

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

3

MICHAEL MCCARTHY

JEANNE MCCARTEN

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Touchstone Level 3 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 The way we are pages 1–10	<ul style="list-style-type: none"> • Talk about people's behavior using adverbs • Describe people's personalities using adverbs before adjectives • Use <i>always</i> with a continuous verb to describe habits • Use <i>at least</i> to point out the positive side of a situation • Read online student profiles • Write a personal profile 	<ul style="list-style-type: none"> • Adjectives vs. manner adverbs • Adverbs before adjectives and adverbs • Adjective prefixes <p>Extra practice</p>	<ul style="list-style-type: none"> • Behavior and personality • Personal qualities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Rising and falling intonation in questions giving alternatives <p>Sounds right</p> <ul style="list-style-type: none"> • Word stress
Unit 2 Experiences pages 11–20	<ul style="list-style-type: none"> • Talk about experiences and secret dreams using the present perfect • Ask about unusual experiences using present perfect questions • Keep a conversation going • Show interest with <i>Do you?</i>, <i>Have you?</i>, etc. • Read a travel blog • Write a post for a travel blog 	<ul style="list-style-type: none"> • Present perfect statements • Present perfect and simple past questions and answers <p>Extra practice</p>	<ul style="list-style-type: none"> • Past participles of irregular verbs 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduced and unreduced forms of <i>have</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Different ways to pronounce the letter o
Unit 3 Wonders of the world pages 21–30	<ul style="list-style-type: none"> • Talk about the best, worst, and most beautiful things in your city and country • Describe natural features • Use short responses to be a supportive listener • Use superlatives for emphasis • Read an article about world records • Write a factual article about your country 	<ul style="list-style-type: none"> • Superlatives • Questions with <i>How + adjective . . . ?</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Buildings and structures • Natural features 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking and deletion with superlatives <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound in each group is different?
Checkpoint Units 1–3 pages 31–32				
Unit 4 Family life pages 33–42	<ul style="list-style-type: none"> • Talk about family life using <i>let, make, help, have, get, want, ask, and tell</i> • Talk about your immediate and extended family • Describe memories using <i>used to</i> and <i>would</i> • Give opinions with expressions like <i>If you ask me</i> • Agree with opinions using expressions like <i>Absolutely</i> • Read a blog about family meals • Write a blog entry about a family memory 	<ul style="list-style-type: none"> • Verbs <i>let, make, help, have, get, want, ask, and tell</i> • <i>Used to</i> and <i>would</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Types of families • Relatives and extended family members 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>used to</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Unit 5 Food choices pages 43–52	<ul style="list-style-type: none"> • Talk about eating habits using containers and quantities • Talk about different ways to cook food • Talk about food using <i>too, too much, many, and enough</i> • Respond to suggestions by letting the other person decide • Use expressions like <i>I'm fine</i> to politely refuse offers • Read about snacks around the world • Write about a dish from your country 	<ul style="list-style-type: none"> • Review of countable and uncountable nouns • Quantifiers <i>a little, a few, very little, and very few</i> • <i>Too, too much, too many, and enough</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Containers and quantities • Different ways of cooking food 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Stressing new information <p>Sounds right</p> <ul style="list-style-type: none"> • Are the sounds the same or different?
Unit 6 Managing life pages 53–62	<ul style="list-style-type: none"> • Talk about future plans and schedules using <i>will, be going to</i>, present continuous, and simple present • Ask for and give advice about personal situations using modal verbs and expressions • Use expressions with <i>make</i> and <i>do</i> • End phone calls with expressions like <i>I'd better go</i> • Say good-bye in a friendly, informal way • Read a blog about multitasking • Write some advice about time management 	<ul style="list-style-type: none"> • The future with <i>will, be going to</i>, the present continuous, and the simple present • Use <i>had better, ought to, and might want to</i> to say what's advisable • Use <i>have to</i> and <i>going to have to</i> to say what's necessary • Use <i>would rather</i> to say what's preferable <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions with <i>make</i> and <i>do</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of verbs <i>want to, you'd better, going to have to, ought to, and have got to</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
	Conversation strategies	Listening	Reading	Writing	
<ul style="list-style-type: none"> Use <i>always</i> and a continuous verb to talk about things people do more than is usual Use <i>at least</i> to point out the positive side of a situation 	<p>People I admire most</p> <ul style="list-style-type: none"> Listen to people talk about people they admire and fill in a chart <p>Things you don't know about me</p> <ul style="list-style-type: none"> Predict what people will say next 	<p>Student profiles</p> <ul style="list-style-type: none"> Online student profiles 	<p>Your personal profile</p> <ul style="list-style-type: none"> Write a personal profile Useful expressions for biographical writing 	<p>What are we like?</p> <ul style="list-style-type: none"> Class activity: Ask questions to find out new things about your classmates 	<p>Happy or sad?</p> <ul style="list-style-type: none"> When you learn a new word, find out if it has an opposite
<ul style="list-style-type: none"> Keep the conversation going Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest 	<p>What have they done?</p> <ul style="list-style-type: none"> Listen to conversations about things people have done and choose the best responses <p>A traveler's adventures</p> <ul style="list-style-type: none"> Listen to a conversation about travel and identify information; then answer questions about details 	<p>Travel blogs</p> <ul style="list-style-type: none"> Read travel blogs 	<p>Blog about it</p> <ul style="list-style-type: none"> Write a blog entry about an exciting experience Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling 	<p>I've never done that!</p> <ul style="list-style-type: none"> Group game: Play a game to find out things that your classmates have never done 	<p>Have you ever . . . ?</p> <ul style="list-style-type: none"> When you learn a new verb, write the three main forms in a chart
<ul style="list-style-type: none"> Use short responses with <i>really</i> and <i>sure</i> to agree and be a supportive listener Use superlatives to emphasize your opinions and feelings 	<p>What do you know?</p> <ul style="list-style-type: none"> Listen to a quiz and answer questions <p>Travel talk</p> <ul style="list-style-type: none"> Listen to an interview about travel experiences and answer questions 	<p>World records</p> <ul style="list-style-type: none"> Read an article about world records 	<p>Interesting facts</p> <ul style="list-style-type: none"> Write a paragraph about an interesting place in your country Adding information 	<p>Where's the best place to . . . ?</p> <ul style="list-style-type: none"> Pair work: Think of advice to give to someone visiting your country for the first time 	<p>From the mountains to the sea</p> <ul style="list-style-type: none"> Draw a map of your country and label it

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Give opinions with expressions like <i>It seems like . . .</i> and <i>If you ask me, . . .</i> Use expressions like <i>exactly</i>, <i>definitely</i>, and <i>absolutely</i> to agree with people's opinions 	<p>Reasonable demands?</p> <ul style="list-style-type: none"> Listen to people talk about demands their parents make on them <p>Family memories</p> <ul style="list-style-type: none"> Listen to people talk about things they used to do 	<p>Barbara's Blog</p> <ul style="list-style-type: none"> Read a blog about family meals 	<p>Family memories</p> <ul style="list-style-type: none"> Write a blog about a family memory Time markers to show the past and present 	<p>Family histories</p> <ul style="list-style-type: none"> Group work: Prepare a short history of your family and share it with your group 	<p>Remember that?</p> <ul style="list-style-type: none"> Use word webs to log new vocabulary about your family members
<ul style="list-style-type: none"> Respond to suggestions by letting the other person decide Refuse offers politely with expressions like <i>No, thanks. I'm fine.</i> 	<p>That sounds good.</p> <ul style="list-style-type: none"> Listen to conversations and number pictures in order; then match each picture with the best response <p>Snack habits</p> <ul style="list-style-type: none"> Listen to people talk about snacks and fill in a chart 	<p>Snacks around the world</p> <ul style="list-style-type: none"> Read an article about popular snacks from around the world 	<p>You should definitely try it!</p> <ul style="list-style-type: none"> Write an article about a popular snack from your country Give examples with <i>like</i>, <i>for example</i>, and <i>such as</i> 	<p>Whichever is easier</p> <ul style="list-style-type: none"> Group work: Plan a "pot luck" dinner with your group 	<p>Fried bananas</p> <ul style="list-style-type: none"> Learn new words in combination with other words
<ul style="list-style-type: none"> End phone conversations with expressions like <i>I'd better go, I've got to go, and I'll call you later</i> Use informal expressions like <i>See you later</i> to end friendly phone conversations 	<p>Fun invitations</p> <ul style="list-style-type: none"> Listen to three people respond to different invitations and fill in a chart <p>When should I do that?</p> <ul style="list-style-type: none"> Listen to four people talk about their time management problems and identify how they solved them 	<p>The art (and science) of doing less and achieving more</p> <ul style="list-style-type: none"> Read an article about multitasking 	<p>When should I do that?</p> <ul style="list-style-type: none"> Write advice about time management Link ideas using <i>as long as</i>, <i>provided that</i>, and <i>unless</i> 	<p>Who's going to do what?</p> <ul style="list-style-type: none"> Group work: Plan a community event and tell the class about your event 	<p>Do your best!</p> <ul style="list-style-type: none"> When you learn a new expression, use it in a sentence to help you remember it

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Relationships pages 65–74	<ul style="list-style-type: none"> • Talk about your circle of friends using relative clauses • Talk about dating using phrasal verbs • Soften comments with expressions like <i>sort of</i> • Use <i>though</i> to give a contrasting idea • Read an article about online dating • Write an article about your circle of friends 	<ul style="list-style-type: none"> • Subject relative clauses • Object relative clauses • Phrasal verbs Extra practice	<ul style="list-style-type: none"> • Phrasal verbs, including expressions to talk about relationships 	Speaking naturally <ul style="list-style-type: none"> • Stress in phrasal verbs Sounds right <ul style="list-style-type: none"> • Which sound in each group is different?
Unit 8 What if? pages 75–84	<ul style="list-style-type: none"> • Talk about wishes and imaginary situations using <i>I wish</i> and <i>If</i> clauses • Discuss how to deal with everyday dilemmas • Give advice using expressions like <i>If I were you, ...</i> • Use <i>That would be ...</i> to comment on a suggestion or a possibility • Read a blog about regrets • Write an article about how you would change your life 	<ul style="list-style-type: none"> • Use <i>wish</i> + past form of verb to talk about wishes for the present or future • Conditional sentences with <i>if</i> clauses about imaginary situations • Asking about imaginary situations or events Extra practice	<ul style="list-style-type: none"> • Expressions with verbs and prepositions 	Speaking naturally <ul style="list-style-type: none"> • Intonation in long questions Sounds right <ul style="list-style-type: none"> • Are these sounds the same or different?
Unit 9 Tech savvy? pages 85–94	<ul style="list-style-type: none"> • Talk about problems with technology using questions within sentences • Ask for help and describe how things work using <i>how to</i>, <i>where to</i>, <i>what to</i>, and separable phrasal verbs • Give different opinions with expressions like <i>On the other hand, ...</i> • Ask someone to agree with you using expressions like <i>You know what I mean?</i> • Read an article about email scams • Write an article about protecting personal information 	<ul style="list-style-type: none"> • Questions within sentences • Separable phrasal verbs with objects • <i>how to</i> + verb, <i>where to</i> + verb, and <i>what to</i> + verb Extra practice	<ul style="list-style-type: none"> • Phrasal verbs, including expressions to talk about operating electronic machines and gadgets 	Speaking naturally <ul style="list-style-type: none"> • Linking consonants and vowels Sounds right <ul style="list-style-type: none"> • Identifying unstressed syllables
Checkpoint Units 7–9 pages 95–96				
Unit 10 What's up? pages 97–106	<ul style="list-style-type: none"> • Talk about news with the present perfect continuous, present perfect, <i>since</i>, <i>for</i>, and <i>in</i> • Use the present perfect with <i>already</i>, <i>still</i>, and <i>yet</i> • Describe different kinds of movies • Ask someone for a favor politely • Use <i>All right</i>, <i>OK</i>, and <i>Sure</i> to agree to requests • Use <i>All right</i>, <i>OK</i>, and <i>So</i> to change topic • Read a movie review • Write a review 	<ul style="list-style-type: none"> • Present perfect continuous vs. present perfect • <i>Since</i>, <i>for</i>, and <i>in</i> for duration • <i>Already</i>, <i>still</i>, and <i>yet</i> with present perfect Extra practice	<ul style="list-style-type: none"> • Kinds of movies • Expressions to describe types of movies 	Speaking naturally <ul style="list-style-type: none"> • Reduction of <i>have</i> Sounds right <ul style="list-style-type: none"> • Matching vowel sounds
Unit 11 Impressions pages 107–116	<ul style="list-style-type: none"> • Speculate about people and things using <i>must</i>, <i>might</i>, <i>can't</i>, and <i>could</i> • Describe situations and people's feelings using adjectives that end in <i>-ed</i> and <i>-ing</i> • Show you understand situations or feelings • Use <i>you see</i> to explain a situation and <i>I see</i> to show you understand • Read an article about a music education program • Write an email to the founder of a charity 	<ul style="list-style-type: none"> • Modal verbs <i>must</i>, <i>may</i>, <i>might</i>, <i>can't</i>, or <i>could</i> for speculating • Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i> Extra practice	<ul style="list-style-type: none"> • Feelings and reactions 	Speaking naturally <ul style="list-style-type: none"> • Linking and deletion with <i>must</i> Sounds right <ul style="list-style-type: none"> • <i>-ed</i> adjective endings
Unit 12 In the news pages 117–126	<ul style="list-style-type: none"> • Talk about news events using the simple past passive • Talk about natural disasters using the simple past passive + <i>by</i> • Use expressions like <i>Guess what?</i> to tell news • Introduce ideas with expressions like <i>The thing is ...</i> • Read an interview with a foreign correspondent • Write a report using statistics 	<ul style="list-style-type: none"> • The simple past passive • The simple past passive with <i>by</i> + agent • Adverbs with the passive Extra practice	<ul style="list-style-type: none"> • Extreme weather conditions • Natural disasters 	Speaking naturally <ul style="list-style-type: none"> • Breaking sentences into parts Sounds right <ul style="list-style-type: none"> • Matching words that have the same sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> • Soften comments with expressions like <i>I think, probably, kind of, and in a way</i> • Use <i>though</i> to give a contrasting idea 	<p>People I look forward to seeing</p> <ul style="list-style-type: none"> • Listen to someone describe three people; listen for the reasons he likes to see them <p>Getting back in touch</p> <ul style="list-style-type: none"> • Listen to a conversation about losing touch and fill in a chart 	<p>Looking for love? Online is the way to go!</p> <ul style="list-style-type: none"> • Read an article about online dating 	<p>Your circle of friends</p> <ul style="list-style-type: none"> • Write an article describing your circle of friends • Use <i>both</i> and <i>neither</i> to show what you have in common 	<p>Your ideal partner</p> <ul style="list-style-type: none"> • Group work: Discuss your ideal partner and questions you should ask before you decide to get married 	<p>Matching up</p> <ul style="list-style-type: none"> • When you learn a phrasal verb, it's a good idea to write down some other verbs you can use with the particle and some other particles you can use with the verb
<ul style="list-style-type: none"> • Give advice using expressions like <i>If I were you, ...</i> and <i>You might want to ...</i> • Use <i>That would be ...</i> to comment on a suggestion or possibility 	<p>Just one wish</p> <ul style="list-style-type: none"> • Identify four people's wishes; then write the reasons they can't have their wishes <p>Here's my advice</p> <ul style="list-style-type: none"> • Listen to a conversation about problems and advice 	<p>If I could live my life over ...</p> <ul style="list-style-type: none"> • Read a blog about regrets 	<p>What would you change?</p> <ul style="list-style-type: none"> • Write an article about how you would change your life • Use adverbs like <i>probably</i> and <i>definitely</i> in affirmative and negative statements 	<p>What would you do?</p> <ul style="list-style-type: none"> • Group work: Discuss what you would do in imaginary situations 	<p>Imagine that!</p> <ul style="list-style-type: none"> • When you learn a new verb, find out what prepositions (if any) can come after it
<ul style="list-style-type: none"> • Give different opinions using expressions like <i>On the other hand ...</i> and <i>I know what you mean, but ...</i> • Use expressions like <i>You know what I mean?</i> when you want someone to agree with you 	<p>What do you know about the Internet?</p> <ul style="list-style-type: none"> • Answer questions about the Internet; then listen to a conversation and check your answers <p>Technology matters</p> <ul style="list-style-type: none"> • Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions 	<p>Savvy and safe</p> <ul style="list-style-type: none"> • Read an article about email scams 	<p>Keeping it safe</p> <ul style="list-style-type: none"> • Write an article about protecting personal information • Planning your article 	<p>Technology etiquette</p> <ul style="list-style-type: none"> • Pair work: Debate different opinions about technology etiquette 	<p>On and off</p> <ul style="list-style-type: none"> • When you learn expressions with a new or complex structure, think of everyday situations where you might use them

Checkpoint Units 7–9 pages 95–96

<ul style="list-style-type: none"> • Ask for a favor politely using expressions like <i>I was wondering ...</i> and <i>Would it be OK with you ...</i> • Use <i>All right, OK,</i> and <i>Sure</i> to agree to requests and <i>All right, OK,</i> and <i>So</i> to move a conversation to a new topic 	<p>Favors at work</p> <ul style="list-style-type: none"> • Match people with the favors they ask; then listen again for more information <p>I'd really recommend it</p> <ul style="list-style-type: none"> • Listen for details of a conversation about going to see a show 	<p>Avatar is stunning, memorable, and mesmerizing!</p> <ul style="list-style-type: none"> • Read a movie review 	<p>A Review</p> <ul style="list-style-type: none"> • Write a review of a concert, show, movie, or book • Contrast ideas with <i>although, even though,</i> and <i>even if</i> 	<p>Who's been doing what?</p> <ul style="list-style-type: none"> • Class activity: Ask questions to find out interesting things your classmates have been doing lately 	<p>Great movies</p> <ul style="list-style-type: none"> • When you learn a new word or expression, link it to something you have recently seen or done
<ul style="list-style-type: none"> • Show you understand another person's feelings or situation • Use <i>you see</i> to explain a situation • Use <i>I see</i> to show you understand 	<p>People and situations</p> <ul style="list-style-type: none"> • Match four people and their situations; then write a response with <i>must</i> to each <p>People making a difference</p> <ul style="list-style-type: none"> • Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with 	<p>El Sistema</p> <ul style="list-style-type: none"> • Read an article about a music education program 	<p>My impression is ...</p> <ul style="list-style-type: none"> • Write an email to the founder of a charity • Expressions to show impressions, reactions, and opinions 	<p>That must be fun!</p> <ul style="list-style-type: none"> • Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say. 	<p>How would you feel?</p> <ul style="list-style-type: none"> • When you learn new words for feelings, link them to different situations where you might experience each one
<ul style="list-style-type: none"> • Introduce news with expressions like <i>Did you hear (about) ...?</i> and <i>Guess what?</i> • Use <i>The thing is / was ...</i> to introduce issues 	<p>News update</p> <ul style="list-style-type: none"> • Listen to news stories and answer questions <p>What do they say next?</p> <ul style="list-style-type: none"> • Listen to people telling personal news and make predictions 	<p>Life's work: Christiane Amonpour</p> <ul style="list-style-type: none"> • Read an interview with a foreign correspondent 	<p>Are you up on the news?</p> <ul style="list-style-type: none"> • Write a report using statistics • Writing about statistics 	<p>Here's the news!</p> <ul style="list-style-type: none"> • Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair. 	<p>Forces of nature</p> <ul style="list-style-type: none"> • When you learn a new word, use a dictionary to find out what other words are typically used with it

Checkpoint Units 10–12 pages 127–128

Working in groups

Does anyone else have anything to add?

What do you think, _____?

Let's take turns asking the questions.
OK, who wants to go first?

Do you want me to make the list?

Should I write down the information this time?

Do you have any ideas?

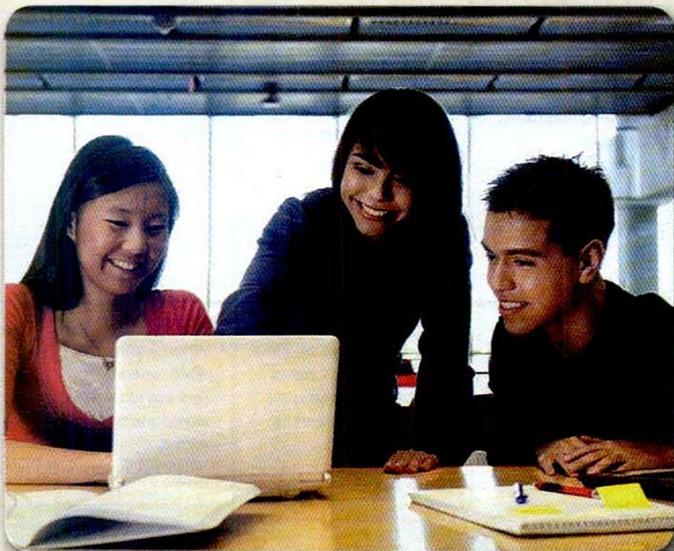
Do you know what the answer is?

We're going to do a role play about . . .

In our survey, we found out that . . .

We agreed on these things. First, . . .

We're finished. What should we do next?



Checking your partner's work

Can you help me with this question? I'm stuck.

I can't figure out this answer. Can you help me?

Would you mind checking my work?

Let's compare answers.

Let's exchange papers.

I can't read your writing. What does this say?

I'm not sure what you mean.

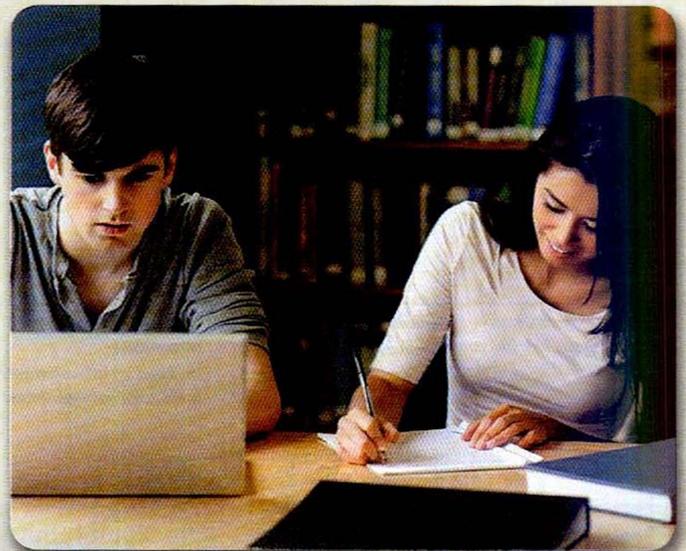
Do you mean _____?

I don't understand what this means.

Are you trying to say _____?

Your blog was really interesting. I just wanted
to ask you a question about _____.

I was wondering about _____.



The way we are



In this unit, you learn how to . . .

Lesson A

- Talk about people's behavior using manner adverbs and adjectives

Lesson B

- Describe people's personalities using adverbs like *extremely* before adjectives

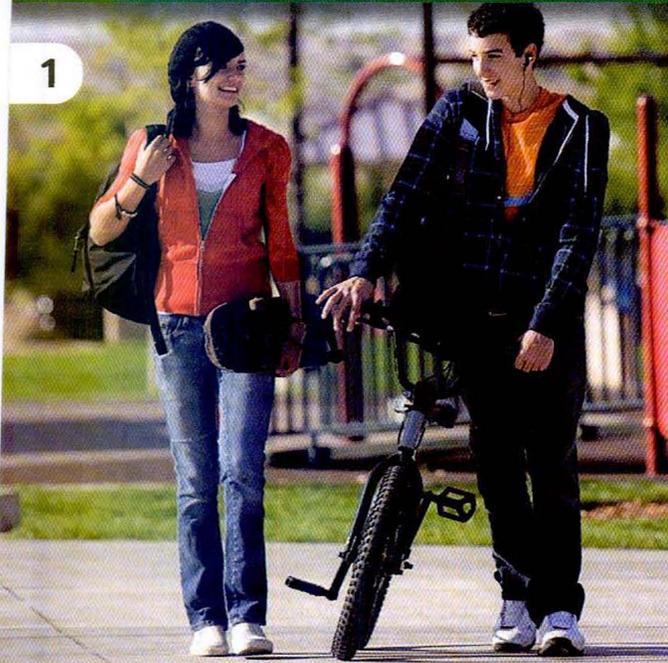
Lesson C

- Use *always* with a continuous verb to describe habits
- Use *at least* to point out the positive side of a situation

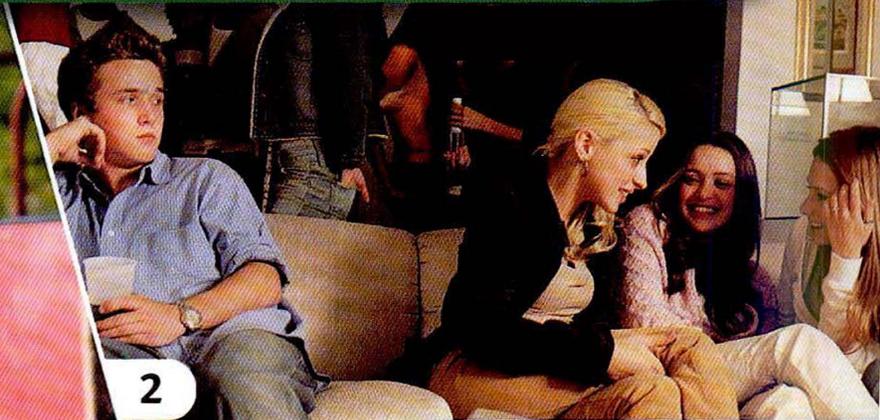
Lesson D

- Read online student profiles
- Write a personal profile

1



2



4



3



Before you begin . . .

Who looks outgoing? shy? stylish? conservative?
Which people would you like to meet? Why?



Do you need to slow down?

Take this quiz to find out.

1

When I walk down the street, . . .

- a** I walk very fast and use the time to make phone calls.
- b** I enjoy the walk and look at the things and people around me.

2

When I go out to lunch with friends, . . .

- a** I eat quickly so that I can get back to my work.
- b** I eat slowly, and I enjoy the food and conversation.

3

When there's a family event, . . .

- a** I often have to miss it because I have too much to do.
- b** I try to plan my time well so that I can attend the event.

4

If traffic is heavy and some people are driving a bit recklessly, . . .

- a** I honk my horn a lot. I get mad easily in bad traffic.
- b** I automatically slow down and try to drive carefully.

5

If I'm waiting at the airport and find out that my flight is delayed, . . .

- a** I get impatient and complain to the people behind the counter.
- b** I wait patiently. I read something or make a few phone calls.

6

If I'm in a hurry and think people are talking too slowly, . . .

- a** I sometimes interrupt them to finish their sentences.
- b** I listen quietly and wait for them to finish before I talk.

7

If I play a game or sport with friends, . . .

- a** I take the game seriously, and I feel very bad if I lose.
- b** I think it's better to win than lose, but I don't feel strongly about it.

8

If I get an assignment with a very tight deadline, . . .

- a** I get very stressed – I hate it when I don't have time to do a job properly. I work hard to do the best I can in the time I have.

Mostly A answers?

It's time to slow down and enjoy life more. Try to plan your time differently. Make more time for family, friends, and fun.

Mostly B answers?

You're balancing work and play nicely. Just keep the balance right.

1 Getting started

A Are you ever in a hurry? When? Tell the class.

"I'm usually in a hurry in the mornings when I have to get ready for class."

About you

B 1.02 Listen and take the quiz above. For each item, circle a or b.

C **Pair work** Compare your quiz responses with a partner. How are you alike? different?

Figure it out

D Circle the correct words. Use the quiz to help you. Then tell a partner which sentences are true for you.

1. I have a lot of **tight** / **tightly** deadlines.
2. I plan my time **good** / **well**.
3. I often eat lunch **quick** / **quickly**.
4. I feel **strong** / **strongly** about my opinions.
5. I get **impatient** / **impatiently** in long lines.
6. I work **hard** / **hardly** to get good grades.

2 Grammar Adjectives vs. manner adverbs 1.03

Extra practice p. 140

Adjective + noun

I'm a **patient** person.
He's not a **good** singer.
He's a **fast** driver.
She's a **careful** driver.

Verb + manner adverb

I wait **patiently** in lines.
He doesn't sing very **well**.
He drives very **fast**.
She drives **carefully**.

be, feel, get, etc., + adjective

I'm **patient**.
His voice **sounds terrible**.
He **gets reckless** sometimes.
I **feel safe*** with her.
***But: I feel strongly** about it.

Regular -ly adverbs

patient ▶ **patiently**
careful ▶ **carefully**
easy ▶ **easily**
automatic ▶ **automatically**

Irregular adverbs

good ▶ **well**
late ▶ **late**
fast ▶ **fast**
hard ▶ **hard**

In conversation

The most common -ly manner adverbs are *quickly, easily, differently, automatically, slowly, properly, badly, strongly, and carefully.*

Common errors

Don't use an adjective to describe how someone does an action.

*Children learn languages **easily**.*
(NOT *Children learn languages **easy**.*)

A Complete these opinions with the correct forms of the words given.

- Young people talk really fast (fast) and don't speak _____ (clear). And they use a lot of slang. It sounds _____ (terrible). They don't always communicate _____ (good).
- People aren't very _____ (patient) when they have to wait in long lines. They don't speak to the clerks very _____ (polite), either.
- Sometimes families argue because parents and children see things _____ (different).
- A lot of people _____ (automatic) answer their cell phones when they ring, even at dinner. I think that's just _____ (rude).
- People don't feel _____ (safe) on the roads because so many people are driving _____ (reckless). Driving can be _____ (dangerous).
- A lot of people try _____ (hard) to do their job _____ (careful) and _____ (thorough) and they get stressed.



About you

B Pair work Discuss the opinions. Are they true in your culture?

"People here talk very fast so you have to listen carefully."

3 Speaking naturally Questions giving alternatives

Are you usually on time for **class**? Or do you often arrive **late**?

A 1.04 Listen and repeat the questions above. Notice how the intonation rises in the first question and falls in the second question.

About you

B 1.05 Now listen and repeat these questions. Then ask and answer the questions with a partner.

- Do you do homework assignments carefully? Or do you just do them quickly?
- Do you learn new English words easily? Or do you have to work hard at it?
- Do you usually do well on tests? Or do you just get passing grades?
- Do you practice English regularly outside of class? Or do you just use it in class?
- Do you see things differently from your classmates? Or do you share their opinions?
- Do you listen to class announcements carefully? Or do you ignore them?

1 Building vocabulary and grammar

A  1.06 Listen and read. Who do these people admire? Why?

Who is someone you really admire?

“My English teacher. She’s incredibly **talented** and **creative**. And she **has a great sense of humor**. She’s pretty **disorganized**, though. She forgets something almost every class, but her classes are absolutely wonderful!”

– Jessica Davis



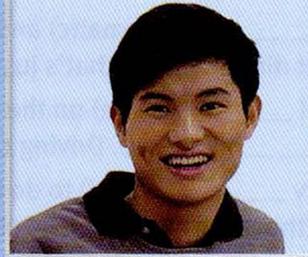
“I really admire a guy in my karate class. He’s extremely **competitive**, but when he wins, he’s not **arrogant** like some of the other guys. He’s not very **outgoing**, so some people think he’s **unfriendly**, but I think he’s basically just **shy**.”

– Mike Kowalski



“I think my dad’s a pretty cool guy. We get along really well. He’s fairly **easygoing** and **laid-back**. And he’s very **practical** and **down-to-earth**, so he always gives me good advice. Also, he’s completely **honest** with me. I can trust what he says.”

– Bryan Yuen



“My friend Luisa. She’s so **helpful** and **generous**. I mean, she’s always doing things for other people. She’s not **selfish** at all. And she’s totally **reliable**. If she says she’ll help you with something, she does. You can always count on her.”

– Emilia Perez



Word sort **B** Which of the personality words or expressions above describe these qualities? Do you know any people with these qualities? Compare with a partner.

Winning is very important to you.	<i>competitive</i>	You’re relaxed about life.	
You handle small problems well.		You never cheat or steal.	
People can always count on you.		You’re not well organized.	
You don’t get along with people.		You can do lot of things well.	
You like to have fun with people.		You think you’re the best.	
You’re not relaxed around people.		You give a lot of time or money.	

Figure it out **C** Find words in the article that make these adjectives stronger.

- incredibly* talented
- _____ practical
- _____ disorganized
- _____ honest
- _____ competitive
- _____ reliable

Figure it out **D** Find words in the article that have the opposite meaning.

- friendly _____
- organized _____
- unreliable _____

 **Vocabulary notebook** p. 10

2 Grammar Adverbs before adjectives and adverbs **1.07**

Extra practice p. 140

Use incredibly, extremely, very, really, and so to make some adjectives and adverbs stronger.	She's incredibly talented. She's extremely generous. He's a really cool guy. We get along very well.
Use pretty and fairly to mean "more than a little."	He's pretty easygoing. He's fairly laid-back.
Use absolutely or really (but not very) with adjectives that are already very strong.	She's absolutely wonderful. He's really fantastic.
The expression at all makes negatives stronger.	She's not selfish at all .
Completely and totally mean 100%.	He's completely honest. She's totally reliable.

Adjective prefixes

patient	▶	im patient
considerate	▶	in considerate
friendly	▶	un friendly
reliable	▶	un reliable
honest	▶	dis honest
organized	▶	dis organized

In conversation

People use **really** and **pretty** much more often in conversation than in writing.

really :

pretty :

conversation : writing

About you **A** Do you know people with these qualities? Write a sentence for each expression. Add an example.

- | | |
|---------------------------|--------------------------|
| 1. totally laid-back | 6. incredibly impatient |
| 2. pretty generous | 7. fairly disorganized |
| 3. very honest | 8. completely reliable |
| 4. absolutely wonderful | 9. extremely talented |
| 5. not competitive at all | 10. really inconsiderate |



B Pair work Compare sentences with a partner.

- A My boyfriend is totally laid-back. He always goes along with my plans and everything.*
B Really? He sounds incredibly easygoing.

3 Listening and speaking People I admire most

A **1.08** Listen. Who do these people admire? Write the people in the chart.

	John	Marina	Hiroyuki
1. Who do you admire?			
2. Why?			
3. What do you have in common?			
4. How are you different?			

B **1.08** Listen again. What do they say about the people they admire?

About you **C Pair work** Ask and answer the questions. Then join another pair. Tell them about the person your partner admires.

- A Who do you admire?*
B I admire my sister. She's extremely friendly and totally reliable. She . . .

Sounds right p. 137

1 Conversation strategy Describing individual habits

A Which two habits do you think are most annoying in a co-worker or classmate? Tell the class.

Someone who . . .

smiles all the time

criticizes others

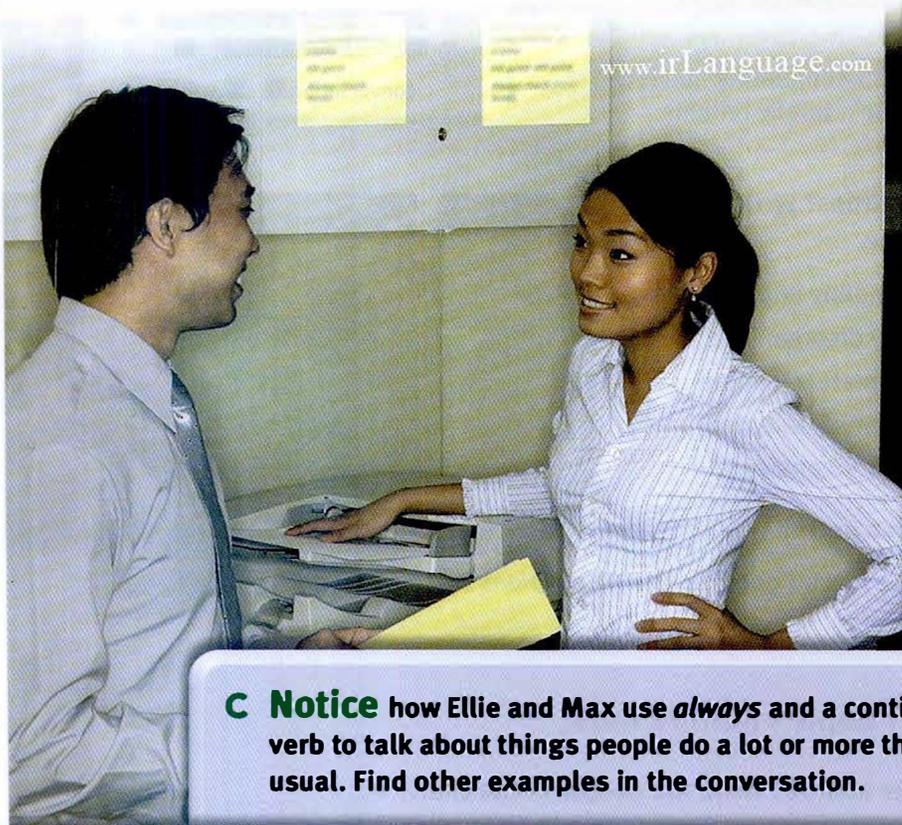
stands around and talks

disturbs people

wastes time

talks about people behind their backs

B  1.09 Listen. What's Ellie's new co-worker like? How is he different from her last co-worker?



Max Hey, how are you getting along with your new co-worker? He seems extremely friendly. He's always smiling.

Ellie You mean Jim? Well, yeah, he is, but he never does any work. He's always disturbing people. It drives me crazy. You know, he's always standing around and talking.

Max Well, at least he's pleasant.

Ellie Yeah. And he's not always criticizing people like that last guy.

Max Yeah. He was pretty bad. He was always talking about people behind their backs.

Ellie I mean, at least Jim's not like that. But like, he's always wasting time.

Max You mean like we're doing right now?

C Notice how Ellie and Max use *always* and a continuous verb to talk about things people do a lot or more than is usual. Find other examples in the conversation.

"He's always wasting time."

D Change the underlined parts of these sentences to describe habits. Use *always* and a continuous verb. Compare with a partner.

1. I'm pretty disorganized. I lose things. *I'm always losing things.*
2. Everyone in my family loves music. We sing together.
3. My brother is really generous with his time. He fixes my computer.
4. My father is a workaholic. He comes home late. And he brings work home with him, too.
5. My college roommate was really funny. She made us laugh. You know, she told jokes.
6. A friend of mine complains she's broke, but she buys herself expensive clothes.
7. One of my friends is totally unreliable. He cancels plans at the last minute.

About you

E Pair work Do you know people like the ones above? Tell a partner.

"My sister is pretty disorganized. She's always losing her keys."

2 Strategy plus *At least*

You can use the expression ***at least*** to point out the positive side of a situation.

In conversation

At least is one of the top 500 words and expressions.

He's always standing around and talking.

Well, at least he's pleasant.

1.10 Add *at least* to each comment. Listen and check. Do you know anyone like these people? Tell a partner.

1. My girlfriend's always running behind, but she calls to say she'll be late.
2. My best friend is always borrowing my clothes. She returns them in good condition.
3. One of my classmates talks about himself a lot. His stories are always interesting.
4. My roommate sleeps all the time, but she doesn't snore. Thank goodness!
5. My parents and I see things differently. We don't have big fights or anything.

A *My dad's always running behind, but at least he says he's sorry when he's late.*

B *Well, my friend is always telling me I'm late, so . . .*

3 Strategies Funny little habits

A 1.11 Complete each conversation with *always* and a continuous verb. Add *at least* to each response. Then listen and check.

1. A My boyfriend _____ (check) his messages, even at the movies!
B Oh, that's annoying. But he doesn't answer his phone during a movie, right?
2. A My girlfriend _____ (tell) jokes. She never takes anything seriously.
B Well, she has a good sense of humor.
3. A Sometimes I'm so disorganized. I _____ (lose) things, like pens and stuff.
B Yeah, but you don't lose anything really valuable, right?
4. A My sister _____ (ask) me for money. She asks nicely, so it's hard to say no.
B Well, she asks politely.

B **Pair work** Practice the conversations above with a partner.

About you

C **Pair work** Talk about people with habits like these. Think of something positive to say.

- texting
- singing or whistling
- losing things
- chewing gum
- forgetting things
- looking in mirrors
- falling asleep in class
- telling jokes
- daydreaming

"My friend is always texting, but at least she doesn't do it while she's crossing the street."

1 Reading

- A** Think of two questions you would ask a new classmate. Tell the class.
- B** Read the profiles. Who would you like to meet? Why?

Reading tip

As you read, think about your own answers to the questions. Can you find expressions you can use?

STUDENT PROFILES Meet your classmates in our online English class.

1. MARIANA BARELLI MATOS



What's your major? Fashion design. My dream is to create incredibly beautiful clothes for women all over the world.

Where are you based? In Milan. I was born and raised in São Paulo, Brazil, but my mother's Italian. She felt very strongly that I should experience her culture.

Why did you choose your major? I inherited my mother's love of fashion. She's very style-conscious and has impeccable taste in clothes.

What skills do you have? I speak Portuguese and Italian fluently and have some knowledge of Mandarin.

What do you do in your free time? I love the outdoors, and I'm fairly adventurous. During the summers I volunteer at a camp for disadvantaged children. It's extremely rewarding.

3. KATYA AKILOVA



Where are you based? In Moscow, Russia, though I'm from St. Petersburg, originally.

What do your friends say about you? That I'm very down-to-earth, hard-working, and incredibly organized, and that I'm always setting goals for myself.

What's your worst habit? I'm always doing something. I find it hard to relax.

What are your future plans? As a science major, I'm considering a career as an environmentalist because I feel strongly about protecting the environment.

What skills do you have? I'm an accomplished accordion player. I started playing at the age of eight. I'd love to play professionally with an orchestra.

2. MATEO REYES



Where are you from? I was born and raised in Veracruz, Mexico.

What do your friends say about you? They say that I'm extremely laid-back and even-tempered. And that I'm too humble about my talents.

What are your future plans? I have so many. Right now I'm working for a small production company called Film Fast. My major was film studies, and my goal is to tell real-life stories creatively through television and film.

What do you do in your free time? I like to cook, and I'm always trying out new recipes, especially for desserts.

What's something people don't know about you? When I was 12, I was on a reality TV show for young chefs. I didn't win, but at least I tried.

4. AHMED ABD EL-SALAM



What's your job? I'm an engineer. I work for a big company called Syntix.

Why did you choose to study online? You get to "meet" an incredibly diverse range of students, and the teachers are extremely supportive. I can be pretty shy and introverted and studying online feels safe somehow.

Do you have a secret talent? I play guitar in a band called All Kinds. We play all kinds of music. I feel like a totally different person in the band – outgoing and not shy at all.

What are your tips for new students? Take your studies seriously. Make the most of your opportunities to practice English with other students.

- C** Answer the questions about the students in the profiles. Which student (or students) . . .

- enjoys playing music?
- already has a job?
- is very serious?
- seems like fun?
- is very hard-working?
- is an outdoor type?
- wants a creative career?

D Find the adjectives on the left in the student profiles, and guess their meaning. Then circle the best options to explain them.

- | | |
|------------------|--|
| 1. experience | I should have contact with / ignore my mother's culture. |
| 2. disadvantaged | The children are poor / rich . |
| 3. humble | I think / don't think I am really good at things. |
| 4. considering | This is something I am / am not thinking about. |
| 5. diverse | The students are all the same / different . |
| 6. introverted | I'm very outgoing / not outgoing at all . |

About you

E **Pair work** Ask and answer the questions in the profiles. Give your own answers.

2 Listening Things you don't know about me

A 1.12 Listen to five people talk about themselves. Match the people and the things they will probably say next.

Name	Something you don't know about me
1. Ana	_____ I can play two instruments really well.
2. Kevin	_____ I'm a pretty good cook.
3. Jen	<u>Ana</u> I'm a fairly good singer.
4. Patrick	_____ I'm extremely allergic to nuts.
5. Tom	_____ I speak two languages fluently.

B 1.12 Listen again. Write three pieces of information about each person above. Compare with a partner. Did you write the same facts?

1. Ana started lessons in elementary school.

3 Writing and speaking Your personal profile

About you

A Write a profile about yourself. Choose five questions from the student profiles, and include information that other people don't know about you. Don't write your name.

Five things you don't know about me

1. **Where are you from?**

I was born and raised in Istanbul, Turkey, but I moved here at the age of 14.

2. **Do you have a secret talent?**

Help note

Useful expressions

I was born and raised in ...

At the age of 17, I ...

I can be ...

I work for a company called ...

I'm an accomplished ...

I started playing the flute ...

B **Class activity** Mix up all the profiles. Select one and guess who wrote it. Tell the class. Were you right?

Free talk p. 129



Learning tip *Learning opposite meanings*

When you learn a new word, find out if it has an "opposite." Be careful – sometimes a word has different meanings and different opposites.

This exercise is hard. ≠ This exercise is easy.

He's a hard worker. ≠ He's lazy. He doesn't work hard.

This chair feels hard. ≠ This chair feels soft.

