/next vacation.

Give me advice about my next vacation. *or* Give [classmate] advice about his/her next vacation.

Unit 6 OK. No problem!

(*Note: Bring a portable radio / stereo and other objects to class.*)

Turn down the radio/stereo. (*Indicate object and elicit OK. I'll turn it down.*)

Pick up the books/papers. (*Indicate object and elicit All right. I'll pick them up.*)

Turn the lights on/off. (*Indicate object and elicit OK. I'll turn them on/off.*)

Please put your jacket/dictionary/cell phone away. (*Indicate object and elicit All right. I'll put it away.*)

What requests can you make in the kitchen/bathroom/living room/bedroom?

What requests can you make of your neighbor?

How can you respond to a request/complaint from a neighbor?

Ask me to do something for you. *or* Ask [classmate] to do something for you.

Unit 7 What's this for?

What technology/inventions do you use every day?

What do/would you use a computer to do? Do/Would you use it for [activity]?

What is/are [technology] used for doing? How is/are [technology] used?

How do computers make your life easier/more difficult?

How do computers affect the way people work and spend free time?

What kinds of problems does technology cause?

Give me specific instructions on how to use [technology]. Is there anything I need to remember to do *or not* to do?

Unit 8 Let's celebrate!

What is your favorite holiday/festival? What do you like about it? How do people celebrate it? Is there any special food or drink?

What is your favorite season? What do you like about it? What do people do at that time of year?

What do you usually do on your birthday? How did you spend your last birthday?

Tell me about weddings in your country. What do couples do before their wedding?

What do guests do during/after the ceremony? When do people give gifts? What kinds of gifts do they give?

Tell me about an unusual custom in your country. What do people do before/after the event?

Ask me to describe an interesting custom from another country. *or* Ask [classmate] to describe an interesting custom from another country.

Unit 9 Back to the future

How was life different 50/100 years ago? How did people use to shop/travel?

What did people do before supermarkets/the automobile/the Internet?

What did you do before personal computers/CD players/cell phones?

Nowadays, how do most people get around? Where do people usually shop?

These days, what do people do in the evening/on weekends?

Do you think there will be more cars/shopping malls/pollution in the future?

In ten years, what things might people be able to do with a personal computer?

In the future, what are people/cities going to need more of?

What will happen if you have more free time/inherit a lot of money? (*Elicit possible situation and consequence.*)

Tell me what will happen if I get a pet. *or* Tell [classmate] what will happen if he/she moves to a foreign country. (*Elicit possible situation and consequence.*)

Unit 10 I don't like working on weekends!

I like/love/enjoy traveling/studying. What about you? (*Elicit affirmative or negative response.*)

I hate cooking/cleaning. What about you?

I'm good at using a computer/learning languages. What about you?

I don't mind working on weekends/doing the laundry. What about you?

I'm not good at solving problems/saving money. What about you?

I can't stand making mistakes/being late. What about you?

What are your positive personality traits? What are your negative personality traits?

Would you make a good teacher/accountant/waiter/stockbroker/doctor? Why or why not?

Would you like to be a novelist/flight attendant/salesperson/lawyer/nurse? Why or why not?

Ask me what kind of work I would like to do. *or* Ask [classmate] what kind of work he/she would like to do.

Unit 11 It's really worth seeing!

Tell me about [building/landmark]. Who designed it? When was it built? How was/is it used?

Tell me about another famous building or landmark. Who designed it? When was it built?
How was/is it used?

What's your favorite book/movie/painting/song? Who is it by?

What products are manufactured in [country]? Is/Are [product] made there/here?

What crops are grown in [country]? Is/Are [crop] grown there/here?

Name three countries where [language] is spoken.

Tell me about a country you know well.

Ask me to describe a country. *or* Ask [classmate] to describe a country.

Unit 12 It could happen to you!

What were you doing the last time your phone rang?

Did you ever fall asleep when you were doing something? What were you doing?

Have you ever been caught in a rainstorm? What were you doing? What happened?

What have you been doing lately/in the evening/on weekends? How long have you been [activity]?

Have you been working/studying/exercising? How long have you been [activity]?

Unit 13 Good book, terrible movie!

What is the last movie you've seen? What did you like/dislike about it?

What new movie would you most like to see? Why?

Did you ever see [movie]? How did you like it? Why?

What kinds of movies are you interested in?

What is your favorite [language] movie? Why do you like it?