In conversation

Adjectives without prefixes are much more frequent in conversation.

happy

unhappy

honest

dishonest

1 Rewrite the sentences so that they have an opposite meaning. Use the words in the box.

happy polite mean well

- | | |
|-------------------------------------|---|
| 1. My father drives really badly. | 3. My boss is an extremely rude person. |
| 2. My best friend can be very kind. | 4. I was pretty unhappy in school. |

2 For each of the underlined words, think of a word with an opposite meaning.

- | | |
|--|--|
| 1. I have a pretty <u>loud</u> voice. | 4. My brother eats very <u>slowly</u> . |
| 2. My classmate is extremely <u>outgoing</u> . | 5. I think English is <u>difficult</u> . |
| 3. I'm usually <u>late</u> for appointments. | 6. My sister and I have <u>different</u> tastes. |

3 Word builder Use the prefixes *im-*, *in-*, *un-*, and *dis-* to create opposite meanings for these words.

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1. He's patient . <u>impatient</u> | 4. He's competent . _____ | 7. She's reliable . _____ |
| 2. She's honest . _____ | 5. They're organized . _____ | 8. She's considerate . _____ |
| 3. He's friendly . _____ | 6. He looks healthy . _____ | |



On your own

Make an online photo book. Write five things about each person's personality and a sentence about any funny little habits they have.

She's extremely funny.
She's always telling jokes and laughing.



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|---|--|
| <input type="checkbox"/> talk about how people do things. | <input type="checkbox"/> use <i>at least</i> to point out positive things. |
| <input type="checkbox"/> describe people's personalities. | <input type="checkbox"/> understand people talking about people they admire. |
| <input type="checkbox"/> make descriptions stronger. | <input type="checkbox"/> predict what people will say next. |
| <input type="checkbox"/> use <i>always</i> + continuous verb to say what people do a lot. | <input type="checkbox"/> read online student profiles. |
| | <input type="checkbox"/> write a personal profile. |

Experiences



In this unit, you learn how to . . .

Lesson A

- Talk about experiences and secret dreams using the present perfect

Lesson B

- Ask about unusual experiences using present perfect questions

Lesson C

- Keep a conversation going
- Use *Do you?*, *Have you?*, etc. to show interest

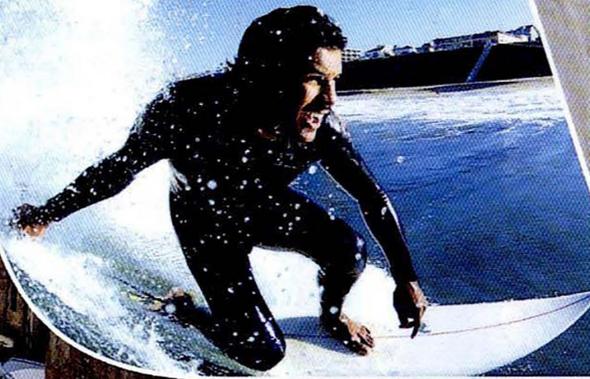
Lesson D

- Read a travel blog
- Write a post for a travel blog

1

2

3



4

Before you begin . . .

Think of some special experiences you hope to have in the future. Tell the class . . .

- a place you'd like to go someday.
- something you'd like to do.
- something you'd love to see.
- a person you'd really like to meet.

WE ASKED FIVE PEOPLE.

"What's your secret dream?"

"Actually, I've always wanted to be an actor. I haven't had any formal training, but I've been in a couple of college plays. So my dream is to study acting."

– Jill Richardson
Vancouver,
Canada



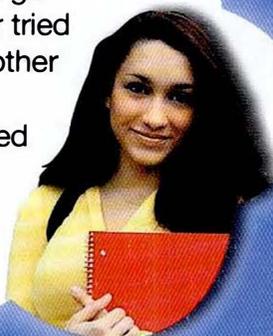
"Well, Carlos and I have gone sailing a few times with friends, and we've had a lot of fun. So our dream is to buy our own sailboat. But we haven't saved enough money!"

– Sonia and Carlos Silva
Brasília, Brazil



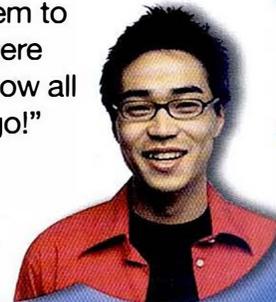
"My dream? To go surfing. I've never tried it before, but my brother goes surfing all the time! He's even surfed in Hawai'i."

– Raquel Garza
Monterrey,
Mexico



"Well, my parents have never traveled outside of Japan, so I want to take them to Europe. I've been there many times, so I know all the best places to go!"

– Hiro Tanaka
Osaka, Japan



1 Getting started

A What kinds of hopes and dreams do people have? Make a class list.

"Some people want to go traveling or meet their favorite pop star. . . ."

B  1.13 Listen. What is each person's secret dream? Do you have any secret dreams like these?

Figure
it out

C How do the people above express these ideas? Find what they say and underline the verbs.

- Jill** I always wanted to be an actor as a child. I want to be an actor now.
- Sonia** We didn't save enough money last year. We don't have enough money now.
- Raquel** My brother even surfed in Hawai'i — exactly when isn't important.
- Hiro** In the past, I went to Europe many times.

2 Grammar Present perfect statements 1.14

Extra practice p. 141

Use the present perfect for events at an indefinite time before now.

I 've been to Europe.	I haven't been to Paris.
You 've done a lot of things	You haven't gone sailing.
We 've had a lot of fun.	We haven't saved enough money.
They 've traveled in Asia.	They haven't been to Europe.
He 's surfed in Hawai'i.	She hasn't tried surfing before.

The present perfect is often used with these frequency expressions.

I **'ve always wanted** to study acting.
 We **'ve gone** sailing **once / twice / many times**.
 She **'s never tried** it **before**.

Notice how people use *been* and *gone* to talk about travel destinations.

I **'ve been** to Paris. (I went and came back.)
 She **'s gone** to Paris. (She's still in Paris.)

Regular past participles

travel	traveled	traveled
want	wanted	wanted
save	saved	saved
try	tried	tried

Irregular past participles

be	was / were	been
do	did	done
go	went	gone
have	had	had
see	saw	seen

Common errors

Use the past participle, not the base form.

I've traveled a lot.
 (NOT *I've travel a lot.*)

A Complete the conversations with the present perfect.

Then practice with a partner.

- A I 've always wanted (always / want) to try rock climbing.
 B Really? Not me. I _____ (never / want) to do it. I _____ (always / be) afraid of heights.
- A I _____ (not see) the Grand Canyon. I really want to go there someday.
 B Me too. My friend _____ (be) there. She had an amazing time.
- A I _____ (go) surfing three or four times. It's exciting.
 B Yeah? I _____ (not try) it before. I _____ (never do) any water sports.
- A My dream is to be a tennis player. I _____ (have) a lot of training, and I _____ (play) with some professional tennis players.
 B No way! I love tennis. I _____ (always / want) to meet Andy Murray.
- A We _____ (not travel) much, but we want to go to Bogotá.
 B Me too. My cousin lives there. He _____ (invite) me to visit several times, but I _____ (not save) enough money to go.

About you

B Pair work Start conversations like the ones above using your own ideas.*"I've always wanted to try hang gliding."**"Really? My friend's been hang gliding."***3 Talk about it** What are your secret dreams?**Group work** Talk about these things. Why haven't you done them? What has stopped you?

- ▶ something you've always wanted to buy
- ▶ a place that you've never been to but would like to visit
- ▶ something you've always wanted to learn how to do
- ▶ something else you've always wanted to do

3 Building vocabulary

About you **A** Ask your classmates about these good and bad experiences. For each question, find someone who answers yes. Write the student's name in the chart.

Good experiences		Bad experiences	
Have you ever . . .	Name	Have you ever . . .	Name
won a prize?		broken something valuable?	
gotten 100% on a test?		lost something important?	
spoken to a famous person?		had the flu?	
taken an exciting trip?		forgotten someone's birthday?	
found a wallet?		fallen and hurt yourself?	

"Have you ever won a prize?"

"Yes, I have. I won a prize in a science fair in fifth grade."

Word sort **B** Complete the verb chart. Make another chart with more verbs that you know.

Base form	win				find				fall	
Simple past	won	got		took		lost		forgot		hurt
Past participle	won		spoken					had		

Vocabulary notebook p. 20

4 Speaking naturally Reduced and unreduced forms of *have*

A **Have** you ever been to Mexico?

B No, I **haven't**. But my parents **have** been there several times. (parents'**ve**)

A **1.17** Listen and repeat the question and answer above. Notice how *have* is reduced in questions and full statements but not in short answers.

About you **B** **1.18** Listen and complete the questions below. Then ask and answer the questions with a partner. If you answer yes, give a specific example.

- Have you ever gone bungee jumping ?
- Have you ever been to a _____ ?
- Have you ever seen a _____ ?
- Have you ever taken a _____ class?
- Have you ever had _____ food?
- Have you ever won a _____ ?
- Have you ever forgotten an _____ ?
- Have you ever broken _____ ?

About you **C** **Pair work** Ask the questions above again, this time using your own ideas.

A *Have you ever gone bungee jumping?*

B *Actually, I have. I was terrified. I never did it again!*



Sounds right p. 137

1 Conversation strategy Keeping the conversation going

A What kinds of fun things do people do on the weekends?
Make a list.

B  1.19 Listen. What fun things has Jason done lately?



Lea Have you done anything fun lately?

Jason Yeah, we went to a new club called Fizz last week. Have you been there?

Lea No, but I've heard good things about it. How was it?

Jason Yeah, it's neat. The DJ was really good. Do you like techno music?

Lea Yeah, it's OK, um, not my favorite. I prefer hip-hop.

Jason Do you? Have you seen that new movie about hip-hop artists?

Lea No. Is it good?

Jason Yeah. I've seen it a couple of times.

Lea Have you? Well, I'm kind of in the mood for a movie. Do you want to see it again?

Jason Well, I enjoyed it, but . . . I've never seen a movie *three* times!

C Notice how Lea and Jason keep the conversation going. They say things like *I've heard good things about it* to show interest and then ask a question. Find other examples in the conversation.

"Have you been there?"

"No, but I've heard good things about it. How was it?"

D Match each statement with a response. Then practice with a partner.

1. I just saw Hereafter. It was a good movie. Have you ever seen it? ____
2. Have you ever eaten a lychee? ____
3. I heard a really good band called Sunset recently. Do you know them? ____
4. One of my favorite restaurants is Spice House. Have you ever eaten there? ____

- a. It's a fruit, right? I've never tried one. What do they taste like?
- b. No, but I've walked by it. What kind of food do they serve?
- c. No, but I've heard good things about them. What kind of music do they play?
- d. No, but I've heard of it. What's it about?

About you

E Pair work Practice the conversations above using your own ideas. Change the underlined words.

2 Strategy plus Response questions

You can show interest by responding with short questions like **Do you?** and **Have you?** Use the same tense as the other person.

In conversation

To show surprise, you can respond with questions like **You do?** and **You have?** This is more informal.

I've seen it a couple of times.

Have you?



Complete the conversations with response questions like **Do you?** **Are you?** **Did you?** or **Have you?** Then practice with a partner.

- A I've never been up in a hot air balloon. I'm afraid of heights.
 B _____? Me too. I hate flying.
 A _____? I'm the same way. I get sick on airplanes, too.
- A Have you ever performed in front of an audience?
 B Yes, I have. Actually, I do it all the time.
 A _____? Wow.
 B Yeah. I'm a drummer in a rock band.
 A _____? I'm impressed!
- A Have you seen any good movies lately?
 B Actually, I went to see that new action movie that's out right now.
 A _____? The one with Liam Neeson? I've seen all his movies.
 B _____? So is he your favorite actor?



3 Listening and strategies What have they done?

A 1.20 Listen to three people talk about things they have done. Match the people and the main topic they talk about. There are three extra.

- | | | |
|------------------|--------------|------------------|
| 1. Albert _____ | a. a job | d. a hobby |
| 2. Reny _____ | b. vacations | e. a movie on TV |
| 3. Melissa _____ | c. a sport | f. an accident |

B 1.20 Listen again. What did each person just do? Write a sentence.

C 1.20 Listen again. Respond to the last thing each person says. Check (✓) the correct response. Then write a question to keep each conversation going.

- | | | | | |
|------------|------------------------------------|------------------------------------|------------------------------------|-------|
| 1. Albert | <input type="checkbox"/> You have? | <input type="checkbox"/> Did you? | <input type="checkbox"/> Were you? | _____ |
| 2. Reny | <input type="checkbox"/> Did you? | <input type="checkbox"/> You were? | <input type="checkbox"/> You have? | _____ |
| 3. Melissa | <input type="checkbox"/> You did? | <input type="checkbox"/> Are you? | <input type="checkbox"/> Do you? | _____ |

1 Reading

A Look at the photographs. Which trip would you like to take? Tell the class. Then read the two blogs. Which blogger had the worst problems?

Reading tip

After you read, think of a comment you could post to show you understood the blog.

http://www.myblogguatemala... 

JAKE'S JOURNEY MARCH 2 GUATEMALA

When we arrived in Guatemala two weeks ago, we didn't know what to expect. But I have to say, we've had a great time. I've done a lot of traveling, and I think it's one of the most amazing places I've ever been to. We've done a lot in the last two weeks. We've gone hiking, explored some of the ancient Mayan ruins, and camped next to a volcano. We've also seen some beautiful birds. The quetzals are so colorful, and there are hummingbirds everywhere. There are lots of things we haven't had time to do. I've always wanted to go to the rain forest. I hope we get there.



 Camping was really fun. We drove up some rough dirt roads to Ipala Volcano and got a flat tire on the way. It was worth the trip, though. There's a really pretty lake up there that we hiked around. It rained really hard one night, and everything outside the tent got soaked, but at least the tent didn't leak. Fortunately, the weather's gotten better. Another place we found had these beautiful hot springs and a hot waterfall. Standing underneath it was just like taking a hot shower! I miss you all!

Comments

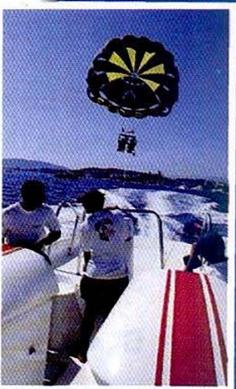
Linh: You do? That's hard to believe, Jake. It sounds like you're having a blast! I've never been to Central America, but I've always wanted to go there. Have you gone on one of the zip lines? I've heard you can do them there. Have fun!

http://www.myblogbrazil... 

CHLOE'S TRAVELS March 2 Brazil

After 36 hours of travel, we arrived in Brazil last Sunday. I can't believe it – we got stuck on our way here, and unfortunately, we missed Carnival in Rio! I've always wanted to see it – with all the costumes and dancing and music, but we just couldn't get here in time. And I lost my camera! Fortunately, I've been good about uploading all my photos to the blog, so I haven't lost many. At least it wasn't an expensive camera. Anyway, we've been to the beach every day. We've gone surfing, and I went parasailing yesterday. The views were amazing!

We've done a lot of sightseeing – though we haven't taken the cable car up Sugar Loaf Mountain. We'll probably do that tomorrow. We've met some really nice people. They're so incredibly friendly and helpful. Amazingly, we managed to visit the family of one of our classmates from college. They were extremely generous. They made us some traditional *feijoada* – a bean and meat dish. It was delicious! I could happily spend another month here. We'll have to come back and visit again.



Comments

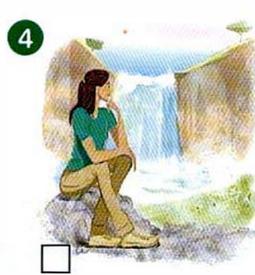
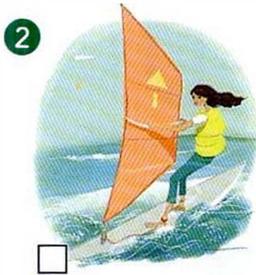
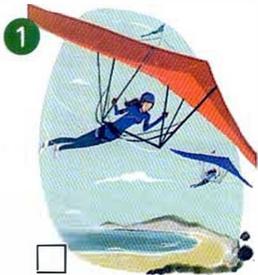
Steve: Hey Chloe. I miss you! It's cold and wet here, and I'm working, unfortunately. Have you been able to see any capoeira?

B Pair work Read the blogs again. Are the sentences true or false? Write *T* or *F*.

- Guatemala is exactly what Jake expected. _____
- The weather has been bad for his entire trip. _____
- He had problems with his tent one night. _____
- Chloe enjoyed Carnival. _____
- She and her friends have finished sightseeing. _____
- She would like to spend more time in Brazil. _____

2 Listening A traveler's adventures

A 1.21 Listen to Suzanne's friends talk about her trip to New Zealand. Check (✓) the things Suzanne has done.



B 1.21 Listen again. Answer the questions.

1. How does Suzanne's friend know about her trip?
2. Does Suzanne like to try new things?
3. What family does Suzanne have in New Zealand? Did she meet them on her trip?
4. What are Suzanne's photos like? Why are her friends surprised?
5. Have Suzanne's friends traveled a lot?

3 Writing and speaking Blog about it

A Read the excerpt from a blog below and the Help note. Underline the adverbs of attitude in the blog.

FLYING ABOVE THE RAIN FOREST

Last summer, I went on the Sky Trek in the rain forest in Monteverde, Costa Rica. I'm afraid of heights, so I almost didn't go. Fortunately, there were some great guides, and they really helped me. Amazingly, it wasn't really scary. It was the most exciting experience I've ever had! I didn't see a quetzal bird, unfortunately, so I'll just have to go back.



Help note

Adverbs of attitude

Use adverbs like **fortunately**, **unfortunately**, **amazingly**, etc., to show your attitude or feeling about something.

Fortunately, there were some great guides.

I didn't see a quetzal bird, **unfortunately**.

Amazingly, it wasn't really scary.

About you

B Write a blog entry about an exciting experience you've had. Use *fortunately*, *unfortunately*, and *amazingly*. Do you have a photo to add to the blog?

C **Class activity** Take turns reading your classmates' blogs. Discuss who has . . .

- had the most exciting experience.
- done something you'd love to do.
- been somewhere you'd love to go.

Learning tip Verb charts

When you learn a new verb, write the three main forms in a chart.

base form	simple past	past participle
go	went	gone

In conversation

The top 10 past participles after **I've never** . . . are:

1. been
2. heard
3. had
4. seen
5. tried
6. done
7. gone
8. read
9. used
10. watched

1 Word builder Complete the charts.

These verbs have three different forms.

be	was / were	been	drive	drove		break		broken
do	did		write		written	choose	chose	
go		gone	eat	ate		speak		spoken
see	saw		give		given	wake	woke	
drink		drunk	fall	fell		get		gotten
sing	sang		take		taken	forget	forgot	

2 Make a chart like the one above for the verbs below. Note the simple past form is the same as the past participle.

bring catch have keep make read sell teach think
buy find hear leave meet say sit tell win

3 Now complete these charts.

The base forms and past participles are the same.

become	became	become
come		
run		

All forms are the same.

cut	cut	cut
hurt		
put		



On your own

Make a "sentence string." Complete the sentence *I've never* . . . How many different ideas can you think of?



Can Do! Now I can . . .

I can . . . I need to review how to . . .

- | | |
|--|---|
| <input type="checkbox"/> talk about my dreams. | <input type="checkbox"/> understand people talking about experiences. |
| <input type="checkbox"/> describe experiences I've had or haven't had. | <input type="checkbox"/> understand a conversation about travel. |
| <input type="checkbox"/> keep a conversation going. | <input type="checkbox"/> read a travel blog. |
| <input type="checkbox"/> show interest with <i>Have you?</i> , <i>Do you?</i> , etc. | <input type="checkbox"/> write a blog about my travel experiences. |

Wonders of the world



In this unit, you learn how to . . .

Lesson A

- Talk about your country or city using superlative adjectives and superlatives with nouns

Lesson B

- Ask and answer questions about your country's natural features with *How* + adjective

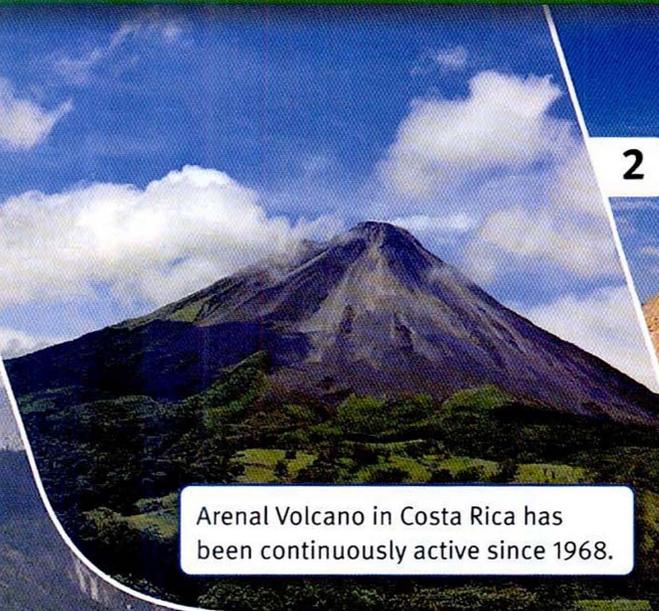
Lesson C

- Use short responses with *really* and *sure* to be a supportive listener
- Use superlatives for emphasis

Lesson D

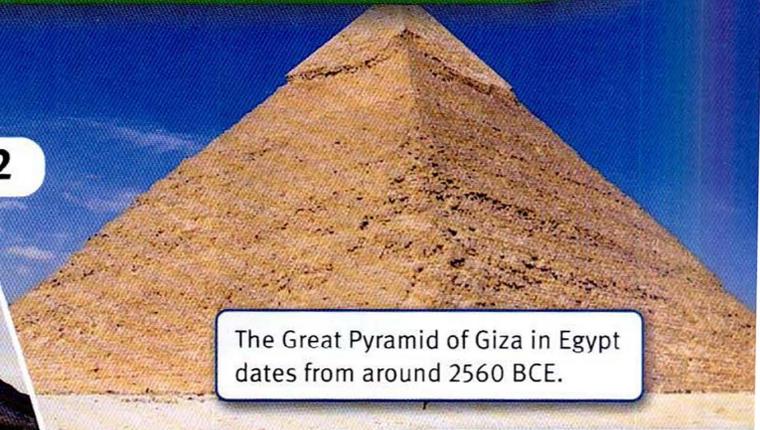
- Read an article about world records
- Write a factual article about your country

1



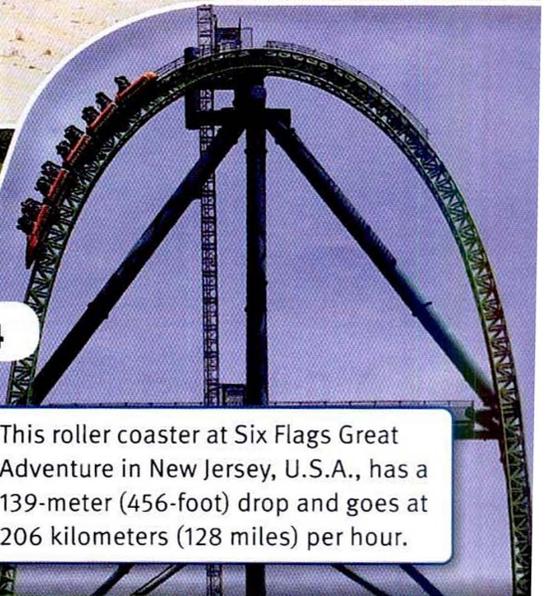
Arenal Volcano in Costa Rica has been continuously active since 1968.

2



The Great Pyramid of Giza in Egypt dates from around 2560 BCE.

4



This roller coaster at Six Flags Great Adventure in New Jersey, U.S.A., has a 139-meter (456-foot) drop and goes at 206 kilometers (128 miles) per hour.

3

The Great Canyon of Yarlung Tsangpo in Tibet is deeper than the Grand Canyon in the United States.

Before you begin . . .

Have you ever done any of these things? Which would you really like to do?

- See an active volcano.
- Visit an ancient city or monument.
- Go hiking in a beautiful canyon.
- Ride a scary roller coaster.

Test your knowledge. Can you guess the answers to these questions?

1. Which city has the tallest office building in the world?
a. Kuala Lumpur b. Taipei c. Chicago



This building is 509 meters (1,670 feet) tall.

2. Where is the longest suspension bridge?
a. Japan b. Denmark c. China



This is the longest suspension bridge in the world. It's 1,990 meters (6,529 feet) long.

3. Where is the largest shopping mall?
a. Canada b. China c. The United States



This mall covers about 1.97 million square meters (6.46 million square feet).

4. Where is the busiest fast-food restaurant in the world?
a. Seoul b. Moscow c. Hong Kong



This restaurant serves over 40,000 people each day.

5. Which city has the biggest soccer stadium in Europe?
a. London b. Dublin c. Barcelona



This stadium has the most seats. It can hold nearly 100,000 people.

6. Which country has the most tourism?
a. The United States b. Spain c. France



This is the most popular country with tourists. Eighty million people visit every year.

1 Getting started

A Look at the pictures. What is the quiz about? Are you good at these kinds of quizzes?

B  1.22 Listen to the quiz. Can you guess the correct answers? Circle *a*, *b*, or *c*. Then compare with a partner. Check your answers on the last page of your book.

Figure it out

C **Pair work** Complete the questions. Then ask and answer them with a partner. Can you guess the correct answers? Check your answers on the last page of your book.

1. What's the _____ (big) train station in the world?
2. What's the _____ (busy) airport in the world?
3. Where is the _____ (large) building in the world?
4. What's the _____ (expensive) city in the world?

2 Grammar Superlatives 1.23

Extra practice p. 142

For short adjectives
the + adjective + -est

For long adjectives
the + most / least + adjective

Irregular superlatives
good ▶ the best; bad ▶ the worst

Superlatives with nouns
the most + noun

What's **the tallest** building in the world?

What's **the busiest** restaurant?

What's **the most interesting** city in your country?

What's **the least expensive** store?

What's **the best** country to visit?

What's **the worst** problem in your country?

Which country has **the most tourism**?

Which stadium has **the most seats**?

In conversation

The most + adjective is about 20 times more common than **the least + adjective**.

A Complete these questions about your country. Use the superlative form of the adjectives or the superlative with nouns.

1. What's the largest (large) city?
2. Which airport has _____ (flights) every day?
3. What's _____ (fast) way to travel?
4. What's _____ (beautiful) region?
5. Which city has _____ (tourism)?
6. Where's _____ (famous) monument?
7. What's _____ (good) university?
8. What's _____ (bad) problem for people?
9. Which city has _____ (big) population?

Common errors

Use **-est** with short adjectives.

What's **the tallest** building in your city?

(NOT What's ~~the most tall~~ building in your city?)



About you

B Pair work Ask and answer the questions. Do you and your partner agree on the answers?

3 Speaking naturally Linking and deletion with superlatives

Link the final *st* to vowel sounds and the sounds /h, l, r, w, y/.

What's the **most** interesting neighborhood?

What's the **tallest** office building?

What's the **biggest** hotel?

What's the **largest** library?

What's the **nicest** restaurant?

What's the **fastest** way to travel around?

What's the **oldest** university?

Delete the final *t* and link the *s* to most consonant sounds.

What area has the **most** traffic?

What's the **busiest** mall or shopping area?

Where's the **biggest** stadium?

What's the **best** sports team?

What neighborhood has the **most** clubs?

What's the **most** popular dance club?

What's the **best** movie theater?

A 1.24 Listen and repeat the questions above. Notice how the final *st* is linked to vowel sounds and the sounds /h, l, r, w, y/. However, the final *t* is deleted before – and the *s* is linked to – most consonant sounds.

About you

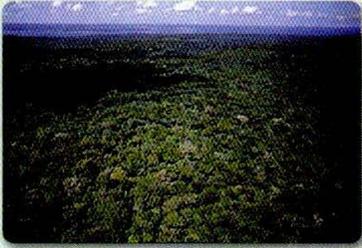
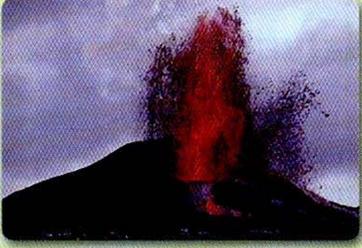
B Pair work Ask and answer the questions above about your city. Agree on an answer for each question. Then compare with your classmates.

1 Building vocabulary and grammar

A Complete the facts below with seven of the natural features in the box. Which facts did you know?

- archipelago desert island mountain rain forest ✓ river
 coast glacier lake ocean reef volcano

Did you know . . . ?

	The Nile is the longest <u>river</u> in Africa. It's 6,695 kilometers (4,160 miles) long.		The highest _____ in the world is Mount Everest in Asia. How high is it? It's 8,850 meters (29,035 feet) high.
	The largest _____ is the Pacific. It covers one-third of the earth! The deepest part is about 11,000 meters (36,000 feet) deep.		How big is the largest _____? The Amazon in South America covers about 4 million square kilometers (1.5 million square miles).
	The largest hot _____ is the Sahara in Africa. How large is it? It's about 9.1 million square kilometers (3.5 million square miles).		The most active _____ is probably Kilauea on the _____ of Hawai'i. It has been active since 1983, and it still erupts every day!

Word sort **B** What natural features are in your country? Complete the chart. Then compare with a partner.

Features we have		Features we don't have	
beaches		desert	

Vocabulary notebook p. 30

"We have a lot of great beaches. They're some of the best in the world."

Figure it out **C** Can you complete the questions and answers?

- How _____ is the Nile River?
- _____ high is Mount Everest?
- It's 6,695 kilometers _____.
- It's 8,850 meters _____.

2 Grammar Questions with *How* + adjective . . . ? 1.25

Extra practice p. 142

How high is Mount Everest?	It's 8,850 meters (29,035 feet) high .
How long is the Nile River?	It's 6,695 kilometers (4,160 miles) long .
How wide is the Grand Canyon?	It's about 29 kilometers (18 miles) wide .
How deep is the Pacific Ocean?	It's about 11,000 meters (36,000 feet) deep .
How large is the Sahara Desert?	It's 9.1 million square kilometers (3.5 million square miles).
How hot does it get in Death Valley?	It can reach 48 degrees Celsius (120 degrees Fahrenheit).

Some measurements can be followed by an adjective: *high, tall, long, wide, deep*

A Write two questions about each of the natural features below.

Questions

- the longest river in Canada
- the highest mountain in South America
- the smallest continent
- the widest canyon in the world
- the deepest lake in the world
- the coldest place in the world

Answers

- The Mackenzie River / 4,241 kilometers
- Mount Aconcagua / 6,962 meters
- Australia / almost 7.7 million square kilometers
- The Grand Canyon / 29 kilometers
- Lake Baikal / 1,741 meters
- Antarctica / -89.6 degrees Celsius

What's the longest river in Canada? How long is it?

B Pair work Ask and answer your questions. Use the information given above.

- | | |
|--|--------------------------------------|
| A <i>What's the longest river in Canada?</i> | A <i>How long is it?</i> |
| B <i>The Mackenzie River.</i> | B <i>It's 4,241 kilometers long.</i> |



3 Listening What do you know?

A Pair work Take the quiz below. Circle *a*, *b*, or *c*, and guess the answers to the questions.

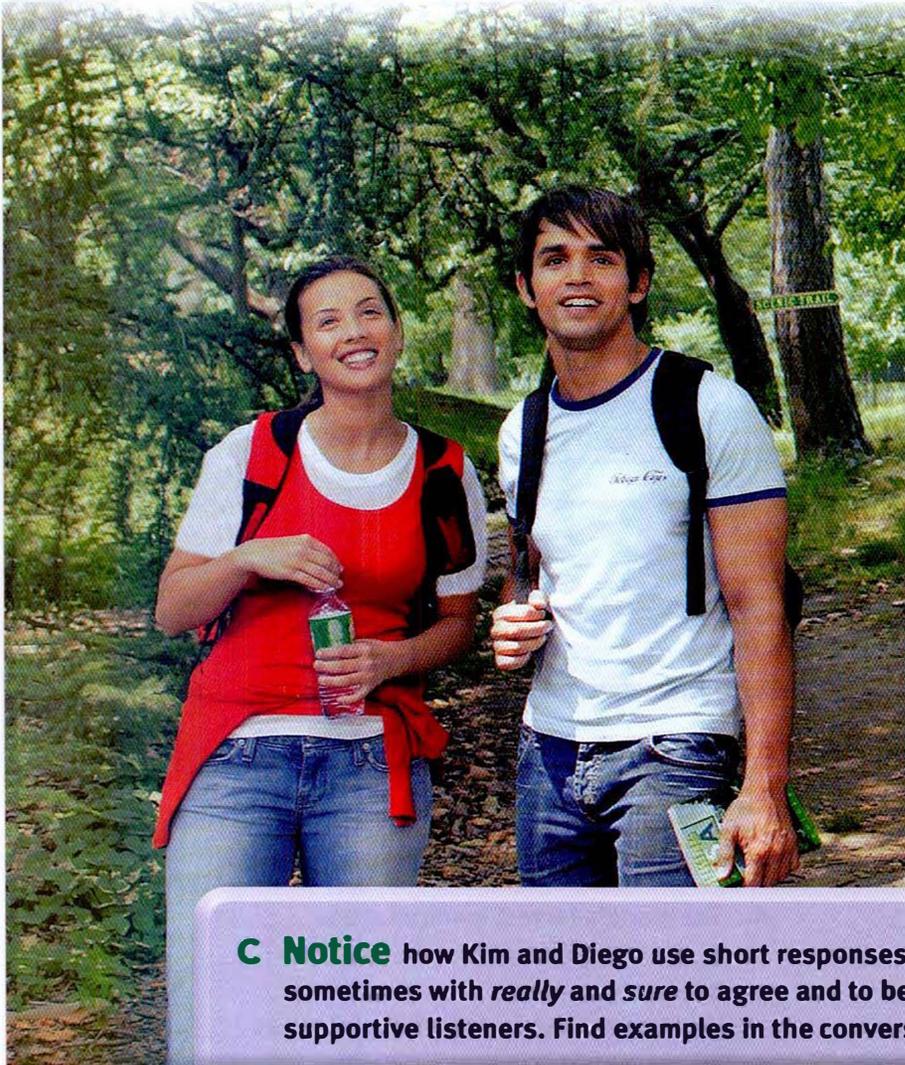
- The world's tallest trees grow in _____.
a. Japan c. the United States
b. Brazil
How tall are they? They're _____.
- _____ is the highest lake in the world.
a. Lake Victoria c. Lake Superior
b. Lake Titicaca
How high is it? It's _____.
- The longest mountain range is _____.
a. the Andes c. the Rocky Mountains
b. the Himalayas
How long is it? It's _____.
- The world's largest archipelago is _____.
a. the Philippines c. Indonesia
b. Greece
How many islands does it have? It has _____.
- The world's deepest canyon is in _____.
a. the United States c. Australia
b. Tibet
How deep is it? It's _____.
- The world's smallest volcano is in _____.
a. the Philippines c. Mexico
b. Italy
How high is it? It's _____.

B 1.26 Pair work Listen to the quiz show. Were your guesses correct? Write the correct answers above.

 Sounds right p. 137

1 Conversation strategy Being a supportive listener

- A** Are there any national parks in your country? Which one is the most beautiful? Which one is the largest?
- B**  1.27 Listen to Kim and Diego. What do they say about Sequoia National Park?



Kim This is the most incredible place!

Diego Yeah, it really is. It feels good to be out of the city.

Kim It sure does. You know, these trees are just awesome.

Diego They really are. Have you ever been to Sequoia National Park?

Kim No. Have you?

Diego Yeah. I went last year. The trees there are the tallest in the world.

Kim Really? I didn't know that.

Diego Yeah. I had the best time. I mean, it's just the greatest place to hike.

Kim We should go hiking there sometime.

Diego You're right. We really should.

C Notice how Kim and Diego use short responses sometimes with *really* and *sure* to agree and to be supportive listeners. Find examples in the conversation.

"This is the most incredible place!"
"Yeah, it really is."

D Match the comments on the left with the responses on the right. Then practice with a partner.

- | | |
|---|---|
| 1. The weather was <u>great</u> last Saturday. ____ | a. You're right. We really should. |
| 2. This city doesn't have many <u>parks</u> . ____ | b. Yeah, you sure can. |
| 3. We should <u>go hiking</u> sometime. ____ | c. Yeah. It sure is. |
| 4. <u>The lake</u> here is a great place to go swimming. ____ | d. It really was. I spent the whole day outdoors. |
| 5. I like being out of the city. You can <u>hear the birds</u> . ____ | e. No, it really doesn't. That's too bad. |

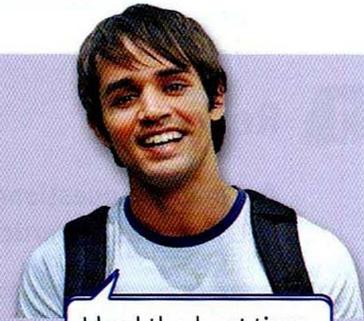
About you **E Pair work** Practice the comments and responses using your own ideas. Change the underlined words.

2 Strategy plus Using superlatives for emphasis

You can use superlatives to emphasize your opinions or feelings.



This is the most incredible place!



I had the best time.

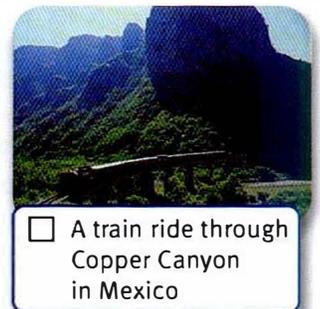
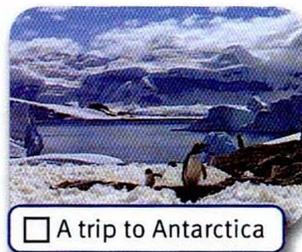
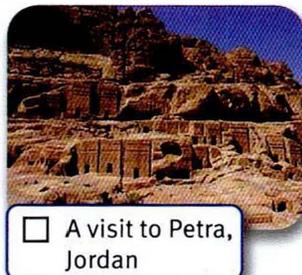
About you

Pair work Complete the answers with the superlative form of the adjectives. Then practice with a partner. Practice again with your own information.

- A Where's your favorite place to hang out?
 B Well, I really like going to cafés. You see _____ (interesting) people.
- A Where's a good place to go to get out of the city?
 B I like going into the mountains. It's so quiet, and you can see _____ (amazing) wildlife.
- A I heard that you can take a boat trip down the river.
 B You sure can. You can get _____ (good) views of the city. You really should do it.
- A How was your vacation? Was it fun?
 B Yeah. We went sailing around some islands. I had _____ (good) time.

3 Listening and strategies Travel talk

A 1.28 Listen to a radio interview. Number the experiences 1 to 4 in the order you hear them.



B 1.28 Listen again. How does Jill answer these questions? Complete the sentences.

- What's the most interesting place you've ever been to? Petra. It's _____.
- What's the most beautiful place you've seen? Antarctica has _____.
- What's the best trip you've taken? Copper Canyon. The colors _____.
- What's the most exciting thing you've done on a trip? I rode _____.
- What was your worst trip? A Caribbean cruise. The cruise was great, but I _____.

About you

C Group work Discuss the questions. What experiences have people in your group had?

A Well, I went to Rome one time. I had the best time. It's fun to explore new places.

B Yeah, it sure is. I bet Rome was amazing.

Free talk p. 130

1 Reading

- A** Read the questions in the article. Can you guess the correct answers? Then read the article. Were your guesses correct?

Reading tip

Before you read, try and answer the questions. Then read to check your guesses.

http://www.worldrecords... Q

World Records

What was more popular?

A family video uploaded online showing a baby biting his older brother's finger

A popular video war game

"Charlie bit my finger" made the record books as the most liked video in one year with 908,668 "likes." The video war game, however, sold 6.5 million copies in the first 24 hours of its launch in the United States and UK alone.



What's the longest?

The longest snake in the world The shortest street The world record for the long jump

The world's longest snake, a python, is 7.67 meters (25 feet 2 inches) long. It's the scariest inhabitant at a haunted house attraction in Kansas City, Missouri.

Meanwhile, the shortest street in the world, in Caithness, Scotland, is only 2 meters (6 feet 9 inches) long. It consists of one house with the address 1, Ebenezer Place.

The world record for the long jump was set in 1991. Mike Powell from the United States jumped 8.95 meters (29 feet 4.36 inches) in Tokyo, Japan. More than two decades later, it was still the world record.



Which is more dangerous?

The most dangerous road in world The most dangerous animal

The most dangerous road in the world runs 69 kilometers (43 miles) from La Paz to Coroico in Bolivia. On average there are 300 deaths annually. The road is most dangerous in the rainy season when it is muddy and wet.

The deadliest animal is the mosquito. This tiny insect can carry a deadly disease, malaria. Malaria kills more than two million people a year.



Which is older?

The oldest skyscraper city The oldest living tree

The oldest skyscraper city in the world is in Yemen. Shibam, with approximately 7,000 citizens, has buildings up to 12 stories high. While they are not the tallest skyscrapers in the world (the tallest is currently in Dubai, UAE), they are the oldest. Most of the 500 skyscrapers were built in the sixteenth century. However, Hong Kong, the place with the *most* skyscrapers, has 2,354 towering buildings, which together would almost reach a space station orbiting Earth.

Some of the oldest forests in the world are in the Andes, a mountain range in southern Chile and Argentina. The average age of these forests is 2,500 years old. However, the oldest living tree, a pine tree in the White Mountains of California, is 4,800 years old.



B Read the article again. Circle the correct words to make the sentences true according to the article.

1. The most popular video war game sold 6.5 million copies in one **day / month**.
2. The longest snake is **shorter / longer** than the world's longest long jump.
3. The people at 1, Ebenezer Place have **no / a few** next-door neighbors.
4. The worst time for accidents on the road is during the **wet / cold** season.
5. **Shibam / Dubai / Hong Kong** has the most skyscrapers.
6. The oldest living tree **is / is not** in one of the oldest forests.

C Find the bold words in the article. Then choose *a* or *b* to complete the sentences.

- | | | |
|---|-----------|------------------|
| 1. After a launch , a company starts to _____ a product. | a. sell | b. design |
| 2. An inhabitant is a thing or person that _____ a place. | a. visits | b. lives in |
| 3. If a street consists of one house, it means it _____ one house. | a. has | b. is famous for |
| 4. When something happens annually , it happens every _____. | a. month | b. year |
| 5. A city that has 7,000 citizens has 7,000 _____. | a. people | b. buildings |
| 6. A towering building is very _____. | a. short | b. tall |

2 Speaking and writing Interesting facts

A Group work Discuss these questions about your country. Find out as many facts as you can about each thing. Take notes.

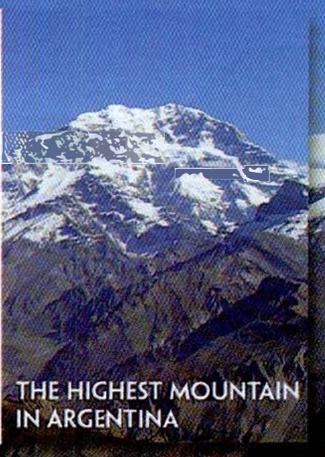
What is . . .

- the highest mountain? the longest river?
- the longest bridge? the tallest building?
- the best-known natural feature?
- the best time of year to visit?
- the city with the most historic sites?

B Read the article and the Help note. Then write an article about an interesting place in your country. Add information as shown in the Help note. Include a photo if you can.

MOUNT ACONCAGUA

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina. At 6,962 meters (22,841 feet), it is the highest mountain in North and South America. Many people come to Argentina every year to climb Mount Aconcagua and to see the Andes, the longest mountain range in the world.



**THE HIGHEST MOUNTAIN
IN ARGENTINA**

Help note

Adding information

Mount Aconcagua is the highest mountain in Argentina. + It is a peak in the Andes range. =

*Mount Aconcagua, **a peak in the Andes range**, is the highest mountain in Argentina.*

Many people come to Argentina to see the Andes. + They are the longest mountain range in the world. =

*Many people come to Argentina to see the Andes, **the longest mountain range in the world**.*

C Group work Take turns reading your articles aloud. What new information did you learn?



Learning tip *Drawing maps*

Draw a map of your country. Include natural features. Label your map.

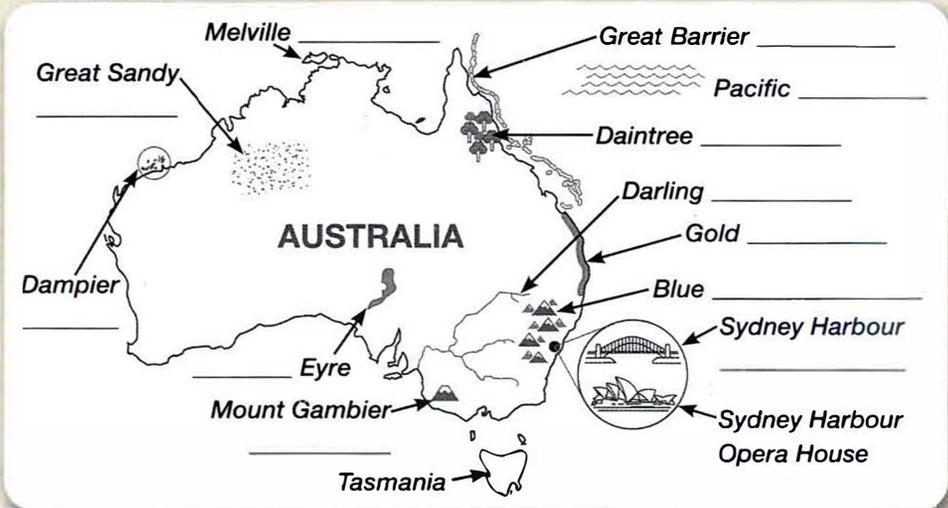
In conversation

The six natural features people talk about most are:

- | | | |
|------------|--------------|------------|
| 1. lakes | 3. mountains | 5. oceans |
| 2. beaches | 4. rivers | 6. valleys |

1 Fill in the missing labels on this map of Australia.

- | | |
|-------------|-------------|
| archipelago | mountains |
| bridge | ocean |
| coast | rain forest |
| desert | reef |
| island | river |
| lake | volcano |



2 **Word builder** Sketch a map of your country. Draw and label natural features. Are any of these features in your country?

- bay cliffs geysers hot springs peninsula sand dunes waterfall



On your own

Find out the highest, longest, biggest, deepest, and largest natural features in your country. Make a fact chart showing how long, high, big, and deep the features are.



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|--|--|
| <input type="checkbox"/> talk about the best, worst, and most beautiful things in my city and country. | <input type="checkbox"/> understand a quiz about natural features. |
| <input type="checkbox"/> describe natural features. | <input type="checkbox"/> understand an interview about someone's travel experiences. |
| <input type="checkbox"/> use short responses to be a supportive listener. | <input type="checkbox"/> read an article about world records. |
| <input type="checkbox"/> emphasize my opinions and feelings using superlatives. | <input type="checkbox"/> write a factual article about my country. |

1 How much do you know about your partner?

A Complete the sentences with an adverb or adjective. Then make guesses about your partner by circling the affirmative or negative form of the verb.

Your guesses My partner ...	Are your guesses ...	
	right?	wrong?
1. eats / doesn't eat <u>slowly</u> (slow).	<input type="checkbox"/>	<input type="checkbox"/>
2. listens / doesn't listen _____ (careful) to the weather forecast.	<input type="checkbox"/>	<input type="checkbox"/>
3. can draw / can't draw really _____ (good).	<input type="checkbox"/>	<input type="checkbox"/>
4. gets / doesn't get upset _____ (easy).	<input type="checkbox"/>	<input type="checkbox"/>
5. feels / doesn't feel _____ (bad) if he / she can't do a job _____ (proper).	<input type="checkbox"/>	<input type="checkbox"/>
6. tries / doesn't try _____ (hard) to be on time for appointments.	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Ask and answer questions to check your guesses. Show interest in what your partner says.

A I guessed that you eat slowly. Do you?

B Actually, I do. I'm always the last person to finish a meal.

A You are? Well, it's probably a good idea to eat slowly.

2 Have you ever?

Pair work Find out if your partner has ever done any of these things. Ask and answer questions. Give more information in your "yes" answers.

see someone famous	eat something unusual	win a prize or a competition	be late for an important event	break a bone
get sick and miss a class	have an argument	lose something important	buy yourself something special	throw a party

A Have you ever seen someone famous?

B Yes, I have. I saw Taylor Swift in concert last July.

3 What natural and human wonders would you like to see?

Complete the chart with four natural and four human wonders. Then discuss with a partner.

Natural wonders		Human wonders	
volcano - Mt. Fuji			

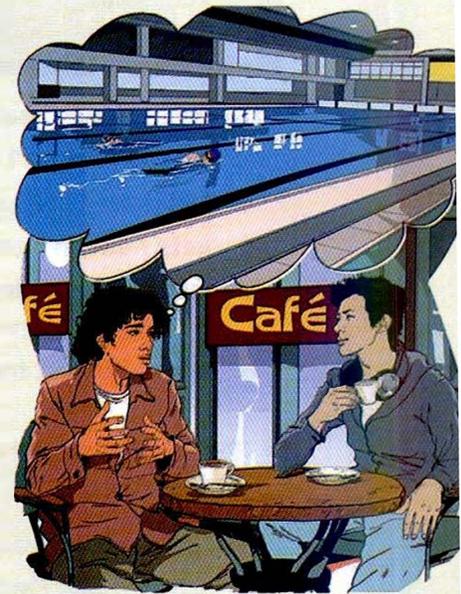
"I'd really like to see Mt. Fuji. I've never seen it before. Have you seen it?"

4 Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary. Then practice with a partner.

I've ever seen We really should Have you at least incredibly
 ✓ I've heard We sure did I saw always the coolest

- Milton** Have you been to the new sports complex?
Peter No, but I've heard it's fabulous. How about you?
Milton Actually, I've been there every weekend this summer.
Peter _____? What's it like?
Milton Great. You see _____ people there. _____
 Jillian and Maggie there Saturday. They're _____
 hanging out at the skating rink.
Peter Maybe we should go skating there sometime.
Milton Yeah. _____.
Peter So, what's the pool there like?
Milton Gigantic. I think it's the biggest pool _____.
Peter Do you remember that little pool in Lincoln Park?
Milton Yeah. We always had a lot of fun there.
Peter _____. But it was _____ small.
Milton Yeah, but _____ it was free. It costs \$20 to swim in this new pool!



5 What do you think?

Complete the questions with superlatives. Then ask and answer the questions with a partner.

1. What's the tallest (tall) building in this city?
2. What's _____ (nice) park around here?
3. Where's _____ (good) place to sit and enjoy the view?
4. Where's _____ (expensive) restaurant in this city?
5. What's _____ (delicious) thing you've ever eaten?
6. What's _____ (bad) movie you've ever seen?
7. Who's _____ (busy) person you know?

6 What are they like?

A Add an appropriate adverb before each adjective below. Use a different adverb each time.

extremely generous _____ impatient _____ reliable _____ inconsiderate
 _____ disorganized _____ talented _____ arrogant _____ dishonest

B Pair work Think of a person for each quality above. Think of one thing this person is always doing. Tell a partner.

"My friend Cecilia is extremely generous. She's always helping people."

Family life



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about family life using *let, make, help, have, get, want, ask, and tell*

Lesson B

- Talk about your immediate and extended family
- Describe memories of growing up with *used to* and *would*

Lesson C

- Give opinions with expressions like *If you ask me*
- Agree with opinions using expressions like *Absolutely* and *That's true*

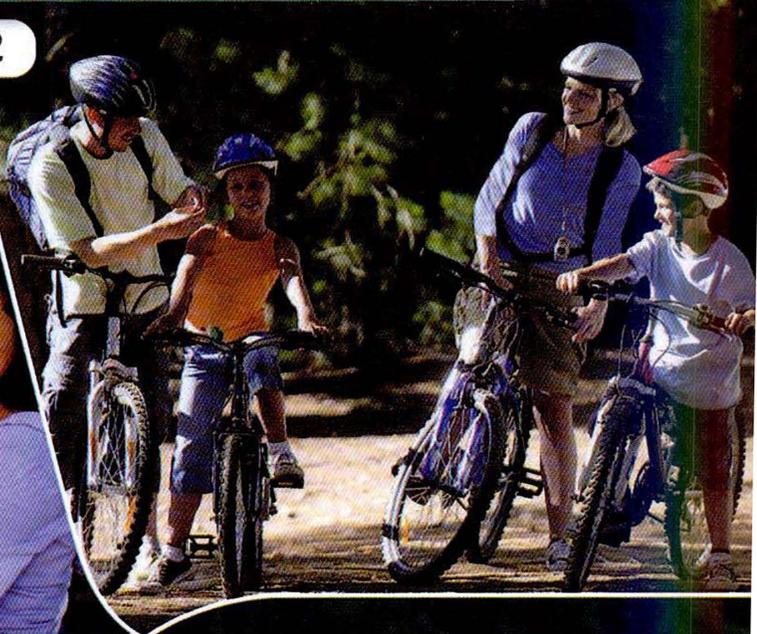
Lesson D

- Read a blog about family meals
- Write a blog entry about a family memory

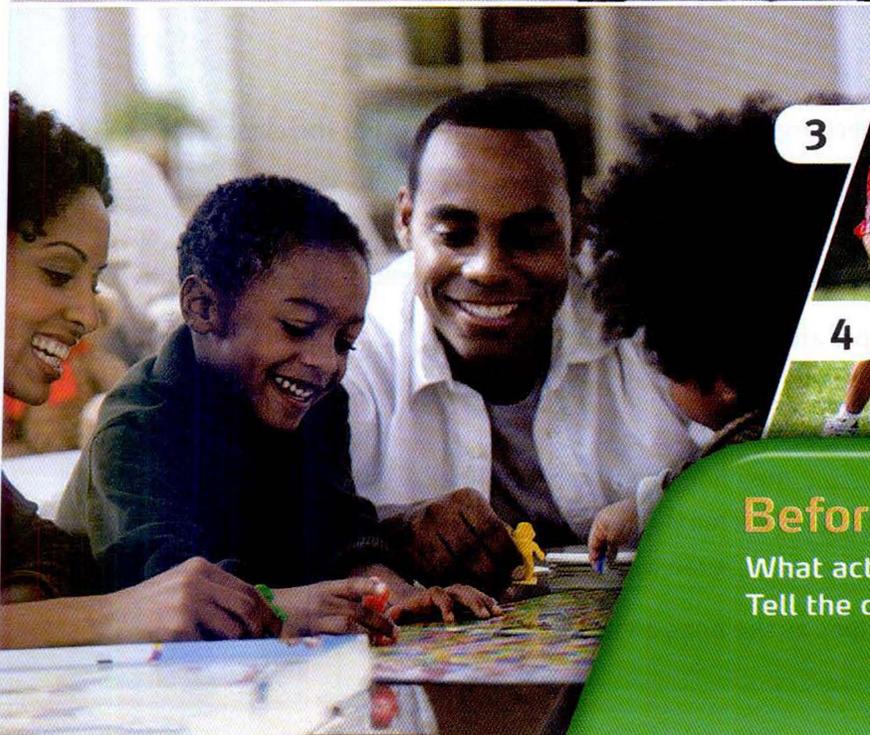
1



2



3



4



Before you begin . . .

What activities do you and your family do together?
Tell the class three things.

http://www.gripe... + Q [-] [X]

GRIBE.CUP.ORG FAMILY LOVE WORK SCHOOL



Kids gripe about their parents. . . .

"I want to go to drama school, but my parents want me to study law. They're always pressuring me about it."
– Tom

"My parents won't let me use the car. I have to ask them to drive me everywhere."
– Marina

"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 10:00. It's so embarrassing."
– Pedro



Parents gripe about their kids. . . .

"My kids play computer games all the time. I always try to have them do their homework before dinner, but they play games instead."
– Mae

"My kids never help me clean the house. I can't even get them to clean up their own rooms."
– Eduardo



Spouses gripe about each other. . . .

"My husband never lets me have the remote when we're watching TV. It's so irritating. We're always fighting over it."
– Sue

"My wife is a backseat driver. She's always telling me to slow down, even though I never go over the speed limit."
– Mehmet

MY GRIBE: Here's your chance to send in your own gripe about your family. Enter your gripe(s) here:

1 Getting started

A What are some things family members argue about? Add your own ideas. Tell the class.

chores school sharing things staying out late

B  2.01 Listen and read the messages on the website above. What problems do the people have?

Figure it out

C Complete sentences about the people above. Add verbs.

- Marina's parents won't let her _____ the car.
- Pedro's parents make him _____ home before 10:00.
- Mae tries to have her kids _____ their homework before dinner.
- Eduardo can't get his kids _____ their rooms.
- Mehmet's wife always tells him _____ even when he's not driving fast.

About you

D **Pair work** Do you have the same gripes as the ones on the website? Tell a partner.

2 Grammar *let, make, help, have, get, want, ask, tell* 2.02

Extra practice p. 143

let / make / help / have + object + verb

My parents won't **let me stay out** late.
They **make me come** home before 10:00.
My kids never **help me clean** the house.
I **have them do** their homework before dinner.

get / want / ask / tell + object + to + verb

I can't **get them to clean up** their rooms.
My parents **want me to study** law.
I have to **ask them to drive** me everywhere.
My wife is always **telling me to slow down**.

A Choose the correct verbs to complete the sentences.

- When I was a kid, my parents never let me walk to school by myself. (got / let)
- My parents made me _____ to bed at 8:00. (go / to go)
- My mother couldn't _____ me to eat fish. I was a picky eater! (make / get)
- My brother never lets me _____ his computer. (use / to use)
- My parents _____ me to spend more time with them. I should, but I'm too busy. (want / have)
- My dad's always telling me _____ more exercise. (get / to get)
- I always _____ my husband make breakfast on weekends so I can sleep late. (have / get)
- I think kids should _____ their parents clean the house. (get / help)
- My parents always say they want me _____ happy, not rich. (to be / be)
- I usually _____ my parents know when I'm going to be home late. (let / have)

In conversation

You can also say *help me to do something*, but this is much less common.

help + verb
help + to + verb

Common errors

Don't use *to* with *let, make, or have*.

They make me come home before 10:00.
(NOT *They make me to come home . . .*)

About you

B Pair work Make five of the sentences above true for you. Tell a partner.

A *When I was a kid, my parents never let me eat junk food.*

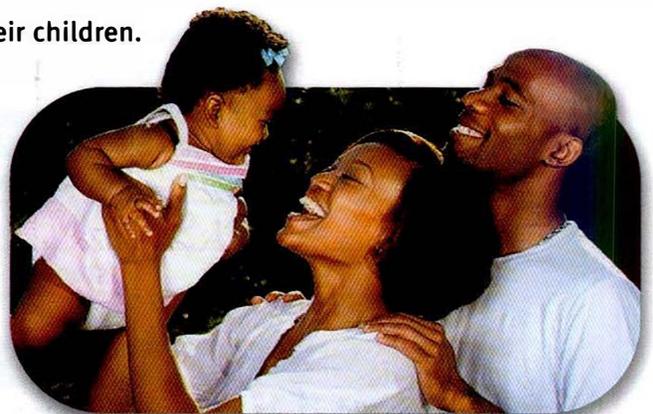
B *Really? My parents let me have soda and stuff, but they made me eat vegetables, too.*

3 Listening and speaking Reasonable demands?

A Read the list of demands that parents make on their children. What other demands do parents make?

My parents want me to . . .

- _____ get married and start a family.
- _____ study a subject I'm not interested in.
- _____ work in the family business.
- _____ change my appearance.
- _____ call them every week.
- _____ move nearer to them.



B 2.03 Listen to five people talk about their parents' demands. Number the demands they talk about above 1 to 5. There is one extra.

About you

C Pair work What demands do your parents or your friends' parents make? Why? Which demands are reasonable? Which are not? Tell a partner.

"My parents don't want me to get married too soon. They want me to finish college first."

1 Building vocabulary and grammar

A 2.04 Listen and read the article. What memories do these people have?

Happiest Memories

We asked people to send us a photo and write about their happiest childhood memory.



My happiest memory is of my **great-grandmother**. She always used to keep candy in her pockets, and she'd always give us some when we came to visit. My dad used to tease us and say, "Grandma, don't give them any candy!" But she did anyway.

– Rosa, Guadalajara, Mexico



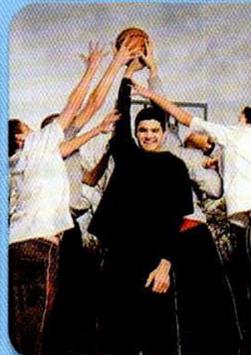
All my **aunts** and **uncles** used to come over for Sunday dinner, and there were always about 12 of us around a gigantic table. My **cousins** and I would crawl under it during dinner and play. I'm **an only child**, so it was nice to be part of a big **extended family**.

– Vasily, Saint Petersburg, Russia



My sister and **brother-in-law** used to live next door. I'm only a little older than my sister's kids, so I kind of grew up with my **niece** and **nephew**. I used to go over there a lot, and we'd play together. I was their favorite **aunt!**

– Haruka, Sendai, Japan



I used to love playing basketball with my four brothers. I grew up in a **blended family**, with two **stepbrothers** and two **half brothers**. After my parents **got divorced**, my father **married** a woman with two sons, and they had two more kids together. Anyway, the five of us used to play on a team, and we would always win.

– Justin, Vancouver, Canada

Word sort

B Complete the chart with male or female family members and with other expressions. Add more ideas. Then tell a partner about your family.

Immediate family		Blended family		Extended family	
father	<i>mother</i>	stepfather			great-grandmother
	sister		stepsister	grandfather	
husband		stepson			aunt
	daughter		half sister	(first / second) cousin	
Other expressions					niece
only child		<i>fiancé</i>		brother-in-law	

"I'm an only child, but I have six first cousins."

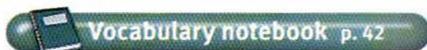


Figure it out

C Underline all the examples of *used to* and *would / 'd* in the article. Are these activities and situations in the past or present? Are they finished, or do they still continue?

2 Grammar *used to* and *would* 2.05

Extra practice p. 143

Use ***used to*** for regular activities or situations in the past that don't happen now or are no longer true.

I ***used to go*** over to my sister's house a lot.
My grandmother ***used to keep*** candy in her pockets.
The five of us ***used to play*** on a team.

Negatives and questions with *use to* are less common.

I ***didn't use to like*** jazz.
What kind of music ***did you use to like?***

Use ***would*** or ***'d*** for regular activities in the past.

- ▶ I ***'d play*** with my niece and nephew.
- ▶ She ***'d always give*** us some.
- ▶ We ***would*** always win.

Don't use *would* for situations in the past.

My sister ***used to live*** next door.
(NOT My sister ~~*would live*~~ next door.)

In conversation

People often begin a story with *used to* and then continue with *would*.

About you What family memories do you have? Complete each sentence and add a sentence with *would*. Then compare your memories with a partner.

1. My family used to go to the beach in the summer. *We'd go almost every weekend.*
2. My mother used to make _____ for us.
3. My brother / sister and I used to play _____ together.
4. My family used to watch _____ on TV.
5. I used to see my aunts, uncles, and cousins _____.
6. My grandparents used to take me to _____.
7. My family always used to _____ on Sundays.
8. My parents didn't use to _____ on weekends.

A My family used to go to the beach in the summer. We'd go almost every weekend.

B Really? I bet that was fun. My family used to visit my grandmother . . .

Common errors

Don't use *used to* to talk about your routines in the present.

I used to skip lunch, but now I usually have a sandwich.

(NOT . . . ~~*now I used to have a sandwich.*~~)

3 Speaking naturally *used to*

We used to visit my great-grandmother. I used to play with my cousins.

A 2.06 Listen and repeat the sentences above.
Notice the reduction of *used to*.

B 2.07 Now listen and repeat these sentences.

1. I used to love jumping rope.
2. I used to hate spinach.
3. I used to be afraid of spiders.
4. We used to have a cat.
5. My sister used to tease me a lot.

About you C **Pair work** Use the ideas above to talk about your childhood.

A When I was a child, I used to love playing hopscotch.

B Me too. And I also used to like . . .



Sounds right p. 137

1 Conversation strategy Giving opinions

A Check the statements you agree with. Tell the class.

- People spend too much time at work. Life is much simpler now than it used to be.
 Everybody's getting burned out. People don't have enough time to relax.

B  2.08 Listen. Which of the statements above do Corey and Rob agree with?



Rob So, how are you and Charles doing? And the kids?
Corey Good, thanks. Just way too busy. I don't think we get enough time together. I guess it's the same for everybody.
Rob Oh, definitely. If you ask me, we all work too much these days.
Corey Absolutely. With all the long hours and running the kids around . . .
Rob Oh, I know. And my wife often brings work home on the weekends, too. Whatever happened to time off?
Corey Yeah. It seems like we don't get enough time to relax.
Rob Oh, that's for sure. And it seems to me that's why people often get burned out.
Corey Exactly.

C Notice how Rob and Corey use expressions like these to give opinions. Find examples in the conversation.

I think . . . *It seems like . . .*
I don't think . . . *If you ask me, . . .*
It seems to me (that) . . .

About you D Complete these sentences with expressions from above to give your opinions. Then compare with a partner.

- _____ people work longer hours than they used to.
- _____ people don't spend enough time with their families.
- _____ it's not a good idea to take work home on the weekends.
- _____ people should get more time off.
- _____ there's a lot of pressure to work long hours.
- _____ everyone is way too busy these days.

A It seems to me that people don't spend enough time with their families.

B Oh, I know. A lot of parents work long hours and have no time for their kids.

2 Strategy plus Agreeing

You can use these expressions to agree with people's opinions.

Absolutely. *You're right.* *I agree (with you).*
Definitely. *That's true.* *(Oh,) yeah.*
Exactly. *That's for sure.* *(Oh,) I know.*

www.irl.language.com



In conversation
Exactly, definitely, and absolutely are in the top 600 words.

A 2.09 Listen to the start of five conversations. Number the responses 1 to 5.

- ___ Definitely. My kids love to spend time with my mother. They say she's more fun than me.
- ___ Exactly. Some kids never want to sit down and eat with their families.
- ___ Oh, I agree. I mean, a lot of kids stay up all night studying for exams.
- ___ Oh, I know. But working a few hours a week can be a good experience for teenagers.
- ___ That's true. But a lot of families need two incomes these days.

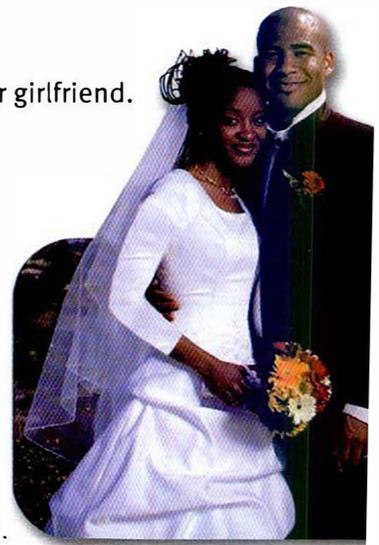
B 2.10 Now listen and check. Do you agree with the opinions? Tell your partner.

3 Strategies In my opinion

A Choose the best responses to complete the conversations. Then practice.

- I've heard that one in three marriages ends in divorce. I think it's terrible for the kids.
- If you ask me, it's better to have lots of different friends at that age.
- I mean, it takes a long time to plan a wedding.
- It seems to me that it's better to wait until you're a little older.

- A It seems like people are getting married much later these days.
 B Yeah, that's true. _____
 A Definitely. That way you have time to grow up and find a rewarding job.
- A I don't think it's good for high school kids to have a serious boyfriend or girlfriend.
 B I agree. _____
 A Exactly. But it seems like teens want to grow up faster nowadays.
- A It seems to me that long engagements are a good idea.
 B You're right. _____
 A Absolutely. And couples need time to decide where to live and everything.
- A I think it's sad that so many people get divorced these days.
 B Oh, I know. _____
 A That's for sure. A lot of kids have a hard time when parents get divorced.



About you **B Group work** Give your opinions about the topics below. Which do you agree on?

- divorce and children
- studying all night for tests
- teens having jobs
- spending time with family
- taking work home
- the best age to get married

1 Reading

About you

A When you were a child, did you and your family use to eat together every day? What were family meals like? Tell the class.

B Read Barbara's blog. Why does Barbara think families should eat together more often?

Reading tip

Sometimes writers state similar ideas in the first and last paragraph. This helps tie the reading together.

http://www.barbarasblog...

Barbara's Blog



It seems to me that families used to eat more meals together. And nowadays, there's often a TV nearby, or someone's talking on a cell phone or texting during dinner.

My family always used to eat dinner together, no matter what. We'd wait for everyone to get home, and then we'd all sit down together. My parents never let us take food into another room to watch TV, and if the phone rang, my mom would have us tell the caller to call back later. During dinnertime conversation, everyone had a chance to talk. Back then, I was a bit quieter than my siblings, so my dad would often ask me to talk about my day. That's how we learned to share and take turns, so everyone got to join in.

Speaking of taking turns, all of us kids used to take part in either preparing the meal or cleaning up. Sometimes my mom would let me help her in the kitchen – I'd wash and chop vegetables, or things like that. We'd always have fresh food, or at least leftovers from the night before . . . no fast food or take out.

Now, I won't pretend our mealtimes were absolutely perfect. There was plenty of sibling rivalry, especially between my little brother and me. We used to fight all the time and sometimes kick each other under the table. Then our parents would intervene, telling us to "get along or else!" Nobody knew exactly what "or else" meant, but we didn't want to risk finding out.

These days, it seems like families have little time together, especially at mealtimes. I was reading an article that said children who have regular meals with their families feel less stressed, have a healthier weight, get better grades, and are less likely to get into trouble than children from families that don't eat together. I wonder if those families know what they're missing.

C Find the expressions on the left in the blog. Match each one with a similar expression.

1. no matter what f
2. leftovers _____
3. pretend _____
4. sibling rivalry _____
5. intervene _____
6. or else _____

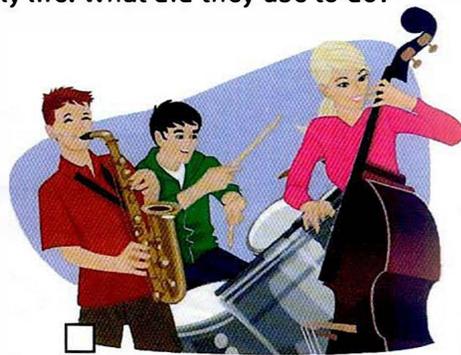
- a. food remaining after a meal
- b. competition between brothers or sisters
- c. become involved in a difficult situation
- d. act like something is true that is not
- e. or something bad will happen (used as a threat)
- f. in any situation

D Read the blog again. Are these sentences true or false? For each statement below, check (✓) *T* or *F*. Correct the false statements. Then compare with a partner.

	T	F
1. Barbara's mother used to let her watch TV while she ate dinner.	<input type="checkbox"/>	<input type="checkbox"/>
2. As a child, Barbara was less talkative than others in the family.	<input type="checkbox"/>	<input type="checkbox"/>
3. The kids in Barbara's family helped make dinner and clean up.	<input type="checkbox"/>	<input type="checkbox"/>
4. Barbara got along well with all her siblings at dinnertime.	<input type="checkbox"/>	<input type="checkbox"/>
5. Barbara thinks kids are healthier when they eat with their families.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening and writing Family memories

A  2.11 Listen to three people talk about their memories of family life. What did they use to do? Number the pictures.



B  2.11 Listen again. Why don't the people do these things now? Write a reason for each one on the line. Compare with a partner.

About you

C **Pair work** Think of three things you used to do with your family. Tell a partner.

A We used to go skiing every winter, but my dad hurt his knee, so we stopped.

B Really? My parents didn't let us go skiing because they thought it was too dangerous.

D Read the blog below and the Help note. Underline the time markers. Then write a blog about a family memory from your childhood.

Our roller-skating days

When we were kids, my sister and I used to roller-skate a lot. We would skate on the sidewalk or on the school playground. In those days, we didn't have all the safety equipment kids use today. These days, kids wear helmets, knee pads, and wrist guards. Back then, we just had to skate carefully and try not to fall.

Help note

Using time markers

Use these time markers to show the past:

***When we were kids, ... / When I was ... ,
In those days, ... / Back then, ...***

Use these time markers to show the present:

today, now, nowadays, these days

E **Group work** Read your classmates' blogs. Then ask questions to find out more information.

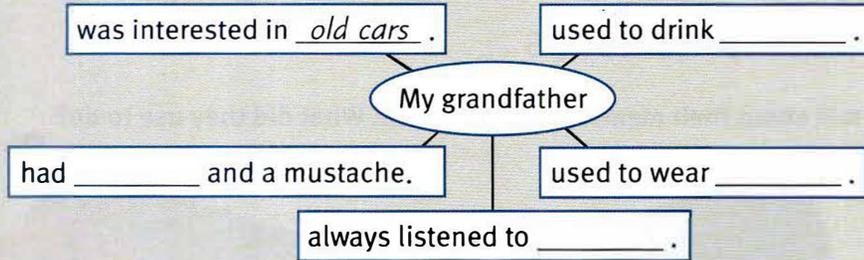
"Did you use to skate to school?" "Did your parents let you play outside by yourself?"



Learning tip *Word webs*

Use word webs to log new vocabulary about your family members. What memories do you associate with each person?

1 Look at the picture. Complete the word web with memories of the grandfather in the picture.



2 Make word webs like the one above about two people in your family. How many memories can you think of?



3 **Word builder** Do you know this vocabulary? Find out the meanings of any words you don't know. Try to add some of the words to your word webs.

adopted ex-husband great-aunt separated single parent



On your own

Make a photo album of your family. Find photos of each of your relatives. Write their names and a short memory about each picture.



Can Do! Now I can . . .

I can . . . I need to review how to . . .

- | | |
|---|--|
| <input type="checkbox"/> talk about my family life and habits. | <input type="checkbox"/> understand people talking about demands their parents make on them. |
| <input type="checkbox"/> share my memories of growing up. | <input type="checkbox"/> understand people discussing things they used to do. |
| <input type="checkbox"/> describe things that happened in the past that don't happen now. | <input type="checkbox"/> read a blog about family meals. |
| <input type="checkbox"/> give my opinions. | <input type="checkbox"/> write a blog entry about a family memory. |
| <input type="checkbox"/> use expressions like <i>Absolutely, Definitely</i> , etc. | |

Food choices



In this unit, you learn how to . . .

Lesson A

- Talk about eating habits using expressions like *a bottle of*, *a little*, *a few*, *very little*, and *very few*

Lesson B

- Talk about different ways to cook food
- Talk about food using *too*, *too much*, *too many*, and *enough*

Lesson C

- Respond to suggestions by letting the other person decide
- Refuse offers politely with expressions like *No*, *thanks*, *I'm fine*.

Lesson D

- Read about snacks around the world
- Write about a dish from your country



Before you begin . . .

Can you find these things in the picture? What other food items can you find? Have you bought any of these things recently?

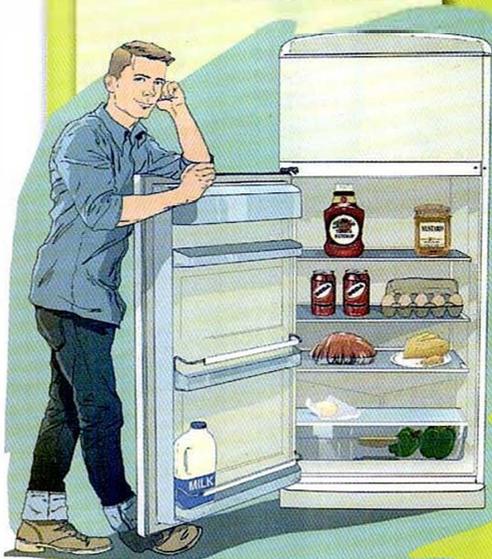
- a bag of potato chips
- some cartons of juice
- a jar of mustard
- a bottle of ketchup
- a box of cereal
- a can of soup
- a package of cookies
- a loaf of bread
- a tub of margarine

What do you have in your refrigerator?

We visited three people to see what they keep in the fridge.

"Let's see, um, a carton of eggs, some milk, a pound of hamburger meat, a few slices of cheese, a jar of mustard, and a little butter. Um, there aren't many vegetables. There are just a few green peppers going bad in the vegetable drawer. I guess I should eat more vegetables."

– David Freeman



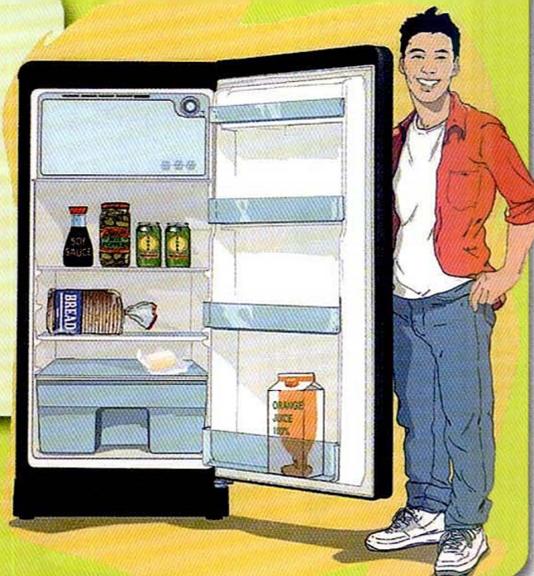
"Oh, there's lots of stuff. There's fruit – oranges, mangoes, a pineapple. And I always have plenty of fresh vegetables – broccoli, tomatoes, and carrots. And there's a carton of orange juice and a tub of margarine. I usually buy 1 percent milk because it has fewer calories. And then in the freezer there are one or two frozen dinners, but not many. We eat very few frozen meals."

– Marta Delgado



"Well, there's very little food in there because I eat out most nights. So there's just a loaf of bread, a bottle of soy sauce, a few cans of soda, and a jar of hot peppers. Yeah, there's not much food in the house."

– Chris Kim



1 Getting started

A How often does your family buy food? Do you buy groceries online? at a supermarket?

B  2.12 Listen to the people above. Who has the healthiest food in their refrigerator?

Figure it out

C Each person above forgot to mention two things in their refrigerator. Circle the correct words in the sentences below.

- Chris also has a **little** / **a few** butter and a **bottle** / **carton of** orange juice.
- Marta also has a **few** / **not much** apples and a **loaf** / **jar** of bread.
- David also has a **bottle of** / **bottle of** ketchup and some soda. He doesn't have **much** / **many** food.

2 Grammar Talking about quantities of food 2.13

Extra practice p. 144

Uncountable nouns

We have **a little** butter in the fridge. = *some*
 There's **very little** food. = *not a lot*
 I'm trying to eat **less** fat.
 There's **not much** food in the house.

Food containers / items

a carton of juice ▶ two cartons of juice
 a loaf of bread ▶ two loaves of bread

Countable nouns

We have **a few** slices of cheese. = *some*
 We eat **very few** frozen meals. = *not a lot*
 1 percent milk has **fewer** calories.
 There aren't **many** vegetables.

Weights and measures

a liter of / a quart of 1 liter = 1.1 quarts
 a kilo of / a pound of 1 kilo = 2.2 pounds
 kilo = kilogram

Common errors

Don't use *a little*, *much* or *many* + *of* + noun.

There isn't much cheese.

(NOT *There isn't much of cheese.*)

A Choose the correct words to complete the sentences. Then compare with a partner.

- In my refrigerator, there's always **a jar** / **a jar of** spaghetti sauce and **a quart of** / **a few** milk.
- In my kitchen cabinet, there's **package of** / **a package of** rice and **a little** / **a bag of** chips.
- I try to eat healthily, so I eat **a few** / **not much** vegetables and **a little** / **very little** fruit every day.
- I've bought **very few** / **very little** meat and **very few** / **very little** cookies recently.
- I should eat **less** / **fewer** junk food. I know it doesn't have **much** / **many** vitamins.
- I eat **less** / **little** fast food than I used to, though I still enjoy **a little** / **a few** fries when I can!
- Yesterday, I had **a little** / **a few** chocolate as a treat.
- We always keep a few basics in the house: a couple of **loaves of** / **loaf of** bread, some **cartons of** / **carton of** milk, **a few slices of** / **a few** cheese, and **a few** / **a little** eggs.

About you

B Pair work Make the sentences true for you. Compare ideas.

A *In my refrigerator, there's always a jar of mayonnaise, but there's not much else!*

B *Yeah? We don't eat much mayonnaise, but we have a few jars of salsa.*

3 Talk about it Is it good for you?

Group work Discuss these beliefs about food. Do you agree? What other beliefs are there?

It's good to eat a few nuts every day. They're very healthy.

A little chocolate can be good for you. It can improve your mood.

If you eat fewer carbohydrates and a little more fat and protein, you will lose weight more quickly.

Eating less food can help you live longer.

You should try to eat nine servings of fresh fruits and vegetables every day.

A cup of green tea every day is good for your general health.

A *Do you believe it's good to eat a few nuts every day?*

B *Well, I don't eat many nuts, actually. They have a lot of fat in them.*

1 Building vocabulary

A Have you eaten any of these things recently? Which do you like best?



(stir-)fried noodles



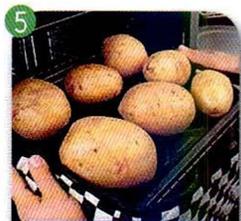
grilled shrimp



steamed vegetables



boiled eggs



baked potatoes



pickled cabbage



roast lamb



barbecued beef

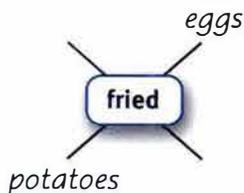


raw fish



smoked fish

Word sort **B** How do you like to eat different kinds of food? Make word webs like these using the words above. Then compare with a partner.



Note
Adjectives *fried, grilled, ...*
Verbs *fry, grill, ...*

Vocabulary notebook p. 52

2 Speaking naturally Stressing new information

A Do you like *fried* **rice**? B Yes, I **love** *fried* rice. **OR** B Actually, I prefer **steamed** rice.

A Do you like *raw* **fish**? B Yes, I **love** *raw* fish. **OR** B I've never **tried** raw fish.

A Have you ever eaten *raw* **eggs**? B Yes, I eat raw eggs for **breakfast**. **OR** B No, I only eat **cooked** eggs.

A 2.14 Listen and repeat the sentences above. Notice how the stress and intonation move to the new information in the answers. Then ask and answer the questions with a partner.

About you **B** **Pair work** Ask questions like the ones above. Give your own answers.

A Do you like *fried* eggs?

B Actually, I prefer *boiled* eggs. **OR** No, I hate *fried* eggs.

3 Building language

A  2.15 Listen. What do Carla and Leo want to order? Practice the conversation.

- Carla Are you going to have dessert?
 Leo No, I'm too full. I ate too many fries.
 Carla Do you mind if I have something? My salad wasn't filling enough. I mean, is there enough time? I know I eat too slowly – probably because I talk too much!
 Leo That's not true! Anyway, I want another iced tea. I'm really thirsty. I guess I put too much salt on my fries.
 Carla OK. So I'm going to order some apple pie.
 Leo Mmm. Sounds good. Maybe I'll have some, too.
 Carla Well, as they say, there's always room for dessert!



Figure it out

B Can you complete these sentences with *enough*, *too*, *too much*, or *too many*?

- Leo ate _____ fries, and he put _____ salt on them.
- Carla's still hungry because she didn't eat _____ food.
- Leo is _____ full, but Carla isn't. Her salad wasn't filling _____.
- Carla eats _____ slowly. She doesn't eat fast _____. She talks _____.

4 Grammar *too*, *too much*, *too many*, and *enough* 2.16

Extra practice p. 144

too / too much / too many

- With nouns** I ate **too much food / too many fries**.
As pronouns I ate **too much / too many**.
With adjectives He's **too full**.
With adverbs She eats **too slowly**.
With verbs She **talks too much**.

enough

- I didn't eat **enough food / fries**.
 I didn't eat **enough**.
 Her salad wasn't **filling enough**.
 She doesn't eat **fast enough**.
 Maybe she **doesn't listen enough**.

A Complete these sentences with *too*, *too much*, *too many*, or *enough*.

More than one answer may be possible.

- I eat _____ fast food and not _____ fruits and vegetables.
- There's never _____ time to shop or cook during the week, so I eat out a lot.
- During my exams, I study _____ and I don't sleep _____.
- I don't like fried foods – there's _____ fat in them. It's better to grill or steam food.
- If I don't eat _____ for breakfast, or if breakfast isn't filling _____, I'm usually _____ hungry to wait for lunch.
- Sometimes, I eat _____ fast and I get a stomachache. Or I eat _____.
- I don't like ice cream. I find most desserts are _____ sweet for me.
- I'm probably _____ careful about what I eat, but I get sick if I eat _____ fatty things.

About you

B **Pair work** Are the sentences above true for you? Discuss with a partner.

A Actually, I don't eat too much fast food. I don't eat too many fries or anything.

B That's good. I eat too much fast food. I don't eat properly.

 Sounds right p. 138

1 Conversation strategy Letting another person decide

A What drinks or snacks do you offer visitors to your home?

B  2.17 Listen. What snack does Laura offer Kayla? What drinks does she offer?



Laura Can I get you something to eat?
Kayla Oh, I'm OK for now. But thanks.
Laura Are you sure? I have some cheese in the fridge and a box of crackers.
Kayla No, thanks. I'm fine. Really. Maybe later.
Laura Well, how about some tea or coffee?
Kayla Um . . . are you having some?
Laura Yeah. I need to wake up a bit. So tea or coffee?
Kayla Either one is fine. Whatever you're having.
Laura OK. I think I'll make some tea. Do you want it with milk or lemon?
Kayla Oh. Either way. Whichever is easier. Are you sure it's not too much trouble?
Laura No, no. It's no trouble at all.

C Notice how Kayla uses expressions like these because she wants Laura to decide. Find examples in the conversation.

Either one (is fine). Whatever you're having.
Either way (is fine). Whichever is easier (for you).
Whatever you prefer.

D Pair work Write responses to these questions, letting the other person decide. Then start a conversation with a partner, and plan an evening out using the ideas below.

1. So what do you feel like doing this evening? Do you want to eat out or go to a movie?
2. OK. Let's go to a movie. What do you want to see? A thriller or a comedy or . . . ?
3. I guess we could eat out first. Do you want to eat Italian or Chinese or . . . ?
4. So, do you want to walk, or should we catch the bus? The buses run every 20 minutes.
5. Should we buy the tickets there, or should we get them online before we go?
6. Do you want a drink first? Would you like some lemonade or some iced tea?

A *So what do you feel like doing this evening? Do you want to eat out or go to a movie?*

B *Um, well, whatever you prefer.*

2 Strategy plus Polite refusals

You can use expressions like these to refuse offers of food and drink politely.

No, thanks. Maybe later.
No, thanks. I'm fine. Really.
I'm OK for now. But thanks.



Can I get you something to eat?

I'm OK for now. But thanks.

Imagine you are the guest at a party. How can you refuse your host's offers politely? Complete the conversation. Then practice with a partner.

Host Would you like something to eat?

Guest _____

Host Really? Are you sure? There are a few sandwiches or some vegetables and dip.

Guest _____

Host Well, can I get you something to drink? I have juice, soda, . . . or would you prefer some water?

Guest _____

Host Well, if you change your mind, just let me know.

3 Listening and strategies That sounds good.

A 2.18 Listen to four conversations about food and drink. Number the pictures 1 to 4.



B 2.18 Listen again. Choose an appropriate response to the last thing you hear. Write the number of the conversation, 1 to 4.

- Actually, they all look really good. Whatever you prefer. ____
- Either one is fine. Whatever you're having. ____
- I could go either way. You choose. ____
- Oh, no, thanks. I'm fine. Maybe later. ____

C Choose one of the pictures and role-play a conversation.

A So would you like some dessert? How about chocolate cake or a little ice cream or . . . ?

B No, thanks. Maybe later. I'm too full.

1 Reading

- A** Brainstorm! How many different snacks can you think of? Which ones are popular in your country? Make a class list.
- B** Read the article. Which snacks have you heard of? Have you tried any of them?

Reading tip

Writers sometimes start a sentence with a short description of something before they name it. **Originally from Spain**, *empanadas* are baked or deep-fried pastries. . . .

SNACKS AROUND THE WORLD

BAOS

Baos are delicious steamed or baked buns with a variety of fillings such as spicy meat, sweet bean, pickles, or custard. A favorite in many Asian countries, they are delicious at any meal – even breakfast. Although they have been popular for over 2,000 years, people are still coming up with new ideas for fillings – like scrambled eggs or coconut!





MOCHI ICE CREAM

In the 1980s, a Japanese company showed the world a great new way to eat ice cream. They wrapped little ice cream balls in colorful sheets of sticky rice called *mochi*. You can hold these little treats in your hand as you eat them, and the ice cream won't melt on your fingers! Now popular in many countries, frozen mochi ice cream comes in flavors like green tea, chocolate, and mango.

DOLMA

Popular throughout Mediterranean countries, *dolma* are particularly popular as a snack food in Turkey. The best-known dolma are grape leaves stuffed with tasty ground-meat fillings or rice with herbs and spices and a few nuts. (In Turkish, *dolmak* means “stuffed.”) Freshly steamed, dolma are delicious with yogurt.





FLAVORED POPCORN

People never get tired of popcorn. Native Americans first ate popcorn over 2,000 years ago, and people around the world still love it today! Buy it ready-made or cook it in a little oil until it “pops.” Or make your own microwaved popcorn, and add your own flavors. How about a little cheese, chocolate, or caramel on yours? Some even more creative flavors are baked potato, curry, and taco. What new popcorn flavor can you think of?

EMPANADAS

If you're in Latin America, and you're looking for a quick snack, chances are you're not far from an *empanada* stand. Originally from Spain, empanadas are baked or deep-fried pastries that have a variety of different fillings depending on the region. Traditional fillings often have meat and potatoes or meat with spices, chopped onion, egg, olives, and raisins. In southern Europe, they often have a fish filling. They make a great snack at any time of the day.



C Read the article again. Complete the chart for each snack.

Name of snack	Popular where?	Cooked? How?	Ingredients / flavors
<i>baos</i>	<i>Asia</i>	<i>steamed / baked</i>	<i>spicy meat, sweet bean, . . .</i>

2 Listening and speaking Snack habits

A Have you tried any of the snacks below? Which countries do you think they come from originally?



B 2.19 Listen. How would the three people answer the questions? Complete the chart.