What's your favorite movie/musical/book? Tell me about it. (*Elicit relative clauses.*)

Who is your favorite actor/actress/director/author? Tell me about him/her. (*Elicit relative clauses.*)

Ask me about my taste in books and movies. *or* Ask [classmate] about his/her taste in books and movies.

Unit 14 So that's what it means!

(*Note: Bring pictures of people using gestures or expressions and pictures of signs.*)

What does this gesture mean? *or* What do you think this gesture means? (*Make gesture or indicate picture.*)

Show me a gesture that means I don't understand/I'm hungry/Come here.

Show me a gesture that means you're bored/exhausted/nervous.

What does this sign mean? *or* What do you think this sign means? (*Indicate picture.*)

What does [rule] mean? Where might you find this rule?

What rules might you find on an airplane/at school/in a museum/at work?

Show me a gesture and ask what it means. *or* Show [classmate] a gesture and ask what it means.

Unit 15 What would you do?

What would you do if you found a wallet full of money in a taxi?

What would you do if you forgot your mother's or father's birthday?

What would you do if a friend borrowed money and never paid you back?

Which sport would you choose if your doctor told you to get more exercise?

Where would you go on vacation if you had enough time and money?

I'm going to tell you about some situations and then ask you questions.

- I borrowed a friend's computer, and it crashed while I was using it. I returned it without saying anything. What should I have done? What would you have done?
- I noticed I was missing some money. I think I know who stole it, but I didn't say anything. What should I have done? What would you have done?

Tell me about a recent predicament you were in. What did you do? What should/shouldn't you have done?

Ask me about a recent predicament. *or* Ask [classmate] about a recent predicament.

Unit 16 What's your excuse?

What are some common excuses for being late/not accepting an invitation?

What request might a doctor/neighbor/parent/teacher make?

What has someone asked you to do/*not* to do recently? How did you respond?

Invite [classmate] to do something with you. (*Elicit invitation.*) What did [classmate] say?

Ask [classmate] to do something for you. (*Elicit request.*) What did [classmate] say?

Ask [classmate] about his/her future intentions. (*Elicit question.*) What did [classmate] say he/she was going to do?

Appendix

Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Argentina	Argentine	France	French	Paraguay	Paraguayan
Australia	Australian	Germany	German	the Philippines	Filipino
Austria	Austrian	Greece	Greek	Portugal	Portuguese
Brazil	Brazilian	Hungary	Hungarian	Russia	Russian
Bolivia	Bolivian	India	Indian	Singapore	Singaporean
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Switzerland	Swiss
China	Chinese	Italy	Italian	Thailand	Thai
Colombia	Colombian	Japan	Japanese	Turkey	Turkish
Costa Rica	Costa Rican	Korea	Korean	Peru	Peruvian
Czech Republic	Czech	Malaysia	Malaysian	the United Kingdom	British
Ecuador	Ecuadorian	Mexico	Mexican	the United States	American
Egypt	Egyptian	Morocco	Moroccan	Uruguay	Uruguayan
England	English	New Zealand	New Zealander	Vietnam	Vietnamese

Irregular verbs

Present	Past	Participle	Present	Past	Participle
(be) am/is, are	was, were	been	keep	kept	kept
break	broke	broken	lose	lost	lost
bring	brought	brought	meet	met	met
build	built	built	put	put	put
buy	bought	bought	ride	rode	ridden
come	came	come	ring	rang	rung
do	did	done	run	ran	run
drink	drank	drunk	see	saw	seen
drive	drove	driven	send	sent	sent
eat	ate	eaten	set	set	set
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	stand	stood	stood
find	found	found	steal	stole	stolen
fly	flew	flown	swim	swam	swum
forget	forgot	forgotten	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	wear	wore	worn
hear	heard	heard	write	wrote	written

Comparative and superlative adjectives

Adjectives with -er and -est

big	dingy	large	new	shabby
bright	dirty	long	nice	short
busy	far	loud	noisy	slow
cheap	fast	messy	old	small
clean	heavy	near	quiet	tall
dark	huge	neat	safe	young

Adjectives with more and most

average	crowded	famous	private
beautiful	dangerous	important	serious
boring	delicious	interesting	spacious
comfortable	difficult	modern	special
convenient	exciting	patient	terrible
cramped	expensive	popular	unusual

Irregular adjectives

good → better → best bad → worse → the worst