	Zoe	Josh	Kate
1. What's your favorite snack?			
2. When do you eat it?			
3. Do you think it's healthy?			
4. Do you know how to make it?			

About you **C** **Group work** Discuss the questions above. Complete a chart like the one above with your classmates' information. Which snacks are healthy? Which do you like?

3 Writing You should definitely try it!

A Read the Help note and the article below. What do *like*, *for example*, and *such as* give examples of?

A THAI TREAT

If you visit Thailand, you should try some of the delicious desserts, like sweet sticky rice. People often eat it as an afternoon snack with tea or for dessert. You can order it in a restaurant or buy it on the street at a food stand.

There are many types of sweet sticky rice. For example, people make black sticky rice with a special type of wild rice, and they also make sticky rice with corn. You can put different toppings on sweet sticky rice, such as coconut custard, fresh coconut cream, and fresh mangoes.



Help note

Giving examples
 You can introduce examples with:
like
for example
such as

B Choose a popular snack food or traditional dish in your country. Write an article about it for a food website. Include a photo if you can.

C **Class activity** Read your classmates' articles. Choose three to add to your website.

Learning tip Collocations – words that go together

Learn new words in combination with other words. For example, learn adjectives that often go before a noun.

boiled eggs, fried eggs, raw eggs

In conversation

The most common collocations in conversation with these six cooking words are:

1. **fried** chicken
2. **boiled** eggs
3. **baked** potatoes
4. **grilled** cheese
5. **smoked** salmon
6. **raw** fish

1 Cross out the adjective that doesn't go well with each noun.

a. fried
pickled
~~smoked~~
raw } onions

b. barbecued
steamed
fried
boiled } rice

c. stir-fried
spicy
boiled
pickled } noodles

d. smoked
fresh
canned
dried } fruit

2 How many cooking or taste words can you put before these foods? List them from your least favorite to your favorite ways of eating them in a chart like the one below.

carrots chicken eggs fish pineapple red peppers

least favorite		favorite	
<i>boiled</i>	<i>steamed</i>	<i>stir-fried</i>	<i>raw</i>
			carrots

3 Word builder Which adjective goes best with each noun? Complete the expressions.

✓creamed dark grated mashed scrambled sweet and sour whole whole wheat

_____ eggs _____ shrimp _____ chocolate _____ bread
 _____ milk creamed spinach _____ potatoes _____ cheese

On your own

Find a restaurant menu online and translate five of the dishes into English.



Can Do! Now I can ...

I can ... I need to review how to ...

- | | |
|---|---|
| <input type="checkbox"/> talk about quantities of food and eating habits. | <input type="checkbox"/> understand people offering and accepting or refusing food. |
| <input type="checkbox"/> discuss different ways to cook food. | <input type="checkbox"/> understand conversations about snacks. |
| <input type="checkbox"/> respond to suggestions by letting the other person decide. | <input type="checkbox"/> read about snacks around the world. |
| <input type="checkbox"/> use expressions like <i>I'm fine</i> to refuse offers. | <input type="checkbox"/> write about a dish from my country. |

Managing life



In this unit, you learn how to . . .

Lesson A

- Talk about future plans and schedules using *will*, *be going to*, the present continuous, and the simple present

Lesson B

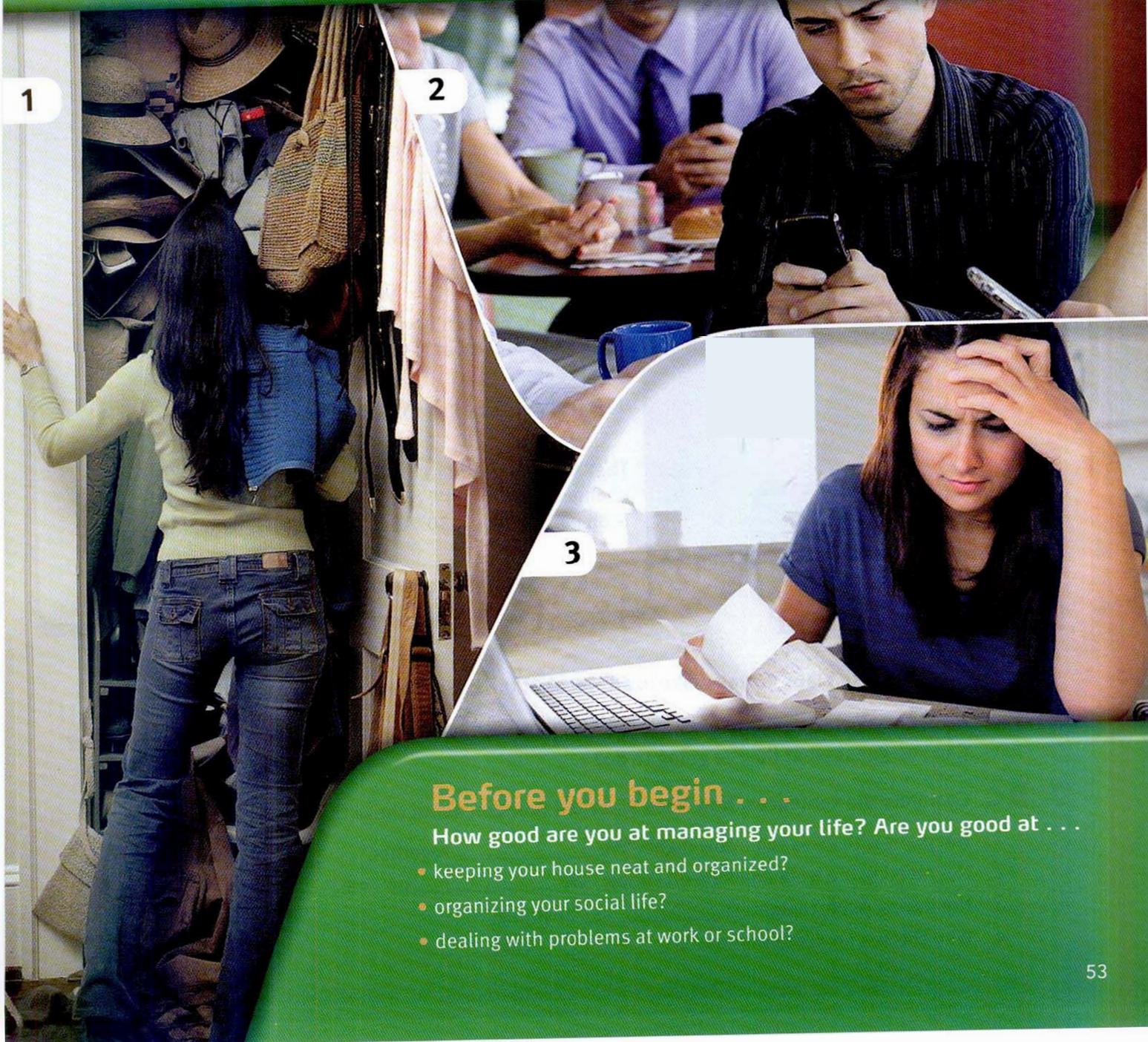
- Discuss problems and solutions using *ought to*, *have got to*, *would rather*, *had better*, etc.
- Use expressions with *make* and *do*

Lesson C

- Use expressions like *I'd better go* to end phone conversations
- Use expressions like *Catch you later* to say good-bye

Lesson D

- Read a blog about multitasking
- Write some advice about time management



Before you begin . . .

How good are you at managing your life? Are you good at . . .

- keeping your house neat and organized?
- organizing your social life?
- dealing with problems at work or school?



Hello?

.....

Oh, hi, Brandon. How are you?

.....

Good, really good. . . . No, it's OK. I'm on my way home.

.....

What am I doing tomorrow night? Actually, I don't think I'm doing anything. . . .

.....

Oh, wait. Tomorrow's Tuesday. I have my kickboxing class. That starts at 7:00, and then I'm meeting Anna afterwards. We're going to have dinner together. But, yeah, I'd love to catch up with you. How about Wednesday night?

.....

Huh. So you're going to be out of town for a couple of days, . . . but you'll be back Friday, right? So what about Friday?

.....

Uh-oh. I just remembered. My boss is going to have us all work late Friday. She mentioned it last week. We have this big deadline.

.....

Yeah, yeah. We won't be finished on time. It's a long story. Uh, I'll tell you about it sometime.

.....

Tonight? Actually, I'm not doing anything!

.....

That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you. I can get there by 7:30. And I'll call for a reservation.

.....

Great. So, see you in about an hour. Bye.

1 Getting started

A What kinds of plans do you make in advance? at the last minute? Tell the class.

B 2.20 Listen. Stacy is talking on the phone to her friend Brandon. When do they decide to meet? Can you guess what they're going to do?

Figure it out

C Complete the sentences. How does Stacy tell Brandon about these things?

1. Her plans with Anna tomorrow night: "We _____ together."
2. Not meeting the work deadline on Friday: "We _____ on time."
3. Not having plans tonight: "I _____ anything."
4. Why she can't meet tomorrow: "I _____ class."

2 Grammar Talking about the future 2.21

Extra practice p. 145

Use **will** when you decide to do something as you are speaking.

Use **will** or **be going to** for factual information or predictions based on what you know.

Use the present continuous or **be going to** (not **will**) for decisions you've made and fixed plans.

Use the simple present for schedules.

I'll just stop by my apartment to get changed and then I'll come right over to meet you. (NOT I ~~come~~ right over . . .)

You're **going to** be out of town, but you'll be back Friday?
My boss **is going to** make us work late Friday.
Our project **won't** be finished on time.

I'm **meeting** Anna after my kickboxing class.
We're **going to** have dinner together.
I'm **not doing** anything tonight.

I **have** my kickboxing class tomorrow. It **starts** at 7:00.

A Complete the conversations with appropriate ways to talk about the future, using the words given. There may be more than one possible answer. Then practice with a partner.

- A So, what _____ you _____ (do) after class tomorrow?
B Well, actually, I _____ (take) the afternoon off tomorrow. I _____ (have) lunch with my sister. So yeah, I _____ (not / work) in the afternoon.
A That sounds nice. Where _____ you _____ (have) lunch?
B I'm not sure. Do you want to meet us? I'm sure my sister _____ (not / mind).
A OK. Sure. I _____ (text) you tomorrow when I get out of class.
- A I _____ (have) a party at my place Friday night. Can you come?
B Actually, I _____ (have) basketball practice at 7:00 on Friday. It _____ (not finish) until 9:00. Is that too late?
A No, not at all. My guess is that most people _____ (not arrive) until after 9:00 anyway.
B OK, great. So I _____ (come) over right after practice. It _____ (be) around 9:30.
- A So _____ you _____ (go away) this weekend?
B Actually, we _____ (go) on a boat trip on the lake on Saturday. The weather report says it _____ (not / be) too windy. So yeah, it _____ (be) fun, I think.
A That sounds great. I've never done that.
B You're kidding. Why don't you come with us? The boat _____ (leave) at 9:00. I _____ (call) my brother and ask him to get you a ticket.

About you **B Pair work** Ask and answer the questions above. Give your own answers.

3 Listening and speaking Fun invitations

A 2.22 Listen. Complete the chart. Which invitation sounds the most interesting to you?

	Anton	Clareta	Callie
What's the invitation for?	<i>a concert</i>		
What day? What time?			
What are his / her plans then?			
What does he / she decide to do?			

B Pair work Student A: Invite your partner to do something with you on a specific day.
Student B: Tell your partner your plans for that day, and make a decision about what to do.

1 Building vocabulary and grammar

A  2.23 Read the posts and replies on the website. Complete the expressions with the correct form of *do* or *make*. Then listen and check.

Ask the LIFE COACH

Do you have a personal problem that you'd rather not discuss with friends or family? Get some confidential advice from our online life coach.

Q1 Sometimes I think I ought to do **some volunteer work** in a school or a hospital, but I'm too busy just trying to make **a living**. I have very little free time, so I think I'd better not add anything to my schedule right now. Am I right?

Coach Don't make **excuses**. You don't have to spend all your free time doing volunteer work – three hours a week is enough. do **some research**, and find an organization where you feel you can make **a difference** and do **some good** for other people.

Q2 My boss is a bully. He yells at me if I make **a mistake**, and he does **fun of** me in front of my co-workers. I've tried talking to him, but it doesn't do **any good**. He won't listen. I guess I'm going to have to do **something** about this problem, but what?

Coach It doesn't do **any sense** to ignore this problem, and you'd better do something quickly before it gets worse. make **an appointment** with your Human Resources representative. You might want to take a colleague with you, too.

Q3 I'm meeting my girlfriend's parents for the first time next weekend. They've invited me for dinner. I'm going to do **my best** to make **a good impression** on them, but I'm really nervous. Any advice?

Coach do **an effort** to dress nicely, and be **sure** you take them a small gift, such as flowers or chocolates. do **some nice comments** about their home, the food, etc., but don't overdo it. You ought to let them do **the talking** at first. The most important thing, however, is just to be yourself.

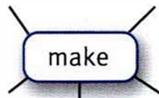
Q4 My boss recently offered me a promotion. I've done **a lot of thinking** about it, but I can't make **up my mind** if I should take it. Sometimes I think I'd rather stay in my current job. I've got to decide by next week. What should I do?

Coach make **a list** of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then do **the math** – add up the points for each list, and subtract the con totals from the pro totals. Which job has the highest score? Does that help you make **a decision**?

Word sort

B Make word webs like these for *do* and *make*. Add other expressions you know. Then discuss the life coach's advice with a partner. Do you agree? What advice can you add?

some volunteer work



 Vocabulary notebook p. 62

Figure it out

C Find expressions on the website with the same meanings as the underlined words below.

1. I should do some volunteer work.
2. You really should do something quickly.
3. I have to make a decision soon.
4. I'd prefer to stay in the same job.

2 Grammar What's advisable, necessary, preferable 2.24

What's advisable	You'd better do something quickly. ('d = had) I'd better not add anything to my schedule. I ought to do some volunteer work. You ought to let them do the talking. You might want to take a colleague with you.
What's necessary	I'm going to have to do something about it. I've got to decide by next week. ('ve = have) You don't have to spend time on this.
What's preferable	I'd rather (not) stay in my current job. ('d = would)

Extra practice p.145

In conversation

Should is more common than **ought to** or **had better**.

- should**
- ought to**
- had better**

Common errors

Don't use **had better** for general advice.

You **shouldn't** ignore problems. (NOT You ~~had better not~~ ignore)

Pair work Complete the conversations with problems and solutions. Then compare with a partner. Did you have any of the same ideas?

1. A We have a test tomorrow, so I ought to _____ tonight, but I'd rather _____ .
B You know, I think you'd better _____ because _____ .
2. A I don't know what to do. I received an offer for a job. It looks really interesting, but it doesn't pay very well. I'm going to have to make up my mind if I want to _____ .
B That's a hard decision to make. You might want to _____ .
3. A I need more exercise. I ought to make an effort to _____ every day, but it takes so much time.
B Well, you don't have to _____ , but you ought to _____ .
4. A I have a friend who makes fun of me all the time, but I'd rather not _____ .
B That's not good. I think you're going to have to _____ .
5. A My sister hasn't applied to college. She's got to _____ if she wants to _____ .
B She'd better decide soon because _____ she's got to _____ .

3 Speaking naturally Reduction of verbs

You might **want to** try a new instructor. (**wanna**)

You **ought to** take more lessons. (**oughta**)

You'd **better** study the driver's manual. (**you better**)

You've **got to** pay attention! (**gotta**)

You're **going to have to** practice more. (**gonna hafta**)

- A**  2.25 Listen and repeat the sentences above. Notice the reduction of the verbs. In what situation might a person give this advice? Can you think of other advice?

About you

- B Group work** Think of six pieces of advice for a student who's not doing well in class.

4 Talk about it What's your advice?

Group work Imagine a friend is in each situation. Give as much advice as you can.

1. You're tired and don't feel like going to a friend's party, but you know you ought to go.
2. You have time to do some regular volunteer work on the weekend or take a part-time job.
3. You had an interview for a job you really want, but it didn't go well.

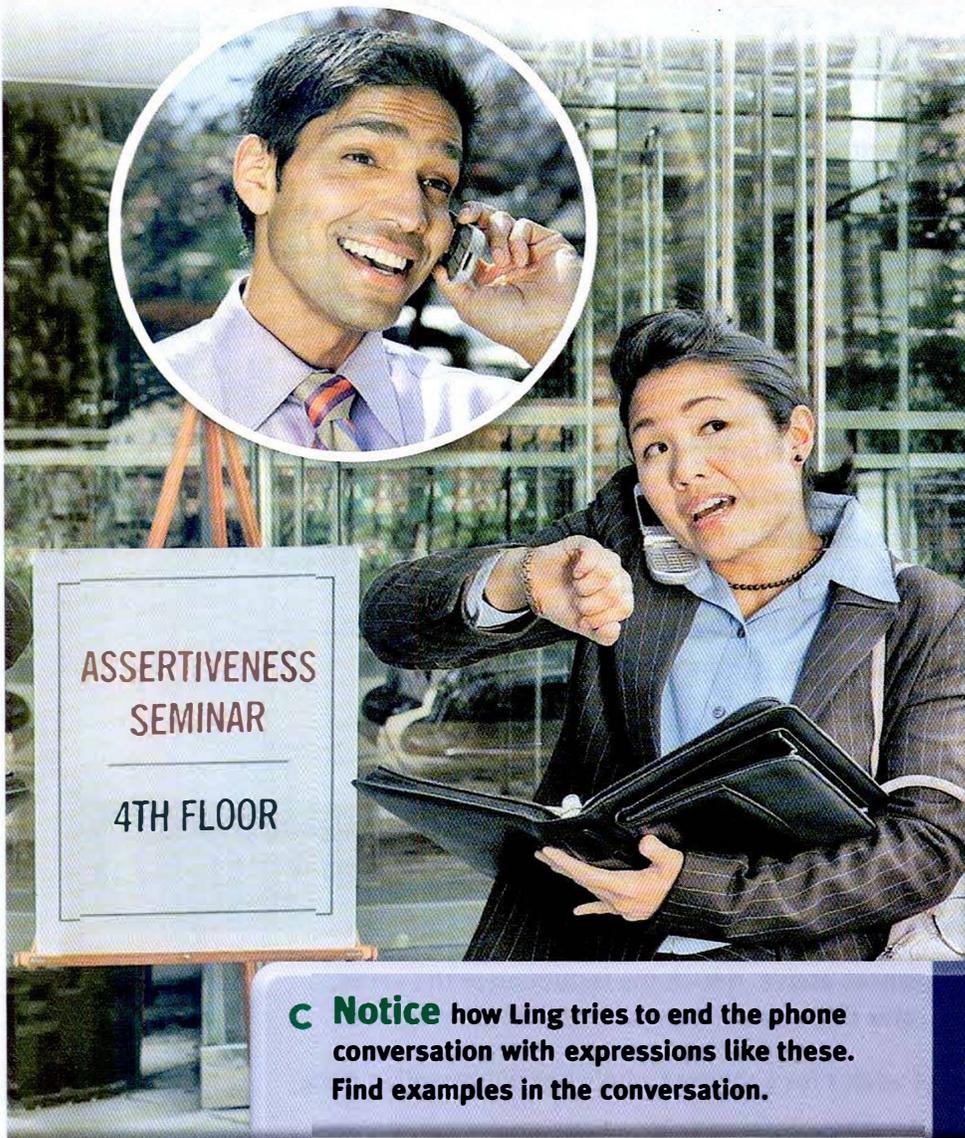
"Well, you ought to just tell your friend, you know. And say you're not in the mood for a party."

 Sounds right p. 138

1 Conversation strategy Ending phone conversations

A When was the last time you were running late? Why? Tell the class.

B  2.26 Listen. Why can't Ling talk longer on the phone?



Ramon Hi, Ling. It's Ramon. Is this a good time to talk?

Ling Um, not really. I'm late for a seminar I'm going to have to run.

Ramon Oh, OK. I just wanted to ask about this weekend.

Ling Well, can I call you back tonight? I got to get going.

Ramon OK. I'll be home after 8:00. I'm going to the gym after work.

Ling Oh, good. I'll call you later. I'd better go now.

Ramon Yeah. So think about what you want to do on Saturday.

Ling Yeah, I will. Listen, Ramon, I've really got to go. I'm already late.

Ramon All right. I'll let you go. By the way, what's your seminar about?

Ling Being assertive. Bye now!

Ramon Oh, OK! Talk to you later.

C Notice how Ling tries to end the phone conversation with expressions like these. Find examples in the conversation.

I'd better go. *Can I call you back?*
I've got to get going. *I'll call you later.*
I'm going to have to run. *I've really got to go.*

D Pair work Practice the phone conversation below six times. Think of a new excuse, and use a different expression to end the conversation each time.

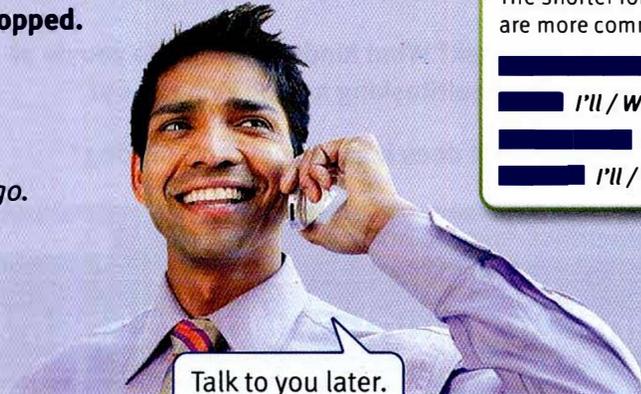
Hi, _____ (name). Is this a good time to talk?

Not really. I'm just cooking dinner. (Give an excuse) Can I call you back? (Use an expression)

2 Strategy plus Friendly good-byes

In friendly or informal phone conversations, you can use short expressions like these to say *good-bye*. The words in parentheses are usually dropped.

- (I'll) *Talk to you later.*
- (I'll) *Catch you later.*
- (I'll) *See you later.*
- I('ve) got to go. / (I've) *Got to go.*
- I('d) better go.
- (It was) *Nice talking to you.*



In conversation

The shorter forms of these expressions are more common.

- █ *See you later.*
- █ *I'll / We'll see you later.*
- █ *Talk to you later.*
- █ *I'll / We'll talk to you later.*

Write the shorter forms of the underlined expressions to make these conversations more informal. Then practice the conversations with a partner.

1. A Hi, it's me. Are you on your way?
B Yeah. I'll be there in about half an hour.
A All right. I'll see you soon.
2. A Well, my appointment is at 2:00, so I'd better go.
B OK. I'll talk to you later.
A Yeah. I've got to go. I'll see you later.
3. A OK, well, I'd better let you go.
B Yeah. It was nice talking to you.
A Yeah. Take care. Bye.
4. A Listen, my train's coming. I'll catch you later.
B Yeah. I'll see you tomorrow. Bye.



3 Strategies Role-play phone conversations

Pair work Student A: Choose a topic below. Call your partner. Try to keep the conversation going.
Student B: Try to end the conversation. Then change roles.

- plans for the weekend
- how your week is going
- something you're looking forward to
- something you want to borrow
- some exciting news
- something you're busy with

A *Hey, Rick. How are things going?*

B *Not bad. Busy. Actually, I have an appointment at the dentist at 2:00. Can I call you back?*

A *Well, I was just calling about my band. We need someone to make a flyer for us.*

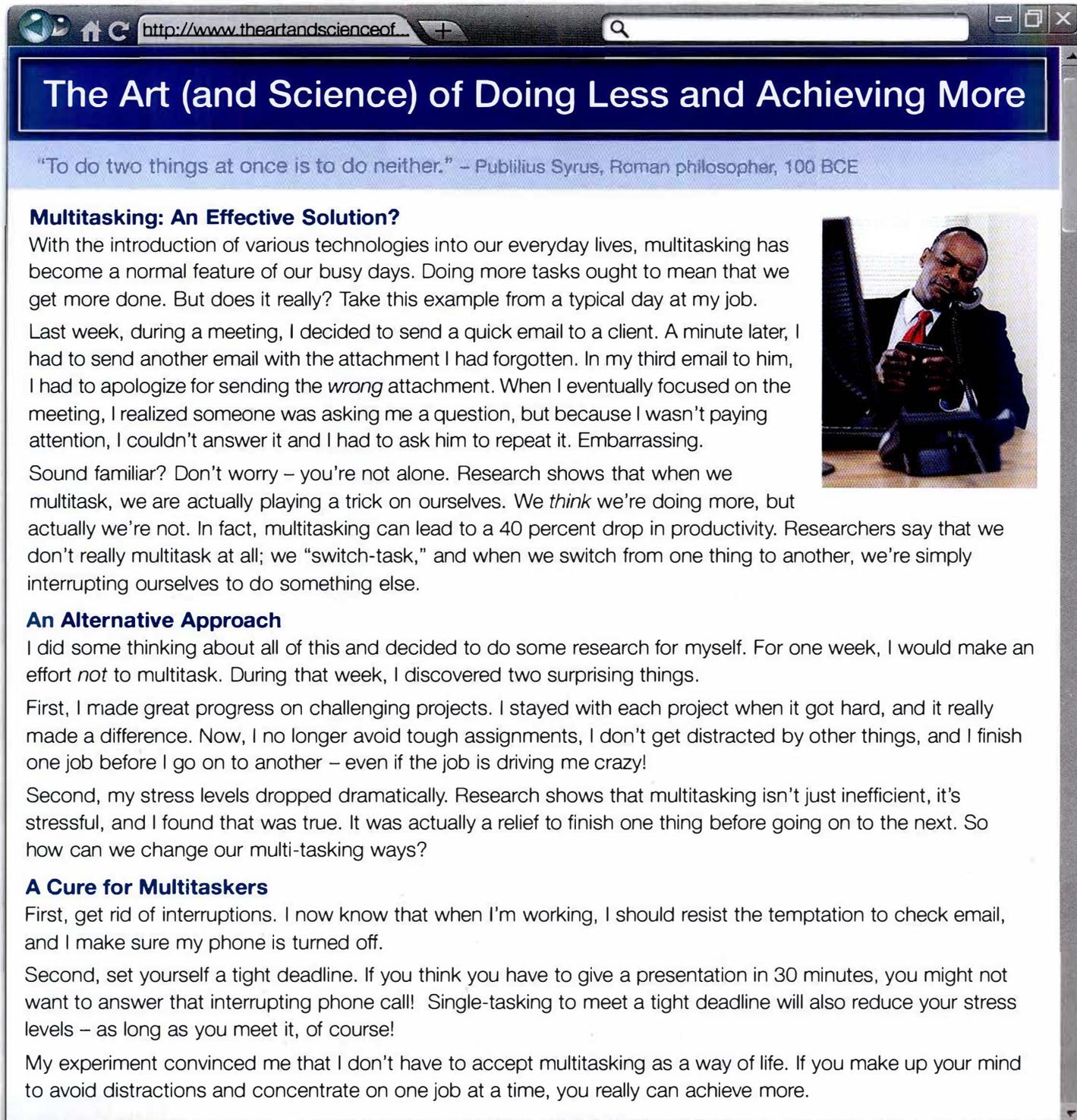
1 Reading

A Do you ever multitask? What kinds of things do you do at the same time? Is multitasking a good thing to do?

B Read the blog. What does it say about multitasking?

Reading tip

Writers often ask the reader questions to raise topics and organize their ideas.



The screenshot shows a web browser window with the address bar containing "http://www.theartandscienceof...". The page title is "The Art (and Science) of Doing Less and Achieving More". Below the title is a quote: "To do two things at once is to do neither." – Publilius Syrus, Roman philosopher, 100 BCE. The main text is a blog post with several sections: "Multitasking: An Effective Solution?", "An Alternative Approach", and "A Cure for Multitaskers". To the right of the text is a photograph of a man in a suit talking on a mobile phone while looking at a laptop screen.

The Art (and Science) of Doing Less and Achieving More

"To do two things at once is to do neither." – Publilius Syrus, Roman philosopher, 100 BCE

Multitasking: An Effective Solution?

With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job.

Last week, during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the *wrong* attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing.

Sound familiar? Don't worry – you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We *think* we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task," and when we switch from one thing to another, we're simply interrupting ourselves to do something else.

An Alternative Approach

I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort *not* to multitask. During that week, I discovered two surprising things.

First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another – even if the job is driving me crazy!

Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multi-tasking ways?

A Cure for Multitaskers

First, get rid of interruptions. I now know that when I'm working, I should resist the temptation to check email, and I make sure my phone is turned off.

Second, set yourself a tight deadline. If you think you have to give a presentation in 30 minutes, you might not want to answer that interrupting phone call! Single-tasking to meet a tight deadline will also reduce your stress levels – as long as you meet it, of course!

My experiment convinced me that I don't have to accept multitasking as a way of life. If you make up your mind to avoid distractions and concentrate on one job at a time, you really can achieve more.

About you

C Replace the underlined words in each question with the correct form of an expression from the blog. Then ask and answer the questions with a partner.

1. Have you ever done something to fool someone? How did it turn out?
2. What do you do if you're not moving forward on an assignment?
3. Do you often have your attention interrupted by email or phone calls?
4. What kinds of personality traits annoy you a lot?
5. Do you ever decide on a time to finish something that's hard to achieve?
6. Do you find it easy to make decisions about things?

D Read the blog again. Answer the questions. Then compare your answers with a partner.

1. What happened when the writer tried to multitask?
2. What was the research the writer did?
3. What were the two things the writer learned?
4. What two things does the writer recommend we do to stop multitasking?
5. What is the writer's opinion of multitasking? Do you agree?

2 Listening and writing When should I do that?

About you

A What do you do when you have a lot to do? How do you balance work, friends, and family time?

B  2.27 Listen to four people talk about their time management problems. Which problems did they have? Write the number of the speaker. There are two extra problems.

- | | |
|--|------------------------------------|
| a. I left things until the last minute. ____ | d. I couldn't meet deadlines. ____ |
| b. I couldn't set priorities. ____ | e. I took on too many jobs. ____ |
| c. I felt I had too much to do. ____ | f. I delayed difficult jobs. ____ |

C  2.27 Listen again and write the advice each speaker received.

D Read the Help note. Then read the question and answer and circle any sentences that link ideas with *as long as*, *provided that*, or *unless*.

I'm trying to be more organized, so I decided to record my lectures, but I never have time to watch them. Any ideas?

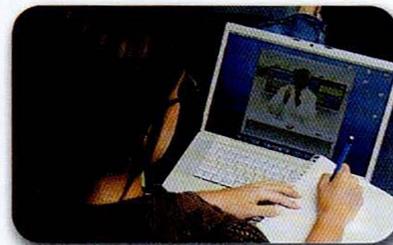
Unless you find time to watch the recordings, there is really no point in having them. So make time to review them - provided that they are worth watching again, of course!

Most people waste time when they are traveling to and from work or school, so use that time to watch your classes on your laptop - as long as you're not driving, of course!

Help note

Linking ideas with *as long as*, *provided that*, and *unless*

- *As long as* and *provided that* mean "if" or "only if."
- *Unless* means "except if" or "if . . . not."



About you

E **Pair work** Write a question about a time management problem. Then exchange papers and answer your classmate's question. Give advice.



Learning tip Writing sentences to show meaning

When you learn a new expression, use it in a sentence to help you remember it. Add another sentence to clarify or paraphrase the meaning.

*My brother can't make a living as a musician.
He doesn't earn enough money.*

In conversation

The most common collocations with the verb **make** are:

- | | |
|-----------------------------|---------------------------|
| 1. make sure | 4. make a decision |
| 2. make sense | 5. make a mistake |
| 3. make a difference | 6. make money |

1 Complete the sentences with these expressions.

do my best make a difference make a good impression make up my mind

- I'm going to try to _____ on my new boss. I want her to have a good opinion of me.
- I'd like to do something useful in life. I want to _____ in people's lives.
- I can't _____ if I want to buy a new cell phone. I can't decide if I need one.
- I find exams very stressful, but I always _____. I try very hard to do well.

2 Write sentences to help you remember these expressions.

do some thinking do volunteer work make an effort
do something fun make a decision make fun of someone

3 Word builder Which expressions below can you complete with **make**? Find appropriate verbs to complete the other expressions. Write the words on the lines.

- | | | | |
|------------------|-------------------|-----------------------|------------------|
| 1. _____ changes | 3. _____ a dream | 5. _____ a suggestion | 7. _____ a walk |
| 2. _____ a mess | 4. _____ progress | 6. _____ plans | 8. _____ a favor |



On your own

Choose five expressions and make a "to do" list using them.



Can Do!

Now I can . . .



I can . . .



I need to review how to . . .



talk about the future.



understand people discussing invitations.



ask for and give advice about personal situations.



understand people discussing time management.



end phone calls with expressions like *I'd better go*.



read a blog about multitasking.



say good-bye in a friendly, informal way.



write some advice about time management.

1 What do you think?

A Complete these opinions with a verb or *to* + verb. Compare with a partner.

1. Parents shouldn't let teenagers watch violent shows on TV.
2. Parents ought to make their kids _____ books every night.
3. Teachers ask students _____ too much homework.
4. Parents shouldn't help their children _____ their homework.
5. Parents shouldn't let their children _____ too much junk food.
6. Parents should get their kids _____ more vegetables and fewer sweets.
7. We shouldn't let young people _____ cars until they're 21.
8. We ought to make all teenagers _____ some volunteer work.

B Group work Discuss three or four opinions above. Use the expressions in the boxes to give your opinions and to show when you agree.

A If you ask me, parents shouldn't let teenagers watch violent shows on TV.

B Absolutely. It seems to me that teenagers are becoming more violent because of TV.

C I don't know. I don't think people learn violent behavior from TV.

i Give an opinion

If you ask me, ...
It seems to me that ...
I don't think ...

i Agree

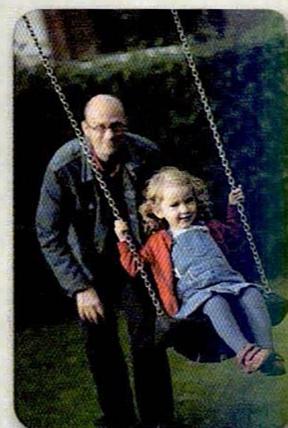
Definitely.
Absolutely.
You're right.
That's for sure.

2 The way it used to be

Complete the story with the correct form of the verbs below.

be bring buy complain get hate live play push ✓ visit

When I was a kid, we used to visit my grandparents every month. They _____ two hours from our home, so we always _____ some books to read in the car. I used to _____ the drive, and I'd always _____, so my dad would _____ us ice cream. That _____ fun. When we _____ to my grandparents' house, my grandma would always let us _____ in her yard. They had a swing set, and my grandpa would _____ us on the swings.



3 How many words can you remember?

Write expressions with *do* or *make* about six family members or friends. Then tell a partner about each person, using the expressions.

1. my uncle George > makes his living as a teacher. / doesn't make a lot of money
2. my friend Yoko > does medical research

"My uncle George makes his living as a teacher. He doesn't make a lot of money, but he loves his work."

4 What's going to happen?

Complete the conversation with appropriate ways to talk about the future, using the verbs given. More than one correct answer is possible in some cases. Then practice with a partner.

Cindy What time does your train leave (leave) today?

Dana I _____ (take) the 3:30 train. Oh, no, it's almost 3:00!

Cindy Don't worry. I _____ (drive) you to the station.

Dana Oh, you don't have to do that. I _____ (call) a taxi.

Cindy No way! I can take you. I _____ (go) to the mall this afternoon. It's not far from the train station.

Dana Are you sure it _____ (not be) a problem?

Cindy No problem at all. I _____ (meet) a friend there at 4:00.

Dana Well, OK. Thanks. I _____ (get) my suitcase.

Cindy Yeah. We _____ (have to) leave right away.

Dana OK. I _____ (be) ready in five minutes.



5 A healthy diet?

A Complete the sentences with different foods. Use your own ideas. Then discuss with a partner. Do you agree?

1. It's not healthy to eat too many hamburgers .
2. If you want to lose weight, eat very few _____ .
3. If you eat too much _____ , you'll gain weight.
4. You should drink very little _____ .
5. A little _____ every day is good for you.
6. People should eat less _____ and more _____ .

B **Pair work** Replace the underlined words in these sentences. How many true sentences can you make? Compare with a partner.

1. I like boiled eggs better than fried eggs.
2. I drink about three cans of soda a day.
3. I'm trying to eat less ice cream and fewer doughnuts.
4. I always keep a jar of mayonnaise in my refrigerator.
5. I ate too much candy and not enough fruit yesterday.

A I like roast chicken better than fried chicken. How about you?

B Actually, I prefer barbecued chicken.

6 Get off the phone!

Role play Student A: You are planning a special dinner for an English-speaking visitor to your country. Call your partner to ask for advice about what kind of food to prepare.

Student B: Your partner calls to ask for advice just as you are leaving to meet a friend. Try to end the conversation politely.

Relationships



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about your circle of friends using relative clauses

Lesson B

- Talk about dating using phrasal verbs like *get along* and *break up*

Lesson C

- Use expressions like *probably* and *sort of* to soften comments
- Use *though* to give a contrasting idea

Lesson D

- Read an article about online dating
- Write an article describing your circle of friends



Before you begin . . .

What relationships do you have with other people?
 Are you a friend to someone? a family member? a co-worker?
 Which relationships do you enjoy most?

CHRISTOPHER OWEN

talks about his circle of friends.

1

My running buddy . . .

"Well, Mike is the guy I run with in the morning. He's the one who got me started running when I was in college. It's convenient because he lives right down the street."

2

My most exciting friend . . .

"Jennifer is another friend from college. Jen plays in a rock band that's really hot right now, so her life is very different from mine. She still calls a lot to talk about all the things she's doing. That's kind of fun."

6

My oldest friend . . .

"Charlie is someone I grew up with. We've been through a lot together. I can tell him just about anything. He's just someone I can totally trust."

5

A new friend . . .

"Then there's Angela. She's a new friend I met through Mike. She's cool. She's the kind of person you can just call and say, 'You want to go see a movie tonight?' That kind of thing."

4

A friend from work . . .

"Nina is an interesting woman who sits across from me at work. She used to have a company that planned weddings for people. She has some funny stories to tell."

3

My roommate . . .

"Yuya is a guy that Jen introduced me to. He was looking for an apartment to share. It's great because he's a 'clean freak.' I've never lived in a place that's so clean."

1 Getting started

A Where do people make friends? How many places can you think of? Make a list.

B  3.01 Listen and read the article above. How did Christopher meet his friends?

Figure it out

C How does Christopher express these ideas? Underline the sentences in the article.

1. Nina is an interesting woman. She sits across from me at work.
2. Jen plays in a rock band. It's really hot right now.
3. Angela is a new friend. I met her through Mike.
4. Jen calls me a lot to talk about things. She's doing a lot of things.

2 Grammar Relative clauses 3.02

Relative clauses begin with **who**, **that**, and **which**. They give information about people or things. Use **who** and **that** to refer to people and **that** and **which** to refer to things.

Subject relative clauses

Who, that, which are the subject of the verb.

Nina is an interesting woman **who / that sits across from me.**

Nina used to have a company **that / which planned weddings.**

Object relative clauses

Who, that, which are the object of the verb.

Charlie is someone (**who / that**) **I can trust.** (I can trust Charlie.)

Jen talks about the things (**that**) **she's doing.** (Jen's doing things.)

In conversation

In subject relative clauses:

- **Who** is more common than **that** for people.
- **That** is more common than **which** for things.

In object relative clauses:

- People often leave out **who** and **that**, especially before pronouns.
- **Which** is not frequent.

A Combine each pair of sentences using relative clauses. More than one answer may be possible.

1. I have a really good friend. She works at a local radio station.

2. There was a really funny guy in my high school. He was always telling jokes.

3. One of my friends from class has a football. His favorite team signed it.

4. My best friend has a really pretty gold ring. Her grandfather gave it to her.

5. I have a new friend. I met him in my kickboxing class.

6. My friend and I saw a movie last night. It made us both cry.

Common errors

Don't use pronouns that repeat ideas in relative clauses.

Janet has a company that makes toys. (NOT . . . company that ~~it~~ makes toys.)

She's a friend that I met through Mike. (NOT . . . friend that I met ~~her~~ through Mike.)

About you B Pair work Make five true sentences about people you know. Take turns telling a partner. Ask questions to find out more information.

A I have a really good friend who works for an airline.

B Really? Which airline?

3 Talk about it Who's in your circle of friends?

Group work Discuss the questions. Give as much information as you can.

- ▶ Who's your closest friend? How did you meet?
- ▶ How many friends do you have on your social networking site?
- ▶ Do you have any friends that you only contact occasionally?
- ▶ Who were your friends when you were growing up?
- ▶ Are you still in touch with the friends that you grew up with?
- ▶ Do you have any friends that have exciting lives? Explain why.
- ▶ Do you have any friends who are very different from you? How are they different?



1 Building vocabulary and grammar

A 3.03 Put the story in the correct order. Number the parts from 1 to 6. Then listen and check your answers.

HIGH SCHOOL SWEETHEARTS

He discovered that Anna was a member. He wrote her an email, and she **wrote back** right away. It **turned out** that Anna was still single and was looking for him, too! They made plans to meet at a restaurant in her city.

Steve and Anna **grew up** in a small town called Greenville. In high school, they **hung out** with the same crowd. They **got along** very well, and they started **going out** together. Anna was Steve's first love, and he was her first love, too.

When Steve was 35, he was ready to **settle down** with someone, but no one seemed right. He still thought about Anna. Then he heard about a website that helps find old classmates. He signed up immediately.

But the long-distance relationship didn't **work out**, and they decided to **break up**. A year later, Anna's family **moved away** from Greenville, and Steve lost touch with her.

When they saw each other, all the old memories **came back**, and they started **going out** again. Within a few months they were married, and they are now living "happily ever after." Sometimes your first love **turns out** to be the best.

After they graduated, Anna **went away** to college, while Steve attended a college nearby. They would get together about once a month, when Anna **flew back** home to visit her parents.



Anna and Steve at their high school prom



A recent photo of the happy couple

Figure it out **B** Which verbs in the story mean the same as the underlined expressions below?

1. Steve and Anna spent their childhood in the same town.
2. Steve and Anna started dating.
3. Anna went somewhere else to college.
4. Steve and Anna decided to stop dating.

Word sort **C** Complete the chart with phrasal verbs from the story. Then take turns retelling the story with a partner. How many verbs can you use?

along	away	back	down	up	out
		<i>wrote back</i>			

2 Grammar Phrasal verbs 3.04

Extra practice p. 146

A phrasal verb is a verb plus a particle like *along, away, back, out, up, etc.*

Steve and Anna **grew up** in the same town.
They **got along** well and started **going out** together.
Anna **went away** to college.
She **flew back** home once a month.
Things didn't **work out**, so they decided to **break up**.

Notice

Steve and Anna **got along** well.
Steve **got along with** Anna.
Anna **got along with** Steve.
Steve and Anna **went out** together.
Steve **went out with** Anna.
Anna **went out with** Steve.

A Complete the opinions with the phrasal verbs in the box.

break up	go back	move away	sign up	work out
get along	✓ go out	settle down	turn out	write back

- It's more fun to go out with someone you know than to go on a "blind date."
- If you don't _____ well with your boyfriend's or girlfriend's family, your relationship won't _____.
- It's good to date a lot of different people before you _____ with one person.
- After you _____ with someone, you should try and stay friends.
- You should never _____ to someone you've broken up with.
- If you want to meet someone, it's a good idea to _____ for a class.
- First dates usually _____ to be a disaster!
- Relationships never work out when one person has to _____.
- When a close friend sends you an email, you should _____ immediately.

About you

B Pair work Discuss the opinions above. Do you agree?

3 Speaking naturally Stress in phrasal verbs

Are you going **out** with anyone? How are you getting **along**?

A  3.05 Listen and repeat the questions above. Notice that in phrasal verbs the particle is stressed more than the verb.

B  3.06 Listen and repeat the questions below. Underline the stressed particles.

- Do you think it's OK to go out with more than one person at the same time?
- What should you do if you're not getting along with your boyfriend or girlfriend?
- Do you think relationships can work out if you work in the same place?
- Is it OK to go out with someone who is a lot older or younger than you?
- What's a good age to settle down?
- What's the best way to break up with someone?

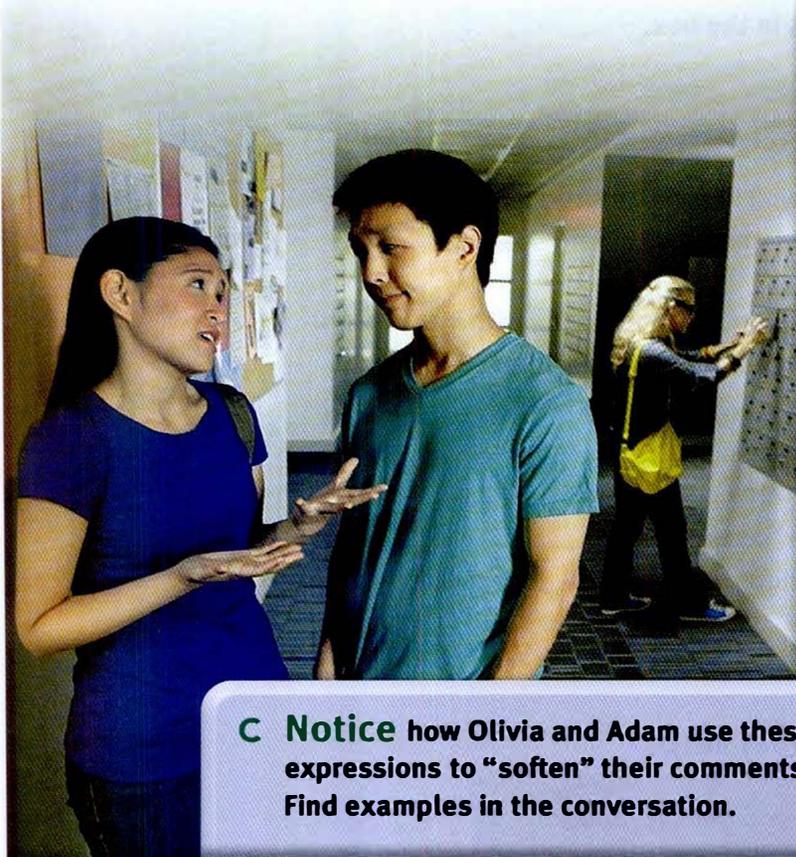
About you

C Group work Ask and answer the questions. How many different opinions do you have?

1 Conversation strategy Softening comments

A What are your neighbors like? Do you get along with them? Tell the class.

B  3.07 Listen. What does Olivia think about her new neighbor? What are Adam's neighbors like?



Olivia That woman by the mailboxes – she just move in next door.

Adam Yeah? She seems pretty friendly.

Olivia She's OK. She's a little bit strange, though.

Adam Yeah? How do you mean?

Olivia Well, it's kind of weird. She's always coming over and borrowing things from me.

Adam She's probably just a little lonely or something.

Olivia Yeah. Maybe she is. But then other times she sort of ignores me. She's just a bit odd, I guess.

Adam Yeah, in my building nobody ever speaks. I mean, we all smile but we don't really know each other.

Olivia I guess that's OK in a way, though. I don't like to get too friendly with the neighbors.

Adam Me either.

C Notice how Olivia and Adam use these expressions to “soften” their comments. Find examples in the conversation.

<i>I guess / I think</i>	<i>a little / a (little) bit</i>
<i>probably / maybe</i>	<i>just</i>
<i>kind of / sort of</i>	<i>in a way</i>

D Make the comments below softer. Add the expressions given.

- The people in my neighborhood are unfriendly. (a little)
They're just busy with their own lives. (maybe)
- The people next door keep to themselves. (kind of)
They don't like to go out. (I guess)
- The people across the street are always looking out of their window. They seem nosy. (a little)
They don't have anything better to do. (I guess)
- The guy above me plays his music too loud. (a bit) It gets noisy. (kind of)
It can be difficult to sleep. (a little bit)
- One of my neighbors is always coming over. It's irritating. (in a way)
She's lonely. (I think / probably / just)

About you

E Pair work Do you know anyone like the people above? Take turns telling a partner. Can you “soften” your comments?

“Actually, the woman in our local store is a little unfriendly. She's not very helpful.”

2 Strategy plus *though*

You can use *though* to give a contrasting idea.

In conversation

Though is one of the top 200 words.

She seems pretty friendly.

She's OK. She's a little bit strange, though.

A  **3.08** Decide which responses can include *though*. Write *though* on the line. Then listen and check.

- A I think it's nice to get to know your co-workers.

B • It's easier to work together when you socialize, _____ .

• It's not good to date a co-worker, _____ .
- A I hate going to parties when I don't know anyone.

B • It's kind of fun to meet new people, _____ .

• It's hard to start conversations with strangers, _____ .
- A I love it when old friends find me online.

B • There are some people you don't want to hear from, _____ .

• It's great to catch up, _____ .
- A I spend most of my free time at home by myself. I enjoy being alone.

B • It's not good to spend too much time alone, _____ .

• It's good to spend time at home, _____ .

About you **B Pair work** Practice the conversations above. Then practice again giving your own responses.

3 Listening and strategies People I look forward to seeing

A  **3.09** Listen to Matthew talk about three people he looks forward to seeing. Complete the sentences.

- The woman in the coffee shop gets a little _____ . She's really _____ and positive, though.
- My yoga teacher is really good. He's kind of _____ , though. The other students are nice. One guy is always _____ , though. It gets sort of _____ .
- One of the guys that I go biking with is the worst biker. He's incredibly _____ , though. I guess the other guys are kind of _____ about biking.



B  **3.09** Listen again. Why does Matthew look forward to seeing each person?

About you **C Pair work** Who do you look forward to seeing? Tell a partner about three people. Ask and answer questions to find out more information.

 Sounds right p. 138

1 Reading

- A** What are some good ways to make new friends? Make a list.
- B** Read the article. What have studies found about online dating? What are the reasons for its popularity?

Reading tip

Writers often use different ways to present statistics, like *20 percent*, *one in five*, or *one out of (every) five*.

http://www.looking... 

LOOKING FOR LOVE? Online is the way to go! www.irLanguage.com

According to new research, people looking for romance need look no further than their laptops. Recent studies reveal that 17 percent of marriages are the result of an initial online encounter – making this the second most common way of meeting a potential partner, after meeting through friends.

Surveys show that more than one-third of singles looking for a partner have used an online dating site. Furthermore, one out of every five new relationships starts online. Although the results of online dating surveys may vary, the evidence points to the increasingly important role the Internet is playing in helping single people find romance.

The social stigma¹ that was attached to online dating in the past is fast disappearing as dating goes increasingly digital. These days, most people know someone who has tried online dating, so people are less afraid to talk about it or to try it. Online dating, it appears, has entered the mainstream.

But why is this? Experts say there are several factors that contribute to the popularity of online dating. Changes in lifestyle, geographic mobility, and the rise in social networking are largely responsible for changing how people meet potential partners. These days, people typically delay marriage as they concentrate on their careers, work longer and longer hours, and live farther away from family and childhood friends who might otherwise provide contacts with eligible² partners. Instead they turn to their tablets.

So has the Internet fundamentally changed *how* people date? According to Greg Blatt, former CEO of a popular dating website, the answer is no. "This is just meeting," Blatt says. "It's no different meeting on a dating website than it is meeting at a party, or at a restaurant, or on a subway. . . . Once you've met, it's real life; you either fall for each other, or you don't. You either have a great romance, or you don't."

"Computers are not taking the place of romance," he says. "They're just another way to put yourself in a position to meet somebody with a chance for romance."

1. (a) *stigma*: a bad opinion of someone or something
2. *eligible*: ideal as a marriage partner



C Read the article again. Circle the correct words to make the sentences true according to the article.

- Seventeen percent of people who get married now meet **on the Internet** / **through friends**.
- Meeting people through friends is **more** / **less** common than meeting online.
- A third of people looking for romance **don't use** / **use** dating websites.
- Online dating is now considered more **acceptable** / **dangerous**.
- One reason why people try online dating is because they live farther away from their **place of work** / **original community**.
- Blatt says that meeting online is **like** / **not like** meeting at an actual place, such as a party.

About you

D **Pair work** Discuss the opinions expressed in the article. Which do you agree with? Why?

2 Speaking and listening Getting back in touch

About you **A Pair work** How do friends lose touch with each other? Add ideas to the list. Have you ever lost touch with a friend? Tell your partner how it happened.

Friends lose touch when one of them . . .

- moves away.
- gets interested in different things.
- _____.
- gets married.
- gets too busy with school or work.
- _____.

B  **3.10** Listen to Javier talk about his old friends. Does he want to get back in touch with them? Check (✓) the correct boxes in the chart below.

	Yes	No	Don't know	Why did he lose touch?
1. His college friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. His running buddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. His old girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

C  **3.10** Listen again. Why did Javier lose touch with his friends? Complete the rest of the chart.

3 Writing Your circle of friends

About you **A Pair work** Think about three of your friends. Tell a partner about them. Discuss the questions below.

- What is your friend like?
- How did you meet?
- Why did you become friends?
- What do you have in common?
- What do you do together?

About you **B** Read the article below and the Help note. Then write an article like the one on page 66 about your circle of friends. Use *both* and *neither* to show what you have in common. Include photos if you can.

My circle of friends

My best friend from high school

Ronaldo is a friend I met on my first day of high school. We sat next to each other in art class. Neither of us was very good at art, but we had a good time together in class. He's very easygoing. He's the kind of guy who gets along with everyone. We're both science-fiction fans, so we spend a lot of time at the movies.



Help note

Both and neither

We're **both** science-fiction fans. **Both of us** are science-fiction fans.

We **both** like going to the movies. **Both of us** like going to the movies.

Neither of us was very good at art.

C Pair work Read your partner's article. Ask questions about your partner's friends.

Free Talk p. 132



Learning tip Phrasal verbs

When you learn a phrasal verb, it's a good idea to write down

- some other verbs you can use with the particle.

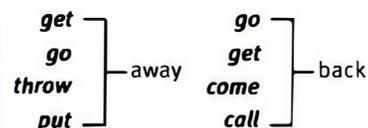
back: get back / call back / fly back

- some other particles you can use with the verb.

go: go back / go out / go away

In conversation

The most common verbs with the particles **away** and **back** are:



1 Circle the two verbs in each list that go with the particle on the right.

- | | | | | | |
|----------------------|-------------|-----------------------|-------------|------------------------|-------------|
| 1. go / move / hang | away | 3. come / break / get | back | 5. sign / grow / sleep | up |
| 2. wake / eat / work | out | 4. wake / go / come | over | 6. fall / eat / settle | down |

2 Complete each expression with a different verb.

wake	up	in the morning	out	with your friends
		for a class		late
		without an alarm clock		to a club
		in a small town		at a nice restaurant
		with your boyfriend / girlfriend		at the gym

3 Word builder How many new phrasal verbs can you make from these particles?

away back down out up



On your own

Make lists with headings for different topics such as "Relationships" or "Going out." Write phrasal verbs for each topic, and learn the words whenever you have a minute.



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|---|---|
| <input type="checkbox"/> describe people and things using relative clauses. | <input type="checkbox"/> understand a conversation about old friends. |
| <input type="checkbox"/> talk about friends and romantic relationships. | <input type="checkbox"/> understand someone talking about losing touch with people. |
| <input type="checkbox"/> soften comments with expressions like <i>sort of</i> . | <input type="checkbox"/> read an article about online dating. |
| <input type="checkbox"/> use <i>though</i> to give contrasting ideas. | <input type="checkbox"/> write about my circle of friends. |
| <input type="checkbox"/> understand descriptions of people. | |

What if?



In this unit, you learn how to . . .

Lesson A

- Talk about wishes using *I wish* + past form
- Talk about imaginary situations or events in the present and the future with *If*-clauses

Lesson B

- Discuss how to deal with everyday dilemmas
- Ask about imaginary situations or events

Lesson C

- Give advice using expressions like *If I were you, . . .* or *I'd . . .*
- Use *That would be . . .* to comment on a suggestion or a possibility

Lesson D

- Read a blog about regrets
- Write an article about how you would change your life

1



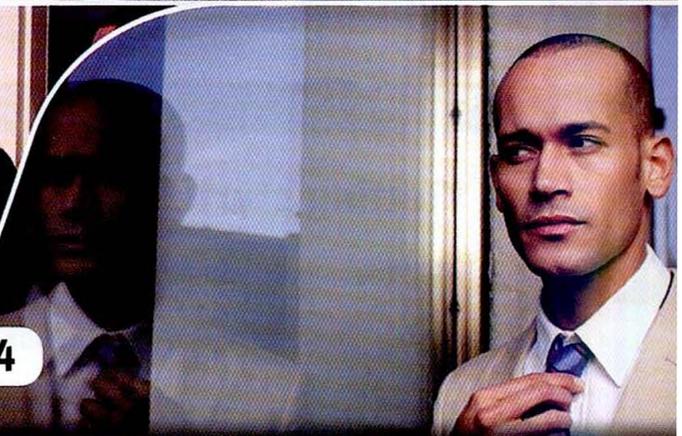
2



3



4



Before you begin . . .

What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> your health | <input type="checkbox"/> your career | <input type="checkbox"/> wealth |
| <input type="checkbox"/> your family | <input type="checkbox"/> relationships | <input type="checkbox"/> looking good |

What other things matter to you?

How do you wish your life were different

"I just wish I weren't so busy with my work. I have to work most weekends, so I never have enough time to do anything fun. If I had more free time, I'd go kayaking every weekend."

– Berta Palmas,
Monterrey



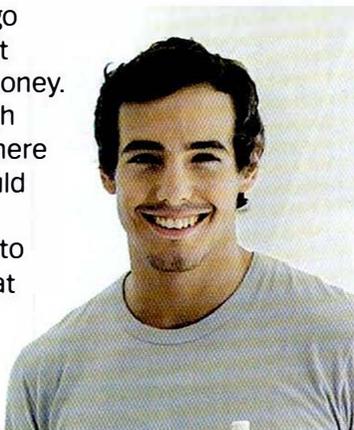
"We just got married, and we're renting a tiny little apartment. It would be great if we could afford a bigger place to live. We don't have enough room for all our stuff."

– Min Sup and Jin Eun Cho, Seoul



"Well, I never get to go away on holiday. I just don't have enough money. So I wish I had enough money to go somewhere exciting. Yeah, if I could choose anywhere, I'd probably go to Egypt to see the pyramids. That would be great!"

– Bryan Gibson,
Melbourne



"I wish I didn't live so far away from my family. My sister just had a baby – a little boy – and I never get to see him. I really miss everyone. If I lived closer, I'd be able to help out."

– Irene Chang,
Taipei



1 Getting started

A What would you like more of in your life? Tell the class.

fun money time vacations work

B 3.11 Listen to the people above talk about their wishes. What do they want?

Figure
it out

C Circle the correct verbs in the sentences below. Use the article above to help you. Then answer the questions. What do you notice about the verbs you circled?

1. Bryan wishes he **has** / **had** enough money to go away. Does he have enough money?
2. Berta says, "I just wish I'm **not** / **weren't** so busy." Is she busy now?
3. Irene says if she **lives** / **lived** closer, she would help her sister. Does she live close?
4. Min Sup and Jin Eun say it **would** / **will** be great if they could rent a big apartment. What's their place like?

2 Grammar Wishes and imaginary situations or events 3.12

Extra practice p. 147

Wishes for the present or future

wish + past form of verb

I wish I **had** more free time.
(I **don't have** enough free time,

She wishes she **didn't live** so far away.
(She **lives** very far away

I wish I **weren't** so busy with my work.
(I'm very busy with my work,

We wish we **could afford** to move.
(We **can't afford** to move,

Imaginary situations or events in the present or future

If + past form of verb . . . would (could) + verb

If I **had** more free time, I'd / I **would go** kayaking.
so I **don't go** kayaking.)

If she **lived** closer, she'd / she **would be able to** help out.
so she **isn't able to** help out.)

If I **were** less busy, I **could go away** on the weekends.
so I **can't go away** on the weekends.)

If we **could afford** to move, we **wouldn't live** in this tiny place.
so we **live** in this tiny place.)

In conversation

People say *I wish I was . . .* and *If I was . . .* more frequently than *I wish I were . . .* and *If I were . . .*, but this is not considered correct in written English.

I wish I was . . .
I wish I were . . .

Common errors

Use the simple past form after *if*.

If we had more money, we **could** go on vacation more often.
(NOT ~~if we would have~~ more . . .)

A Complete the sentences with the appropriate form of the verbs given.

- I wish I could do (can do) something more exciting with my life. If I had (have) the chance, I would travel (travel) around South America.
- I wish I _____ (not be) so shy. If I _____ (have) more confidence, I _____ probably _____ (enjoy) going out more.
- I wish I _____ (not have to) study so hard. If I _____ (not get) so much homework, I _____ (be able to) play on the soccer team.
- I wish _____ (can finish) my degree this year. If I _____ (graduate) this year, I _____ (can get) a job, and I _____ (can start) to pay off my student loans.
- I wish I _____ (can find) a job nearer to home. If I _____ (get) a new job, maybe I _____ (not have to) commute two hours a day.
- I wish I _____ (be) famous. If I _____ (be) famous, I _____ (be able to) go to shows and get the best seats! And I _____ (not eat) in the cheapest restaurants anymore.

About you B Pair work Discuss the sentences above. Do you have any wishes like these?

"I wish I could do something more exciting. If I had the chance, I would live in another country."

3 Listening and speaking Just one wish

A 3.13 Listen to four people talk about their wishes. Complete the sentences.

What do they wish for?

Why can't they have their wish?

- Daniel wishes _____ . _____
- Martine wishes _____ . _____
- Miguel wishes _____ . _____
- Mi Yun wishes _____ . _____

B 3.13 Listen again. Why can't they have their wishes? Write the reason(s) above.

About you C Class activity Ask your classmates about their wishes. What are the most popular wishes?

1 Building vocabulary and grammar

About you **A** 3.14 Listen and take the quiz. Circle your answers. Then compare with a partner.

WHAT WOULD YOU DO?

www.irLanguage.com

1. What would you do if a friend accidentally spilled coffee all over your phone, and it stopped working?



- Would you . . .
- let your friend buy a new one?
 - tell your friend not to **worry about** it and **buy** a new phone **for** yourself?

4. What would you do if a friend came for dinner and brought an expensive box of chocolates?



- Would you . . .
- thank** your friend **for** the gift and not open it?
 - share** the chocolates **with** your friend after dinner?

2. What would you do if you **borrowed** a camera **from** a friend and broke it?



- Would you . . .
- simply **apologize for** breaking it?
 - take it to a store and **pay for** the repairs?

5. What would you say if a friend **asked** you **for** a loan to buy a new laptop?



- Would you say . . . ?
- "Sorry, I never **lend** money **to** anyone."
 - "I'll **think about** it and let you know."

3. How would you react if a friend started dating someone you used to go out with?



- Would you . . .
- talk to** your friend **about** your feelings?
 - feel hurt but **say** nothing **to** either of them?

6. What would you do if a friend borrowed \$10 and forgot to pay you back?



- Would you . . .
- remind** your friend **about** it several times?
 - forget about** it?

Word sort **B Pair work** Write the prepositions that are used in the quiz in the expressions below. Then ask and answer the questions with a partner.

- | | |
|---|---|
| 1. What do you worry <u>about</u> ? | 8. Do you apologize _____ being late? |
| 2. Who do you talk to _____ problems? | 9. How do you thank people _____ gifts? |
| 3. Do you ever think _____ your diet? | 10. Did you ask a friend _____ a favor today? |
| 4. How do you remind yourself _____ things? | 11. Do you borrow clothes _____ friends? |
| 5. Can you forget _____ your problems? | 12. Do you lend books _____ friends? |
| 6. Do you buy gifts _____ your friends? | 13. What can't you say no _____ ? |
| 7. Do you use cash to pay _____ things? | 14. Do you ever share secrets _____ friends? |

Figure it out **C** Complete these questions about imaginary situations. Use the quiz to help you. Then ask and answer the questions in pairs.

- What _____ you _____ (do) if your friend _____ (forget) your birthday?
- How _____ you _____ (react) if a friend _____ (tell) everyone a secret about you?

Vocabulary notebook p. 84

2 Speaking naturally Intonation in long questions

How would you *react* if a friend started *dating* someone you used to go *out* with?

What would you *do* if a friend came for *dinner* and brought an expensive box of *chocolates*?

A  3.15 Listen and repeat the questions above. Notice how the intonation falls and then rises to show the question is not finished and then falls at the end.

About you **B** **Pair work** Find a partner. Take turns asking the questions in the quiz on page 78 and giving your own answers. Pay attention to the intonation of the long questions.

3 Grammar Asking about imaginary situations or events 3.16

Extra practice p. 147

What **would** you **do** if you **broke** a friend's camera?

I'd **apologize** for breaking it.

I'd **pay** for the repairs.

I **wouldn't say** anything about it.

Would you **pay** for a new one?

Yes, I **would**. / No, I **wouldn't**.

A Make questions with *would* using the ideas below. Compare with a partner.

1. a friend is 15 minutes late / call and remind him about it

What would you do if a friend was 15 minutes late? Would you call and remind him about it?

2. you hear a strange noise in the middle of the night / go and see what it was

3. a salesperson charges you the wrong price for something / say something to her

4. you scratch a car with a shopping cart in a parking lot / leave a note with your name and number

5. you find a nice pair of gloves on the sidewalk / think about keeping them

6. you have an extra ticket for a show / offer it to a friend but ask him to pay for it

7. you get a gift that you hate from a friend / thank her for it and then get rid of it

8. your friend asks for help moving into an apartment / find an excuse to get out of helping him

9. your friend is in a bad mood / take him out for a fun night

About you **B** **Pair work** Take turns asking the questions above. Discuss your answers. Do you agree?

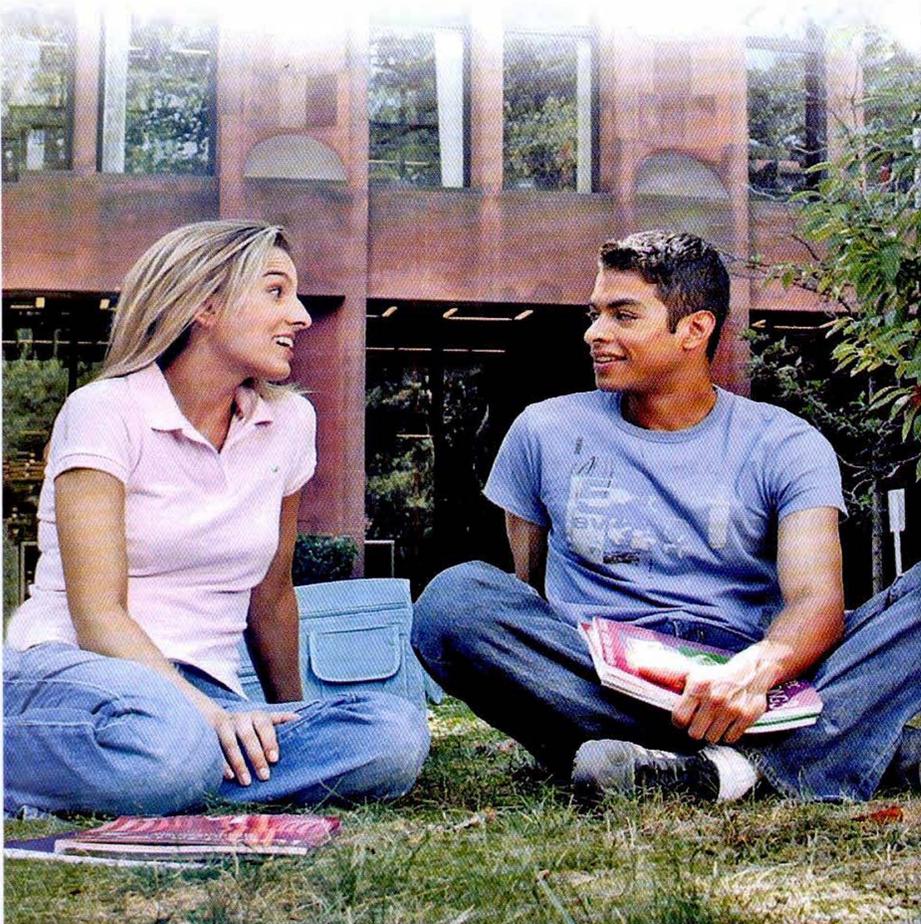
A *What would you do if a friend was 15 minutes late for a date?*

B *I'd probably just wait a little longer. Would you call and remind him about it?*

1 Conversation strategy Giving advice

A What tough decisions have you made? Did you ask for advice? Tell the class.

B  3.17 Listen. What advice does Nicole give Carlos about grad school?



Nicole Hey, I hear you got accepted to grad school.

Carlos Yeah. I got into MSU and Bracken Tech.

Nicole Congratulations! So where are you going to go?

Carlos I don't know. I got a full scholarship to Bracken Tech, but I think MSU has a better engineering department.

Nicole Well, if I were you, I'd take the scholarship. Then you wouldn't have to borrow any money.

Carlos Yeah, that would be great. But it's a tough decision.

Nicole Well, Bracken Tech's a good school. I mean, you might want to go there and meet some of the professors.

Carlos That'd be good. But then, everybody I know is going to MSU.

Nicole Oh, I wouldn't worry about that. You can make new friends. And anyway, I might go to Bracken next year, you know, if I get accepted.

Carlos Really? That would be awesome!

C Notice how Nicole gives advice to Carlos. She uses expressions like these. Find examples in the conversation.

If I were you, I'd . . . *You might want to . . .*
I would / I'd . . . *You could . . .*
I wouldn't . . .

About you

D Pair work Think of three pieces of advice for each problem below. Then take turns role-playing the problems and giving advice.

1. I wish I weren't majoring in economics. I just don't find it very interesting.
2. One of my co-workers just got a promotion, but I didn't get one.
3. I wish I knew what to do after college.
4. My boyfriend / girlfriend wants to get married, but I'm just not ready.
5. My parents want me to study law or accounting or something, but I don't want to.

"Well, if I were you, I'd try and switch to a different major. . . ."

2 Strategy plus That would be . . .

You can use ***That would be . . .*** to comment on a suggestion or a possibility.

You might want to go there and meet some of the professors.

I might go to Bracken next year.

That'd be good.

Really? That would be awesome!

www.irLanguage.com

Complete the responses. Practice with a partner. Then take turns asking and answering the questions.

- A If you could do something really different, what would you do?

B I'd really like to go skydiving.

A Really? Wow! That would be _____ !
- A If you could have any job, what would you do?

B Something creative. I'd like to work in a design company or something.

A Yeah. That'd be _____ .
- A Would you ever like to get a Ph.D. in something?

B Yeah, maybe one day. But it's impossible right now. I'm just too busy. I'd have to study at midnight!

A Oh, yeah. That would be _____ .

In conversation

The most frequent adjectives after *That would be . . .* are *nice, good, great, fun, cool, interesting, fine, wonderful, neat, hard, and awesome.*



3 Listening and strategies Here's my advice.

A 3.18 Listen to Tom and Amy talk about their problems. What problems do they have? Complete the sentences on the left.

What's the problem?

- Tom wishes he _____ .
- Tom wishes his boss _____ .
- One of Tom's co-workers got _____ .
- Amy can't decide which school to go to because _____ .

What's the advice?

- "I wouldn't _____ . You could _____ ."
- "I would _____ ."
- "If I were you, I'd _____ ."
- "I wouldn't _____ ."

B 3.18 Listen again. What advice do Tom and Amy give each other? Complete the sentences above.

C **Pair work** Choose one of Tom or Amy's problems, or one of your own. Take turns describing the problem and offering advice.

A *I have a similar problem to Tom. I have a part-time job that I really like, but it doesn't pay very well.*

B *Well, maybe you could ask for a raise.*

A *Yeah, that would be good.*

1 Reading

- A** What kinds of things do people regret in life? Make a class list.
- B** Read the blog. What impression do you have of the writer (age, gender, personality)? Compare ideas with a partner.

Reading tip

As you read, try to imagine the situations, places, or people that the writer describes.

IF I COULD LIVE MY LIFE OVER ...

If I could change the past and live my life over, I'd do a lot of things differently. I'd be more laid-back – I'd worry less about small or imaginary problems and maybe a little more about things that really matter. I'd complain less about unimportant things. I'd slow down and take each day as it comes. I'd be more patient with people.

I'd stop being afraid of making mistakes and make an effort to try new things. I'd learn to scuba dive and speak a new language. I'd do things I enjoyed, even if I wasn't good at them, like playing the piano. I'd continue with my lessons and wouldn't give up because I wasn't all that good. I would enjoy what I could do and not worry about what I couldn't do. Yes, I'd still be competitive – I wouldn't want to change that – but I wouldn't get upset if I didn't win.

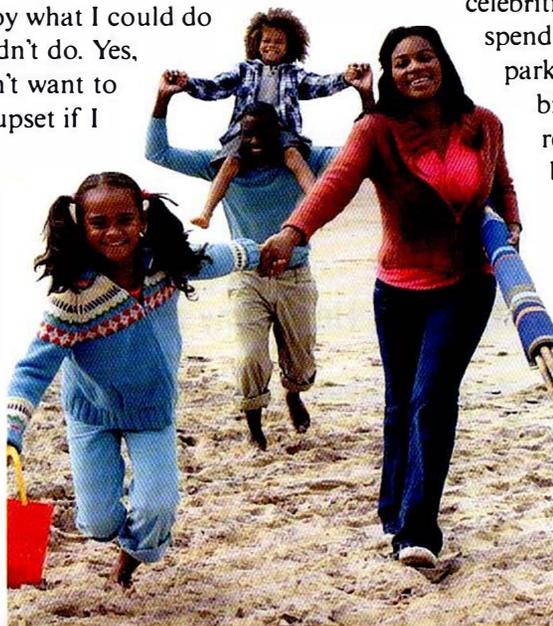
I'd try to make a difference in people's lives. I'd be more generous – with my money and especially my time. Maybe do more volunteer work. I'd spend more time listening to the stories that older people have to tell without looking at my watch and thinking about the other things I could be doing. I'd get to know my neighbors and offer to help those I knew

needed help or who had problems. I would ask people on the bus, "What's wrong?" if they seemed upset.

If I could change the last few years, I'd find more time to share long and laughter-filled meals with friends or family and spend less time shut away with my computer, working. I'd be more considerate. I'd send more handwritten thank-you notes and tell people what they mean to me. I would be completely reliable, someone that everyone can count on.

If I had another chance, I wouldn't read so much about celebrities' lives. I mean, who cares? I'd spend less time in malls and more time in parks, flying a kite, or watching the birds. I'd clean the house less and read more. I'd walk barefoot on beaches and feel the sand between my toes and the sun on my face. I'd spend a summer on a Greek island, see the Pyramids in Egypt, climb a mountain in Africa, watch more sunrises and sunsets.

Life is an incredibly enjoyable trip, but it's also incredibly short. Next time around, I'd focus more on the journey and less on the destination. You'll arrive sooner than you think.



- C** Find these words and expressions in the blog. Choose the best meaning and circle *a*, *b*, or *c*.

- | | | | |
|------------------------------|--------------------------|-------------------------|-------------------------------|
| 1. take each day as it comes | a. worry life is short | b. live for the present | c. do nothing |
| 2. give up | a. start | b. stop | c. give something to a friend |
| 3. upset | a. happy | b. disorganized | c. unhappy |
| 4. considerate | a. intelligent | b. selfish | c. kind |
| 5. barefoot | a. wearing leather shoes | b. wearing no shoes | c. quickly |

About you **D Group work** Discuss these questions.

1. What have been the most important things in the writer's life?
2. What aspects of his or her life would he or she change?
3. Do you think the writer would be a better person "next time around"? How?
4. Does the writer remind you of anyone you know? Who?
5. Do you have anything in common with the writer? If so, what?

2 Speaking and writing What would you change?

About you **A** If you had last year to live over again, what would you change? Think of answers to the questions, and make notes below.

Is there . . .

- a person you'd spend more time with? _____
- something you'd spend more time doing? _____
- something you'd spend less time doing? _____
- a place you'd go more often? _____
- something you'd take more seriously? _____
- something you'd worry about less? _____
- a sport or activity you'd try? _____
- a subject you'd study? _____

B Pair work Take turns. Tell your partner about some things you'd change.
"I'd spend more time with my grandpa and less time on my social network."

About you **C** Read the Help note, and underline the examples of *definitely* and *probably* in the article below. Then write an article about changes you would make if you could live your year over again.

THINGS I'D CHANGE

If I had last year to live over again, I would definitely get more exercise. I definitely wouldn't watch so much TV, and I'd probably work out more at the gym. I'd try to stop eating so many snacks, but I probably would not give up ice cream because it's my favorite snack! If I got more exercise and ate less junk food, I'd lose some weight. I'd probably feel much healthier, too.

Help note

Adverbs of certainty in affirmative and negative statements

Notice the position of the adverbs.

*I would **definitely** get more exercise.*

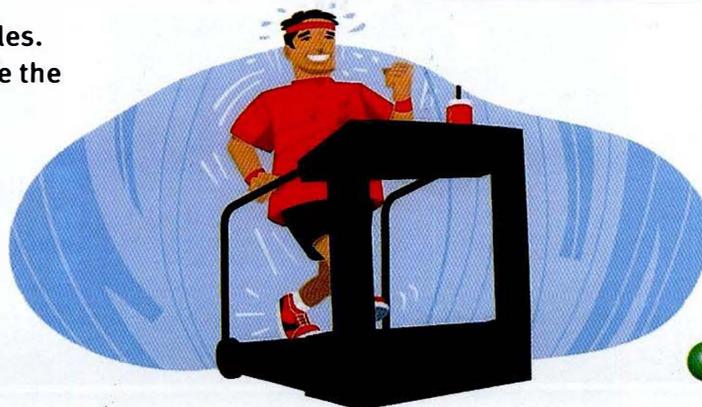
*I'd **probably** work out more at the gym.*

But:

*I **definitely** wouldn't watch so much TV.*

*I **probably** would not give up ice cream.*

D Read your classmates' articles.
 Does anyone want to change the same things as you?



Free talk p. 133



Learning tip Verbs + prepositions

When you learn a new verb, find out what prepositions (if any) can come after it. Remember that a verb coming after a verb + preposition has the form verb + *-ing*.

They apologized for making so much noise.

1 Read the problem below. Complete the possible solutions with the prepositions *about*, *for*, and *to*.

You forget you have a dinner date with a friend, and you don't show up. Your friend calls you, and she is very upset. What would you do?

1. I wouldn't worry _____ it. People usually forget _____ things like that.
2. I'd apologize immediately _____ forgetting the date.
3. I'd offer to pay _____ dinner another time.
4. I'd tell her I was thinking _____ other things.
5. I wouldn't speak _____ her until she was less upset.
6. I'd blame my boss _____ keeping me in a meeting at work.
7. I'd wait _____ her to finish, and then I'd remind her _____ the time she didn't meet me.

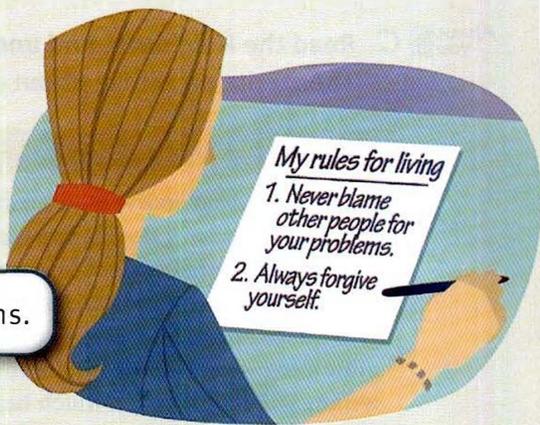
2 Word builder Find the prepositions that go with the verbs. Then complete the sentences.

1. I agreed _____ my boss _____ the best solution.
2. He applied _____ a job with a software company.
3. I explained the problem _____ my boss.
4. I forgave my friend _____ losing my favorite sweater.
5. My neighbor invited me _____ a party last week.
6. We complained _____ the neighbors _____ the noise.
7. My parents blamed me _____ damaging their car.



On your own

Write six rules for living, using verbs that take prepositions.



Can Do!

Now I can ...

I can ...

I need to review how to ...

- talk about wishes and imaginary situations.
- say how I would deal with everyday dilemmas.
- give advice with expressions like *If I were you*, ...
- use *That would be* to comment on a suggestion or possibility.

- understand people talking about their wishes.
- understand people giving advice.
- read a blog about regrets.
- write an article about how I would change my life.

Tech savvy?


Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about problems with technology using questions within sentences

Lesson B

- Describe how things work using separable phrasal verbs like *turn on* and *plug in*
- Ask for help with technology using *how to + verb*, *where to + verb*, etc.

Lesson C

- Give different opinions with expressions like *On the other hand*
- Use *You know what I mean?* to ask someone to agree with you

Lesson D

- Read an article about email scams
- Plan and write an article about protecting personal information

1



2

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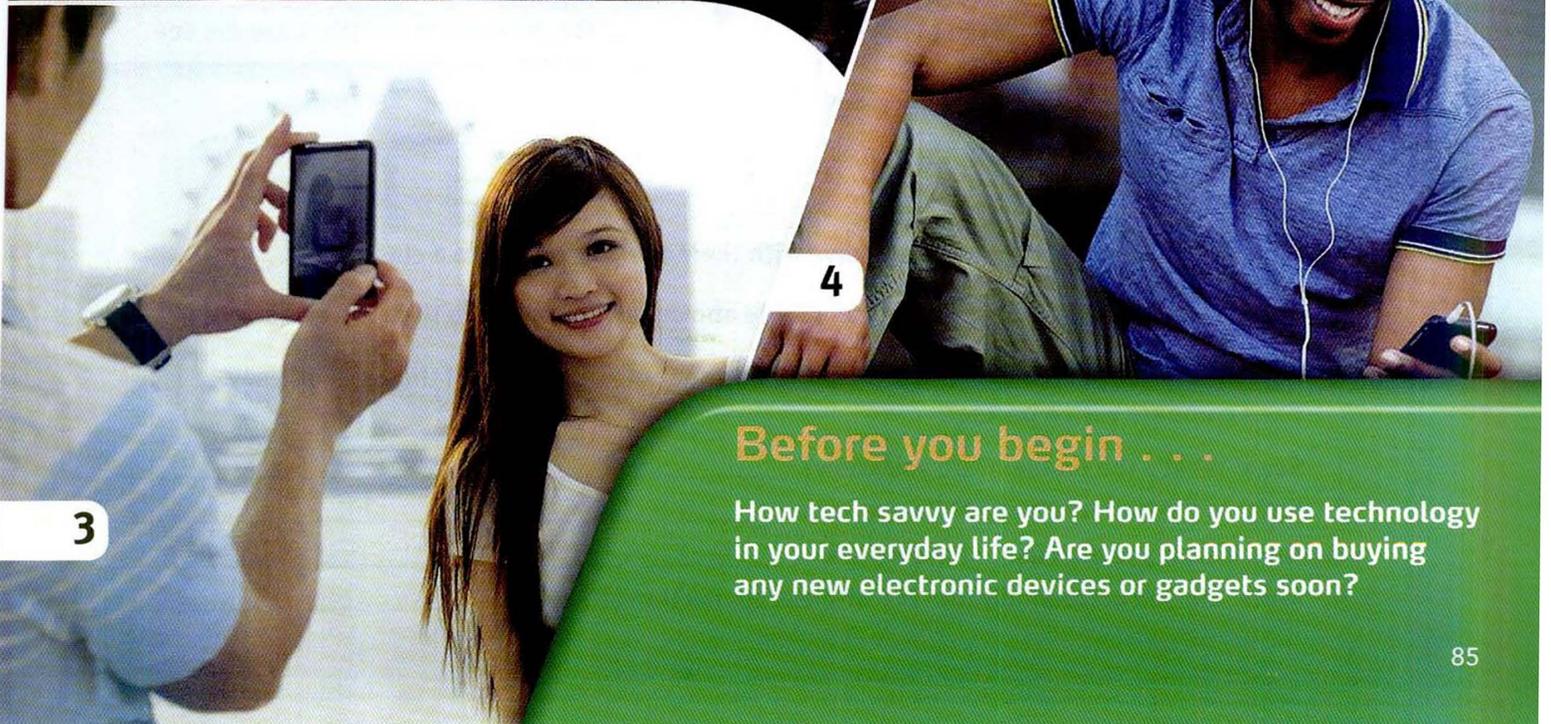
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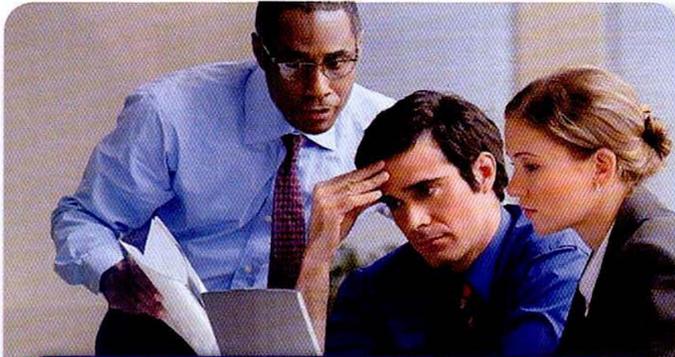
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Before you begin . . .

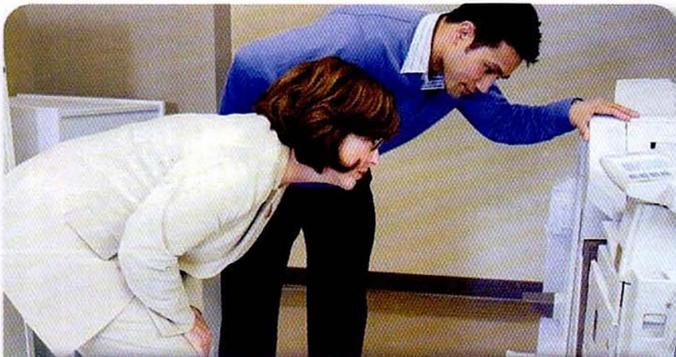
How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic devices or gadgets soon?



- 1 **Sean** My computer won't turn on. Do you know what the problem is?
Mark I wonder if there's something wrong with your power cord.
Sue Mine did that, and I called tech support. But I can't remember what they said.



- 2 **Pam** There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.
Sally Do you know if the battery's charged?
Peter I wonder if you have a virus. Try running your antivirus software.



- 3 **Olivia** I don't know what the problem is, but I can't print anything.
Tom The last time that happened to me, I got the answer on a website. But I have no idea which site I used.



- 4 **Cara** I can't get on the Internet. Do you know what I should do?
Anita I wonder if you accidentally turned off the wireless connection. Let me see.

1 Getting started

A What kinds of problems do people have with their computers? Make a class list.

B 3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out **C** How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. **Sean** What's the problem? Do you know? _____
2. **Sally** Is the battery charged? Do you know? _____
3. **Tom** Which site did I use? I have no idea. _____
4. **Anita** Did you accidentally turn the wireless connection off? I wonder. _____

2 Grammar Questions within sentences 3.20

Direct questions

What's the problem?
Which site did you use?
What should we do?
Why is it doing that?
Is the battery charged?

Questions within questions

Do you know **what the problem is**?
Can you remember **which site you used**?
Do you know **what we should do**?
Do you have any idea **why it's doing that**?
Do you know **if* the battery is** charged?

Questions within statements

I don't know **what the problem is**.
I have no idea **which site I used**.
I know **what we should do**.
I have no idea **why it's doing that**.
I wonder **if* the battery is** charged.

*Use **if** for **yes-no** questions.

Notice the word order: What is **the problem**?

Do you know what **the problem** is?

Common errors

Don't use question word order for a question within a question or statement.

*I know what **you can do**.*

*Do you know what **you need to do**?*

(NOT *I know **what can you do**.*)

*Do you know **what do you need to do**?*

A Rewrite these sentences. Start with the expressions given.

- Are there any useful new apps for students? *Do you know...*
Do you know if there are any useful new apps for students?
- What are the most popular sites for streaming movies? *I wonder...*
- Which song did you last download? *Can you remember...*
- Where can I get some cool accessories for a tablet? *Do you know...*
- What's the most popular smartphone? *Do you know...*
- How do you design your own website? *Do you have any idea...*
- Will the price of tablets come down? *I wonder...*
- What new technology is coming out? *Do you have any idea...*

About you

B Pair work Start conversations using the sentences above. How tech savvy are you?

A *Do you know if there are any useful new apps for students?*

B *Well, I don't know if they're new, but you can get some good grammar apps.*



3 Speaking and listening What do you know about the Internet?

A 3.21 **Pair work** Discuss the questions. Can you guess the answers?
Then listen to a conversation about the Internet. Write the answers you hear.

- Do you know when the public first used the World Wide Web? _____
- Can you find out what the first webcam filmed? _____
- Do you know what the most popular online activities are? _____
- Can you guess how many new blogs people add to the Internet each day? _____
- Do you know what the first email spam advertised? _____
- Do you know what the three most common languages on the Internet are? _____

B 3.21 **Listen again.** Write one more piece of information about the answer to each question.
Then compare your answers with a partner.

C **Pair work** Student A: Read one of the answers to the questions above.
Student B: Can you remember what the question is without looking at your book? Take turns.

1 Building language

A  3.22 Listen. What problem is Ken having? Practice the conversation.

Pedro, do you know how to get this game controller to work?
I read the instructions, but I can't figure out how to do it.
Let's see. You have to turn it on first. Did you put the batteries in?
Yeah. I turned the controller on — see? But the box won't work.
Oh, OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think you need to hook up another cable. Do you know where the blue cable is?
Yeah, it's here. Do you know where to plug it in?
Yes. It goes here.
Thanks. Now, can you show me how to set this game up?
OK, hand me the controller. Let me show you what to do.

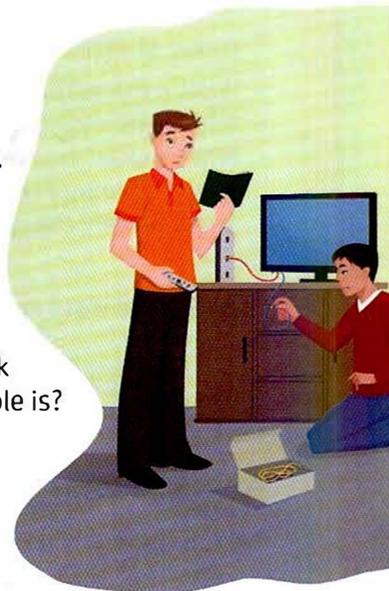


Figure it out

B Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game** / **set a game up** / **a game set up**?
2. If you have a game controller, can you **hook it up** / **hook up it** / **hook the box up**?
3. If there's a problem, do you know **what you do** / **what to do** / **to do**?
4. Can you show someone **how to use** / **how you use** / **to use** a game controller?

2 Grammar

Separable phrasal verbs; *how to*, etc.  3.23

Extra practice p. 148

Separable phrasal verbs with objects

How do you { **turn on** the game controller?
turn the game controller **on**?
turn it on? (NOT ~~turn on it~~?)

Question word + *to* + verb

Let me show you **what to do**.
Can you show me **how to turn it on**?
Do you know **where to plug it in**?

A Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how to turn on the TV / to turn the TV on? (the TV / turn on)
B Yeah. You need to turn it on with this remote – not that one.
2. A Do you know how _____? (this computer / turn off)
B Oh, you can _____ here.
3. A I can't see where _____. (these headphones / plug in)
B Huh. I'm not sure where _____, either. I think they go here.
4. A I don't know how _____ on my tablet. (the volume / turn down)
B Here. I can show you how _____. It's easy. Look.
5. A I can't figure out how _____. (the air conditioning / turn up)
B I have no idea how _____ either. Oh, you need to use the remote. Here – see?

B **Pair work** Practice the conversations above. Practice again using different gadgets.

“Do you know how to turn on the air conditioning?”

3 Speaking naturally Linking consonants and vowels

I'm not sure how to turn it on. I don't know where to plug it in.

A 3.24 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.

B 3.25 Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.

1. Can you show me how to _____ ?
2. Now tell me how to _____ .
3. Can you _____ to speakers?
4. Can you show me how to _____ ?

4 Building vocabulary

A Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.

"He's hooking up his game system to the TV."



- a. Put them away.
- ✓ b. Hook it up.
- c. Look it up.
- d. Pick it up.
- e. Put it down.
- f. Print it out.
- g. Put them on.
- h. Take them off.
- i. Take it apart.
- j. Throw it away.
- k. Turn it down.
- l. Turn it up.

Word sort **B** What can you do with the things below? Write at least two expressions from above for each item. Add ideas. Then compare with a partner.

A computer	<i>hook it up</i>	A ringtone	
A photo		A phone number	
A cell phone		Batteries	
A pair of ear buds		A printer	

About you **C** **Pair work** Discuss the things below. Think of three . . .

Vocabulary notebook p. 94

- different things you turn on every day.
- situations when you have to turn something off.
- different things you have to plug in before using.
- things you can turn up and down.
- useful pieces of information you can look up.
- things you have thrown away recently.

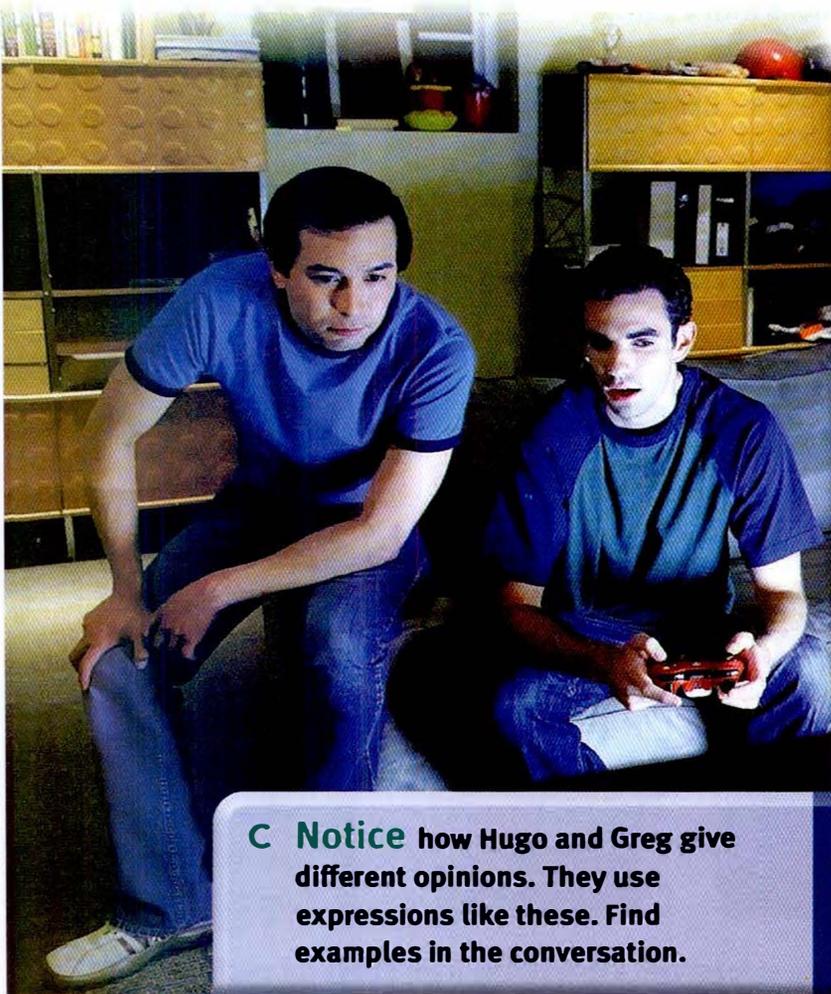
A *Well, I turn my computer on every morning.*

B *Really? I leave it on all night.*

1 Conversation strategy Giving different opinions

A What kinds of online games do people play? Do you or your friends play them?

B  3.26 Listen. What does Hugo think about playing games online? What about Greg?



Hugo I'd get tired of playing that game by myself.
Greg Actually, I'm playing with two other guys. So Starship and Bronco. We play together all the time. They're kind of like friends.
Hugo I don't know. You don't even know their real names. You know?
Greg That's true. It's still fun, though. We're like a team. You know what I mean?
Hugo Maybe. On the other hand, they're not *real* friends. I mean, you don't know anything about them. You know what I'm saying?
Greg Yeah. I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.
Hugo Hmm. I'm not so sure. Don't you think it's good to spend time with real friends, face-to-face?
Greg Sure. So why don't you come and play?

C Notice how Hugo and Greg give different opinions. They use expressions like these. Find examples in the conversation.

I know what you mean, but . . .
That's true. (You) . . . , though.
Maybe. On the other hand, . . .
I don't know. / I'm not (so) sure. Don't you think . . . ?

D Pair work Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?

1. A Playing all those online games is a waste of time.
 B Maybe. On the other hand, _____.
2. A I spend hours on my social networking site. It's a great way to keep in touch with people.
 B I don't know. Don't you think _____?
3. A I never call anyone anymore; I just text. Then you don't have to make all that small talk!
 B That's true. _____, though.
4. A I hardly ever turn my cell phone off — even at night. I hate missing calls.
 B I know what you mean, but _____.

2 Strategy plus *You know what I mean?*

When you want someone to agree with you, you can use expressions like these.

You know what I mean?

You know?

You know what I'm saying?



It's still fun, though. We're like a team. You know what I mean?

In conversation

You know what I mean? is the most common five-word expression. It is five times more frequent than *You know what I'm saying?*

You know what I mean?

You know what I'm saying?

Pair work Circle the best sentences to complete the comments. Then take turns saying each comment. Respond to your partner with a different opinion.

- It seems to me that every student should have a laptop in school.
Kids need to know how to use them. / They can be distracting. You know what I'm saying?
- I don't think you can listen to music and study at the same time.
Music helps you concentrate. / You can't concentrate with music on. You know?
- They should ban cell phones from restaurants. People take business calls and everything.
It's important to be able to take business calls. / It's really annoying. You know what I mean?
- I guess we won't need books much in the future. Everything is online now.
We use the Internet for most things. / Books will always be more popular. You know?

A *It seems to me that every student should have a laptop in school. Kids need to know how to use them. You know what I'm saying?*

B *But on the other hand, they can be distracting. You know what I mean?*

3 Listening and strategies Technology matters

A  3.27 Listen to Karin and Sam. How would Karin answer these questions?

- Do you know what to do when a computer freezes up?
- What's one of the nice things about using technology?
- How can technology help you be flexible?
- Does it bother you if a friend you're with is always texting someone else?
- What's one thing that annoys you about technology?

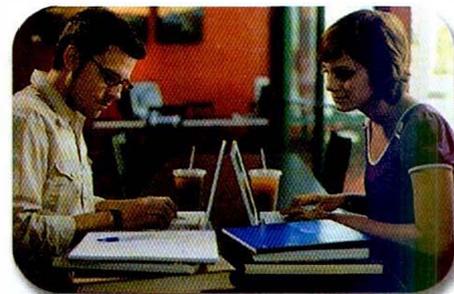
About you B  3.28 Listen again to three of Sam's opinions. Do you agree or disagree? Write responses.

- _____
- _____
- _____

About you C **Pair work** Discuss the questions in Exercise A above. Do you and your partner agree?

A *Well, if my computer freezes up, I just turn it off and on again. It's easy, you know?*

B *That's true. Most people don't know how to fix computer problems, though.*



1 Reading

- A** What is identity theft? What can happen when someone steals your identity?
- B** Read the magazine article. What scams does it describe? How do they work?

Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.



SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

DON'T BE THE VICTIM OF A SCAM

The friend in need scam Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her \$2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

DON'T send money to anyone if you get an email like this.

DO contact your friend to ask if there is a problem.

Information-request scam Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN¹. At least the email *looks* as if it's from your bank. It has their logo and looks official.

DON'T reply! Banks and credit card companies *never* ask for your full password or PIN in this way.

DO check the spelling and grammar. If there are mistakes, the email is probably a scam.

The "make money fast" chain email scam Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

DO block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. *PIN*: Personal Identification Number

C Are these sentences true or false according to the article? Write T or F.

1. Most people know how to recognize scams on the Internet. ____
2. Identity theft is increasing. ____
3. Emma lost \$2,000 of her own money. ____
4. Emma sent money to a friend who was traveling overseas. ____
5. Your bank may ask you for your password if they lose it. ____
6. Your name will never get to the top of the list in the chain email. ____

About you

D Pair work Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

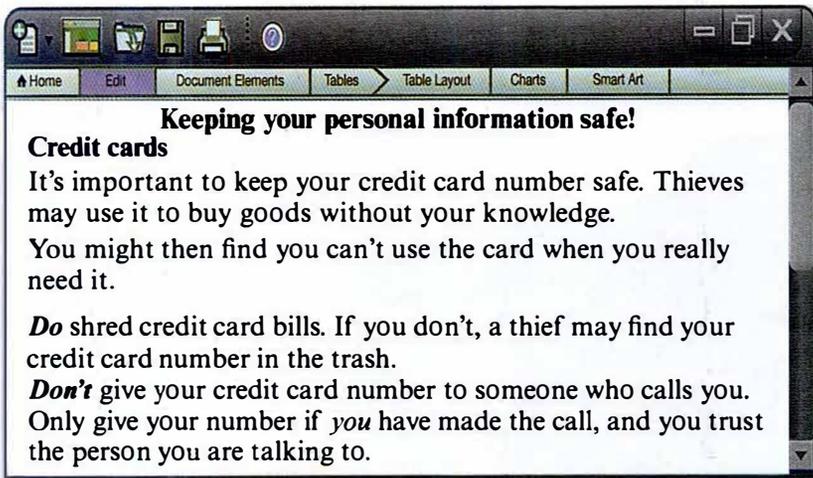
2 Speaking and writing Keeping it safe

About you

A Group work Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

"Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"

B Read the Help note. Then write a short article like the one below.


Keeping your personal information safe!

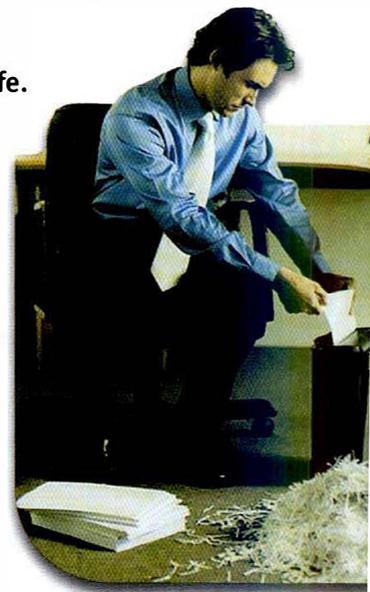
Credit cards
It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

Do shred credit card bills. If you don't, a thief may find your credit card number in the trash.

Don't give your credit card number to someone who calls you. Only give your number if *you* have made the call, and you trust the person you are talking to.

Help note**Planning your article**

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

**C** Read your classmates' articles. What tips did you learn?

Free talk p. 134

1 How many words can you remember?

A How many different phrasal verbs can you use to complete the sentences below?

What can you say about relationships?		What can you do to a television?	
You can	<i>get along with someone.</i>	You can	<i>turn it on.</i>

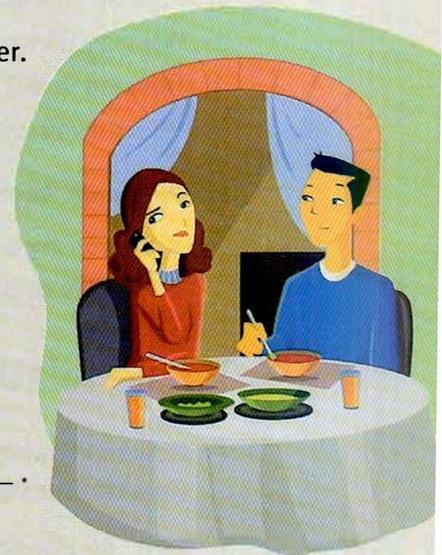
B **Pair work** Compare with a partner. Score 1 point for each correct sentence. Score 2 points for a correct sentence your partner doesn't have.

2 Can you use these expressions?

Complete the conversation with the expressions in the box. Use capital letters where necessary. Then practice with a partner. There is one extra.

you might want to on the other hand ✓ I know what you mean you know what I mean don't you think I'm not so sure sort of though

Jan My boyfriend never picks up his phone. It drives me crazy.
 Rob Oh, I know what you mean. My girlfriend never answers hers either.
 Jan That's annoying. If you have a phone, you should answer it. It's rude to ignore it, _____? Well, I think so.
 Rob _____. Sometimes it *is* rude to answer it, like if you're having dinner or something. _____?
 Jan Yeah, but you can always pick it up and say, "Can I call you back? I'm having dinner."
 Rob Maybe. _____, sometimes people start talking anyway, and you can't get them off the phone.
 Jan Oh, no. I can't believe it. He's *still* not picking up.
 Rob _____ leave him a message. Then you can eat.
 Jan Yeah, I could I guess. He never checks his voice mail, _____.



3 Here's my problem. Any thoughts?

Write a piece of advice for each person below. Then role-play conversations in groups.

1. My best friend doesn't study enough because he spends too much time on the Internet.
2. I wish I could email my parents, but they don't know how to use their computer!
3. My boyfriend / girlfriend wants to settle down and start a family, but I don't want children.
4. I wish I had more money for travel. If I did, I could go to some pretty exciting places.

A *My best friend doesn't study enough because he spends too much time on the Internet.*

B *Well, you might want to talk to him about it.*

C *I don't know. If I were you, I wouldn't say anything to him. But you could . . .*

4 I wish, I wish . . .

A What do these people wish for and why? Complete the sentences. Compare with a partner.

1. I wish I had (have) a car. If I had (have) a car, I could go (can go) places.
2. I wish I _____ (know) how to swim. If I _____ (can swim), I _____ (be able to) go snorkeling with my friends.
3. I wish I _____ (can speak) Portuguese fluently. If I _____ (be) fluent, it _____ (be) easier to travel around Brazil.
4. I wish I _____ (have) more money. If I _____ (find) a job, I _____ (earn) more money. On the other hand, I _____ (not have) enough time to study.
5. I wish I _____ (not have to) work tonight. If I _____ (be) free, I _____ (go out) with my friends.
6. I wish I _____ (know) how to use more software programs so I _____ (can get) a better job.

B **Pair work** Use the ideas above to tell a partner two things you wish. Explain why.

"I wish I had a motorcycle. If I had a motorcycle, I could ride it to work."

5 I wonder . . .

A Rewrite these questions about the picture. Compare with a partner.

- | | |
|---------------------------|---------------------------------|
| 1. What is it? | Do you know <u>what it is</u> ? |
| 2. How do you turn it on? | Can you tell me _____ ? |
| 3. Does it still work? | I wonder _____ ? |
| 4. How much did it cost? | Do you know _____ ? |
| 5. How do you use it? | Can you tell me _____ ? |

B **Pair work** Look at the picture and ask and answer your questions.

A Do you know what it is?

B Yes, it's an old record player. OR I have no idea what it is.



6 It's all relative.

A How many ways can you complete these questions? Use *who*, *that*, or *which*. Write them (in parentheses) if you can leave them out.

1. What do you do with electronic gadgets _____ don't work anymore?
2. What would you do if you got a gift _____ you didn't like?
3. What do you do when you see a word _____ you don't know?
4. What do you do with clothes _____ are out of style?
5. What would you do if you had neighbors _____ played their music too loud?

B **Pair work** Ask and answer the questions. Can you use phrasal verbs in your answers?

What's up?



In this unit, you learn how to . . .

Lesson A

- Talk about your news using the present perfect, present perfect continuous, *since*, *for*, and *in*

Lesson B

- Describe movies
- Talk about your social life using the present perfect with *already*, *still*, and *yet*

Lesson C

- Ask for a favor politely
- Use *All right*, *OK*, and *Sure* to agree to requests and *All right*, *OK*, and *So* to change topic

Lesson D

- Read a movie review
- Write a review

1

2

3

4

Before you begin . . .

Have you done these things lately? What else is happening in your life these days? Have you . . .

- been out with your friends?
- done anything special?
- had a party?
- gone dancing anywhere?
- eaten anywhere nice?
- joined any clubs?
- been to any concerts?
- seen any good movies?



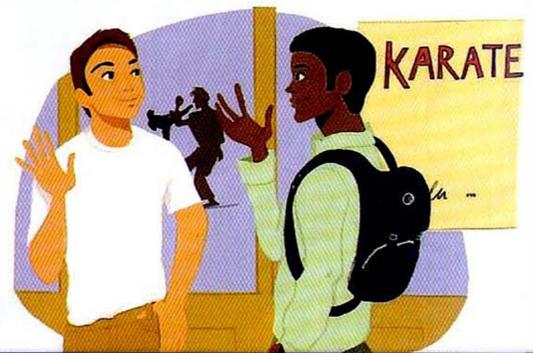
- 1 Bob So, what have you been doing since I saw you last?
Lois Working. That's pretty much it. I haven't been out in months. What about you?
Bob Same here. I've been working late every night. Uh . . . do you have time to grab a bite to eat?



- 2 Maya I haven't seen you in ages! What have you been up to?
Gail Well, you won't believe it, but I've been seeing a guy from work. We've gone out three or four times now, so I guess it's getting serious.



- 3 Will What have you been up to recently? I haven't seen you at the gym.
Diane Well, I've been going to a pottery class since September.
Will Pottery . . . really! So, what kind of things do you make?
Diane So far I've made eight vases and two bowls. Here's something I just made.



- 4 Luis Hey, good to see you. I see you're still doing karate.
Ahmad Oh, yeah.
Luis How long have you been doing that? About three years?
Ahmad Actually, for nine years now.
Luis Wow! That's impressive.

1 Getting started

A What kinds of things do people talk about when they are catching up with friends? Make a list.

B 4.01 Listen. What topics do the people above talk about? Were the topics on your list?

Figure it out **C** Circle the correct words to complete the sentences.

- Bob has been **working** / **worked** late every night recently.
- Ahmad has been doing karate **since** / **for** nine years.
- Diane's been going to a pottery class **since** / **for** September.
- Maya hasn't seen Gail **in** / **since** ages.

2

Grammar Present perfect continuous vs. present perfect 4.02

Extra practice p. 149

Use the present perfect continuous for an ongoing or repeated activity that started before now and continues into the present.

What **have** you **been doing** lately?

I've **been going** to a pottery class.

Who **has** she **been seeing**?

She's **been seeing** a guy from work.

Use the present perfect to show the results of an activity or how many times it has happened.

What things **have** you **made** so far?

I've **made** eight vases and two bowls.

How many times **have** they **gone out** together?

They've **been** out three or four times.

Since, for, and in for duration

Use **since** with points in time.

I've been going to a pottery class **since** September.

What have you been doing **since** I saw you last?

Use **for** and **in** with periods of time, but use **in** only in negative statements.

He's been doing karate **for** nine years. (NOT . . . ~~since nine years.~~)

I haven't been out to eat **in** months.

In conversation

The present perfect is about 10 times more frequent than the present perfect continuous.

present perfect
present perfect continuous

A Complete the conversations with the present perfect or the present perfect continuous of the verbs given. Sometimes both forms are correct. Add *for*, *since*, or *in*.

1. A Have you been working (work) a lot recently?
I haven't seen you in ages.

B Actually, yeah. I _____ (not take) one day off _____ weeks. So yeah, I _____ (not go) out _____ ages. How about you? What _____ you _____? (do)

A Well, I _____ (take) a weight training class at the gym _____ May.

2. A _____ you _____ (do) anything interesting lately?

B Not really. I _____ (fill) out college applications _____ the last month.

A Yeah? How many colleges _____ you _____ to? (apply)

B Well, I _____ (send) three applications, but I _____ (not hear) anything.

3. A _____ you and your friends _____ (go) out a lot recently?

B Actually, yeah. We _____ (go) to a few clubs lately. We _____ (have) fun.

4. A How long _____ you _____ (learn) English?

B _____ I was in elementary school. I guess _____ 12 years now.

A Wow. That's a long time. So, how long _____ you _____ (come) to this class?

B _____ April.

About you

B Pair work Practice the conversations above. Practice again and give your own answers.

3

Speaking naturally Reduction of *have*

What **have** you been doing for fun lately? (What've)

How many times **have** you gone out this month? (times've)

Where **have** you been hanging out? (Where've)

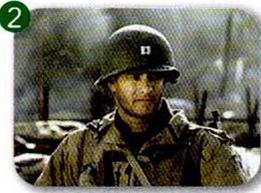
A 4.03 Listen and repeat the questions above. Practice the reduction of *have* to 've. Then ask and answer the questions. Continue your conversations.

About you

B 4.04 Listen. Write the four questions you hear. Then ask and answer with a partner.

1 Building vocabulary

A What kinds of movies are these? Label the pictures with the words in the box. Add other kinds of movies to the list. Which ones do you like? Which do you never watch?



- an action movie
- an animated film
- a horror movie
- a musical
- a (romantic) comedy
- a science-fiction movie
- a thriller
- a war movie



B What kind of movie is each person talking about? Complete the descriptions with a type of movie. Then listen and check your answers.

1 It's a _____. **It's about** these two people who **fall in love** over the Internet. It's a great **love story**, and it's **funny**, too.

2 It's a new _____ **set in** ancient China. Michelle Yeoh is in it. The **stunts** and the kung-fu **fight scenes** are amazing. It's kind of **violent**, though.

3 I just saw this _____. A family moves into an old house, and they find a **monster** living in the attic. It was so **scary** that I couldn't watch most of it.

4 It's a _____ that **takes place** in Delhi. So, it's in Hindi, but it's **subtitled**. The **costumes**, the dancing, and the music are just wonderful.

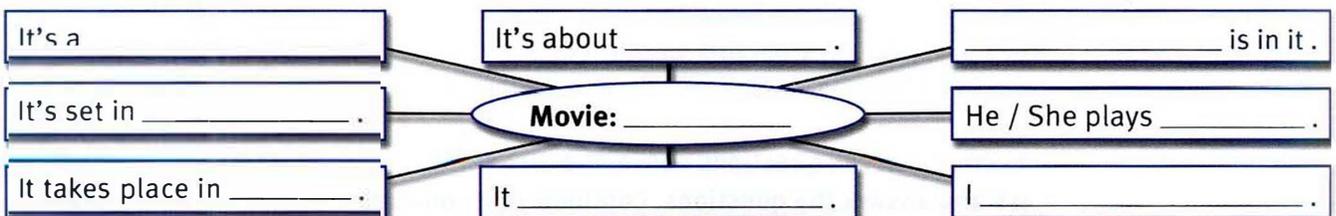
5 It's a _____. Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

6 It's about **aliens** who come to take over the earth. It's a classic _____. The **special effects** are incredible.

7 I saw this _____ about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.

8 We saw this **hilarious** movie. It's one of those _____ for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

Word sort **C** Make a word web about a movie. Use the words in bold. Then describe it to a partner.



2 Building language

A 4.06 Listen. What do Carl and Jolene decide to do? Why? Practice the conversation.

- Carl Sorry I'm late. Have you been waiting long?
 Jolene No, just a few minutes.
 Carl So, which movie do you want to see? I've heard good things about *Starship*. Have you seen it yet?
 Jolene Yeah. I've already seen it. It was OK.
 Carl Oh. Well, there's *Funny Guy*. It's been playing for ages, and I still haven't seen it.
 Jolene Actually, I saw it when it first came out.
 Carl OK, well, how about *Joker*? I haven't seen that yet, either.
 Jolene I've seen it, but I'll go again. It was hilarious. At the end, the guy falls into a . . .
 Carl Hey, don't spoil it for me. Let's just go see it.



Figure it out

B Write the name of a movie you've seen in A's question, and circle the correct word in each response. Then work with a partner. Take turns asking your questions and giving true answers.

- A I recently saw _____. Have you seen it?
 B You know, I **already** / **still** / **yet** haven't seen that movie.
 C Actually, I haven't seen that movie **already** / **still** / **yet** either.
 D Yeah. I've **already** / **still** / **yet** seen it.

3 Grammar *already, still, and yet* with present perfect 4.07

Extra practice p. 149

Have you seen <i>Funny Guy</i> yet ?	= I imagine you're planning to see it.
Yes, I've already seen it. / Yes, I've seen it already .	= I saw it earlier.
No, I haven't seen it yet . / No, not yet .	= I haven't seen it, but I plan to.
No, I still haven't seen it.	= I've wanted to see it for weeks, but I haven't yet.

In conversation

With this meaning of *yet*, about 83 percent of its uses are in negative statements and about 17 percent are in questions.

A Complete the conversations. Add *already, still, or yet*. Then practice with a partner.

- A There's a new comedy out. Have you seen it _____?

B Oh, the Ben Stiller movie? Yeah, I've _____ seen it. It was hilarious. Have *you* seen it _____?

A No, I haven't, not _____. I'd like to, though.
- A Have you seen the latest James Bond movie _____?

B No. I haven't had a chance _____. Actually, I _____ haven't seen the last one.
- A So, do you want to go see a movie later?

B I don't know. I've _____ seen most of the movies that are out now.

A Really? I _____ haven't seen any of them.

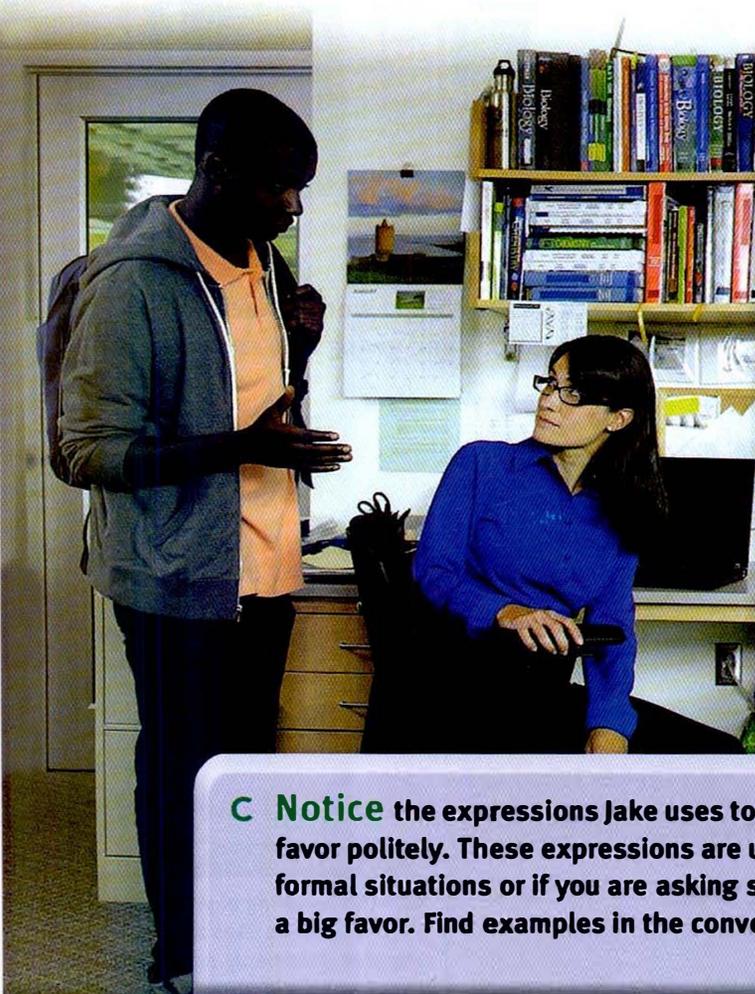
About you

B Pair work Take turns asking the questions above. Give your own answers.

Sounds right p. 139

1 Conversation strategy Asking for a favor politely

- A** What kinds of favors might you ask a teacher for? Make a class list.
- B**  4.08 Listen. What favor does Jake ask his professor? Does his professor agree?



Jake Excuse me, Professor Carlton. I was wondering if I could ask you something.

Professor Sure. Let me just finish up here. All right. So, what can I do for you?

Jake Well, I wanted to ask a favor, actually.

Professor OK.

Jake I was wondering if you could write a reference for me. I've been applying for jobs and . . .

Professor Sure. Do you have the information I need?

Jake Um, yes. But not with me. Um, would it be all right if I brought it tomorrow?

Professor All right. As long as you come late afternoon. I have classes all morning. When do you need it by?

Jake Well, I know it's short notice, but would it be OK if I picked it up next Monday?

Professor OK. Sure. So, was that all? All right, well, see you tomorrow!

C Notice the expressions Jake uses to ask for a favor politely. These expressions are useful in formal situations or if you are asking someone for a big favor. Find examples in the conversation.

I was wondering . . .
I was wondering if I / you could . . .
I wanted to . . .
Would it be all right / OK with you if I (picked it up / came back, etc.) . . . ?

D Complete the favors below with expressions from the box above. Then match each favor with an explanation. Write the letters *a* to *f*.

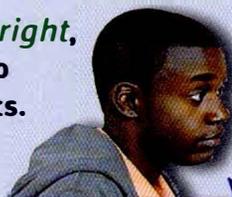
1. *I was wondering if I could* miss the next class. d
2. _____ get help with my homework. _____
3. _____ write me a letter of recommendation. _____
4. _____ get an extension on my paper. _____
5. _____ took some more practice tests? _____
6. _____ stayed after class to talk about my college applications? _____

- a. I'm applying for a job in a hospital.
- b. I need some advice about the application essays.
- c. I need a little more time to complete it.
- d. I have to retake a math test that day.
- e. I don't understand the calculus problems.
- f. I want to improve my test-taking skills.

E Pair work Take turns playing the roles of a student and a professor. Ask and respond to the favors above.

2 Strategy plus *All right, OK, So, Sure*

You can use *All right*, *OK*, and *Sure* to agree to requests.



I was wondering if I could ask you something?



Sure.

You can use *All right*, and *So* to move a conversation to a new phase or topic.

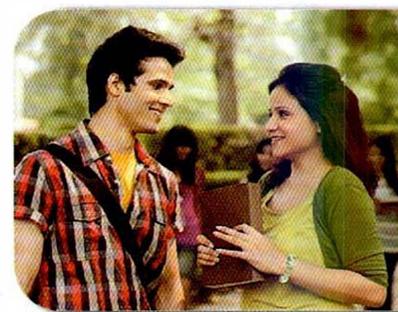


All right. So, what can I do for you?

4.09 Listen. Write the missing words. Is the speaker agreeing to a request (A), showing understanding (U), or moving the conversation along (M)? Then practice.

In conversation
People also respond with just *Right* to show they understand or agree.

- A I was wondering if you had a few minutes to talk.
- B Sure (A). Actually, I have time now before my next class. Do you want to grab a cup of coffee?
- A _____ . Let's go to that place across the street.
- B _____ . Let's walk over there. . . . _____ , what's up?
- A Well, I wanted to ask you for a favor actually.
- B Oh, _____ . _____ , what do you need?
- A Well, you know I'm going away on an exchange program for two weeks.
- B _____ . I heard you're going to Brazil.
- A Yeah. _____ , I was wondering if you could feed my snake.
- B Um, _____ . Sure.
- A Thank you so much. That's great. _____ , well, can I get you a coffee?



3 Listening and strategies *Favors at work*

A 4.10 Listen to four people ask their bosses for favors. Check (✓) the favors each person asks for. There is one extra favor.

	1. Peter	2. Sandra	3. Joel	4. Julia
1. a day off work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. to leave work early on Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. more time to write a report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. a signature on an expense form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. to do a presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B 4.10 Listen again. Why do the people need to ask the favors? Write the reason. Do their bosses agree to the requests? Circle Y (Yes) or N (No).

- 1. _____ Y / N
- 2. _____ Y / N
- 3. _____ Y / N
- 4. _____ Y / N

About you C **Pair work** Take turns asking your partner for favors. Give reasons. Either agree to or decline the favor, and say why. How many favors can you think of?

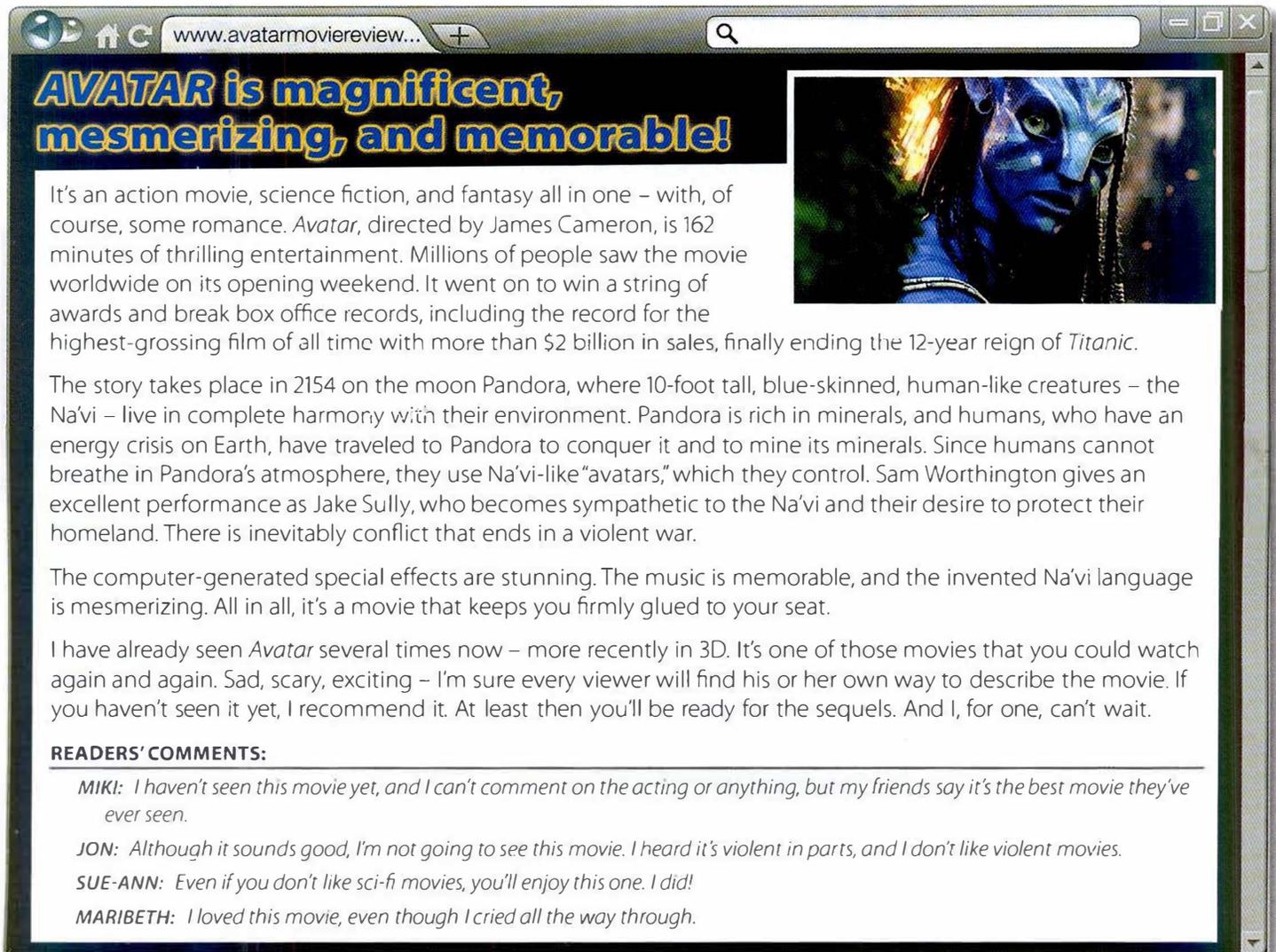
"Arturo, I was wondering if you could give me a ride home after class tomorrow?"

1 Reading

- A** Do you ever read reviews before deciding to see a movie? Are the reviews usually accurate? Tell the class.
- B** Read the movie review and the comments. What kind of movie is it? Does the review encourage you to see the movie? Why or why not?

Reading tip

Scan reviews for adjectives. They will tell you if the review is positive or negative.



AVATAR is magnificent, mesmerizing, and memorable!

It's an action movie, science fiction, and fantasy all in one – with, of course, some romance. *Avatar*, directed by James Cameron, is 162 minutes of thrilling entertainment. Millions of people saw the movie worldwide on its opening weekend. It went on to win a string of awards and break box office records, including the record for the highest-grossing film of all time with more than \$2 billion in sales, finally ending the 12-year reign of *Titanic*.

The story takes place in 2154 on the moon Pandora, where 10-foot tall, blue-skinned, human-like creatures – the Na'vi – live in complete harmony with their environment. Pandora is rich in minerals, and humans, who have an energy crisis on Earth, have traveled to Pandora to conquer it and to mine its minerals. Since humans cannot breathe in Pandora's atmosphere, they use Na'vi-like "avatars," which they control. Sam Worthington gives an excellent performance as Jake Sully, who becomes sympathetic to the Na'vi and their desire to protect their homeland. There is inevitably conflict that ends in a violent war.

The computer-generated special effects are stunning. The music is memorable, and the invented Na'vi language is mesmerizing. All in all, it's a movie that keeps you firmly glued to your seat.

I have already seen *Avatar* several times now – more recently in 3D. It's one of those movies that you could watch again and again. Sad, scary, exciting – I'm sure every viewer will find his or her own way to describe the movie. If you haven't seen it yet, I recommend it. At least then you'll be ready for the sequels. And I, for one, can't wait.

READERS' COMMENTS:

MIKI: I haven't seen this movie yet, and I can't comment on the acting or anything, but my friends say it's the best movie they've ever seen.

JON: Although it sounds good, I'm not going to see this movie. I heard it's violent in parts, and I don't like violent movies.

SUE-ANN: Even if you don't like sci-fi movies, you'll enjoy this one. I did!

MARIBETH: I loved this movie, even though I cried all the way through.

- C** Find the underlined expressions in the review or in the readers' comments. Match them with the definitions. Write *a* to *f*.

- | | |
|---|---|
| 1. <u>a string of awards</u> _____ | a. you won't get up, so you don't miss anything |
| 2. <u>break box office records</u> _____ | b. a fight |
| 3. <u>highest-grossing film of all time</u> _____ | c. several, one after another |
| 4. <u>conflict that ends in violent war</u> _____ | d. movies that continue a story begun in a previous movie |
| 5. keeps you firmly <u>glued to your seat</u> _____ | e. do better than ever before |
| 6. you'll be ready for the <u>sequels</u> _____ | f. earned more than any other has ever earned |

D Read the review and comments again. Answer the questions below, and then compare your answers with a partner.

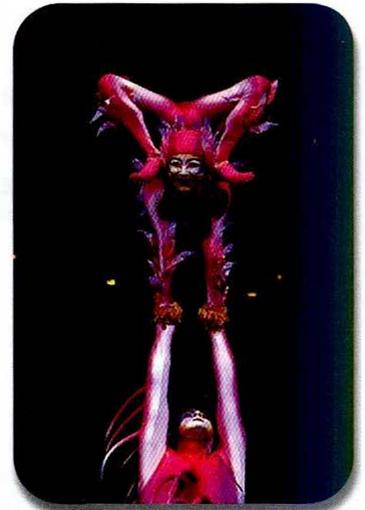
1. What movie was previously the highest-grossing film of all time?
2. Why do humans need Pandora's minerals?
3. How does Jake Sully feel about the Na'vi?
4. What are two things the reviewer really likes about the movie?
5. What is one thing that might keep some people from seeing *Avatar*?
6. Will someone who doesn't like science fiction or tearjerkers enjoy *Avatar*?

2 Listening and writing I'd really recommend it.

A  4.11 Listen to Jim and Marissa talk about a Cirque du Soleil show. Does Marissa want to see the show? Would you like to see it? Tell a partner.

B  4.11 Listen again. Are the sentences true or false? Check (✓) *T* or *F*. Correct the false sentences.

	T	F
1. Cirque du Soleil performers are all Canadian.	<input type="checkbox"/>	<input type="checkbox"/>
2. The group started in Quebec more than 20 years ago.	<input type="checkbox"/>	<input type="checkbox"/>
3. They now perform all over the world.	<input type="checkbox"/>	<input type="checkbox"/>
4. The acrobats perform with animals.	<input type="checkbox"/>	<input type="checkbox"/>
5. Jim has already seen a Cirque du Soleil show.	<input type="checkbox"/>	<input type="checkbox"/>
6. Jim is going to call to find out about tickets.	<input type="checkbox"/>	<input type="checkbox"/>



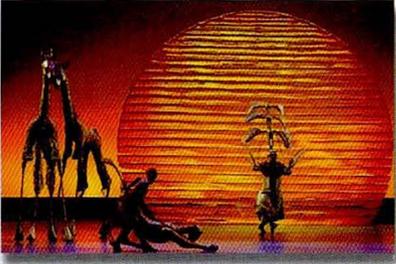
3 Writing A Review

A Read the review and the Help note. Circle the expressions in the review that show contrasting ideas.

The Lion King

Even though I don't usually like musicals, I really enjoyed *The Lion King*. The music from a live orchestra is memorable, and the costumes are simply amazing. Although the story may seem like it's for children, adults can really enjoy it, too.

Even if you find theater tickets a little expensive these days, it's really worth going to this show. If you haven't had a chance to see it yet, I highly recommend it.



Help note

Contrasting ideas

Although the story may seem like it's for children, adults can really enjoy it, too.

Even though I don't usually like musicals, I loved this one.

Even if you don't like musicals, you might enjoy this one.

About you **B** Think of a concert, a show, a movie, or a book you have seen or read. Write a review about it. Then read your classmates' reviews. Can you find . . .

- a concert or show you'd like to go to?
- a book you've been wanting to read?
- a play you've already seen?
- a movie you haven't seen yet?

Free talk p. 135



Learning tip *Linking new words to your experiences*

When you learn a new word or expression, link it to something you have recently seen or done.

In conversation

People say *movie* 15 times more frequently than *film*.

movie
 film

1 Think of a movie title for each of these kinds of movies.

- | | |
|----------------------------------|---|
| 1. an animated film _____ | 6. a movie with great stunt scenes _____ |
| 2. a thriller _____ | 7. a movie that's a true story _____ |
| 3. a musical _____ | 8. a movie with great special effects _____ |
| 4. a romantic comedy _____ | 9. a movie that's subtitled _____ |
| 5. a science-fiction movie _____ | 10. a movie with a sad ending _____ |

2 Make a list of different types of movies. Link each one to a specific movie you have seen. Then write a sentence saying what the movie is about.

	Type of movie	Name of movie	What is it about?
1.			
2.			
3.			
4.			

3 Word builder Find out what kinds of movies these are. Put them in a chart like the one above. Can you think of the name of a movie for each one and say what it's about?

- | | | | |
|-----------------|----------------|--------------------|------------|
| detective movie | fantasy film | historical drama | teen movie |
| documentary | gangster movie | martial arts movie | western |



On your own

Read a review in English of a new movie. Then write a paragraph about the movie.

It's an animated film about robots. It takes place in the future. It's pretty funny.



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|---|--|
| <input type="checkbox"/> catch up with friends and tell them my news. | <input type="checkbox"/> say <i>All right, OK</i> , and <i>So</i> to change topic. |
| <input type="checkbox"/> say how long things have been happening. | <input type="checkbox"/> understand people asking for favors. |
| <input type="checkbox"/> describe different kinds of movies. | <input type="checkbox"/> understand people talking about going to see a show. |
| <input type="checkbox"/> ask someone for a favor politely. | <input type="checkbox"/> read a movie review. |
| <input type="checkbox"/> use <i>All right, OK, Sure</i> to agree to requests. | <input type="checkbox"/> write a review. |

Impressions


Can Do!

In this unit, you learn how to . . .

Lesson A

- Speculate using *must*, *may*, *might*, *can't*, and *could*

Lesson B

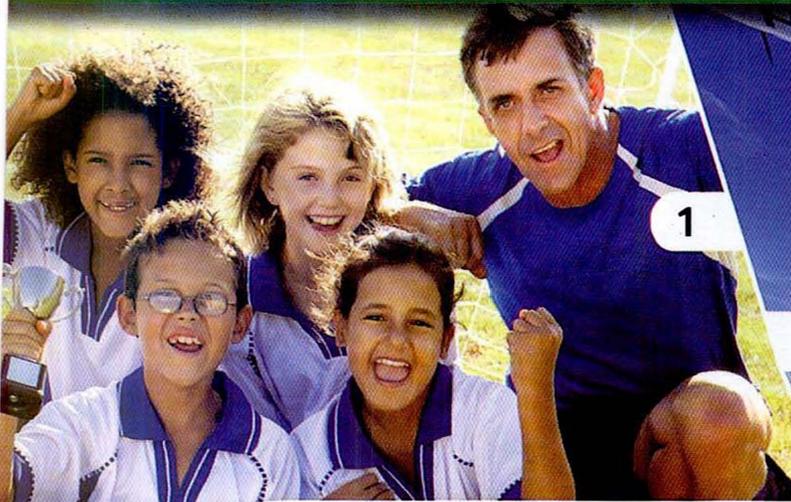
- Describe situations and feelings with adjectives ending in *-ing* and *-ed*

Lesson C

- Show you understand another person's feelings or situation
- Use *you see* to explain a situation and *I see* to show you understand

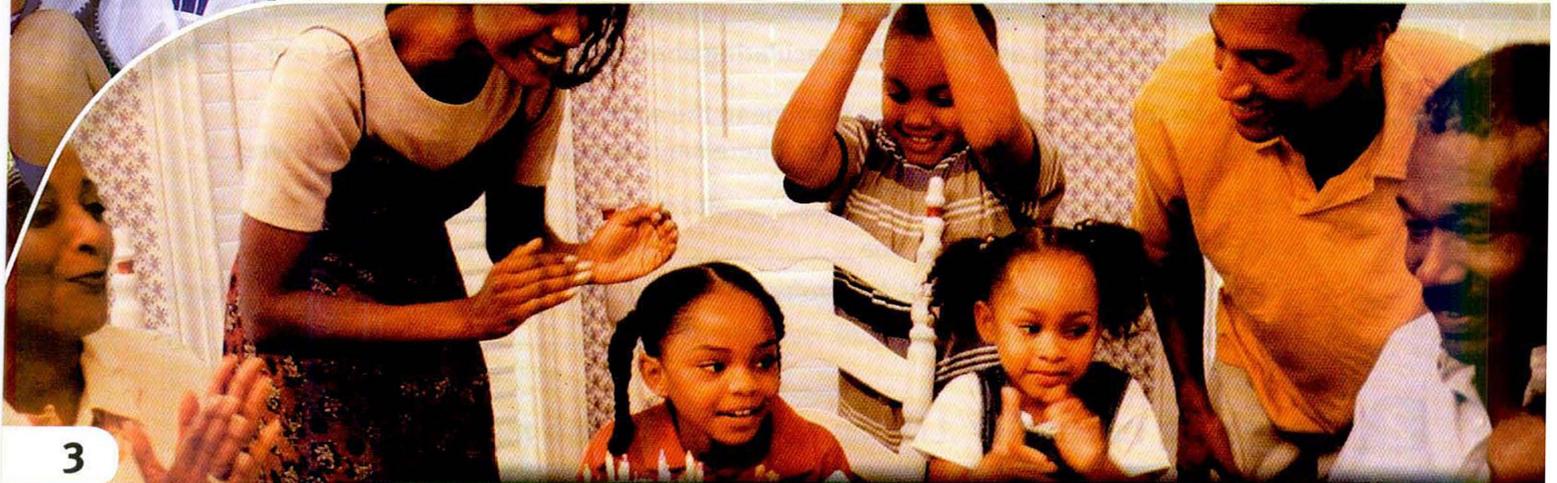
Lesson D

- Read an article about *El Sistema*, a music education program
- Write an email to the founder of a charity



1

2



3

Before you begin . . .

What impressions do you get from each of these pictures? Make some guesses.

- What do you think is the relationship between the people in each picture?
- What do you think is happening?
- How do you think each person feels?

1 Getting started

A Make three guesses about the picture. Who do you think the people are? How old are they? Where are they?

- Emma Hey, look. That girl over there must be graduating.
- Lloyd From college? Are you kidding? She can't be more than 12. She can't be graduating, surely?
- Emma Well, she's wearing a cap and gown.
- Lloyd Huh. She must be a genius.
- Emma Sure, but she must study a lot, too.
- Lloyd Yeah, probably all the time. She can't have too many close friends here. I mean, she's so much younger than everyone.
- Emma Well, the guy she's talking to might be one of her friends.
- Lloyd He could be. Or he may be one of her professors.
- Emma True. . . . Oh, look. Those must be her parents – the people with the cameras.
- Lloyd Yeah. They must be feeling pretty proud.



B 4.12 Listen. Emma and Lloyd are speculating about the young girl. What guesses do they make?

Figure it out

C Complete the second sentences so they mean the same as the first sentences. Use the conversation above to help you. There may be more than one correct answer.

- I'm sure that girl is smart. She _____ smart.
- I'm sure she isn't older than 12. She _____ older than 12.
- Maybe the guy she's talking to is her professor. The guy she's talking to _____ her professor.
- I'm sure her parents are feeling proud. Her parents _____ proud.

2 Speaking naturally Linking and deletion with *must*

Before a vowel sound and /h, l, r, w, y/

She *must* enjoy school.

She *must* have some friends who are her age.

She *must* live with her parents.

Before most consonant sounds

She *mus(t)* be a genius.

She *mus(t)* study all the time.

She *mus(t)* feel lonely sometimes.

A 4.13 Listen and repeat the sentences above. Practice linking the words as shown.

B Which of the speculations about the girl do you agree with? Can you add any more? Tell the class.

3 Grammar Modal verbs for speculating 4.14

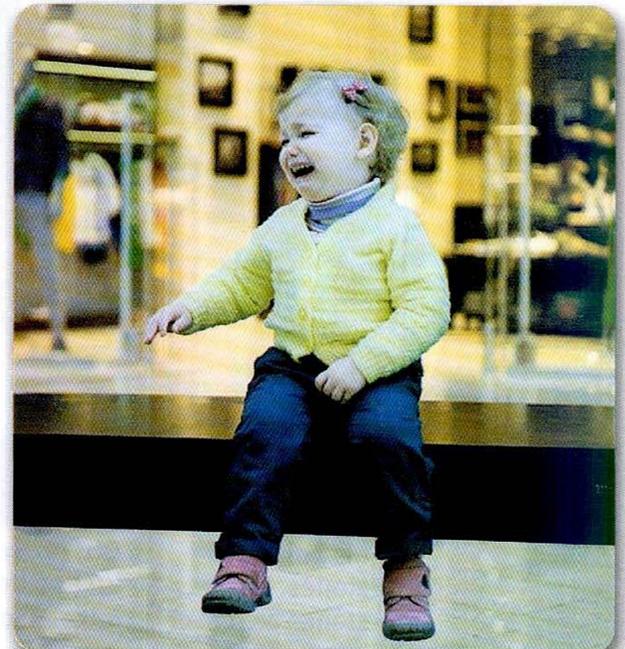
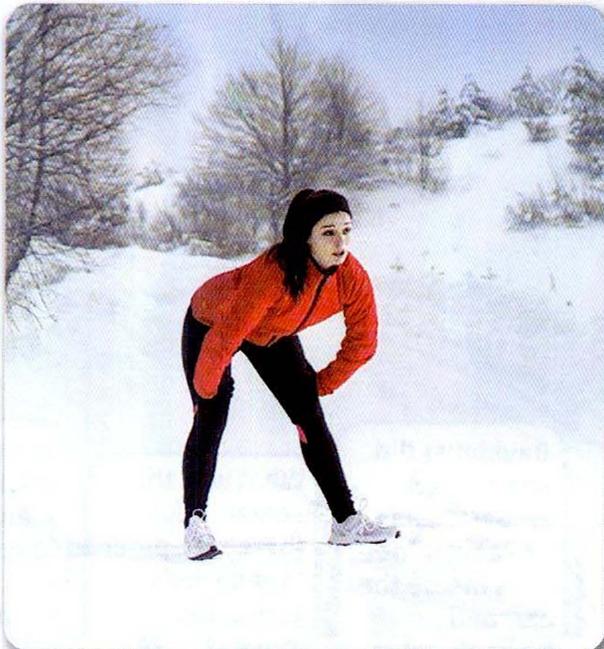
Extra practice p. 150

- | | |
|--|---|
| She must be a genius. | = <i>I bet she's a genius.</i> |
| She must work pretty hard. | = <i>I bet she works pretty hard.</i> |
| She must not go out much. | = <i>I bet she doesn't go out much.</i> |
| She must be graduating today. | = <i>I bet she's graduating today.</i> |
| She can't be more than 12. | = <i>It's not possible she's more than 12.</i> |
| He could be one of her friends. | = <i>It's possible he's one of her friends.</i> |
| He may be her professor. | = <i>Maybe he's her professor.</i> |
| They might be feeling sad. | = <i>Maybe they're feeling sad.</i> |

In conversation

Most uses of **must** and **might** – over 90 percent – are in affirmative statements. In negative statements, people usually say **must not** and **might not** with no contractions

A Look at the pictures below. Rewrite the sentences with modal verbs. There may be more than one possible answer.



- I'm 100 percent sure she's feeling cold.
She must be feeling cold.
- It's possible that she's training for a marathon.

- I'm sure she's taking a break.

- I'm sure she's exercising. She's not doing anything else.

- I think she's definitely crazy to run in the snow.

- Maybe she's trying to get in shape.

- Maybe she's lost.

- I bet her parents are looking for her.

- It's possible she's in trouble.

- I bet she's scared. It's not possible she's on her own.

- It's possible her mother is standing nearby.

- Maybe she's throwing a tantrum.

B Pair work What other guesses can you make about each picture? Discuss with a partner. Explain your guesses.

"She must be pretty tough. It looks really cold."

2 Grammar Adjectives ending in *-ed* and *-ing* 4.16

Extra practice p. 150

Adjectives ending in *-ed* can describe how you feel about someone or something.

I'm **bored** with my job.
I'm **interested** in astronomy.
I get **annoyed** with my sister.
I'm **excited** about my vacation.
I'm **scared** of spiders.

Adjectives ending in *-ing* can describe someone or something.

My job is very **boring**.
I think astronomy is **interesting**.
She does a lot of **annoying** things.
My vacation is going to be **exciting**.
But: I think spiders are **scary**.

In conversation

Interesting, interested, amazing, scary, surprised, worried, scared, excited, exciting, and boring are all in the top 2,000 words.

Common errors

Don't confuse *boring* and *bored*.
I often feel bored at work.
(NOT *I often feel boring at work.*)

A Choose the correct words to complete the sentences.

- I get really **frustrated** / **frustrating** when I call somewhere and they put me on hold. It's very **annoyed** / **annoying**.
- We watched a really **bored** / **boring** TV show last night. I actually fell asleep.
- I'm really **excited** / **exciting** about my trip. I'm going to Hong Kong.
- It's really **embarrassed** / **embarrassing** when you forget someone's name.
- I get really **confused** / **confusing** when movie plots jump around.
- I wasn't able to get tickets to see my favorite band. I was so **disappointed** / **disappointing**.
- I heard something **surprised** / **surprising**. Coffee might actually be good for you.
- We went whitewater rafting recently. It was **amazed** / **amazing**.
- My sister forgot my birthday. I was **shocked** / **shocking**.
- We went on a huge roller coaster last weekend. It was really **scared** / **scary**.
- I think documentaries about space are really **fascinated** / **fascinating**.
- All of my friends think golf is **interested** / **interesting** to watch. I have no idea why.

About you

B Pair work Make the sentences above true for you. Tell your partner.

A I get really frustrated when I don't understand something.

B Like with your homework or something? I find that frustrating, too.

3 Talk about it Feelings

Group work Discuss the questions. Write down any interesting or unusual responses, and then tell the class.

- ▶ Do you know anyone who is annoying? Do you get annoyed with people often?
- ▶ What kinds of things do you find boring? Do get bored easily?
- ▶ Are you scared of things like spiders? heights? flying? What's most scary?
- ▶ What things make you feel anxious or worried? Do you worry a lot?
- ▶ Have you ever felt really disappointed? What happened?
- ▶ Are you excited about anything right now?
- ▶ What's the most exciting thing you've ever done?
- ▶ What subjects do you find fascinating? What are you most interested in?

*"One of our neighbors is really annoying.
He's always borrowing things."*

Sounds right p. 139

1 Conversation strategy Showing you understand

A What impressions do you get about Hal and Debra from the picture?

B  4.17 Listen. Why hasn't Hal made much progress with his saxophone?



Debra Hey, what's this saxophone doing here?

Hal I have a lesson after work.

Debra So, how long have you been playing?

Hal Oh, a couple of years.

Debra You must be getting pretty good by now.

Hal I wish! I haven't made much progress lately.

Debra Huh. How come?

Hal Well, you see, I used to practice every morning. But then I started this job, and somehow I can't get myself to practice at night.

Debra Well, you must be tired after work.

Hal Yeah. But you know, I just joined a band.

Debra That must be fun.

Hal Yeah, it really is, and it keeps me motivated to practice. In fact, that's why I joined.

Debra I see. Well, let me know if your band performs anywhere. I want to hear you play!

C Notice how Debra uses *must* to show she understands Hal's situation or feelings. Find examples in the conversation.

"That must be fun."

D Think of two responses to each sentence. Use *That must be* and *You must be* and adjectives from the box. Then practice with a partner.

- My computer keeps crashing.
That must be annoying. You must be frustrated.
- I've been taking archery lessons for two years now.
- I just got a scholarship to a master's program in business.
- I got up at 5:00 this morning to finish some work.
- I'm taking an ethics class. It's tough, but I'm going to finish it.
- I'm going skydiving next week.
- I've finished all my work, so I'm leaving early today.
- I'm reading a long report about data security.

annoying	hard
bored	interesting
boring	irritating
difficult	motivated
excited	nervous
exciting	nice
fascinating	pleased
frustrated	scary
fun	thrilled
good	tired
happy	

About you

E Pair work Write five true sentences like the ones above. Take turns saying your sentences and reacting to them.

2 Strategy plus *You see and I see*

You can use ***you see*** to explain something that the other person might not know.

You see, I used to practice every morning.

You can use ***I see*** to show you understand something that you didn't know earlier.

In conversation

I see and *you see* are in the top 900 words and expressions.

It keeps me motivated. In fact, that's why I joined.

I see.

About you

Complete the conversations with *you see* or *I see*. Then practice with a partner. Practice again, this time giving your own answers.

- A Is there a country you'd really like to go to?
 B Yeah, China. _____, my dad goes there a lot with his work, and it sounds fascinating.
 A _____. He must have a really interesting job.
- A Would you like to have more free time?
 B I actually have a lot of free time at the moment. I've finished my final exams, _____.
 A _____. You must be pleased about that.
- A What class would you like to take if you had the chance?
 B Actually, I'd really like to learn how to blow glass. My aunt does it, _____.
 A _____. That must be hard to do.

3 Listening and strategies People and situations

A 4.18 Listen to four conversations. Match each person with the situation he or she explains.

- | | |
|-----------------|--|
| 1. Mark _____ | a. has always dreamed of going abroad to study art. |
| 2. Angela _____ | b. has been studying a lot recently. |
| 3. Linda _____ | c. doesn't have enough time to practice. |
| 4. Dave _____ | d. wants to be able to talk to people while on vacation. |

B 4.18 Listen again. Show you understand. Write a response to each person using *must*.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

About you

C **Pair work** Discuss the questions below.

- What have you always dreamed of doing?
 - What have you not been doing a lot this year?
 - What don't you have enough time to do?
 - What do you want to be able to do on vacation?
- A *Well, I've always wanted to drive a race car. You see, I follow all the Formula One races.*
 B *That must be fun. Do you actually go to any of the races?*

Free talk p. 135

1 Reading

- A** What kinds of cultural activities are available in your area? Have you ever participated in any of them? Tell the class.
- B** Read the article. How does El Sistema benefit young people?

Reading tip

Before you read a factual piece, ask yourself questions like *What is it? Where is it? Who does it?* Then scan the text to see if you can find answers.

EL SISTEMA

Venezuela has a revolutionary and inspiring music education program, which aims to improve the lives of disadvantaged children and their families. *El Sistema* – meaning “the system” – is a total-immersion¹ program that brings children together to play music every day. Preschool children sit on their mothers’ knees to sing, play rhythm games, or play with paper instruments that they make themselves. At age five, children start to play a real instrument, which is a thrilling experience for them. As soon as the children are good enough, they teach the younger ones. The program is highly successful. By high school, students are tackling some of the most difficult pieces of classical music. However, the program is demanding, and participants need to be committed; they practice after school every day and on weekends.

There are now some 500 or so orchestras throughout the country, some of which perform internationally. Many of the young musicians have even become professionals. El Sistema graduates include conductors of the Venice Opera and Los Angeles Philharmonic and the Berlin Philharmonic’s youngest player ever. According to British conductor Sir Simon Rattle, “There is nothing more important in the world of music than what is happening in Venezuela.” These young musicians must surely be motivating role models² for other young people in their home country.



However, music wasn’t the primary goal when the program began in 1975 with just 11 students in a garage. El Sistema’s founder, José Antonio Abreu, was interested in “human development,” or social action through music. Abreu’s slogan, “*Tocar y Luchar*,” (Play and Struggle) describes his hope that learning and playing music together helps children overcome academic, social, and economic obstacles. “If you put a violin in a child’s hands, that child will never hold a gun,” he is quoted as saying. Interestingly, 90 percent of the program’s funding comes from social service agencies rather than cultural organizations. Since 1975, El Sistema has made an amazing difference in many lives. Two million graduates have become skilled musicians, and according to Abreu, they are resilient, flourishing citizens, as well. More than 25 countries, including the United States, Austria, and India, have since copied El Sistema’s groundbreaking³ model⁴.

1 *total-immersion*: constant involvement in an activity
2 *role model*: someone that other people respect and copy

3 *groundbreaking*: completely new
4 *model*: type of program

- C** Read six people’s comments about El Sistema. Are their impressions correct? Write **Yes** or **No**. Find evidence in the article to support your answer.
1. A program like that can’t really work. I mean, they can’t teach them to play advanced pieces. ____
 2. The children must spend hours practicing. ____
 3. Sir Simon Rattle must be really impressed with the program. ____
 4. Some of the students may come from wealthy families. ____
 5. They must get a lot of their money from arts and music organizations. ____
 6. Programs like that can’t work in other countries, though. ____

2 Listening and speaking People making a difference

A Look at the people and the organizations they are involved with. Can you guess what the organizations do?



Janine Licare



Arn Chorn-Pond



Ardena Gojani

1. Kids Saving the Rainforest

2. Cambodian Living Arts

3. The International Book Project

B 4.19 Listen to three conversations about the people and organizations above. Write three things each organization does. Were your guesses correct?

C 4.19 Listen again. How does each student plan to get involved with the organization? Take notes. Tell the class which program you would choose to get involved in.

About you

D Group work Think of a volunteer project you could start. Who would it help? What would it do? Present your program to the class. Choose two programs to support.

3 Writing My impression is . . .

A Read the two emails and the Help note. Circle the expressions in the emails that show impressions, reactions, and opinions.

To: cambodianlivingarts@cup.org
From: Stella792@cup.org

Dear Arn Chorn-Pond,
I recently heard about your Cambodian Living Arts program. You must be very proud of the program. It seems to me that you have helped many young people appreciate Cambodian music. I believe that it is important to save the cultural traditions of a country.

To: kidssavingtherainforest@cup.org
From: Evan3830@cup.org

Dear Janine,
I was interested to read about Kids Saving the Rainforest and the work you do. My impression is that you are passionate about the project and that it has been successful. In my opinion, the rain forest is very valuable and I feel that we need to do everything we can to save it.

Help note

Impressions, reactions, and opinions

My impression is that . . .
It seems to me that . . .
I think / believe / feel that . . .
In my opinion / view, . . .

About you

B Which person in this lesson would you like to contact? Why? Tell a partner. Then choose one, and write an email.

C Group work Read your classmates' emails. Who did most people write to?



Learning tip *Linking situations and feelings*

When you learn words for feelings, link them to different situations where you might experience each one.

1 Complete the sentences. Use the adjectives in the box or other words you know.

annoyed bored disappointed scared

- In class, you've finished your work. There's nothing else to do. *I'd probably feel* _____ .
- You are waiting for a friend, and she calls to say she can't meet you. *I think I'd be* _____ .
- A friend borrowed one of your sweaters and returned it stained. *I'd feel* _____ .
- You're on a dark street. Someone is following you. *I'd feel* _____ .

2 Think of situations for these different emotions. Complete the sentences.

- I feel very motivated to practice my English when _____ .
- I think it's annoying when _____ .
- I was really shocked once when _____ .
- Sometimes I get frustrated when _____ .
- I think it's embarrassing when _____ .
- Sometimes I get confused when _____ .

3 Word builder Can you make sentences with each pair of adjectives?

astonished / astonishing terrified / terrifying thrilled / thrilling upset / upsetting



On your own

Observe the people around you during the week. Notice what they are doing, and guess how they feel. Write sentences in your notebook.

The baby's screaming.
She must be hungry.



Can Do!

Now I can ...

I can ... I need to review how to ...

- | | |
|--|--|
| <input type="checkbox"/> speculate about people and things. | <input type="checkbox"/> understand people talking about their situations. |
| <input type="checkbox"/> describe situations and people's feelings. | <input type="checkbox"/> understand conversations about charities. |
| <input type="checkbox"/> use <i>must</i> to show that I understand. | <input type="checkbox"/> read an article about <i>El Sistema</i> . |
| <input type="checkbox"/> use <i>you see</i> to explain something and <i>I see</i> to show that I understand. | <input type="checkbox"/> write an email to the founder of a charity. |



In this unit, you learn how to . . .

Lesson A

- Talk about news events using the simple past passive

Lesson B

- Talk about natural disasters using the simple past passive + by

Lesson C

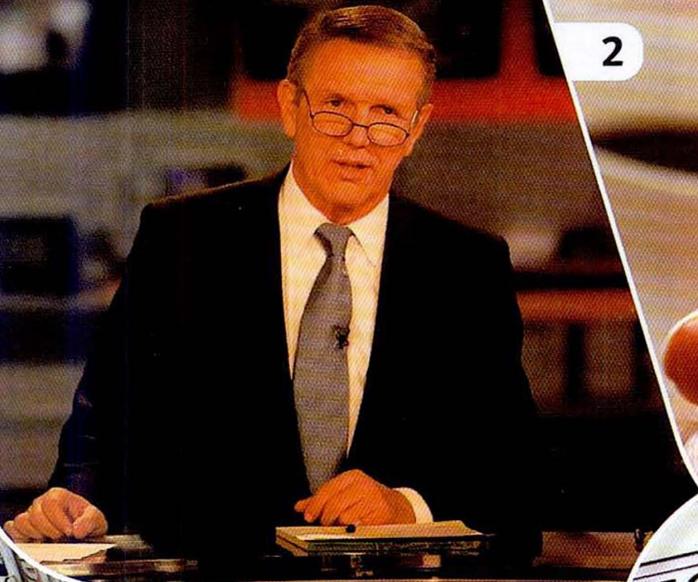
- Use expressions like *Guess what?* to tell news
- Use expressions like *The thing is . . .* to introduce ideas

Lesson D

- Read an interview with a foreign correspondent, Christiane Amanpour
- Write a survey and report statistics

www.irLanguage.com

1



2



3



4



Before you begin . . .

- How do you find out about what's going on in the world?
- Which aspects of the news are you most interested in?
- What major events are in the news right now?

- Ruth Anything interesting in the paper?
- Jack Oh, not much. Let's see. Uh, \$10,000 was found in a bag on a city bus.
- Ruth \$10,000? I should ride the bus more often!
- Jack Yeah, and listen to this. Two large bears were seen last night in someone's yard.
- Ruth Huh. That's kind of scary.
- Jack Oh, and a jewelry store was broken into, and some diamonds were stolen. Um, what else? The city airport was closed yesterday because of strong winds.
- Ruth Really? Well, it was pretty windy.
- Jack Yeah. All the flights were delayed. Oh, and a bus was hit by a falling tree. Fortunately, the passengers weren't hurt.
- Ruth Is that all? Nothing exciting, I guess.



1 Getting started

A How often do you read local news? What local news have you read recently?

B 4.20 Listen. Jack is telling Ruth some local news. Complete the sentences.

- Someone found _____ on a city bus.
- There were two bears in a _____.
- A thief broke into a _____.
- The airport had to close because of _____.
- A falling tree hit a _____.

Figure it out

C Complete the second sentence so it means the same as the first. Use the conversation above to help you. What do you notice about the verbs?

- | | |
|---|---------------------------------------|
| 1. Someone broke into a jewelry store. | A jewelry store _____. |
| 2. A falling tree hit a bus. | A bus _____ by a falling tree. |
| 3. Someone saw two bears last night. | Two bears _____ last night. |
| 4. Someone stole some diamonds. | Some diamonds _____. |
| 5. The accident didn't hurt the passengers. | The passengers _____ in the accident. |

2 Grammar Simple past passive 4.21

Extra practice p. 151

In sentences with active verbs, the **subject is the “doer”** and the **object is the “receiver”** of an action. Use active verbs to focus on the “doer” or cause.

A student **found** a bag on a bus.
The authorities **closed** the airport.
A teenager **saw** two bears in a yard.
The accident **didn't injure** the passengers.

In sentences with passive verbs, the **subject is the “receiver”** of the action. Use passive verbs to focus on the “receiver” or when the “doer” or cause is not known or not important.

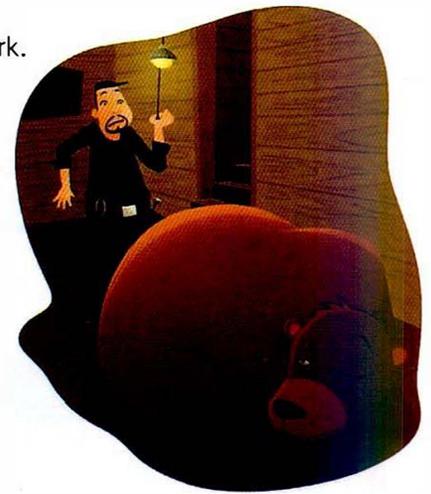
A bag **was found** on a bus.
The airport **was closed**.
Two bears **were seen** in a yard.
The passengers **weren't injured**.

In conversation

The passive is approximately 5 times more common in written news than in conversation.

A Complete the sentences. Use the simple past passive.

1. A 500-pound bear _____ (find) asleep in a basement on Tuesday morning. The bear _____ (wake up) by a workman, who said he “freaked” when he realized it was a bear. Wildlife officers _____ (call), and the bear _____ (take) to a state park.
2. A sporting goods store _____ (break into) yesterday, and 50 bicycles _____ (steal). A white truck _____ (see) outside the store around 5:00 a.m. However, security cameras _____ (damage) during the break-in, so the thieves _____ (not catch) on camera.
3. Millions of stolen banknotes _____ (find) in a police raid this morning. Police believe the money _____ (steal) from a city bank two years ago.
4. The highway _____ (close) for several hours last night after a car _____ (hit) by an oil truck. Hundreds of gallons of oil _____ (spill) onto the highway. Two passengers in the car _____ (take) to the hospital. The driver of the truck _____ (not injure).



B Pair work Take turns retelling the stories above without looking at your books. Then prepare a story about a recent news event to tell your partner.

A *A bear was discovered in a basement last week.*

B *Right. I guess it was found after a workman went in there.*

3 Speaking naturally Breaking sentences into parts

Ten thousand **dollars** / was found in a **bag** / on a city **bus**.
Two large **bears** / were **seen** last night / in someone's **yard**.
A **jewelry** store / was broken **into**, / and some **diamonds** were stolen.
The city **airport** / was **closed** yesterday / because of strong **winds**.

A 4.22 Listen and repeat the sentences above. Notice how long sentences are broken into shorter parts. The word with the new information in each part is stressed.

B Pair work Take turns saying the sentences above. How many times can you change the information?
“A suspicious suitcase was found in the airport terminal.”

1 Building vocabulary and grammar

A 4.23 Listen. Which picture goes with each news item? Number the pictures.

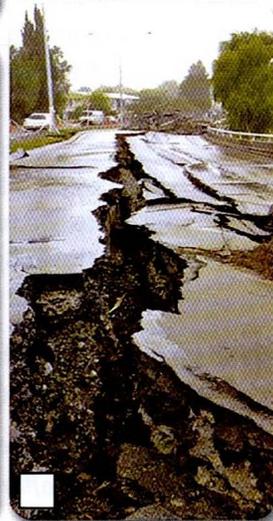
1 The island of Puerto Rico was hit by **Hurricane Calvin** late this morning. Electric power was temporarily **disrupted** throughout the island, and many homes were **damaged** by **heavy rains** and **strong winds**.

2 Quebec was hit by **severe thunderstorms** yesterday. Flights at several airports were delayed by heavy rains, **thunder**, and **lightning**. Last night, three families were **rescued** by emergency workers after their homes were damaged by **flash floods** resulting from the rains.

3 Firefighters in Australia say over 10,000 acres of forest were completely **destroyed** by **catastrophic wildfires** this year. Investigators suspect some fires were caused by careless campers. They believe other fires started when trees were **struck** by lightning.

4 A shopping mall in Kansas was badly damaged by a **tornado** last night. A nearby town was later hit by a **freak hailstorm**. Cars were struck by **hailstones** the size of golf balls. Amazingly, no one was seriously **injured** by the tornado or the storm.

5 A small town in Italy was struck by a **minor earthquake** this morning. The quake measured 4.9 on the Richter scale. **Aftershocks** were felt in several towns. Some homes were partially destroyed, but no serious injuries were reported.



Word sort

B Write words and expressions from the news stories in the chart below. Add your own ideas. Then compare with a partner.

Weather problems	Other natural disasters	Verbs for damage and help
hurricane typhoon	(catastrophic) wildfires	hit

Figure it out

C Can you put these statements in the correct order?

Vocabulary notebook p. 126

1. firefighters / rescued / two families / by / were
2. was / hailstones / struck / a car / by
3. injured / was / seriously / no one
4. completely / a mall / destroyed / was / by / a fire

2 Grammar Simple past passive + by + agent 4.24

Extra practice p. 151

When the “doer” of the action – the agent – is important, you can use *by* to introduce it.

Three families were rescued **by** emergency workers.
The fires were caused **by** careless campers.
A shopping mall was damaged **by** a tornado.

Adverbs with the passive

A mall was **badly** damaged.
No one was **seriously** injured.
The forest was **completely** destroyed.
Power was **temporarily** disrupted.
Homes were **partially** destroyed.

A Rewrite the extracts from news stories. Use the simple past passive with *by* + agent. Add the adverb where given in parentheses.

1. A fire destroyed an old warehouse. (partially)

2. A minor earthquake disrupted power supplies. (temporarily)

3. A hurricane damaged a high school. (badly)

4. A tornado destroyed a police station. (completely)

5. Lightning injured two golfers. (seriously)

6. Catastrophic wildfires destroyed three homes. (totally)

7. Emergency workers rescued two injured hikers in a state park. (finally)

8. High winds blew down a 500-year-old tree yesterday.

B Pair work Choose one of the news extracts above. Add details to make it into a short news report. Then read your report to the class. Which story is the most interesting?

3 Listening and speaking News update

A  4.25 Listen to two news stories. Answer the questions.

1. What kinds of weather does the reporter talk about? _____

2. What problems did the weather cause? _____

3. Who were the people rescued by? _____

4. Why was the wedding canceled? _____

5. What happened to the groom? _____

6. What update on the story does the reporter give? _____

B Pair work Create your own news story. Role-play a TV news anchor and a reporter. Practice your story, and then act it out for the class.

 Sounds right p. 139

1 Conversation strategy Telling news

A What kinds of car-related crime is there in your city? Are cars broken into or stolen? How often do you hear car alarms?

B  4.26 Listen. What happened in Joey and Paula's neighborhood last night?



Joey Did you hear about all the trouble here last night?
 Paula No, but I heard some police sirens.
 Joey Well, you know that older guy on the first floor of my building?
 Paula Yeah. . . .
 Joey Guess what? His car was stolen.
 Paula That's terrible.
 Joey And you know what? He heard his car alarm and called the police, but they came way too late.
 Paula I'm not surprised. The thing is, they just don't have enough police on duty at night.
 Joey Exactly.
 Paula Oh, and did I tell you? My car was broken into last Thursday night.
 Joey No. Really? Was anything stolen?
 Paula No. The only thing was, they damaged the ignition trying to start the car . . . but the funny thing was, they couldn't start it because the battery was dead!

C Notice how Joey and Paula introduce news with expressions like these. Find examples in the conversation.

Did you hear (about) . . . ? Guess what?
 Have you heard (about) . . . ? You know what?
 Did I tell you? You know . . . ?

D  4.27 Listen. Write the expressions you hear. Then practice with a partner.

- You know what ? I got caught in a storm last night. My new shoes are completely ruined.
- _____ ? The traffic is getting bad around here. We were stuck in traffic for an hour last night.
- _____ ? They're going to open a new organic food store near here.
- _____ ? My cousin is coming to stay with us this summer. I'm really excited about it.
- _____ the guy I used to sit next to in class? The one with dark hair? He bought a new car.
- _____ ? I'm getting married next spring!
- _____ that high school principal? He crashed his car into the front of the school.
- _____ the plans for a new skate park in the city? It's opening next spring.

About you **E Pair work** Are any of the stories above similar to stories you know? Take turns telling a partner. Can you continue the conversations?

2 Strategy plus *The ... thing is / was*

Use *The ... thing is / was* to introduce ideas.

The thing is / was ... (to identify a key issue)

The other thing is / was ... (to add another issue)

The only thing is / was ... (to raise a problem)

Add adjectives to introduce other ideas.

The best thing is / was ...

The funny thing is / was ...

The scary thing is / was ...

The thing is, they just don't have enough police on duty at night.

In conversation

Here are the most common expressions with *The ... thing is / was*:

The thing is ...

The other thing is ...

The only thing is ...

The (adjective) thing is ...

A Circle the most appropriate expressions to complete the sentences. Then compare with a partner.

- I loved everything about my vacation, but **the best thing was / the thing is** the food.
- I like my college but **the other thing was / the only thing is**, it's too far away from everything.
- My car was broken into once. **The funny thing was / The worst thing was**, they didn't take anything.
- I was in an earthquake one time. **The worst thing was / The nice thing was**, I was on the twentieth floor of a building. I guess **the other thing was / the good thing was**, I wasn't alone.
- My friends want me to go skiing with them this winter. **The only thing is / The exciting thing is**, I can't ski.
- I get along with my brother. **The only thing is / The scary thing is**, he gossips too much. And I guess **the great thing is / the other thing is**, he's always borrowing my stuff without asking.



About you

B **Pair work** Change the sentences above to make them true for you.

"I loved everything about my trip to Boston. The only thing was, it was very cold."

3 Listening and strategies What do they say next?

A 4.28 Listen to four people tell some news. How do you think they started their stories? Number the sentences 1 to 4. There is one extra.

- | | |
|--|---|
| <input type="checkbox"/> You know what? There's a big hurricane coming. | <input type="checkbox"/> Guess what? The strangest thing happened last night. |
| <input type="checkbox"/> Did you hear the news about my sister? | <input type="checkbox"/> Did I tell you? My purse was stolen. |
| <input type="checkbox"/> Have you heard about the picnic by the river next week? | |

B 4.28 Listen again. What comments do the speakers make? Complete the sentences.

- The thing was, I wasn't _____.
- The weird thing is, _____.
- The thing is, _____.
- The funny thing was, _____.

C 4.29 Now listen to the complete conversations, and check your answers.

Free talk p. 136

1 Reading

- A** What qualities do you need to be a foreign correspondent for a news organization? Make a list. Then read the interview. How many of your ideas are mentioned?

Reading tip

After you read, ask yourself questions, for example, *What did I learn? Do I agree? What can I take away from this article?*



LIFE'S WORK: Christiane Amanpour

An Interview with Christiane Amanpour,
by Alison Beard

Christiane Amanpour gained global fame in the 1990s as a war correspondent for CNN. After a short time in the studio, she returned to foreign news reporting because “there simply aren’t enough people doing it.”

How did you get started in journalism?

My first job was at a local television station in Providence [Rhode Island]. They took a leap of faith with me, I think because they saw a young woman who was very serious about her career path and knew exactly what she wanted to do with her life. I was committed to journalism; I wanted to be a foreign correspondent. Today I think that’s quite unusual. So I think it was the ambition I showed, the sense of mission, the desire to improve myself, and also the willingness to do anything, go anywhere.

You’ve said covering the war in Bosnia for CNN was a turning point in your career. Why?

That’s where I really started my professional journey. I was questioned early on about my objectivity. And I was very upset about it because objectivity is our golden rule, and I take it very seriously. But I was forced to examine what objectivity actually means, and I realized it means giving all sides a fair hearing.

Has being a woman been an advantage or a disadvantage for you?

It’s been nothing but an advantage. It’s allowed me to get my foot into places where men have not been able to.

Your father is Persian, your mother is British, and you grew up in Iran and the UK. How did that cross-cultural experience help you in your career?

It simply made me aware, from the moment I was born, of different cultures. I’ve lived in a completely multicultural, multiethnic, multireligious environment, in some of the most difficult places in the world. I’ve seen firsthand that you can bridge differences; you can have tolerance between groups. The trick is to minimize the extremes and to stick to the sensible center.

Would you ever want to take on more of a leadership role in a news organization?

I don’t know. I hope I’m fulfilling my responsibility to lead when it’s necessary and to follow when it’s necessary, and to encourage young people who come to me.

What advice do you give them?

Have a dream. Have a passion. Know that there’s no such thing as overnight success, that success comes only with enormous hard work. And know that the only way to be good at something is to love what you do.

Source: *Harvard Business Review Magazine*

B Find these expressions in the interview. What do you think they mean? Compare with a partner.

- | | | |
|-----------------------------------|----------------------------------|-----------------------|
| 1. take a leap of faith | 3. give all sides a fair hearing | 5. bridge differences |
| 2. objectivity is our golden rule | 4. see firsthand | 6. overnight success |

C Read the interview again. Are these sentences about Christiane Amanpour true or false? Check T or F. Correct the false sentences.

	T	F
1. She was unsure about what job she wanted to do.	<input type="checkbox"/>	<input type="checkbox"/>
2. She started her career in Bosnia.	<input type="checkbox"/>	<input type="checkbox"/>
3. She wants people to believe she is objective.	<input type="checkbox"/>	<input type="checkbox"/>
4. She believes that being a woman makes her job more difficult.	<input type="checkbox"/>	<input type="checkbox"/>
5. Her family background has helped her understand different cultures.	<input type="checkbox"/>	<input type="checkbox"/>
6. She believes you have to love your work to be successful.	<input type="checkbox"/>	<input type="checkbox"/>

2 Speaking and writing Are you up on the news?

A Class activity Survey your classmates, and find out their news habits. Keep a record of their answers, and then tally (统计) the results.

News Survey

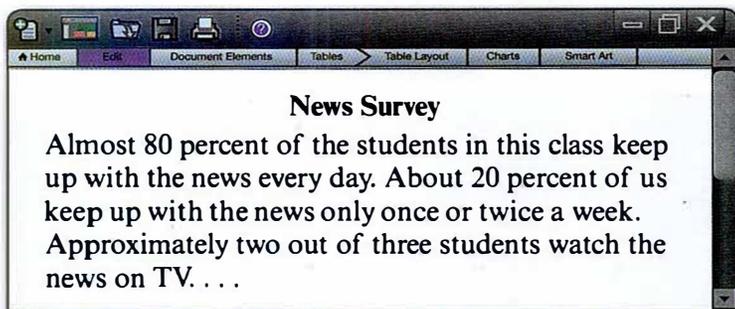
1 How often do you keep up with the news?
 every day once or twice a week less than once a week never

2 Where do you usually get the news?
 TV newspapers Internet
 radio magazines smartphone other _____

3 What news are you most interested in?
 local / regional national international

4 What three topics are you most interested in?
 politics / current events sports business science / technology
 celebrities arts / culture the weather other _____

B Use the information from your survey to write a report about the class's interest in the news. Use the Help note to make sure you use the correct forms of verbs.



Help note

Writing about statistics

80% of the students are interested in the news.

80% of the class is interested in the news.

Approximately 20% of us get the news from TV.

The majority of students have access to the Internet.

About half of the class is interested in current events.

Four out of ten students read a newspaper.

About you **C Pair work** Read a partner's report. Do you agree on your findings? What information from the survey is most surprising? Why?

Learning tip Collocations

When you learn a new word, use a dictionary to find out what other words are typically used with it. For example, you can say *flash floods*, but not usually *quick floods*. Or you can say *seriously injured*, but not usually *completely injured*.

In conversation

In the United States and Canada, the 6 most frequent adjectives people say before the word **weather** are:

- | | |
|---------|---------|
| 1. cold | 4. good |
| 2. nice | 5. warm |
| 3. bad | 6. hot |

1 Look at the adjectives on the left. Circle the word that is typically used with each one.

- | | | | |
|------------------------|------------|------------|------------|
| 1. freak | rain | hailstorm | earthquake |
| 2. heavy | wildfire | tornado | rain |
| 3. minor | earthquake | rain | wind |
| 4. flash | tornado | earthquake | flood |
| 5. catastrophic | thunder | wildfire | hailstones |

2 **Word builder** For each sentence below, cross out the one word that *cannot* be used to complete it.

- A building was _____ by lightning.
a. damaged b. destroyed c. injured d. struck e. hit
- _____ was disrupted by an ice storm yesterday.
a. Electrical power b. A shopping mall c. Traffic d. Telephone service e. Train service
- Two people were _____ injured.
a. seriously b. critically c. severely d. partially e. slightly
- The village was struck by _____ .
a. an earthquake b. lightning c. a hurricane d. hailstones e. rain

3 **Word builder** Look at the expressions below. Can you figure out their meanings?

freak accident heavy traffic major earthquake minor injuries



On your own

Think of three places in different parts of the world. Go online and find out what the weather is like today.



Can Do! Now I can ...

- I can ... I need to review how to ...

- | | |
|---|--|
| <input type="checkbox"/> talk about news events. | <input type="checkbox"/> understand news stories. |
| <input type="checkbox"/> talk about natural disasters. | <input type="checkbox"/> listen to people telling personal news. |
| <input type="checkbox"/> use expressions like <i>Guess what?</i> to tell news. | <input type="checkbox"/> read an interview with a journalist. |
| <input type="checkbox"/> introduce ideas with expressions like <i>The thing is...</i> | <input type="checkbox"/> write a report including statistics. |

1 What can you guess about Suki?

A Look at the pictures of Suki's apartment. What has she been doing? What has she finished? Complete each sentence with the present perfect or present perfect continuous.



There are two pots on the stove, so she *'s been cooking* (cook). She _____ already _____ (bake) some cookies. She _____ (write) a letter, but she _____ (not finish) it yet. There's a whole pizza, so I bet she _____ (not eat) lunch. Her headphones are on the table, so she _____ probably _____ (listen) to music. Her paints and brushes are out, so it looks like she _____ (paint). She _____ already _____ (paint) a vase of flowers.

B Pair work Make more guesses about Suki and the pictures. Use *must, may, might, can't, or could*.

"She must like pizza." "She might be an art teacher."

2 That must be interesting!

Complete A's statements with *since, for, or in*, and add an adjective to B's responses. Practice with a partner. Then practice again, making the sentences true for you.

- | | |
|--|-----------------------|
| 1. A I've been taking dance lessons _____ I was a kid. | B You must be _____. |
| 2. A I haven't heard from my boyfriend _____ ages. | B You must be _____. |
| 3. A I've been going out with someone _____ several months now. | B That must be _____. |
| 4. A I've been working hard _____ May. I haven't had a vacation. | B That must be _____. |

"I've been taking piano lessons since I was five." "You must be really good."

3 Have you seen any good movies lately?

Complete the chart with three movies you've seen. Discuss with a partner.

Name of movie	Type of movie	What was it like?
<i>The Hunger Games</i>	<i>science fiction / drama</i>	<i>The suspense was unbearable.</i>
1.		
2.		
3.		

A Have you seen any good movies lately?

B Yeah. I saw The Hunger Games. It was so good!

A I read the book, but I haven't seen the movie yet.

4 Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary.

all right ✓guess what I was wondering the only thing is yet
already I see that must be the thing is you know what

- Ana Guess what? We have a new boss – Abigail Freeman.
And _____? Things are going to change around here!
- Nat Really? So, have you met her _____?
- Ana No, but I've _____ heard lots of stories about her. _____, she's a "clean freak." She hates clutter. So everyone is busy cleaning and putting things away.
- Nat _____. So I guess we're going to have to clean up this mailroom.
- Ana Actually, _____ if we could start now because she might come by later.
- Nat Yeah. We need to make a good first impression. _____, every time I clean up, I lose something!
- Ana Really? _____ frustrating! So let's be careful when we throw things away!
- Nat Good idea. _____, let's get started!



5 I was wondering . . .

Pair work Think of two more favors to add to the list below. Then think of a way to ask politely for each favor. Role-play conversations.

1. Ask a teacher for more time to finish an assignment.
2. Ask a friend to give you a ride to the airport.
3. _____
4. _____

A Excuse me. I was wondering if I could have more time to finish my assignment.

B Well, can you tell me why you need more time?

6 Here's the news.

A Complete the news report. Use the simple past passive.

Four cars _____ (involve) in an accident on the highway this morning. The accident _____ (cause) by a truck that spilled hundreds of tomatoes onto the road. Fortunately, the drivers _____ seriously _____ (not injure). Two people _____ (take) to the hospital with minor injuries. The truck driver _____ (interview) by police. The highway _____ (open) again two hours later.

B Pair work Brainstorm words and expressions describing extreme weather and natural disasters. Then write five sentences to create a news report. Read your report to the class.

severe thunderstorm heavy rains

UNIT **1** What are we like?

- 1 **Class activity** What new things can you find out about your classmates?
Ask questions and take notes.

Find someone who . . .	Name	Notes
eats extremely slowly.	Kenji	Friends say, "Hurry up."
reads very fast.		
gets impatient easily.		
is incredibly organized.		
can do math in his or her head quickly.		
thinks it's important to dress properly.		
automatically turns on the TV when he or she gets home.		
plays several sports really well.		
remembers dates and numbers very easily.		
likes to do things absolutely perfectly.		

"So do you eat extremely slowly?" "Yes, I do. My friends are always saying 'Hurry up.'"

- 2 **Class work** Tell the class something new and interesting that you learned about two classmates.

 UNIT **2** I've never done that!

- 1 Are there things you've *never* done that you think people in your group *have* done? Complete the chart with things that you have *never* done. Try to think of surprising things.

Think of . . .	I've never . . .	Points
a sport you've never done.	<i>I've never been snowboarding.</i>	2
a tourist attraction in your town or city you've never visited.		
something you've never understood.		
a food you've never eaten.		
a well-known movie you've never seen.		
a TV show you've never watched.		
something you've never drunk.		
something else you've never done.		
Total points		

- 2 **Group game** Now ask your classmates questions. Score a point for every person who *has* done the thing you haven't done. The person with the most points wins.

A *I've never been snowboarding. Have you?*

C *Me too!*

B *Yeah. I've been snowboarding a lot. I love it.*

A *OK. So, that gives me two points*

UNIT

3 Where's the best place to . . . ?

- 1 **Pair work** What advice would you give to someone visiting your country for the first time? Discuss the categories below, and agree on one idea for each category.

MY COUNTRY		ADVICE FOR FIRST-TIME VISITORS
The most famous attraction		The most unusual food to try
The most beautiful natural feature		The worst thing to do
The cheapest way to travel around the country		The city with the most things to see
The most comfortable place to stay		The most interesting thing to do in the evening
The best souvenir		The least interesting place to visit
The nicest shopping area		

- A Well, everyone should go see Tokyo Sky Tree. It's probably the most famous attraction. It's definitely popular.
 B It sure is. But what about Osaka Castle?

2 Group work

UNIT 4 Family histories

1 Prepare a short history of your family. Use these ideas to help you.

Think about . . .

- where your grandparents are from.
- interesting facts about your aunts and uncles.
- how your parents met.
- where your parents used to live when they were younger.
- how your family life has changed.
- any special memories you have.



2 **Group work** Present your family history to the group. Listen to your classmates' histories. Take notes, and ask them questions for more information.

"My father's parents are from Guadalajara. They moved to Mexico City in 1965. My father grew up there. . . . My mother's parents . . ."

UNIT 5 Whichever is easier

1 **Group work** Imagine you and your classmates are going to have a "potluck" dinner tonight. Everyone must bring food – but only what you already have at home. Decide on the following:

1. Are you going to go to someone's home? Whose?
2. What time do you want to arrive?
3. Do you have enough plates?
4. Do you need to bring silverware (knives, forks, spoons, etc.)? Do you have enough?
5. What drinks are you going to have?
6. What dishes do you want to cook?
7. What food does each person need to bring?
8. Is someone going to bring music?
9. Are you going to play any games?

A Well, there are five of us. The table in my apartment isn't big enough, but we could sit on the floor.

B Why don't we eat at the park?

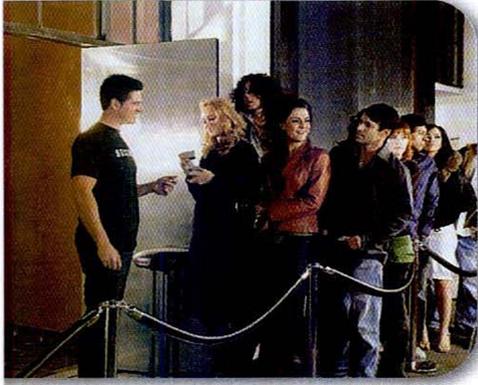
A Either way for me. How about you, Melly?

2 **Class activity** Tell the class about your potluck dinner. Decide which dinner you would like to go to. Which is the most popular?



UNIT 6 Who's going to do what?

- 1 **Group work** Imagine you are going to hold a community event in your school or neighborhood. The event should have a theme, food, and entertainment.



Discuss the following:

1. When is the event going to be? Where? What time?
2. What theme will the event have? (for example, a holiday theme, a "green" theme?)
3. What kinds of attractions or entertainment will you have at the event?
4. How much will it cost to run the event?
5. What are you going to do to get ready for the event?
Who's going to do what?

A *Well, we ought to hold the event right away because the weather's good.*

B *I agree, though we might want to wait a month – there's a lot to prepare.*

- 2 **Class activity** Take turns telling the class about your event. After you have heard about all the events, vote on the one that you'd like to go to. Which event do most people want to go to?

Useful language

I'd rather (not) . . .
 I'd prefer to . . .
 It seems to me that . . .
 Should we . . . ?
 We might want to . . .
 We're going to have to take . . .
 We'd better (not) . . . because . . .
 We ought to . . .
 Where / When are we going to . . . ?
 Who's going to . . . ?

UNIT 7 Your ideal partner

- 1 What do you think people look for in an ideal life partner? Discuss the ideas below and add your own. Which of these things matter most to you?

http://www.findingyour. . .

Finding your ideal partner www.irLanguage.com

It's best to have a partner who . . .

- has a good job.
- comes from a similar background.
- gets along with family.
- enjoys your company.
- has similar interests.
- you can trust.

A *I guess it's good to choose someone who has a good job.*

B *Well, you probably don't want a partner who's only interested in work, though.*

- 2 **Group work** What ten questions should people always ask their partner before they decide to get married? Discuss your ideas and give reasons. Decide on the ten most important questions.

"You should ask, 'How many times have you broken up with someone?'"

What would you do?

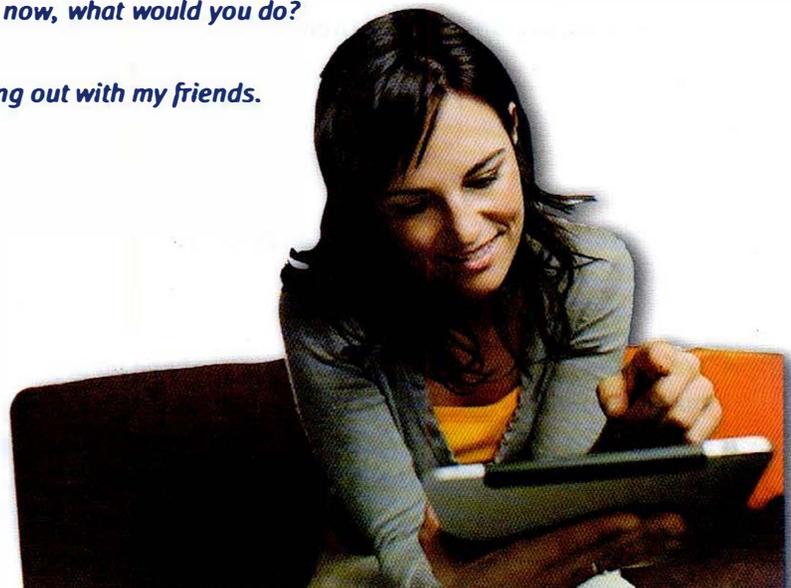
Group work Discuss the questions. How are you alike? How are you different?

1. If you had an hour to spare right now, what would you do?
2. If you had one month of free time, what would you do?
3. If you had to choose one thing to keep throughout your life, what would it be?
4. If you had to choose one electronic gadget to live without, what would it be?
5. If you could invite a famous person to a party, who would you invite?
6. If you could be like one person, who would you want to be like?
7. If you could have any job, what kind of work would you do?
8. If you could have one special talent, what would it be?
9. If you had to give up one habit, what would it be?
10. If you could do one thing over, what would you do?

A *If you had an hour to spare right now, what would you do?*

B *I'd play computer games!*

C *Really? I wouldn't. I'd go and hang out with my friends.*



9 Technology etiquette

Pair work Read the opposite opinions in the chart below. Debate each pair of arguments. Do you agree?

1.

It's perfectly fine to have a long conversation on your phone when you're out with a friend.

OR

You should turn your phone to vibrate when you're out with friends and only take urgent calls.

2.

It's OK to play loud music on a beach or in a public place.

OR

You should always listen to your music with your headphones on.

3.

You don't need to return voice-mail or text messages right away.

OR

It's important to return a message immediately.

4.

Microblogging is fun. It's a great way to keep up with what's going on with your friends.

OR

Microblogging is a complete waste of time. Who wants to know all those silly details about people's lives?

5.

It's OK to "unfriend" people on your social networking site and not tell them.

OR

You shouldn't unfriend people – it can hurt their feelings.

6.

It's OK to post photos of your friends online.

OR

You shouldn't do that. You should always ask permission first.

A Well, I don't see why you should turn your phone off or put it onto vibrate when you're out with friends. I don't really see what the problem is with taking calls. You know?

B I know what you mean. But it can be annoying when you're trying to have a conversation with someone and their phone keeps ringing.

UNIT 10 Who's been doing what?

Class activity Find classmates who answer yes to the questions. Write their names in the chart. Write notes about each person. Tell the class two interesting things you learned.

Find someone who's been . . .	Name	Notes
planning something special.	<u>Ana</u>	<u>has been planning a birthday party</u>
helping a friend with something.	_____	_____
working or studying too much lately.	_____	_____
taking a fun class or learning something new.	_____	_____
going to the movies a lot.	_____	_____
hanging out with their friends a lot.	_____	_____
watching a series on TV.	_____	_____
thinking about taking a trip.	_____	_____
trying to give up a bad habit.	_____	_____
eating out a lot.	_____	_____

A Ana, have you been planning anything special?

B Actually, yeah, I have. I've been planning a birthday party for my sister.

No, I haven't. I haven't planned anything special for ages.

UNIT 11 That must be fun!

1 Write true sentences for each conversation below. Make sure your sentences make sense with the responses given.

1. You _____	2. You _____	3. You _____
B That must be fun.	B You must be excited.	B That must be interesting.
4. You _____	5. You _____	6. You _____
B That must be annoying.	B You must be nervous.	B That must be scary.

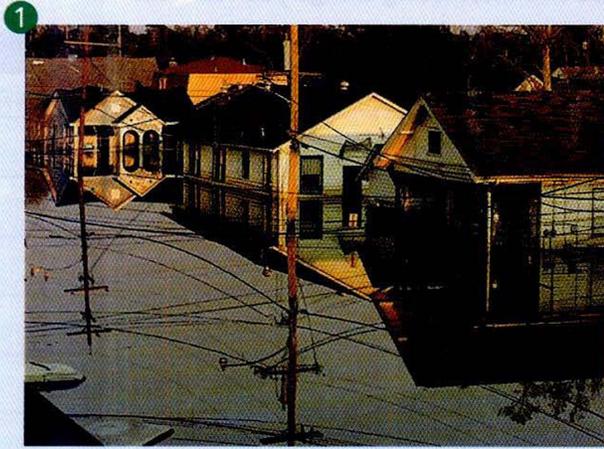
2 **Pair work** Take turns sharing your sentences. Continue conversations with your classmates. Ask questions and speculate about the things they say.

A I just started working at a museum. I'm helping them set up some displays.

B Wow, that must be fun. You must like your job.

UNIT 12 Here's the news!

1 **Pair work** Make up a short TV news report about each picture. Think of three facts for each story.









2 **Group work** Join another pair. Take turns telling your news stories.

UNIT 1 4.30 Listen and repeat the words. Is the stress in each word like the stress in *fairly*, *admire*, *arrogant*, or *correctly*? Write the words from the list in the correct columns below.

- | | | | |
|--------------|--------------|--------------|---------------|
| 1. complain | 4. generous | 7. reckless | 10. politely |
| 2. dishonest | 5. helpful | 8. wonderful | 11. relaxed |
| 3. forget | 6. impatient | 9. borrow | 12. patiently |

● ● fairly	● ● admire	● ● ● arrogant	● ● ● correctly
	<i>complain</i>		

UNIT 2 4.31 Listen and repeat the words. Notice the different ways the letter *o* is pronounced. Match the words with the same underlined sounds.

- | | |
|--------------------------|--------------------|
| 1. do <u>o</u> ____ | a. fo <u>o</u> got |
| 2. do <u>o</u> ne ____ | b. lo <u>o</u> se |
| 3. go <u>o</u> ____ | c. sp <u>o</u> ken |
| 4. go <u>o</u> tten ____ | d. wo <u>o</u> n |

UNIT 3 4.32 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

- | | | | |
|----------------------|-----------------|-------------------|------------------|
| 1. <u>h</u> igh | <u>i</u> sland | ri <u>v</u> er | w <u>i</u> de |
| 2. <u>c</u> ontinent | mo <u>s</u> t | <u>o</u> cean | volc <u>a</u> no |
| 3. ai <u>r</u> port | spo <u>r</u> ts | sto <u>r</u> e | wo <u>r</u> st |
| 4. ab <u>o</u> ut | co <u>u</u> try | mo <u>u</u> ntain | so <u>u</u> th |
| 5. be <u>a</u> ch | <u>d</u> eep | me <u>t</u> er | o <u>c</u> ean |

UNIT 4 4.33 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *clean*, *great*, *law*, *uncle*, or *wife*? Write the words from the list in the correct columns below. There is one extra word.

- | | | | | | |
|----------------------------|-------------------------------|---------------------------|------------------|-----------------------------|-----------------|
| 1. co <u>u</u> s <u>in</u> | 2. da <u>u</u> gh <u>te</u> r | 3. fi <u>g</u> h <u>t</u> | 4. ni <u>c</u> e | 5. ne <u>p</u> h <u>e</u> w | 6. sta <u>y</u> |
|----------------------------|-------------------------------|---------------------------|------------------|-----------------------------|-----------------|

<u>c</u> lean	<u>g</u> reat	<u>l</u> aw	<u>u</u> ncle	<u>w</u> ife
			<i>cousin</i>	

UNIT 5  4.34 Listen and repeat the pairs of words. Notice the underlined sounds. Are the sounds the same (S) or different (D)? Write S or D.

- | | | |
|--|--|---------------------------------------|
| 1. th <u>ir</u> sty / des <u>er</u> t <u>S</u> | 4. <u>f</u> ries / <u>pie</u> ____ | 7. <u>g</u> ood / <u>fo</u> od ____ |
| 2. <u>r</u> aw / <u>s</u> auce ____ | 5. <u>sh</u> ould / <u>p</u> ound ____ | 8. <u>m</u> uch / <u>l</u> ove ____ |
| 3. br <u>o</u> ccoli / <u>bo</u> iled ____ | 6. <u>to</u> o / <u>s</u> oup ____ | 9. <u>fu</u> ll / <u>h</u> ungry ____ |

UNIT 6  4.35 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *home*, *good*, *math*, *worse*, or *ought*? Write the words from the list in the correct columns below.

- | | | | | |
|-------------------|---------------------|-----------------------|----------------------|--------------------|
| 1. <u>b</u> ought | 3. <u>t</u> otal | 5. <u>g</u> irlfriend | 7. r <u>e</u> search | 9. <u>th</u> ought |
| 2. <u>b</u> ully | 4. <u>f</u> abulous | 6. <u>r</u> ather | 8. <u>sh</u> ould | 10. <u>c</u> oach |

<u>home</u>	<u>good</u>	<u>math</u>	<u>worse</u>	<u>ought</u>
				<i>bought</i>

UNIT 7  4.36 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

- | | | | |
|--------------------|----------------|---------------------------|------------------|
| 1. <u>h</u> ot | <u>h</u> ung | <u>w</u> hich | <u>w</u> ho |
| 2. <u>a</u> nother | <u>t</u> hat | <u>t</u> here | <u>th</u> rough |
| 3. <u>o</u> ne | <u>w</u> ent | <u>w</u> ork | <u>w</u> rote |
| 4. <u>a</u> long | <u>g</u> oing | <u>s</u> ign | w <u>e</u> dding |
| 5. <u>p</u> lays | <u>s</u> its | th <u>e</u> r <u>e</u> 's | tu <u>r</u> ns |
| 6. <u>a</u> cross | <u>c</u> ircle | <u>c</u> ollege | ro <u>c</u> k |

UNIT 8  4.37 Listen and repeat the pairs of words. Notice the underlined sounds. Are the sounds the same (S) or different (D)? Write S or D.

- | | | |
|---|--|---|
| 1. <u>p</u> lace / <u>e</u> xc <u>i</u> ting <u>S</u> | 4. Egypt / ap <u>o</u> logize ____ | 7. <u>e</u> nough / <u>a</u> fford ____ |
| 2. <u>b</u> orrow / <u>w</u> ork ____ | 5. <u>c</u> ould / <u>w</u> ould ____ | 8. <u>b</u> usy / <u>ch</u> oose ____ |
| 3. <u>e</u> ngineering / <u>f</u> orget ____ | 6. <u>s</u> hare / <u>a</u> nywhere ____ | 9. <u>i</u> f / <u>o</u> f ____ |

UNIT 9 4.38 Listen and repeat the words. Notice that one or more syllables in each word are unstressed. They have a weak vowel sound like the /ə/ sound in around or the /ər/ sound in battery. Circle the unstressed syllables.

1. around 3. computer 5. remember 7. problem 9. support
 2. battery 4. idea 6. controller 8. tablet 10. virus

UNIT 10 4.39 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in again, bought, eat, made, there, or true? Write the words from the list in the correct columns below.

1. alien 5. hilarious 9. scene
 2. cartoon 6. place 10. seen
 3. costume 7. saw 11. serious
 4. fall 8. scary 12. susponse

<u>again</u>	<u>bought</u>	<u>eat</u>	<u>made</u>	<u>there</u>	<u>true</u>
			<i>alien</i>		

UNIT 11 4.40 Listen and repeat the adjectives. Do the *-ed* endings sound like /t/, /d/, or /ɪd/? Write *t*, *d*, or *ɪd*.

1. annoyed d 5. excited _____ 9. scared _____
 2. bored _____ 6. fascinated _____ 10. shocked _____
 3. disappointed _____ 7. interested _____ 11. surprised _____
 4. embarrassed _____ 8. pleased _____ 12. worried _____

UNIT 12 4.41 Listen and repeat the words. Match the words with the same underlined sounds.

1. bus c _____ a. amazingly
 2. closed _____ b. catastrophic
 3. flash _____ c. city
 4. fortunately _____ d. damagee
 5. injure _____ e. much
 6. shock _____ f. partially

UNIT

1

Lesson A Adjectives vs. manner adverbs

A Choose the correct words to complete the sentences.

- I know this sounds **bad** / **badly**, but I love to drive really **quick** / **fast**. I think I drive really **good** / **well**, though. I don't get **reckless** / **recklessly** when I get behind the wheel or anything.
- I try **hard** / **hardly** to be neat and tidy. Like, I always put my keys on the shelf **automatic** / **automatically** when I get home. You can lose your keys so **easy** / **easily**.
- I think it's **important** / **importantly** to take work **serious** / **seriously**. I mean, it only seems right. If you do a job **good** / **well** you feel **good** / **well** about yourself, too.
- I guess I can get **impatient** / **impatiently** sometimes. Like, I want **instant** / **instantly** replies to my texts and emails. I just don't like to wait when I need an answer **quick** / **quickly**.
- I love sports, but I don't really play for fun. I feel pretty **strong** / **strongly** that you should play to win. I feel **terrible** / **terribly** if I lose. My friends see things **different** / **differently** and say that I'm too **serious** / **seriously** about sports and that I should relax.
- I hate it when people don't write texts **proper** / **properly** and don't use **correct** / **correctly** grammar and punctuation. It's not because they're writing **quick** / **quickly** – they just don't care about it. I always check over my texts very **careful** / **carefully** before I send them.

About you

B Pair work Are any of the sentences above true for you or someone you know? Tell your partner.

UNIT

1

Lesson B Adverbs before adjectives and adverbs

A Complete the statements about people's personalities with words from the box.

absolutely crazy	extremely talented	pretty laid-back
arrogant at all	incredibly generous	really reliable

- My sister's _____. She's just good at everything she does.
- My brother's _____. He does that extreme biking thing, jumping upside down on his bike and everything.
- My parents are _____. They bought me a new car when my old one broke down.
- My best friend is _____. I can count on her for absolutely anything.
- I'm _____. I don't get stressed very often.
- My brother isn't _____. He doesn't think he's better than everyone else.

Common errors

Don't use *very* with extreme adjectives like *wonderful*.

She's **absolutely wonderful**.
(NOT *She's very wonderful*.)

About you

B Pair work Make sentences like the ones above about people you know. Tell your partner.

UNIT

2

Lesson A Present perfect statements

A Use the underlined words to write sentences about travel experiences. Use the present perfect.

1. I / always / do a lot of traveling. I guess it / always / be my main interest in life.
I've always done a lot of traveling. I guess it's always been my main interest in life.
2. I travel with an old school friend and she / be to lots of places.

3. She and I / travel around Asia three or four times. We / always / enjoy traveling together.

4. We / walk on the Great Wall of China twice. It's so amazing.

5. We / be so lucky. We / visit some amazing places and I / try all kinds of food.

6. We're always talking about places we would like to go. We / think about going to Australia or India.

7. My friend / not be to India because she / not have the chance, and I / never be to Australia.

8. We / not make a decision about where to go next, but I'd really like to go to Sydney.

About you

B Pair work Tell a partner five true things about travel. Use the sentences above to help you.

UNIT

2

Lesson B Present perfect vs. simple past

A Complete the conversations about unusual experiences. Use the present perfect or simple past.

1. A Have you ever done (you / ever / do) anything scary?
B Yes, I _____. I _____ (play) the piano in a big concert last year.
A Really? _____ (you / play) a solo?
B No, I _____. Thank goodness! There _____ (be) an orchestra, too.
2. A _____ (you / ever / see) the Northern Lights?
B No, I _____, but I _____ (always / want) to see them. We _____ (go) to Alaska last year, but we _____ (not / see) them.
3. A _____ (you / ever / try) kickboxing?
B Yes, I _____. I _____ (take) a class last semester. But I _____ (not / like) it.
4. A _____ (you / ever / cook) a meal for a big group of people?
B Yes, I _____. It _____ (be) my sister's birthday last weekend.
She _____ (invite) 25 of her friends, and we _____ (make) Moroccan food.
A Really? I _____ (never / eat) Moroccan food before. _____ (it / be) good?
B Oh, yeah. Everybody _____ (love) it!

About you

B Pair work Ask and answer the questions above. Give your own answers.

UNIT

3

Lesson A Superlatives

A Complete the facts and tips about different places in the world. Use the superlative forms of the adjectives or *the most / the least* with the nouns.

- _____ (big) national park in the world is in Greenland.
- _____ (fast) roller coaster in Europe is in Spain.
- Canada has _____ (long) coastline in the world. It's great for sightseeing.
- _____ (expensive) hotel in the world is in Dubai. The rooms cost over \$10,000 a night.
- _____ (good) time to visit Thailand is from November to February. These are the months with _____ (good) weather because there is _____ (rain).
- Summer is _____ (bad) time to visit Venice because that's when there are _____ (tourists).
- The city that has _____ (people) in the United States is New York City.
- The city with _____ (large) population in the world is Shanghai.
- _____ (deep) lake in the world is Lake Baikal in Siberia.
- _____ (small) country in the world is Vatican City in Rome. It's also _____ populated country with only 500 inhabitants.

Common errors

Don't use *most* before a superlative that ends in *-est*.

What's the fastest way to travel?

(NOT *What's the most fastest way to travel?*)

About you

B Pair work Can you think of similar facts and tips for visitors to your country?

UNIT

3

Lesson B Questions with *How* + adjective . . . ?

A Complete the questions and answers about Spain. Use the words from the box. If you don't need a word to complete the answers, write a dash (-). Some words are used more than once.

big deep high hot long

- Q: How _____ is Mount Teide in Tenerife, Spain?
A: It's 4,964 meters (16,286 feet) _____ .
- Q: How _____ is the coastline?
A: It's 7,517 kilometers (4,671 miles) _____ .
- Q: How _____ is the population of Spain?
A: It's almost 47 million people _____ .
- Q: What is the largest natural lake in Spain? How _____ is it?
A: Lake Sanabria is 51 meters (167 feet) _____ .
- Q: How _____ is it in southern Spain in August?
A: It is usually around 35°C (90°F) _____ .

About you

B Pair work What do you know about *your* country? Take turns asking questions similar to the ones above. Do you know the answers?

A *OK. So how high is Mount Aconcagua?*

B *Well, I'm guessing, but I think it's almost 7,000 meters (23,000 feet) high.*

UNIT

4

Lesson A Verbs *let, make, help, have, get, want, ask, tell*

A Complete the sentences. Use the correct forms of the verbs given. Sometimes there is more than one correct answer.

1. I want my children _____ (make) good decisions for themselves.
2. I don't let my kids _____ (play) computer games before bedtime. It makes them _____ (sleep) badly.
3. I usually make my teenagers _____ (clean up) the kitchen after meals.
4. I want to get my kids _____ (eat) well. They're always eating junk food.
5. I usually tell my kids _____ (do) their homework before dinner, but I don't help them _____ (do) it.
6. I'm always asking them _____ (turn off) the lights in the house.
7. I have them _____ (shut down) their computers at night.
8. I'm always telling my kids _____ (be) careful when they go out.
9. I always have my kids _____ (write) thank-you letters when they get a gift.
10. We often help our sons _____ (study) for exams. We make up games for them.

About you

B Pair work Read the sentences above again. Did your parents say similar things about you when you were growing up? Discuss with a partner.

"My parents wanted me to do well in school. They made me study every night."

UNIT

4

Lesson B *used to and would*

A Read this person's memories about her summer vacations. Rewrite eight sentences using *used to* or *would*. Sometimes both are correct.

When I was younger, we had long school vacations in the summer – about 10 weeks. I saw a lot of my extended family in those days. They lived about 30 miles away. My cousins came to stay every summer. We didn't have a big house like we do now, so we always camped in the backyard. There was a stream near our house, and we swam in it. One of my little cousins didn't like swimming. She was really scared of water, and my brother always teased her about it. He made her go into the water. He wasn't very nice to her. Thank goodness he's not like that now!

About you

B Pair work Ask and answer questions about your elementary school summer breaks, using *Did you use to . . . ?*

A *Did you use to spend your summers with your family?*

B *Not really. I used to play with the kids in the neighborhood. We'd go off and . . .*

UNIT

5

Lesson A Talking about quantities of food

A Complete the sentences about shopping and eating habits. Use the words in the box.

a few cartons few fewer less less little loaves many

- I don't eat _____ fruits or vegetables. I really should eat more healthy food.
- We have a small freezer so we buy very _____ frozen meals.
- I prefer to go shopping at the local store. I'm trying to buy _____ food from the big supermarkets than I used to.
- My family buys about six _____ of bread a week and eight _____ of fruit juice.
- I don't fry food anymore. It means I eat _____ calories and _____ fat. But I have to say, I like a _____ butter on my potatoes.
- When I go out to eat, I like to try _____ different things that I don't normally eat.

About you

B **Pair work** Are any of the sentences above true for you? What other shopping and eating habits do you have?

UNIT

5

Lesson B *too, too much, too many, and enough*

A Complete the online forum conversation with *too, too many, too much, and enough*.

Common errors

Use *too many* with plural countable nouns.

I ate *too many* cookies.
(NOT I ate ~~too much~~ cookies.)

A few months ago, I completely changed my eating habits. I used to eat too much sugar, _____ processed fat, and _____ take-out meals. I also didn't eat my meals slowly _____ because I was always rushing out somewhere. My mother was always saying 'You eat _____ quickly.' or 'You're not eating _____ protein,' and as for fast food, I know I definitely ate _____. I really thought my mom complained _____, but actually I guess I didn't pay _____ attention to her. I got sick! The doctor said my diet wasn't healthy _____ and said I needed to change it. He also told me that I needed more vitamins and that I wasn't getting _____. No surprise there! So I changed my diet. In the end, it was simple _____ to do. Now I'm eating a lot of raw vegetables – I guess you can't eat _____ of those! I feel great. And guess what? My mom can't say I don't eat well _____. Not now!

COMMENTS:

Good for you! You should never be _____ busy to look after your health! _____ junk food and _____ sweets are not good for you.

About you

B Write your own comment to add to the forum. Then compare with a partner.

"I eat very little healthy food, too. I guess I should eat less fast food."

UNIT

6

Lesson A Talking about the future

A A man is telling a friend about his plans for the evening. Circle the correct phrases to complete the sentences. Sometimes both are correct.

Well, tonight I'm going to stop / I stop by the store on my way home. I need to get some stuff for dinner. I think I'll buy / I'm buying some pasta, and I'll make / I make some garlic bread. That sounds good. So, yeah, we eat / we're eating late tonight because I have / I'll have a gym class at 6:00. I think I'll go / I'm going to go home straight after class, because my roommate's having / my roommate has dinner with me tonight. I guess he's not getting / he won't get home until 7:30, so maybe we'll eat / we're eating at about 8:00. I think we're going to go / we go out later. There's a movie I want to see. It starts / will start at 10:00.

About you

B **Pair work** What plans do you have for tonight? Tell your partner.

Common errors

Use *have to*, not *'d better*, for general advice. Use *'d better* for a particular situation.

You have to get a visa to travel to some countries.
(NOT ~~*You'd better get a visa to travel to some countries.*~~)

UNIT

6

Lesson B What's advisable, necessary, preferable

A Rewrite these sentences about making changes in life. Use the words given.

1. I'd prefer not to move out of my apartment. ('d rather not)
I'd rather not move out of my apartment.
2. I should really learn to drive. (be going to have to)

3. I should save some money to buy a car. (ought to)

4. I think you should talk to your boss about a promotion. (might want to)

5. My brother should get a job soon, or he won't be able to pay his rent. (had better)

6. My classmates shouldn't go out tonight, or they won't pass the exam tomorrow. (had better not)

7. My sister wants to go to Europe. She should learn some English before she goes. ('d better)

8. My friend has to choose her major soon, but she says she prefers not to think about it. ('d rather not)

9. My parents are going to have to retire soon, but they say they prefer to work. (would rather)

10. I should get more exercise – I spend too much time at my desk. (ought to)

About you

B **Pair work** Make the sentences you wrote true for you. Then compare.

"I'd rather not stay in my apartment. It's too small!"

UNIT 7 Lesson A Relative clauses

A Complete the questions about your circle of friends. Use *who*, *that*, or a preposition, or write a dash (–) if no word is needed. Sometimes more than one answer is possible.

Who's . . .

1. a friend that you often go out with ?
2. the person in your family _____ you most often talk _____ ?
3. the classmate _____ is always interrupting other people _____ ?
4. the friend _____ you like to spend time _____ ?
5. a friend _____ you went to elementary school _____ ?
6. the co-worker _____ has the most impeccable taste in clothes _____ ?
7. the friend _____ has the best sense of humor _____ ?
8. someone _____ always makes a good impression on people?
9. a friend with a car _____ you'd like to own _____ ?
10. the friend _____ you can always rely _____ when you have problems?
11. a person _____ you sometimes have arguments _____ ?
12. the co-worker _____ you're always apologizing _____ ?

Note

Some relative clauses end with a preposition.

Yuya is a guy that Jen introduced me to. (= Jen introduced me to Yuya.)

Mike is the guy I run with.
(= I run with Mike.)

Charlie is someone I grew up with.
(= I grew up with Charlie.)

Common errors

Don't leave out *who*, *that*, or *which* in a subject relative clause.

She works for a company that / which makes computers.
(NOT ~~She works for a company makes computers.~~)

About you **B Pair work** Ask and answer the questions above.

UNIT 7 Lesson B Phrasal verbs

A Complete the questions with the correct particle.

1. Did you have any friends who had to move away when you were young?
2. Did you hang _____ with a big crowd when you were growing _____ ?
3. Have you ever gone _____ to your elementary school to visit?
4. Can you think of someone who you get _____ with but don't see often enough?
5. Have any of your friends ever had a relationship that didn't work _____ ?
6. What's the most recent class you signed _____ for?
7. Why would you come _____ early from a vacation?
8. Can you think of a situation that started _____ badly but turned _____ well?
9. Have any of your friends gotten married and settled _____ ?
10. How long should you go _____ with someone before you introduce him or her to your parents?

About you **B Pair work** Ask and answer the questions above. Give as much information as you can.

"I had one friend who had to move away. Her dad got a job in another city."

UNIT

8

Lesson A Wishes and imaginary situations or events

A Use the information to complete the sentences about people's behavior.

- I'm so disorganized. I lose things all the time.
I wish I were less disorganized.
If I were less disorganized, I wouldn't lose things all the time.
- My sister never pays attention in school. She doesn't get good grades.
I wish _____.
If she _____.
- I can't take a vacation this year. I feel so stressed all the time.
I wish _____.
If I _____.
- My parents never let me use their car. They have to drive me everywhere.
I wish _____.
If my parents _____.
- My brother never helps clean up the house. I don't have time to do other things.
I wish _____.
If he _____.

About you

B **Pair work** Do you have similar wishes? Make the wishes true for you. Tell a partner.

UNIT

8

Lesson B Asking about imaginary situations or events

A Make questions about these imaginary situations using the words given.

- A friend talks about you behind your back. / You say something.
What would you do if a friend talked about you behind your back
(what / you / do)? Would you say something?
- You forget an important homework assignment. / You give your teacher an excuse.
_____ (how / you react)? Would you _____?
- You don't meet a big deadline. / You apologize to your boss.
_____ (what / you / do)? Would you _____?
- Your parents buy you a present that you don't like. / You tell them the truth.
_____ (what / you / say)? Would you _____?
- A friend invites you to a party that you don't want to go to. / You say you're busy.
_____ (how / you / react)? Would you _____?
- You lend some money to a friend, and she forgets about it. / You remind her about it.
_____ (what / you / do)? Would you _____?

Common errors

Use *would* when asking about imaginary situations.

What would you do if you missed an appointment?
(NOT *What will you do if you missed an appointment?*)

About you

B **Pair work** Ask and answer the questions above. Add other reactions and solutions to the problems.

"What would you do if a friend talked about you behind your back? Would you be very upset?"

UNIT

9

Lesson A Questions within sentences

A Unscramble the questions, and complete the answers with your own information.

- you know / has / your computer / do / how much memory
Q: Do you know how much memory your computer has _____ ?
A: No, actually, I can't remember _____ .
- how many hours / do / you / online each week / spend / you have any idea
Q: _____ ?
A: A lot! I don't know exactly _____ .
- you know / do / is / a good wireless Internet connection in your classroom / there / if
Q: _____ ?
A: Well, I don't know _____ .
- every week / you know / do / how many text messages / you / send
Q: _____ ?
A: Not really. I don't really know _____ .
- you remember / sent / can / who / you / emails to yesterday
Q: _____ ?
A: Yes, I can remember exactly _____ .

About you

B Pair work Ask and answer the questions. Give your own answers.

UNIT

9

Lesson B Separable phrasal verbs; *how to, where to, what to*

A Complete the first questions using the words given. There are two correct answers. Then complete the second questions using pronouns.

- How often do you turn off your cell phone OR turn your cell phone off ? (your cell phone / turn off)
When do you have to turn it off ?
- Did you know how to _____ ? (your computer / set up)
Did you _____ yourself?
- Has anyone ever asked you _____ ? (your music / turn down)
Did you _____ ?
- Do you _____ to listen to music? (your headphones / put on)
Did you _____ yesterday?
- Do you know how to _____ on your computer? (the spell check / turn on)
Do you usually _____ ?
- Do you know how to _____ in your home? (wireless Internet / set up)
Did you _____ ?

Common errors

Don't put object pronouns like *it, them*, etc. after the particle (*on, up*, etc.).

Can you **turn it off**?
(NOT *Can you turn off it?*)

About you

B Pair work Ask and answer the questions with a partner. Give your own answers.

UNIT **10** Lesson A Present perfect continuous

A Complete the questions with the verbs given. Use the present perfect continuous.

- _____ you and your friends _____ (eat out) a lot recently?
- What _____ you _____ (do) today? _____ you _____ (do) anything interesting?
- How long _____ you _____ (work) in your current job?
- _____ you _____ (go out) a lot during the week?
- How long _____ you and your friends _____ (hang out) together?
- _____ your best friend _____ (take) other classes this year?
- _____ you _____ (follow) any sports teams this year?
- How long _____ you and your family _____ (live) in your apartment or house?
- How long _____ your best friend _____ (learn) English?
- How long _____ you _____ (study) today? _____ you _____ (study) all day?

About you **B** Write your own true answers to the questions above. Write at least one sentence using the present perfect continuous, and one sentence using the present perfect.

1. *Actually, we've been eating out every Friday. We've been to a couple of nice restaurants.*

About you **C** Pair work Ask and answer the questions above. Ask follow-up questions for more information.

Common errors

Don't use the present with *for* or *since* to talk about past time.

I've been taking this class for nine months, since September.
(NOT ~~I'm taking~~ this class...)

UNIT **10** Lesson B *already, still, and yet* with present perfect

A Write the title of a TV show, two movies, a book, a singer, and a place in the conversations. Then complete the conversations with *already, yet, or still*.

- A You know, there's a new show on TV – _____. I haven't seen it _____. Have you?
B No, I've heard about it, but I haven't seen it _____, either. It looks good.
- A You know that new movie, _____? Have you seen it _____?
B Yes, I've _____ seen it. It was good. But I _____ haven't seen _____. I'd like to see that, too. Actually, there are a few movies that I _____ want to see.
- A Have you read any good books recently? I just read _____. Have you read it?
B No, I haven't read it _____. I've been busy. I _____ haven't read the book assignment for my English class.
- A Have you heard _____'s new song _____?
B No, I haven't downloaded it _____. I _____ haven't heard the other songs on the album, either.
- A There are a lot of great places to visit in the city, but I've never been to _____. Have you?
B No, I haven't been there _____. I _____ haven't been to some of the museums or art galleries either.

About you **B** Pair work Practice the conversations above. Then practice again, giving your own answers.

UNIT

11

Lesson A Modal verbs for speculating

Common errors

Don't use *can* to speculate.

*It's snowing, and she's not wearing a coat. She **must be** cold. (NOT ~~She can be~~ cold.)*

A Make guesses about the situations below. Complete the sentences with modal verbs and the verbs given. Sometimes there is more than one correct answer.

- You hear the sound of breaking glass at your neighbor's house next door, and then a siren.
 - It must be (be) a burglar for sure.
 - The neighbors _____ (be) away, perhaps.
 - The police _____ (come).
 - The burglar _____ (be) in the house.
- You see a young woman and young man talking outside a cinema. They look upset.
 - They _____ (have) an argument.
 - They _____ (feel) very happy.
 - He _____ (be) her date, perhaps.
 - He _____ (try) to comfort her.
- You're in a cab that is going too fast.
 - The driver _____ (be) in a hurry, for sure.
 - He _____ (be) a very safe driver.
 - He _____ (break) the speed limit.
 - He _____ (want) to get off work early.
- You see a cyclist sitting on the ground next to his bike.
 - He _____ (be) hurt, perhaps.
 - He _____ (take) a rest.
 - He _____ (take part) in a bicycle race.
 - His bicycle _____ (be) damaged.

B **Pair work** What other guesses can you make about each situation? Discuss with a partner. Explain your guesses.

UNIT

11

Lesson B Adjectives ending in *-ed* and *-ing*

A Complete the sentences. Write the correct adjective forms of the words given.

- I hate it when I'm out with a group of friends and we can't decide what to do. It can be incredibly _____ (frustrate). I guess we're all _____ (interest) in different things.
- I get really _____ (annoy) when people say they'll meet me and then they're half an hour late. It's _____ (surprise) how selfish people can be.
- My parents are very _____ (please) that I have nice friends. I think parents get _____ (worry) about things like that.
- I'm always really _____ (shock) when friends get into fights with each other.
- It's always _____ (excite) to see my friends. Not one of them is _____ (bore).
- It's _____ (disappoint) when friends don't keep in touch. But it happens.
- I feel _____ (disappoint) when friends don't call when they promised.
- Some people post really mean comments online. They can be pretty _____ (scare).
- It's always _____ (fascinate) to find out about other people's jobs.

About you

B **Pair work** Discuss the sentences above. Do you agree?

"It's very frustrating when I'm out with friends and we can't decide what to do. I think we all just have a hard time choosing something interesting."

UNIT

12

Lesson A Simple past passive

A Write sentences using the prompts given and the simple past passive.

1. A dinosaur bone / find / in a storage box at a Boston museum this week.

The bone / identify / as a new species of dinosaur.

2. Two main subway lines / close / yesterday for a second day.

Repairs to the lines / not complete / on time.

3. A live show in New York City / cancel / last night after the lead singer fell off the stage.

Ticket holders / not refund.

4. Police / call / to an apartment after neighbors heard strange sounds.

A raccoon / trap / inside the apartment. It / remove / by animal services.

About you

B Pair work How many more ideas can you add to the news reports above? Take turns making suggestions.

"The dinosaur bone was found by a student who was working at the museum."

UNIT

12

Lesson B Simple past passive + by + agent

A Rewrite the two news stories using the prompts given. Use the simple past passive and an adverb. Use *by* where needed.

1. A thief broke in through the roof of a police station late last night – thinking it was a local business. The roof (partial / damage) when the thief fell through and landed on the floor of the police station. The man (quick / arrest / an officer on duty). Although the man (serious / not injure), he (immediate / take to the emergency room / ambulance). Police say the burglar alarms at the station (temporary / disconnect).

2. Dozens of cars (bad / damage) yesterday after a freak hailstorm. The cars (hit / large hailstones) in the parking lot of a local supermarket. One driver said her windshield (complete / shatter). The store (partial / flood) in the storm.

B Pair work Take turns retelling the two news stories without looking at your books.



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Answers

Unit 3, Lesson A

1 Getting started, Exercise B, page 22

1. b Taipei. Taipei 101 is the tallest office building in the world.
2. a Japan. The Akashi-Kaikyo Bridge is the longest suspension bridge.
3. b China. The New South China Mall is the largest shopping mall.
4. b Moscow. McDonald's is the world's busiest restaurant.
5. c Barcelona. Camp Nou is the largest soccer stadium in Europe.
6. c France.

1 Getting started, Exercise C, page 22

1. What's the biggest train station in the world?
Grand Central Station in New York City. It has the most platforms.
2. What's the busiest airport in the world?
Hartsfield-Jackson Atlanta International Airport in Georgia, U.S.A. It has the most passengers.
3. Where is the largest building in the world?
Boeing Everett Factory in Washington, U.S.A. It has the most usable space.
4. What's the most expensive city in the world?
Tokyo.

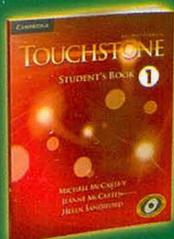
Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dream	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

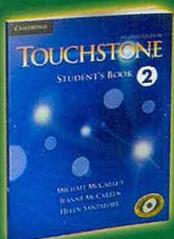
Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

SECOND EDITION

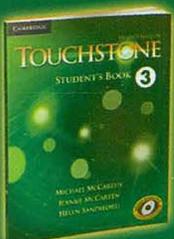
TOUCHSTONE



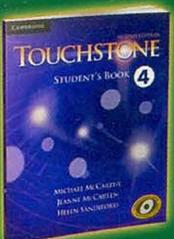
Beginning



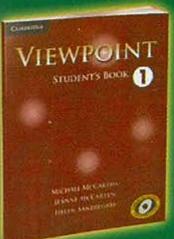
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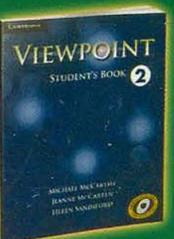
Low Intermediate



Intermediate



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CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
	VIEWPOINT 1
C1	VIEWPOINT 2

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